



Ben Gibson, *Chair*
Ryan Petty, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Kelly Garcia
MaryLynn Magar

LONG RANGE PROGRAM PLAN

Florida Department of Education

Tallahassee, Florida

September 29, 2023

Chris Spencer, Director
Office of Policy and Budget
Executive Office of the Governor
1702 Capitol
Tallahassee, Florida 32399-0001

J. Eric Pridgeon, Staff Director
House Appropriations Committee
221 Capitol
Tallahassee, Florida 32399-1300

Tim Sadberry, Staff Director
Senate Committee on Appropriations
201 Capitol
Tallahassee, Florida 32399-1300

Dear Directors:

Pursuant to Chapter 216, Florida Statutes, our Long Range Program| Plan (LRPP) for the 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 2024-25 through Fiscal Year 2028-29. 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.html>.

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

Sincerely,



Suzanne Pridgeon

SP/pm

Attachment

Suzanne Pridgeon
Deputy Commissioner, Finance and Operations



Florida Department of Education

LONG RANGE PROGRAM PLAN

Fiscal Years 2024–25 Through 2028–29

SEPTEMBER 29, 2023

TABLE OF CONTENTS

	Page
Agency Mission, Vision and Goals	3
Outcomes and Performance Projections	4
Linkage to Governor’s Priorities.....	14
Trends and Conditions	15
Policy Alignment.....	74
Advisory Committees and Task Forces	78
Exhibit II – Performance Measures and Standards.....	81
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	
Exhibit III – Performance Measure Assessment	101
Exhibit IV – Performance Measure Validity and Reliability.....	130
Exhibit V – Associated Activity Contributing to Performance Measure	247
Exhibit VI – Agency-Level Unit Cost Summary	260
Glossary of Terms	262
Glossary of Acronyms.....	266

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

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.¹ 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.

¹ State Board of Education Strategic Plan 2020-2025, access at <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>.

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 2024-25 through 2028-29* 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 three million K-12 public school 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. 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 provided to 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 2024-25**	FY 2025-26**	FY 2026-27**	FY 2027-28**	FY 2028-29**
VPK Completers	63%	69%	70%	71%	72%	73%
All VPK Participants	61%	67%	68%	69%	70%	71%
VPK and School Readiness Participants	53%	59%	60%	61%	62%	63%
VPK Non-Completers	48%	54%	55%	56%	57%	58%
School Readiness Only Participants	37%	43%	44%	45%	46%	47%

*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) is used to 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 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
*	*	*	*	*	*

*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, FAST is used to measure kindergarten readiness based on the policies established under HB 419 and under SB 1048, passed in the 2022 Regular Session. SB 2502, passed in the 2023 Regular Session, extended adoption of the VPK provider performance metric and associated methodology to the 2024-25 school year. This table reflects the establishment of the baseline using FY 2023-24 data; the remaining years' values will be evaluated once the new accountability system is fully in place, beginning with the 2024-25 school year.

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 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*	FY 2028-29*
55%	60%	60%	61%	62%	63%

*Beginning with the 2022-23 school year, the FAST became 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 2027-28*	FY 2028-29*
58%	67%	69%	70%	72%	73%

*Beginning with the 2022-23 school year, the FAST became 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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
56%	58%	58%	58%	58%	59%

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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
70%	78%	79%	80%	81%	83%

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 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*	FY 2028-29*
58%	66%	67%	68%	69%	71%

*Beginning with the 2022-23 school year, the FAST became 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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
71%	80%	82%	83%	85%	86%

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 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*	FY 2028-29*
55%	61%	62%	63%	64%	65%

*Beginning with the 2022-23 school year, the FAST became 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 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*	FY 2028-29*
58%	70%	72%	74%	76%	78%

*Beginning with the 2022-23 school year, the FAST became 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 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*	FY 2028-29*
White and Black	29%	26%	26%	25%	25%	24%
White and Hispanic	15%	9%	8%	7%	6%	5%
Non-Economically Disadvantaged and Economically Disadvantaged	24%	18%	17%	16%	15%	14%
Students with Disabilities and Students without Disabilities	38%	32%	31%	30%	29%	28%
English Language Learners and Non-English Language Learners	29%	28%	27%	27%	27%	27%

*Beginning with the 2022-23 school year, the FAST became 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 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*	FY 2028-29*
White and Black	29%	28%	27%	27%	27%	27%
White and Hispanic	14%	13%	12%	12%	12%	12%
Non-Economically Disadvantaged and Economically Disadvantaged	21%	17%	16%	15%	14%	14%
Students with Disabilities and Students without Disabilities	33%	27%	26%	25%	24%	23%
English Language Learners and Non-English Language Learners	19%	18%	17%	17%	17%	17%

*Beginning with the 2022-23 school year, the FAST became 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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
White and Black	32%	26%	25%	24%	24%	22%
White and Hispanic	18%	12%	11%	10%	10%	8%
Non-Economically Disadvantaged and Economically Disadvantaged	24%	20%	19%	18%	18%	17%
Students with Disabilities and Students without Disabilities	35%	29%	28%	26%	27%	25%
English Language Learners and Non-English Language Learners	31%	22%	21%	21%	18%	16%

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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
White and Black	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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
61%	75%	77%	79%	81%	83%

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 2024-25**	FY 2025-26**	FY 2026-27**	FY 2027-28**	FY 2028-29**
English Language Arts	17%	20%	21%	22%	22%	23%
Mathematics	32%	42%	43%	45%	46%	48%
Science	16%	22%	23%	24%	25%	26%
Social Studies	29%	41%	43%	45%	47%	49%

*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 became 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 2024-25**	FY 2025-26**	FY 2026-27**	FY 2027-28**	FY 2028-29**
English Language Arts	47%	55%	56%	58%	59%	60%
Mathematics	52%	66%	68%	71%	73%	75%

*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 became 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 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*	FY 2028-29*
5%	0%	0%	0%	0%	0%

*Beginning with the 2022-23 school year, the FAST became 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 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*	FY 2028-29*
8%	0%	0%	0%	0%	0%

*Beginning with the 2022-23 school year, the FAST became 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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
67.7%	85.9%	88.5%	91.1%	93.7%	96.3%

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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
40%	49.5%	50.8%	52.2%	53.5%	54.9%

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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
\$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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
\$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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
*	*	*	*	*	*

*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, FAST is used to measure kindergarten readiness based on the policies established under HB 419 and under SB 1048, passed in the 2022 Regular Session. SB 2502, passed in the 2023 Regular Session, extended adoption of the VPK provider performance metric and associated methodology to the 2024-25 school year. This table reflects the establishment of the baseline using FY 2023-24 data; the remaining years' values will be evaluated once the new accountability system is fully in place, beginning with the 2024-25 school year.

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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
67%	100%	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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
Charter Schools	74%	100%	100%	100%	100%	100%
Traditional Schools	61%	93%	99%	100%	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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
60.8%	68%	69%	70%	71%	72%

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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
61.4%	68%	69%	70%	71%	72%

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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
74%	78%	78%	79%	80%	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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
\$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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
Passed at Least 1 AP Exam	27%	29%	30%	30%	30%	31%
Passed at Least 1 IB Exam	3%	10%	11%	12%	13%	14%
Passed at Least 1 AICE Exam	8%	16%	17%	18%	19%	20%
Passed at Least 1 Dual Enrollment Course	25%	30%	30%	31%	32%	33%
Passed at Least 1 Industry Certification Exam	31%	48%	51%	53%	56%	58%

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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 2024-25	FY 2025-26	FY 2026-27	FY 2027-28	FY 2028-29
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 3 RANK	YEAR 2 SOURCE OF RANKING	NEW DATA SINCE YEAR 2 RANK
Preschool Access for Four-Year Olds	#1	#3	#3	#1	“State of Preschool 2022” – National Institute for Early Education Research (p. 12)	Yes
Education Week Quality Counts K-12 Ranking	#4	#3	#3	#3	“Quality Counts 2021: Grading the States” – Education Week, 2021	No
Fourth Grade Reading	#6	#6	#6	#3	“NAEP 2022 - Grade Four Reading Average Scale Score Data” – NAEP 2022 (p. 5)	Yes
Fourth Grade Math	#4	#4	#4	#4	“NAEP 2022 - Grade Four Math Average Scale Score Data” – NAEP 2022 (p. 5)	Yes
Eighth Grade Reading	#22	#22	#22	#21	“NAEP 2022 - Grade Eight Reading Average Scale Score Data” – NAEP 2022 (p. 5)	Yes
Eighth Grade Math	#35	#35	#35	#32	“NAEP 2022 - Grade Eight Math Average Scale Score Data” – NAEP 2022 (p. 5)	Yes
Fourth Grade Reading – Large School District Rankings	Top 5	Top 5	Top 5	Top 4	“2022 Trial Urban District Assessment (TUDA) Results” – NAEP 2022	Yes
Fourth Grade Math – Large School District Rankings	Top 5	Top 5	Top 5	Top 6	“2022 Trial Urban District Assessment (TUDA) Results” – NAEP 2022	Yes
Eighth Grade Reading – Large School District Rankings	Top 7	Top 7	Top 7	Top 4	“2022 Trial Urban District Assessment (TUDA) Results” – NAEP 2022	Yes
Eighth Grade Math – Large School District Rankings	Top 10	Top 10	Top 10	Top 4	“2022 Trial Urban District Assessment (TUDA) Results” – NAEP 2022	Yes
Education Choice Spending	#1	#1	#1	#1	“States Ranked by Spending on School Choice Programs, 2022 Edition” – Ed Choice, 2022	Yes
Education Choice Share	#2	#2	#2	#2	“2022 EdChoice Share: Where Are America’s Students Getting Their Education?” – EdChoice, 2022	Yes
Parent Power! Index	#1	#2	#1	#1	“Parent Power! Index” – Center for Education Reform, 2022	Yes
Student Participation in Advanced Placement Exams	#1	#1	#1	#1	“AP Cohort Data Report - Graduating Class of 2022” – College Board, April 2023 (p. 32)	Yes
Student Performance in Advanced Placement Exams	#3	#3	#2	#3	“AP Cohort Data Report - Graduating Class of 2022” – College Board, April 2023 (p. 13)	Yes
Student Improvement on Advanced Placement Exams	#3	#3	#3	#27	“AP Cohort Data Report - Graduating Class of 2022” – College Board, April 2023 (p. 14)	Yes
Florida Higher Education National Ranking	#1	#1	#1	#1	“10 Best States for Higher Education” – US News and World Report, 2023	Yes
Higher Education Regional Graduation Rate	#1	#1	#3	#1	Southern Regional Education Board Rankings, 2021	No
Active Apprentices and Training Administration 2018	Top 13	Top 12	Top 12	Top 12	“Registered Apprenticeship National Results FY 2021” – US DOL Employment	Yes
Aspen Prize for Community College Excellence	Many Past Winners/ Finalists	Many Past Winners/ Finalists	Many Past Winners/ Finalists	Many Past Winners/ Finalists	The Aspen Prize, The Aspen Institute – College Excellence Program	No
Lumina Foundation Ranking in Credential Attainment Beyond High School	#20	#20	#22	#29	“Stronger Nation” – Lumina Foundation, 2021	Yes
Teacher Prep Programs on the Science of Reading	#7	#7	#7	#7	“Teacher Prep Review: Program Performance in Early Reading Instruction” – National Council on Teacher Quality, 2020	No

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 has earned Florida the #1 rank in the nation both in terms of preschool access for 4-year-olds and on the Parent Power! Index by providing the largest education opportunity program across the nation. Additionally, this approach ranked Florida #3 in the nation in terms of K-12 Achievement by Quality Counts from 2019 to 2021. Further, Florida's NAEP performance in 2022 relative to other states points to sustained or increased ranking in this measure, which will rely heavily on NAEP performance when Quality Counts is released again.

While much of the country struggled to even open schools after the global pandemic, Florida was the first state to reopen public schools in August 2020 and guarantee that in-person instruction would be available five days per week. In 2022, Florida's NAEP results demonstrated that keeping kids in school throughout 2020-21 and 2021-22 has put Florida students well ahead of their peers, especially with younger and educationally at-risk students who were harmed the most from distance-learning in other states. Florida's Grades 4 and 8 students earned the state's highest ever rankings in each assessment and demonstrated historic achievement gap closure for at-risk students at all levels. Florida's Hispanic students, Black students, and students with disabilities all scored in the top 10 in every category.

In 2022-23, Florida also introduced a new, first-in-the-nation progress monitoring (PM) model to student assessment, the Florida Assessment of Student Thinking (FAST), which provides real-time performance feedback to teachers, parents, and students while there is time to make instructional adjustments to maximize student achievement. For the 2022-23 school year, standards are still being set for the FAST assessments and, therefore, improvement in reducing achievement gaps cannot yet be determined across school years for the FAST assessments. However, Florida's end-of-year progress monitoring assessment for 2022-23 shows students made substantial growth throughout the school year, including up to 42 percentage points in some subjects. Additionally, results demonstrated significant improvements throughout the year in student subgroups, with Hispanic, Black, and students from economically disadvantaged families all showing double digit increases in the percentage of students scoring at or above grade level.

The hard work and collective efforts of Florida's students, parents, teachers, and school leaders has resulted in a learning foundation for further closing achievement gaps. Evidence of Florida's success in maximizing learning growth in the classroom includes the following:

- Between 2021-22 and 2022-23, achievement gaps between Black students and White students narrowed in Grade 5 Science and on the Biology 1 end-of-course (EOC) assessment. Black students also experienced performance increases between the FAST assessments from the first progress monitoring assessment taken in the fall (PM1) to the third progress monitoring assessment taken in the spring (PM3) of the 2022-23 school year. Black students increased their performance in English Language Arts (ELA) by 16 percentage points and increased their performance in Grades 3-8 Mathematics by 34 percentage points.
- During the 2022-23 school year, achievement gaps between Hispanic students and White students narrowed in Grade 5 Science and on the Biology 1 EOC. Hispanic students also increased their performance on the FAST assessments from PM1 to PM3 in ELA by 17 percentage points and in Grades 3-8 Mathematics by 42 percentage points.
- As further evidence that Florida is providing the tools and support for our most vulnerable students, students from economically disadvantaged families increased performance on Grade 5 Science and the Biology 1 end-of-course (EOC) assessment. Additionally, on the new

FAST assessments, students from economically disadvantaged families increased their performance from PM1 to PM3 on both the ELA and Mathematics assessments by 16 percentage points and 29 percentage points, respectively.

- Florida is ranked #3 in NAEP Grade 4 Reading and #4 in NAEP Grade 4 Mathematics compared to other states.
- Florida boasts the narrowest achievement gap between students with disabilities and students without disabilities in all 2022 NAEP grades and subjects.
- All of Florida’s subgroups significantly outperformed their national peers in NAEP Grade 4 Reading.
- More than 76,000 students were dual enrolled in one or more Florida College System courses in 2022-23.
- For the seventh year in a row since 2017, Florida ranked #1 in the nation for its higher education system, according to a 2023 US News and World Report.

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 2023, Governor DeSantis signed House Bill 1, expanding school choice for all Florida students and allowing families to choose the educational setting that best fits their child’s needs. With this historic legislation, over 407,000 students have been awarded a scholarship for the 2023-24 school year, representing a monumental increase over last year’s enrollment of nearly 250,000 students in the scholarship programs. Additionally, over 154,289 families are opting for home education and 726 public charter schools are serving 382,367 students statewide. Florida has the largest state virtual school in the nation, and all school districts offer online programs and courses.

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 2024-25 through 2028-29:

- 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 and enhance their independence.

Florida's vocational rehabilitation program is administered according to federal and state laws and regulations. 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, created new federal performance standards and metrics for vocational rehabilitation.

Demographic and Economic Overview

The 2017-21 American Community Survey (ACS) five-year estimates indicate that about 2.7 million individuals with disabilities reside in Florida, representing about 15.3 percent of the state's population. The survey found that 21.4 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.

In the ACS estimates referenced above, there are approximately 567,845 employed Floridians with disabilities ages 16 and older. In the ACS, 677,264 individuals with disabilities, ages 16 and older, reported earnings in the past 12 months. The median earnings for this group were \$25,977. Florida DVR measures the projected average annual salary at placement. At the end of fiscal year 2022-23, the projected average annual earnings were \$23,320.

The Department reports that in the 2022-23 school year, 141,524 students with disabilities ages 14–21 enrolled in Florida public schools, representing approximately 5 percent of the state's overall public school enrollment. These students are eligible for Pre-employment Transition Services.

Florida's overall economic climate continues to influence the DVR's program performance. As of June 2023, Florida's unemployment rate was 2.6 percent², which was lower than the national rate of 3.6 percent.³ The unemployment rate for individuals with disabilities in Florida was 3.6 percent as of July 2023, which was down significantly from a peak of 26.9 percent in May 2020.⁴

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. Currently, DVR is in the process of completing the most recently required needs assessment. In the Federal Fiscal Year (FFY) 2018-19, the DVR completed a previously 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

²Executive Office of the Governor of Florida, News Release: Florida Commerce Announces Florida Has Lowest Unemployment Rate Among Nation's 10 Most Populous States for Thirteenth Consecutive Month, accessed at <https://www.floridajobs.org/news-center/DEO-Press/2023/07/21/floridacommerce-announces-florida-has-lowest-unemployment-rate-among-nation-s-10-most-populous-states-for-thirteenth-consecutive-month>.

³United 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>.

⁴Florida Disability Unemployment Statistics, accessed at <https://floridajobs.org/wser-home/florida-disability>.

survey, focus groups and analysis of state demographic and agency performance data. These methods yielded the following three recommendations related to overall agency performance.

Overall Agency Performance Recommendations

- Identify ways to streamline processes to help people get through the application and eligibility process sooner and reduce time in developing their Individualized Plan for Employment (IPE).
- Encourage continued efforts in seeking a new case management system that can eliminate the multiple and complicated systems that must be used currently.
- 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 foremployers 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 alignment and accountability in Vocational Rehabilitation processes, communication, and initiatives.

General Program Performance

During SFY 2023 (2022-23), DVR had an average of 64,005 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 5,166 individuals placed into gainful employment, 4,836 were customers with a significant or most significant disability. The projected average annual earnings of DVR customers who were placed in jobs during SFY 2023 was \$23,319. This represents an increase from the SFY 2021-21 average earning of \$22,032. This data comes from DVR's case management system and is not directly sourced from the division's federal reporting data.

Florida Rehabilitation Council

The Florida Rehabilitation Council (FRC) works as an advisory group in strategic partnership with DVR to assist in the development of policies consistent with federal and state law, ensure best practices, and promote economic independence for persons with disabilities. FRC submits an annual progress report to the Governor of Florida, Secretary of the United States Department of Education, Rehabilitation Services Administration, President of the Florida Senate, Speaker of the Florida House of Representatives, and 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 transitioning from school to work, working-age individuals who are blind, and older adults facing 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, shown on the following page, provides the mandates under which DBS operates and the authority for the division's policies and programs.

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

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: <ul style="list-style-type: none"> a. 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.; b. Provide independent living training so individuals who are blind can benefit from their community in the same manner as their sighted peers, per s. 413.011(3)(e), F.S.; c. Provide library 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 d. Promote the employment of eligible blind persons, including the training and licensing of such persons as operators of vending facilities on public property, per ss. 413.041 and 413.051, F.S. 	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)

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, 2023, the program comprised 110 blind and visually impaired facility managers (vendors) and employed a total of 219 people. All six vendors who were awarded their first facility in SFY 2022-23 completed their 12 months during FY 2022-23. Taxable gross sales generated in SFY 2022-23 was \$24.6 million.
- **Children’s Program**
Assists school-age children who have visual impairmentsto 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 readinessfor 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.
- **Career, Technology, and Training 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’ 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.

- The need for increasing employment outcomes for adult DBS 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. The partnership saves money and allows quicker access to important adaptive technology software. The division has updated the client module in its AWARE case management system to allow clients to independently log in, update contact information, and check their 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 921 closures. This represents the second highest number of closures in the employment program's history, with last year's total holding the record high.
- The average hourly wage for blind individuals was \$18.27, with the highest hourly wage at \$40.38.
- The children's program served 102 children. The children received support in navigating educational and community resources, and counseling to promote their fullest participation within their communities and educational settings.
- Social Security reimbursements reached \$2,649,829 million. This is an increase of \$1,304,011.
- The Independent Living Program served 1,210 individuals and assisted them with training and equipment (such as Braille embossers) to increase their independence and allow them to remain in their own home.

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 Program

DBS developed 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, work collaboratively with a larger team to troubleshoot accessibility errors, and fix accessibility compliance issues.

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.

The Web Accessibility Apprenticeship program was approved by the Department’s Division of Career and Adult Education and by the United States Department of Labor. DBS is currently in the final stages of recruiting the first cohort of apprentices for the program. The education and skills participants will 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.

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 30 institutions serve 160,000 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, and graduation efforts. 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 2022-23.

Exhibit 3. State Program Grants to Private Colleges and Universities, 2022-23

INSTITUTION	PROGRAM GRANTS/ASSISTANCE
Embry Riddle Aeronautical University	<ul style="list-style-type: none"> • Aerospace Academy • Center for Aerospace Resilience
Flagler College	<ul style="list-style-type: none"> • Institute for Classical Education
Florida Institute of Technology	<ul style="list-style-type: none"> • Biomedical Aerospace Manufacturing • Restore Lagoon Inflow Research
Historically Black Colleges and Universities	<ul style="list-style-type: none"> • Bethune Cookman University – Access and Retention Grant • Edward Waters College – Access and Retention Grant • Edward Waters College — Institute on Criminal Justice • Florida Memorial University — Access and Retention Grant
Jacksonville University	<ul style="list-style-type: none"> • Entrepreneurial Policy and Innovation Center (EPIC)
St. Leo University	<ul style="list-style-type: none"> • Robotics Engineering Degree and Microcredentials Program

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:** Provides 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 to assist in the recruitment of law enforcement officers in the state by providing financial assistance to trainees who enroll in a commission-approved law enforcement officer basic recruit training program. Awards are 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 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 in 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 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 Assessment of Student Thinking (FAST) Star Early Literacy;

Outcome 1.B: Percentage of all four-year-old children served in the VPK program. Based on the August 10, 2023, VPK Estimating Conference.⁵

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 2024-25 through 2028-29 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 is to provide 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.

⁵Early Learning Programs Consensus Estimating Conference, Voluntary Prekindergarten Education Program, August 10, 2023, accessed at <http://edr.state.fl.us/Content/conferences/vpk/VPKsummary.pdf>.

In June 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. 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, 2013, moving the OEL to the 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 DEL as a division rather than an office within the Department and placing responsibility for program oversight, including rulemaking authority, with the State Board of Education; (2) 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 report the findings and established a new category that expands school readiness eligibility for families.

Florida made 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 provided 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 included 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.

Legislation enacted in 2023 and signed by Governor DeSantis has Florida continuing to make progress in early learning resulting from House Bill 7039 and the General Appropriations Act (GAA). House Bill 7039 adds a requirement to the VPK curriculum that (1) requires it to be content rich and sequential; (2) expands the New Worlds Reading Initiative to prekindergarten children not yet on grade level as determined by the coordinated screening and progress monitoring (CSPM) system; and (3) allows for VPK students who exhibit a substantial deficiency in early math skills, based upon the results of the final CSPM administration, to be referred to the local school district and possibly eligible to receive intensive mathematics interventions before participating in kindergarten. In addition, Senate Bill 2502 extended the adoption of the performance metric methodology to the 2023-24 school year and the assignment of the performance metric to 2024-25. The GAA includes a recurring investment of \$100 million in additional funds for the School Readiness Program and an increase in the VPK base student allocation from \$2,803 per full time equivalent (FTE) to \$2,941 per FTE for the school year program and from \$2,393 per FTE to \$2,511 per FTE for summer program.

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 (SR) 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 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; the University of Florida; and the 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 DEL within the Department 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 DEL 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 nearly 9,200 child care providers, Florida’s early learning programs annually serve more than 346,000 children and their families.

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

- 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.
- 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.

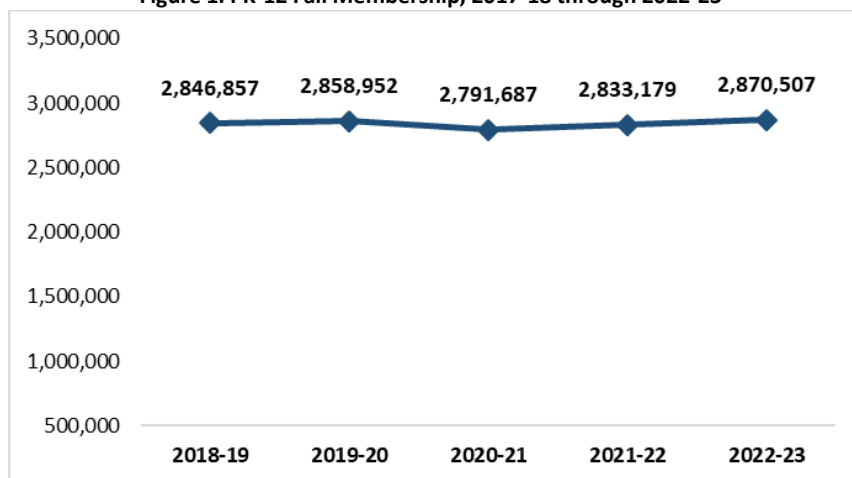
K-12 Public Education

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 public school students and provides Florida’s teachers and educational leaders the training and tools they need to increase student achievement.

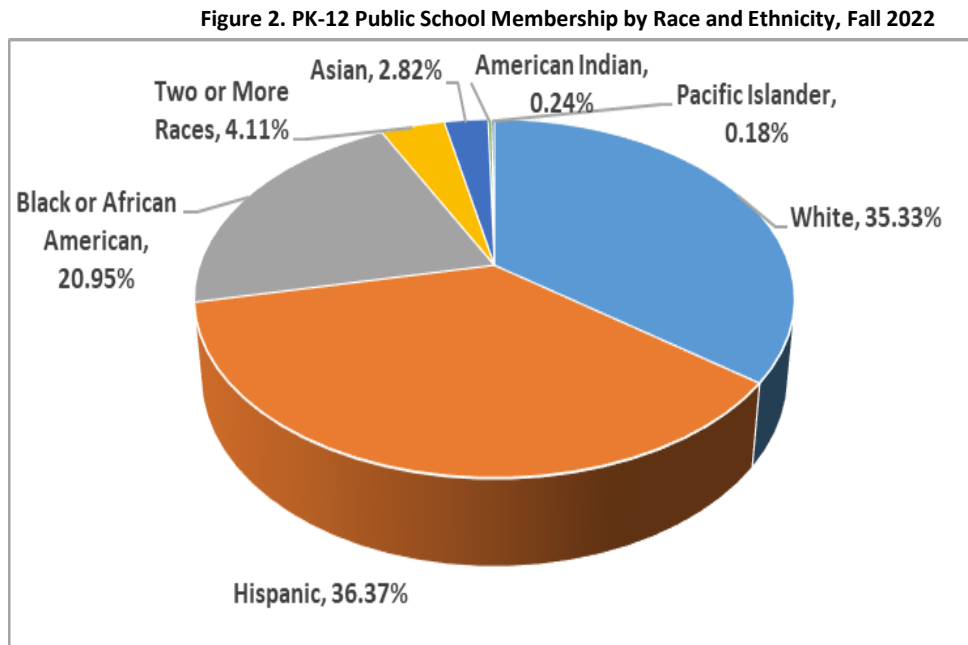
Florida’s Public School Membership – The State’s Future Workforce

Almost 3 million students attend a public elementary, middle, or secondary school in Florida every year. As shown below in Figure 1, the fall 2022-23 PK-12 student membership for Florida’s public schools was 2,870,507. When compared to the fall 2018-19 membership, Florida’s PK-12 public school membership has increased by 233,650 students, or by about 0.8 percent. Florida public school membership had been steadily increasing each year until the 2020-21 school year and started rising again in the 2021-22 school year. Florida public school membership has continued to rise since then, increasing by 37,328 students from 2021-22 to 2022-23, or by about 1.3 percent.

Figure 1. PK-12 Fall Membership, 2017-18 through 2022-23



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 2022-23 school year.



Twenty-nine of Florida’s 67 school districts had minority enrollments of 50 percent or more in the 2022-23 school year as shown below in Exhibit 4. Florida’s K-12 education program puts students at the center and focuses 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, 2022-23

SCHOOL DISTRICT	PERCENT MINORITY	SCHOOL DISTRICT	PERCENT MINORITY
Gadsden	96.3%	Lee	65.5%
Miami-Dade	93.8%	DeSoto	65.1%
Broward	82.7%	Hamilton	64.0%
Jefferson	80.1%	Leon	62.6%
Osceola	79.5%	Highlands	60.4%
Orange	75.7%	Alachua	59.8%
Hendry	75.1%	Monroe	57.3%
St. Lucie	73.3%	Seminole	57.0%
Palm Beach	71.4%	Madison	56.7%
Hardee	70.3%	Manatee	55.9%
Hillsborough	69.4%	Okeechobee	55.8%
Duval	68.7%	Marion	55.2%
Collier	68.1%	Escambia	55.1%
Glades	66.6%	Lake	53.7%
Polk	66.0%		

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-12.⁶ In 2022-23, Florida classrooms 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) website⁷, are intended to ensure that all students, regardless of demography, graduate from high school prepared to enter college or the workforce. The standards are designed to:

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

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

Civic Education/Social Studies

Florida’s revised civics and government standards will be fully implemented in the 2023-2024 school year. The Bureau of Standards and Instructional support (BSIS) will use the regional civics literacy personnel to continue providing professional learning and support to classroom teachers. Regional civics literacy personnel will work through district offices to provide tiered support to local schools to improve civics literacy and civics EOC scores by Florida students. BSIS will continue to facilitate teacher civics content. In 2023, the State Board adopted state academic standards to implement required instruction on Victims of Communism (House Bill 395 from 2022), as well as a new strand of K-12 African American History standards to be implemented in 2024-25 (House Bill 7 from 2022).

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

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

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 educators and promote literacy throughout the state by:

- Working collaboratively with Florida educators and college and university professors to develop reading endorsement competencies.
- Coordinating professional learning to enable educators to earn reading endorsements, literacy micro-credentials, and literacy coach 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 learning pertaining to the B.E.S.T. Standards for ELA, with emphasis on the science of reading and evidence-based instructional practices.
- Conducting literacy institutes to train district and school administrators, literacy coaches, educators, and teacher preparation faculty in strategies, support services, and evidence-based practices in reading.
- Evaluating the implementation of each school district reading plan, including conducting site visits, and collecting specific data on reading results.
- Providing State Regional Literacy Directors (SRLDs) to deliver professional learning opportunities and support evidence-based literacy coaching models and evidence-based reading practices. SRLDs provide targeted services and supports to Reading Achievement Initiative for Scholastic Excellence (RAISE) identified schools serving kindergarten through grade 5 students.
- Serving as a liaison on the boards of 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 an annual Celebrate Literacy Week, Florida! week designed to motivate students to read more and participate in theme-based literacy learning opportunities.

- Conducting monthly conference calls to share information, professional learning 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 UF Lastinger Center, the New Worlds Reading Initiative to ensure books are distributed directly to the homes of PreK-5 public or charter school students who are reading below grade level or have a substantial deficiency in early literacy skills.
- 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.
- Overseeing the requirement that literacy instructional materials adopted through a district school board review process for foundational reading skills be based on the science of reading and include phonics instruction as the primary strategy for word reading, ensuring the three-cueing system model is prohibited to teach word reading.
- Conducting book reviews to support the New Worlds Reading Initiative, Commissioner’s book list, and special projects, as needed.

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 ELA 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. In 2023, the legislature made two changes to high school graduation requirements. The online course requirement was removed, and a Career and Technical course may now be used to satisfy the fine or performing arts requirement.

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. During the 2023 Legislative Session, House Bill 1537 was passed. Among other measures, the bill establishes in law specific concordant and comparative scores for students graduating during the 2022-23 school year, including students who entered grade 9 in 2019-20, as well as concordant and comparative scores that may be used for students who entered grade 9 in 2020-21 and beyond. Additionally, HB 1537 requires the State Board of Education to establish in rule a concordant passing score for the Grade 10 ELA assessment for the sum of the Grammar/Writing and Verbal Reasoning subject test scores on the Classic Learning Test (CLT) and a comparative score for the Algebra 1 EOC assessment for the Quantitative Reasoning subject test on the CLT. The State Board of Education adopted an amendment to Rule 6A-1.09224, F.A.C., which established passing scores for the applicable sections of the CLT on July 19, 2023.

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. Some districts also operate franchises of FLVS, and a number of 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.

- **Remote Assessments for Full-Time FLVS Studies of Applicable Military Families**

During the 2023 Legislative Session, s. 1008.213, F.S., was created by House Bill 1597 to provide for the flexible assessment administration of the statewide, standardized assessments specified in s. 1008.22(3)(a), (b), and (d), F.S., for the full-time FLVS student of a military family residing outside of Florida who is prevented by his or her parent's or guardian's out-of-state military duty station's location from participating in a Florida-based FLVS secure and proctored exam. A proposed amendment to Rule 6A-10.042, F.A.C., will be presented to the State Board of Education on October 18, 2023, to codify the requirements for how this provision for assessment flexibility must be implemented.

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 additional targeted support and improvement (ATSI), 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, graded schools with an overall Federal Index below 41 percent, and schools with a consistently underperforming subgroup 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).⁸

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 2024.⁹ 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 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, a graduation rate of 67 percent or less, or a consistently underperforming subgroup 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, or a consistently underperforming subgroup is classified as CSI.

The 2023 Florida Legislature passed House Bill 8101 creating the Educational Enrichment Allocation (EEA) to replace the Turnaround School Supplemental Services Allocation (TSSSA). The supplemental amount is based on the unweighted full-time equivalent student enrollment at eligible schools and a per-FTE

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

⁹Due to 2022-23 being the first year to include assessments based on the new Benchmarks of Excellent Student Thinking (B.E.S.T.) standards, and the absence of learning gains, there will be no new CSI or ATSI classifications.

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 year. 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.¹⁰

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 learning 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, reassignment and closure, charter, or external operator/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.

¹⁰Due to 2022-23 being the first year to include assessments based off of the new Benchmarks of Excellent Student Thinking (B.E.S.T.) standards, and the absence of learning gains, there will be no new CSI or ATSI classifications.

CSI Rated 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 graded 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 rated 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 learning and ongoing supports.

In the 2022-23 school year, 172 graded schools were supported by school improvement. Of the 172 schools, 138 schools were in the first year, or Tier 1, of school improvement and 35 schools were implementing turnaround option plans, Tier 2 or 3, to improve their school grade to a “C” or higher. The 2023 school grades will not be released until later in the fall of 2023 due to the transition of the Florida statewide assessments. No schools will enter school improvement; however, schools will exit school improvement if the school grade increases to a “C” or higher.

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 remained in school improvement and two schools entered school improvement for the 2022-23 school year. The same two schools that entered school improvement for the 2022-23 school year will continue to receive school improvement support in the 2023-24 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.¹¹ 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. In May 2023, as a result of the audit and statutory changes, the State Board of Education adopted updates to Rule 6A-5.066, F.A.C. The updates include revisions to the Uniform Core Curricula (UCC), specifying a minimum number of preservice field experience hours for Educator Preparation Institutes (EPI), revising Annual Program Performance Report (APPR) metrics, updating continued approval procedures, and adding the optional use of a Continued Approval Accrediting Entity. The changes were the result of recommendations

¹¹Florida 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/urll/TPPAppScorAudit21.pdf>.

from a workgroup of experts from teacher preparation programs and school districts to ensure the revisions met the requirements outlined in law and to support Florida's commitment to high-quality and well-prepared teachers. These revisions will modify the teacher preparation accountability system to help the department hold programs accountable and utilize metrics that more accurately measure program quality. The long-term impact will support the improvement of educator quality with the ultimate goal of increasing student achievement.

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 learning 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 of 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.

In 2023, the Florida Legislature further expanded the Florida Teacher Certification Examination (FTCE) fee waiver program via changes to s. 1012.59(3), F.S., waiving initial general knowledge, professional education, and subject area examination fees and certification fees for retired first responders, which includes law enforcement officers as defined in s. 943.10(1), F.S., firefighters as defined in s. 633.102(9), F.S., or emergency medical technicians or paramedics as defined in s. 401.23, F.S.

The FTCE/Florida Educational Leadership Examination (FELE) testing program remains one of the most robust and accessible certification testing programs of its kind. In 2022, the program administered 147,773 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 the State Board of Education approved Florida standards for teachers and K-12 students consistent with best practices in the field of large-scale assessment.

The Department commits to the recruitment of military personnel, veterans, and their spouses to continue their service by teaching and leading in Florida schools. The Military Veterans Certification Pathway, which became effective July 1, 2022, issues a five-year temporary certificate for military veterans who have not earned a bachelor's degree and meet all of the following preliminary requirements:

- Minimum of 48 months of active-duty military service with an honorable/medical discharge on DD214;
- Minimum of 60 college credits with a 2.5 grade point average on an official transcript; and
- Passing score on a Florida subject area examination for bachelor's level subjects (except Exceptional Student Education K-12), which demonstrates mastery of subject area knowledge.

Florida offers 14 pathways to qualify for a full certificate, more than most other states. 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 learning 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.

The 2023 Legislative session added several provisions to further remove barriers for educators. House Bill 1 amends s. 1012.56, F.S., including extending the validity period of certain temporary certificates to five years and making changes to the requirements for mastery of general knowledge, mastery of subject area knowledge, and mastery of professional preparation and educator competence. Effective March 27, 2023, the three-year Temporary Certificate was extended to five years, which provides relief for educators whose temporary certificates expired June 30, 2023. Other provisions added support for educators who experienced challenges passing the general knowledge and professional education competency examinations. The mastery of general knowledge requirement is waived for educators who are rated effective or highly effective and have been provided supports and instruction for three years. Educators holding a valid temporary certificate with three years of effective or highly effective ratings will be eligible to waive the professional education competency examination. Additionally, for subjects requiring only a baccalaureate degree, a master's degree or higher degree may waive the subject area examination.

Other 2023 legislation related to Florida educator certification included House Bill 443, which extended adjunct teaching certificates to five years, and House Bill 1537 requiring charter school governing boards to adopt rules to allow for the issuance of an adjunct teaching certificate to qualified applicants. House Bill 1035 authorized a new Teacher Apprenticeship temporary certificate and House Bill 1537 authorized a new Teacher Internship temporary certificate to increase pathways to certification for teacher recruitment.

Teacher Recruitment and Professional Learning

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 learning, recognition, and performance evaluation. Florida ranks second in the nation in the number of teachers holding national board certification, with 13,590 reported as nationally certified teachers in 2023.

Florida has doubled down on its commitment to celebrate and elevate teachers by increasing the teacher minimum base salary. In 2023, more than a \$1 billion investment was made, a \$252 million increase over the current record, 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 \$3.3 billion for teacher salary increases and bonuses over the last five years. Teacher recruitment and professional learning 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 learning research projects.

All 73 school districts, three charter school organizations (each serving more than 10 charter schools) and nine private school organizations have implemented a system of high-quality professional learning 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 learning systems. Currently, the revised standards are used to refine the professional learning 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 learning. 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 Learning 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 educational 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 12 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 2030.¹² The annual audit of Executive Order 19-31 is 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 Education and Career Help (REACH) Act Title II) grant, and the State Apprenticeship Expansion (SAE) grant. In addition, the

¹²Access Executive Order Number 19-31 at https://www.flgov.com/wp-content/uploads/orders/2019/EO_19-31.pdf.

the Reimagining 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; expanding 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 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 21st 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 \$1.4 billion annually for CTE programs throughout the nation. Of this, Florida's school districts and state colleges will receive approximately \$82 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 Two-Year Modification was approved by the United States Department of Labor (DOL) in 2022. 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. Nearly 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 and expansion of curriculum frameworks for adult education to the K-12 B.E.S.T. Standards and a statewide outreach and recruitment campaign specifically targeting adult populations. The new “Your Way” campaign is positioned as a sister campaign to “Get There FL” and leverages local adult education programs along with workforce training and education provided by our school districts and colleges.

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

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.

In spring of 2023, the Academic Skills Building (ASB) adult education program was created expanding curriculum frameworks to help prepare students with the literacy and math skills necessary to enter the job market, upskill to earn a better job, or enter postsecondary education. This program is eligible for federal funding under WIOA Title II, Section 203(4) and addresses Florida Statute 1004.92 (1)(b)., titled,

program. The ASB Program comprises two courses, ASB Math and ASB Reasoning through Language Arts. Students in the ASB program may enroll in either course or both courses. The program is for students who have earned a diploma or high school equivalency but need additional skill building in math or literacy to be successful workers, citizens, and partners of their children's education. ASB may be used for students in an Integrated Education and Training (IET) or Career and Technical Education (CTE) program.

High School Equivalency Diploma Program

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, with a new competitive procurement process beginning in the fall of 2023.

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 is responsible for facilitating the development and updating of the statewide educational programs that prepare individuals for skilled occupations important to Florida's economic development. Each CTE program is aligned to a career cluster and is detailed in a curriculum framework that is developed by partners from education, business and industry, and trade associations prior to adoption by the State Board of Education. The curriculum frameworks are a list of program standards that are both academically integrated and responsive to business and industry. Once a program is approved by the State Board of Education, the courses within the program are published on the department's website and may be offered locally; that is, by any school district, technical center, or college or FCS institution in Florida.

In accordance with Florida statutes, each program is updated every three years to reflect current business and industry needs specific to the occupation for which it prepares. The DCAE uses various methods of program review and approval for all the programs that result in credentials of value. All program development and approval occur with consultation of industry expert advisors and workforce development resources. With the help of these stakeholders, CTE programs are aligned with the skill requirements needed for Florida's workforce in real time. The DCAE develops and maintains curriculum frameworks for K-12 program adoptions as well as postsecondary, including career certificate, Applied Technology Diploma, college credit certificate and associate in applied science and associate in science degree programs.

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, 171 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 for contextualized instruction. 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.

As of 2023, Florida has expanded its capacity for workforce learning and training through IET with more than 440 approved IET programs in 15 career pathways created to serve industry needs identified by the local workforce development boards. Florida's IET programs are available to adult education students in English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE), GED Prep, Adult High School (AHS), and Academic Skills Building (ASB) programs.

IET program outcomes are measured by the following:

- Education Functioning Level (EFL) gains determined by comparing pre-test to post-test results on approved standardized assessments for Adult Education programs;
- Attainment of a secondary school diploma or equivalent;
- Postsecondary transcript/credits upon completion of at least 360 clock hours or 12 credit hours in a Career and Technical Education (CTE) program;
- Progress Toward Milestone upon completion of a registered pre-apprenticeship program; and
- Attainment of an industry certification on either the Master Credentials List or the Perkins Industry Recognized Credentials List.

As Florida continues to expand workforce development and transition to postsecondary institutions, professional development for adult education programs in IET is provided through conferences, workshops, 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.

HB 1507 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 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. The apprentice is 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 10th among all the states and territories for the number of new apprentices, 13th for the total number of apprentices, and 15th 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, 2022, and June 30, 2023, the Department had 303 active apprenticeship programs and served 17,435 apprentices during the program year. During this same period, 2,135 apprentices successfully completed their respective programs. Currently, there are 4,030 participating employers to sponsor linkages training in 120 apprenticeable occupations.

Although the largest proportion of registered apprentices are White (67%), Hispanic and Black individuals comprise a sizable portion (40%) of total registered apprentices participating in registered apprenticeship programs; 24 percent and 17 percent, respectively. Additionally, males make up 90 percent of registered apprenticeship enrollment and females comprise 8 percent of overall program participation. 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. DOL, some registered apprenticeship completers enter a career and may begin earning an average salary of more than \$53,000, 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. In accordance with Executive Order 19-31 and s. 1003.491(5), F.S., the Commissioner of Education tasked the Department's Division of Career and Adult Education (DCAE) with the responsibility of developing a methodology for auditing Career and Technical Education (CTE) offerings in the state on a recurring basis. To meet these ends, the DCAE formed the Office of CTE Quality, which in part maintains responsibility for conducting the annual Career and Technical Education Program Quality Audit (CTE Audit).

In 2021, House Bill 1507 amended s. 1003.491(5), F.S., also known as the 2021 Reimagining Education and Career Help (REACH) Act. Changes to the statute included new requirements for the CTE Audit and mandated the Department to develop rules to administer the amended section.

The 2021 Reimagining Education and Career Help (REACH) Act (House Bill 1507) amendment to s. 1003.491(5), F.S., mandates the CTE Audit 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.;
- 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 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. Annually, the Department conducts local-level institutional performance data pulls based on the statewide CTE Audit metrics to serve as informational resources for district and FCS institution leaders that oversee secondary and postsecondary CTE programs. These data contain up to three years of local-level and statewide-level program data. The data pulls are a collaborative effort of pulling data from various state agencies (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 DCAE disseminated the descriptive data to Florida College System presidents, chief academic officers, district superintendents, and CTE directors. Local leaders were asked to share and review the 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.

Under the supervision of the DCAE, in the three years since its inception, the Office of CTE Quality has engaged internal and external stakeholders in conversation around student outcomes, institutional performance, market demand alignment, and interagency collaboration. Through the work of the Office of CTE Quality, the CTE Audit has served as the means to communicate institutional performance trends to institutions and provide feedback to institutions not meeting workforce education standards at the state level. The audit has also ensured programs are aligned with in-demand occupations and help move students into jobs with wages that reflect such high-value occupations. Through enhanced partnerships

with state agencies, innovative new methodology choices, and updated accessibility features for users, the CTE Audit has evolved over the years to support the transformative work on the path to making Florida number one in workforce education. Further aligning with the Governor’s mission, the CTE Audit and the Office of CTE Quality provide Floridians with a way to measure the progress of Florida CTE programs toward accomplishing our workforce education goals.

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. In 2021, the Department postponed drafting and publicly sharing a proposed version of the rule for public comment due to related matters under s. 445.004(4), F.S. The Department re-introduced the rule development process in the spring of 2023. 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.¹³ 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.

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 630,000 students in 2021-22. In promoting equal and equitable opportunities, the FCS is focused on serving a diverse population of

¹³ A stronger nation. Lumina Foundation, Indianapolis, IN. Accessed at <https://www.luminafoundation.org/our-work/stronger-nation/>.

students, including 63 percent minority and 60 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. In 2022-23, more than 76,000 students enrolled in a dual enrollment course.

For the past several years, school districts have paid the standard tuition rate per credit hour for dual enrollment courses via 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 a 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 a high school campus by school district faculty, the school district is not responsible for payments to the public postsecondary institution.

In the summer of 2021, Governor DeSantis signed SB 52 (2021) creating s. 1009.30, F.S., Dual Enrollment Scholarship Program which reimburses eligible postsecondary institutions 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. In the summer of 2022, reimbursements for eligible institutions included public school students, along with private school or home-education program secondary students. The General Appropriations Act allocated \$25,662,000 for reimbursement only to public postsecondary institutions for the 2023-2024 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 2021-22, FCS institutions operated 70 early college programs.

Assessing Readiness for College-Level Work

Traditionally, colleges have used standardized test scores to place students into developmental education courses and for initial dual enrollment eligibility. However, as research has shown that other measures may be better predictors of success in college-level coursework, states and individual institutions across the nation have begun to implement policies that allow for the use of alternative methods to place students. With the passage of SB 366 (2021), students enrolling in the FCS through dual enrollment and as degree-seeking students have additional options to demonstrate competency in college-level communications and computation.

During the 2023 Regular Session, HB 1537, Education, amended ss. 1008.22 and 1009.531, F.S., related to assessments that are used for admissions. HB 1537 expanded options for students by adding the Classic Learning Test as an additional assessment option for high school students to satisfy graduation requirements. The SBOE adopted amendments of Rule 6A-10.0315, F.A.C., Demonstration of Readiness for College-Level Communication and Computation at their July 2023 meeting. The rule amendments added the Classic Learning Test, and its standard scores, as a fifth common placement test option for students and institutions to use.

Civic Literacy

The 2017 Florida Legislature amended s. 1007.25, F.S., to require students initially entering an FCS institution or state university in 2018-19 and thereafter to demonstrate competency in civic literacy. The amendment also required the chairs of the SBOE and Board of Governors (BOG) to appoint a faculty committee to develop a new civic literacy course or revise an existing U.S. History or U.S. Government course to include the civic literacy content. Beginning in fall of 2018, students in the FCS and SUS could demonstrate competency in civic literacy through any one of the following as adopted in SBOE rule or BOG regulation:

- Passing a course: POSX041 American Government or AMHX020 Introductory Survey Since 1877; or
- Earning a passing score on an assessment: AP Government and Politics: United States, AP United States History, or CLEP: American Government.

During the 2021 legislative session, SB 1108, amended s. 1007.25, F.S., expanding the civic literacy competency requirements. FCS and State University System students entering in the fall of 2021-22 must pass a civic literacy assessment and successfully complete a civic literacy course as a postsecondary requirement. Additionally, the bill provides that credits earned for courses via acceleration mechanisms will count toward the requirement. It also requires institutions to create opportunities to engage synchronously in political discussions and civil debates with multiple points of view. The SBOE amended Rule 6A-10.02413, F.A.C., in October 2021 to implement this legislation, including adding a revised Florida Civic Literacy Examination, which may also be taken and passed by students while in high school.

Equity and Civil Rights Compliance

Section 1000.05(4), F.S., requires public schools and FCS institutions to develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. All 28 FCS institutions design methods and strategies to promote retention and completion of underrepresented student populations based on demographic student enrollment, retention, and completion data analysis. FCS institutions implement employment equity accountability plans under s. 1012.86, F.S., to increase the employment of minorities and females in positions for senior-level administrative positions, full-time faculty, and full-time faculty with continuing contract status.

HB 7 (2022) amended multiple Florida Statutes related to non-discrimination in the Florida Civil Rights Act (FCRA) and Florida Education Code. The bill 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.

College and Textbook Affordability

FCS institutions are some of the most affordably priced options for higher education in Florida. To provide affordable higher education to FCS students, institutions are committed to different strategies and programs to promote affordability. Institutions may reduce or hold tuition flat, a step they have taken for nearly a decade in some institutions, or hold constant or reduce “administrative” fees, or those under s. 1009.23, F.S., that are charged to all students per credit hour. Additionally, FCS institutions regularly review and revise course and user fees, as these must only cover the cost of the associated service or materials.

Additionally, s. 1004.085(8), F.S., requires FCS institutions to report annually current practices for the selection of textbooks and cost-saving innovations to the FCS chancellor. All colleges have adoption processes in place that consider the cost of textbooks and instructional materials. Among those considerations are policies that require or language that encourages all sections of the same course, most commonly general education courses, to adopt the same textbook and other course materials.

During the 2022 legislative session, SB 7044 modified s. 1004.085, F.S., regarding textbook and instructional materials affordability to include transparency by requiring FCS and SUS institutions to adhere to new provisions regarding the posting of the list of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections. The bill also set requirements for the lists of recommended textbooks and instructional materials and additional syllabi information if the course is a general education course. Lastly, the bill increased the transparency requirements for noticing and increasing student fees.

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.

During the 2022 legislative session, the legislature passed HB 1577 that addresses the needs of homeless children and young adults. Specific to postsecondary education, the legislation requires institutions to:

- Designate liaisons to assist former foster children and young adults and those experiencing homelessness to help students with issues related to the use of a tuition and fee exemption;
- Retain original documents on a student’s tuition and fee exemption and prohibits additional request for such documentation; and
- Presume homeless for subsequent years, unless there is conflicting information, any student determined to be an unaccompanied homeless child or youth for exemption purposes for a preceding year.

The legislation also amended the definition regarding which students qualify for a tuition and fee exemption as homeless children and youth to align with federal law.

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.

In March 2023, the SBOE adopted Rule 6A-10.087, F.A.C., Postsecondary Education Benefits and Services for Students Who Have Been or are in Foster Care or Experiencing Homelessness, which addresses tuition and fee exemptions and comprehensive support structures for students experiencing homelessness and students in the child welfare system.

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 190 active baccalaureate degree programs in the Florida College System, in fields including, but not limited to, education, healthcare, business, and information technology. Baccalaureate degree program enrollment remains less than 10 percent of FCS institutions' total enrollment.

FCS institutions provide a range of classes and programs to fit the busy schedules of students, who are often working adults and caring for dependents while going to school. 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 as sufficiently as their situation permits.

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 help colleges 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.
- 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.
- General Education Core Courses Review**

During the 2023 legislative session, SB 266 was adopted and requires faculty committees to, by July 1, 2024, and each four years thereafter, review and recommend to the Articulation Coordinating Committee (ACC), who will consider the recommendations to propose to the SBOE and the BOG, changes to the general education core course options. These committees are comprised of faculty nominated by their FCS and SUS institutions in each of the course prefixes and disciplines in the general education core. The new s. 1007.55, F.S., specifies that general education courses must meet new content standards and principles. Each discipline includes a new content standard, and the new principles provide the expectations for general education as a whole and for all courses in the core and those provided by each institution as general education course options. Each institution (FCS and SUS) is required to annually review and approve, at a public meeting, general education course requirements.

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 technical assistance and research efforts related to promoting student success, including research on dual enrollment and early college readiness.

- Mathematics Re-Design**

The first major initiative of the center was the Florida Mathematics Re-Design Initiative (begun in 2018) to address student drop-out and stop-out rates, which data tied to a lack of success in entry level college mathematics. One of the most powerful and unified recommendations produced by the K-12, FCS, and SUS educator workgroups under the initiative was to creating common statewide mathematics pathways that would align mathematics courses and content to specific programs, meta-majors, and careers.

This recommendation was then reflected in Senate Bill 366, which passed during the 2021 legislative session and modifies s. 1007.23, F.S., to require the Statewide Articulation Agreement to establish three postsecondary mathematics pathways for students. The center

is leading the implementation of this legislation in partnership with the Division of Florida Colleges, Office of Articulation, Division of Career and Adult Education, and the Office of the Board of Governors for the State University System. This bill language is testament to the impact of the work and the collaborative efforts of the center to increase student success in mathematics and in college completion.

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, including recommendations that would align to the B.E.S.T Standards. Additionally, the center will work with faculty to develop open master course shells that may be used for the instruction of gateway mathematics courses across the state of Florida, promoting master course shell development for two new courses: MGF X130 Mathematical Thinking and MGF X131 Mathematics in Context. Grants will also support enhancing existing mathematics courses: MAC X105 College Algebra, MAC X311 Calculus I, and STA X023 Introductory Statistics I. Courses will be made available to math faculty spring 2024.

- **Guided Pathways Development**

Modeled on the American Association of Community Colleges Pathways Project, Florida Pathways Institute (FPI) aims to scale pathways to dramatically boost completion and improve the social and economic mobility of graduates. Building on the success of the Commissioner of Education’s dual enrollment convening, the Center is launching a new FPI institute open to all Florida public postsecondary institutions or Independent Colleges and Universities institutions and their partner school district(s) and/or high school(s). The purpose of the Dual Enrollment Partnerships (institute) is to develop the capacity for strategic leadership in dual enrollment partnerships and promote the purposeful expansion of dual enrollment participation and success. The institute intends to build upon and strengthen existing partnerships that support high-quality college credit and career dual enrollment. The institute will span a period of one year and cohort teams consisting of secondary and postsecondary representatives will engage in the following activities:

- Participating in two face-to-face convenings hosted by the center. Convenings will combine discussions with experts and facilitated planning sessions for secondary and postsecondary teams.
- Participating in three virtual workshops that include presentations by national, state, and institutional experts.
- Engaging in asynchronous learning in preparation for convenings and between virtual workshops.
- Reviewing national, state, and institutional dual enrollment data.
- Receiving coaching, technical assistance, and support related to dual enrollment partnerships.

- **Research Partnerships**

The center’s research partnerships are ongoing so that they may provide in-depth knowledge and information to Colleges regarding AA student success, transferring to a university, and other information that supports our institutions.

Workforce Initiatives

- **Linking Industry to Nursing Education (LINE)**

In 2022 SB 2524 created s. 1009.896, F.S., to create the Linking Industry to Nursing Education (LINE) Fund. The purpose of the LINE Fund is to incentivize collaboration between nursing

education programs and health care partners to combat the growing nursing shortage in the state. The goals of the LINE Fund are to recruit faculty and clinical preceptors, increase the capacity for high-quality nursing education programs, and increase the number of nursing program graduates who are prepared to enter the workforce. This competitive grant program provides matching funds, on a dollar-to-dollar basis, to participating institutions that partner with a healthcare provider.

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

In 2020, HB 171 required the Department and BOG 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 (ACC) 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 ACC in July 2022 and presented to the SBOE in August 2022. During the 2022 legislative session, HB 3 directed the Department and BOG 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.

In 2023, SB 274 amended s. 1004.096, F.S., to require the ACC to convene a cross-sector workgroup to establish a process for identifying uniform course equivalencies and postsecondary credit or clock hours that must be awarded in an accredited prelicensure nursing program for military training and education required for service in specific occupations. The workgroup must provide its process recommendations to the SBOE and the BOG. Upon approval of the process by the boards, the ACC must facilitate the review of the military training and education associated with the identified occupations and, within one year, approve a list of course equivalencies and minimum credit to be awarded in accredited nursing programs that must be adopted by the SBOE and BOG. The list must be updated annually, and postsecondary institutions are required to award credit pursuant to the list. If the credit or career education clock hours are applicable toward the student's degree or certificate and may award additional postsecondary credit or career education clock hours as appropriate. Credits and clock hours awarded are transferable from one state university, FCS Institution, or career center to another.

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

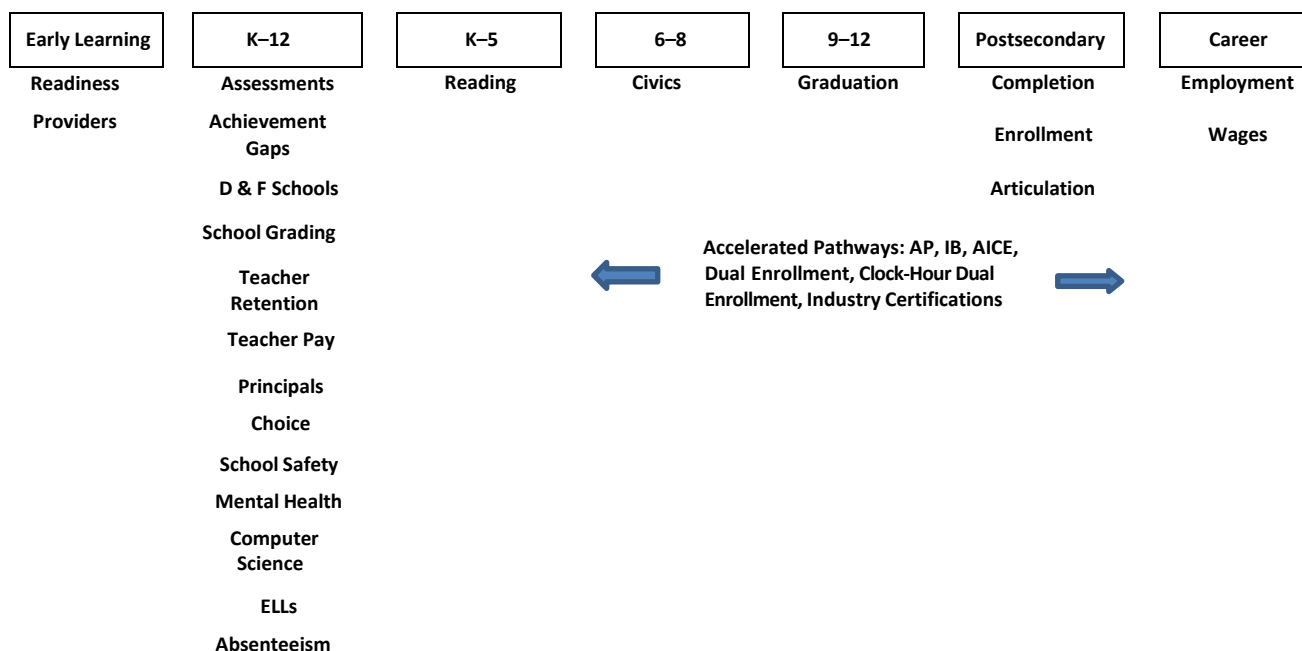
Section 1001.02(3)(a), F.S., authorizes the State Board of Education to adopt a strategic plan that specifies goals and objectives for the state's public schools and FCS institutions. In August 2015, the State Board of Education adopted a five-year strategic plan for achieving the four overarching statewide 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 5 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 5. 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 2024-25 through 2028-29 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.

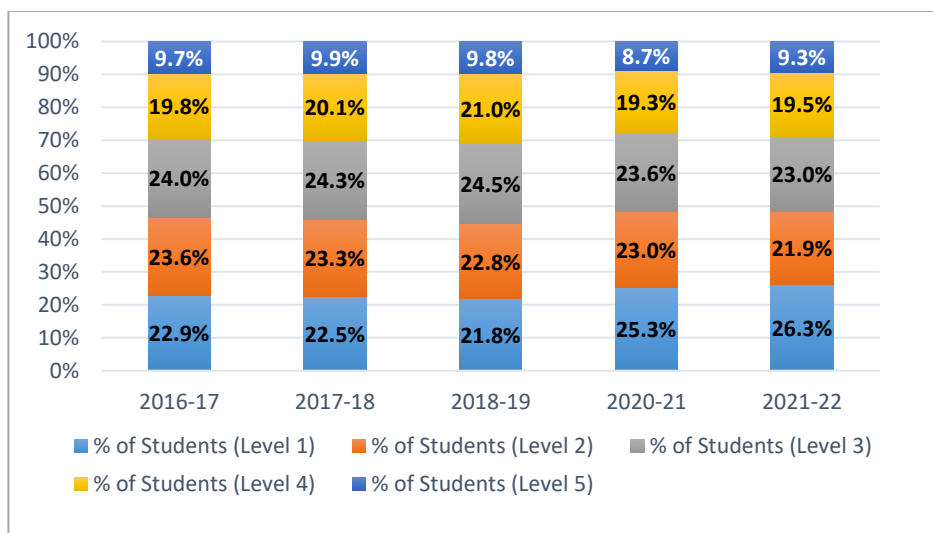
In 2022-23, ELA and Mathematics began to be assessed based on Florida's new standards, the Benchmarks for Excellent Student Thinking (B.E.S.T.). The B.E.S.T. Algebra 1 and Geometry EOC

assessments were administered for the first time during the Winter 2023 administration. Grade-level ELA-Reading and Mathematics began to be assessed as part of the new coordinated screening and progress monitoring FAST program and ELA Writing was assessed as a standalone field test during the spring 2023 administration. Beginning during the 2023-24 school year, the FAST ELA Retake will be administered four times per year alongside the EOC assessments.

Grade-level FSA assessments were administered for the final time in spring 2022. The FSA Geometry EOC was administered for the final time in fall 2022. The FSA Algebra 1 Retake EOC and the Grade 10 FSA ELA Retake will be administered for the final time during the 2023-24 school year.

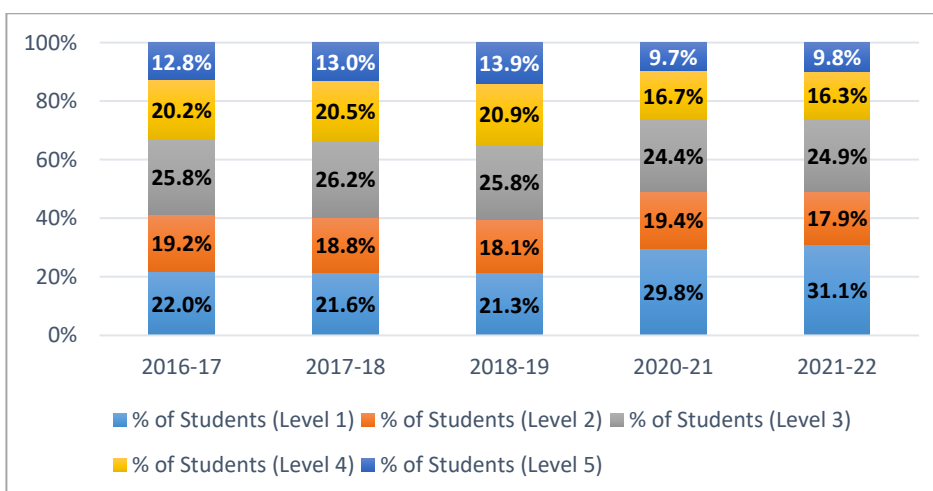
Figures 3 through 11 show the distribution of Levels 1 through 5 for each statewide assessment across years. Results for the new FAST and B.E.S.T.-aligned assessments will not be available until next year after standard setting takes place. Overall, as shown below in Figure 3, performance at Level 3 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 grade level (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 grade level 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 grade level in Algebra 1 and 49 percent were performing at or above grade level in Geometry.

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

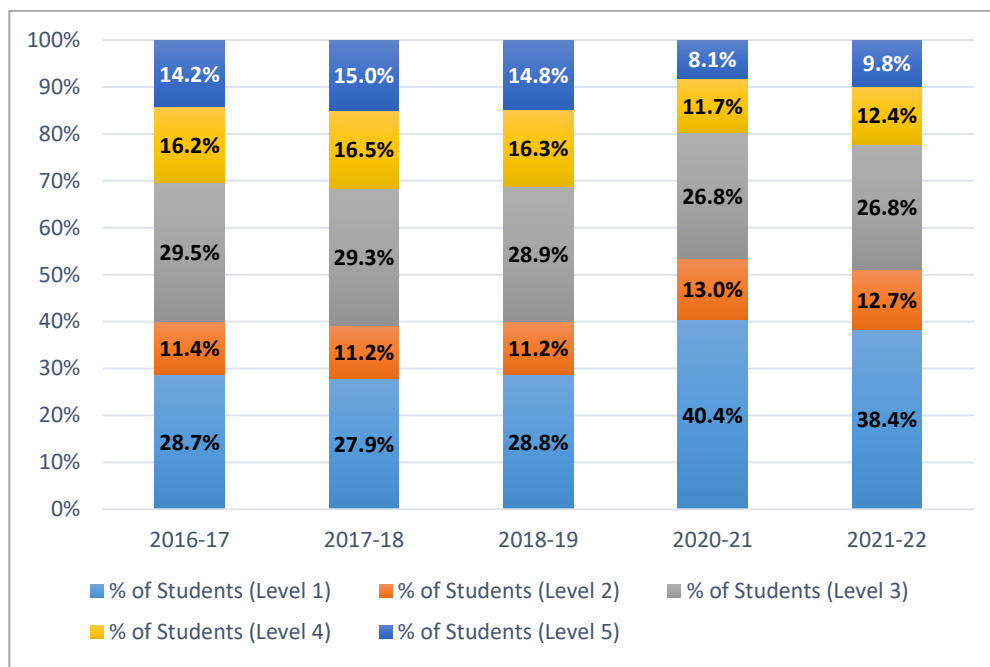
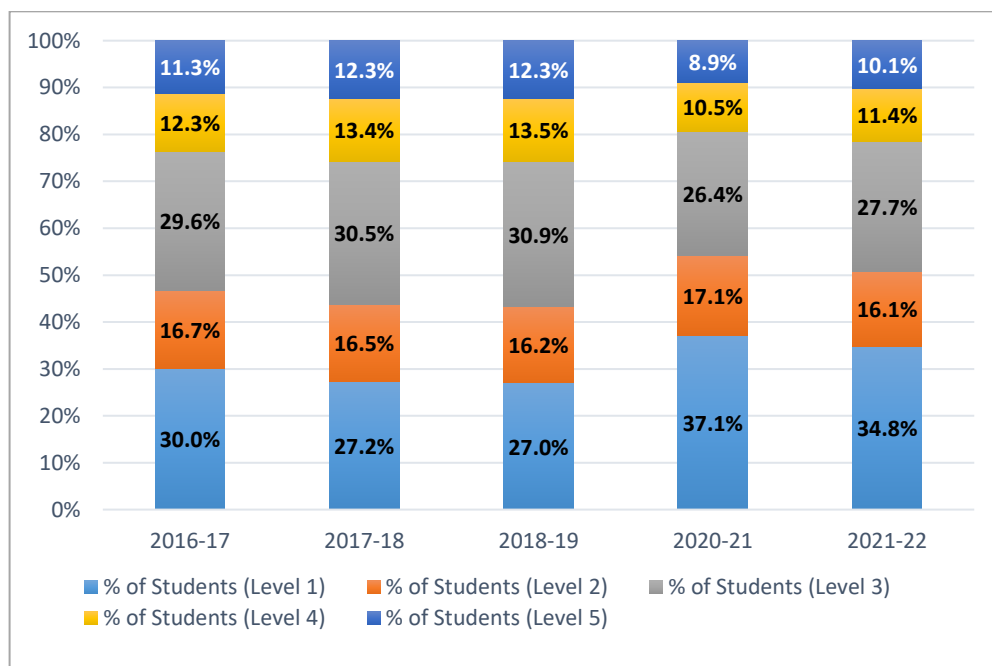


Figure 6. FSA Geometry End-of-Course Assessment by Achievement Level – All Grades



Figures 7 through 9 on the following page show that science performance in Biology 1 increased 2 percentage points, while science performance in grade 5 increased by 3 percentage points and performance in grade 8 decreased by 0.5 percentage points in 2023. For 2023, 51 percent of students in grade 5 and 47 percent of students in grade 8 were performing at or above Achievement Level 3 (On Grade Level) in science. In 2023, 63 percent of students were performing at or above Achievement Level 3 (On Grade Level) on the Biology 1 end-of-course assessment.

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

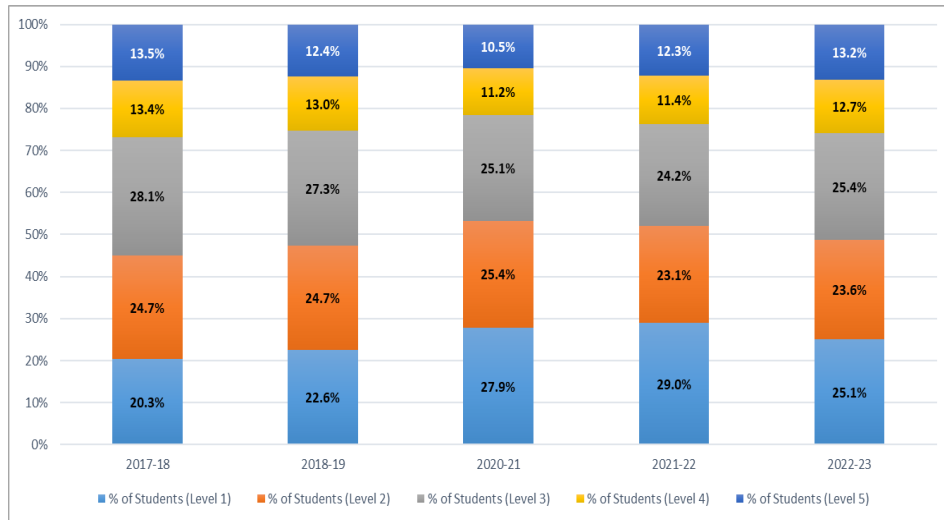


Figure 8. Science (Statewide Science and End-of-Course Assessment) by Achievement Level – Grade 8

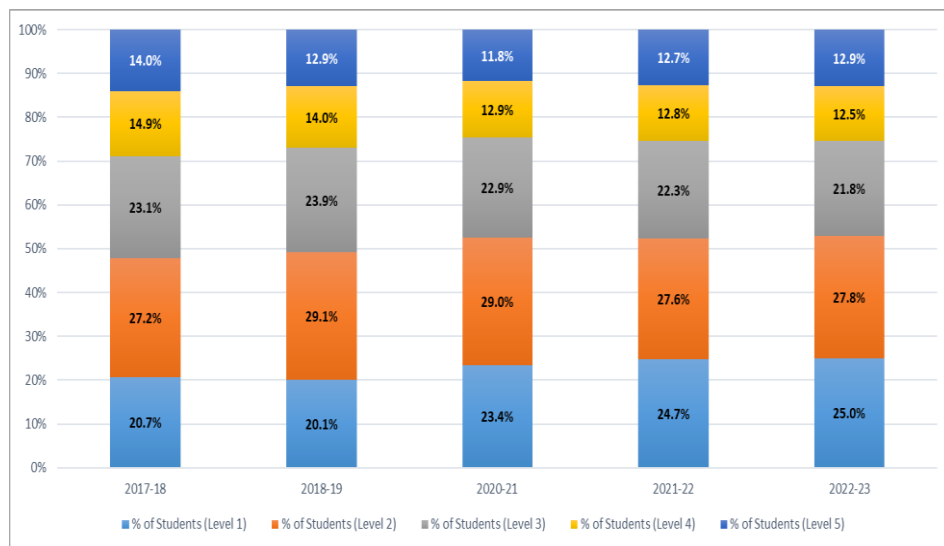
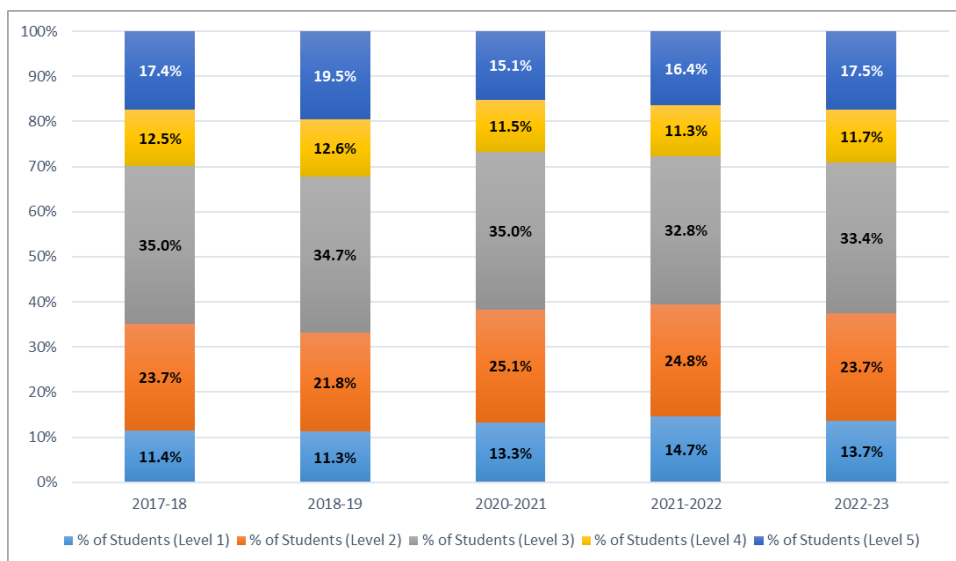


Figure 9. Biology 1 End-of-Course Assessment by Achievement Level – All Grades



Figures 10 and 11 show social studies performance in Civics and U.S. History decreased in 2023 over 2022. In Civics, 66 percent of students performed at or above Achievement Level 3 (a 3-percentage point decrease), and in U.S. History, on-grade-level performance also decreased 3 percentage points, with 62 percent of students performing at or above Achievement Level 3 (On Grade Level).

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

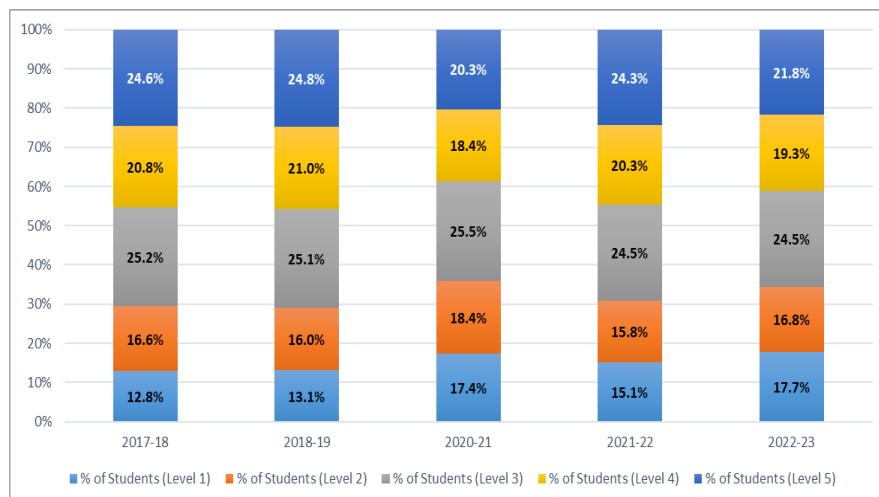
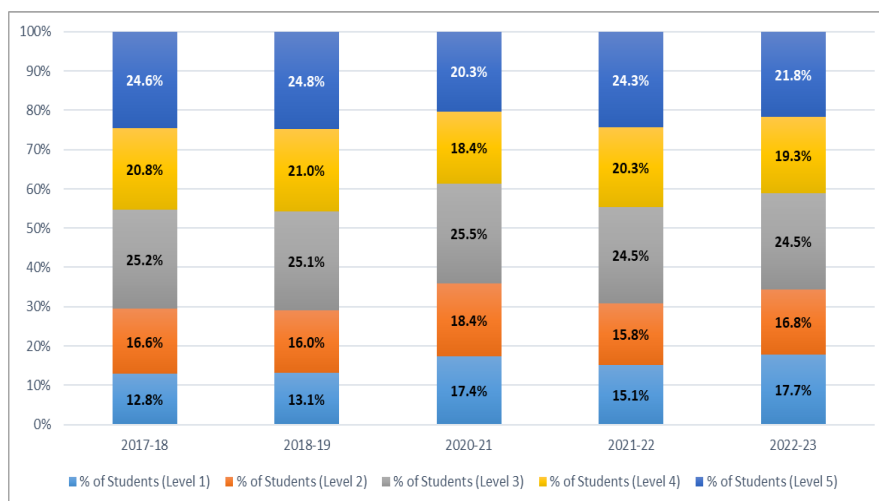


Figure 11. U.S. History End-of-Course Assessment by Achievement Level – All Grades



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 grade-level assessments and created a new coordinated screening and progress monitoring system called the 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.

First administered during the 2022-23 school year, ELA Reading and Mathematics is administered as FAST progress monitoring assessments in VPK through grade 10 for Reading and VPK through grade 8 for Mathematics. FAST assessments are administered three times per year, with the third administration of

the year considered the statewide, standardized assessment for grades 3 through 10 ELA Reading 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. Therefore, results from the 2022 administration reflect a three-year, rather than the usual two-year, gap in data. Since NAEP has been administered for a long time period, it allows for longitudinal comparisons of performance.

The 2022 NAEP Reading results in Exhibit 6 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 8 percentage points and 1 percentage points, respectively, compared to a 1 percentage-point decrease by the nation’s fourth graders and a 4 percentage-point decrease for the nation’s eighth graders.

Exhibit 6. NAEP Reading Percentage at or Above Basic, Florida Results Compared to the Nation – 2003 and 2022

	2003	2022	Percentage Point Change*
Florida - Grade 4	63%	71%	8%
Nation - Grade 4	62%	61%	-1%
Florida - Grade 8	68%	69%	1%
Nation - Grade 8	72%	68%	-4%

*NOTE: Differences shown may not be statistically significant.

The 2022 NAEP Mathematics results displayed in Exhibit 7 show that, since 2003, Florida's fourth grade students have increased their overall mathematics performance at or above the NAEP *Basic* achievement level by 5 percentage points, exceeding their national counterparts. While Florida's eighth grade students decreased performance at or above the NAEP *Basic* achievement level by 4 percentage points, Florida's performance reflects a smaller decline than for the nation and further indicates that Florida is on track to regaining pre-pandemic student achievement.

Exhibit 7. NAEP Mathematics Percentage at or Above Basic, Florida Results Compared to the Nation – 2003 and 2022

	2003	2022	Percentage Point Change*
Florida - Grade 4	76%	81%	5%
Nation - Grade 4	76%	74%	-2%
Florida - Grade 8	62%	58%	-4%
Nation - Grade 8	67%	60%	-7%

*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 2022. 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 #3 in 2022. 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 2022.

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 2022 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 6 percentage points narrower in 2022 than in 2003 and the achievement gap between White and Hispanic students is 8 percentage points narrower. In grade 8, the achievement gap between Black and White students performing at or above *Basic* is 15 percentage points narrower than in 2003 and the achievement gap between Hispanic and White students is 15 percentage points narrower.

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

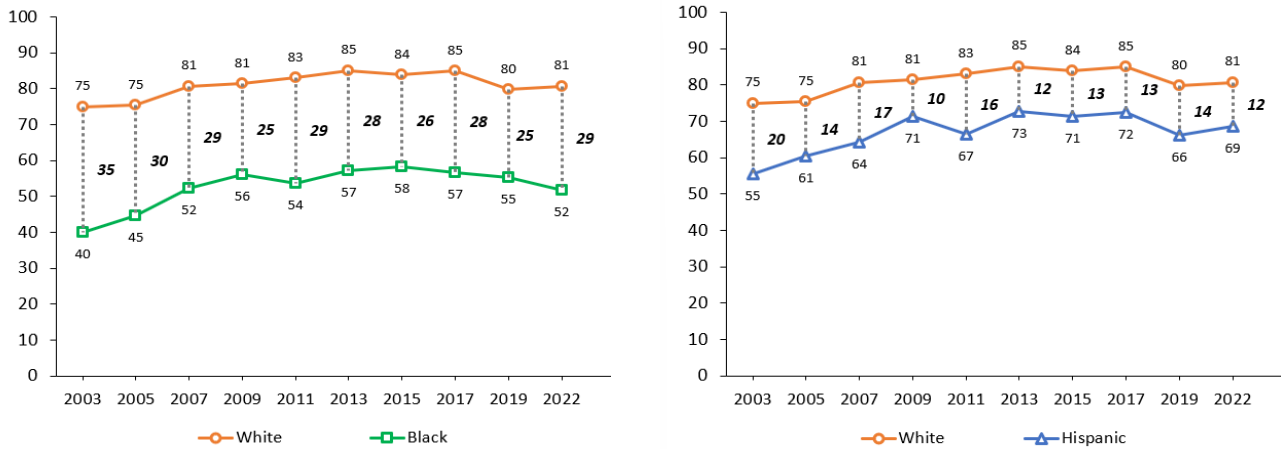
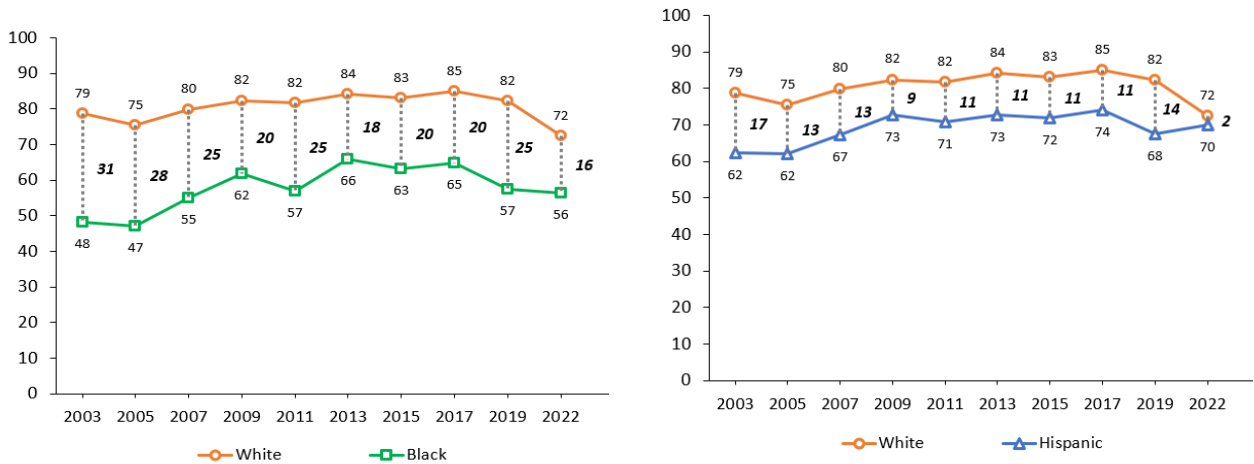


Figure 13. Narrowing the Reading Achievement Gap
Grade 8 NAEP Reading, Percentage at or above Basic, Florida Results*



*NOTE: Differences shown in Figures 12 and 13 may not be statistically significant.

SAT, ACT, and Advanced Placement

There were 172,942 students in the 2022 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 9 percent increase over 2021 (16,026 more 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 2022 graduates taking the ACT increased compared to 2021. A total of 82,753 of Florida’s 2022 graduating public school seniors took the ACT at some point during their high school career, an increase of 24,152 students over the number reported for 2021. Approximately 58 percent of students taking the ACT in the 2022 graduating class indicated they were a minority student. Average ACT scores decreased in all the areas tested for Florida. From 2021 to 2022, Florida decreased by 1.2 points in Mathematics, 1.3 points in Science, 1.4 points in Reading, and by 1.4 points in English. Overall, the composite score for Florida public school students decreased by 1.3 points from 2021 to 2022.

According to the AP® Cohort Data Report, Graduating Class of 2022, released by the College Board in April 2023, Florida ranked first in the nation among states in student participation in AP Exams during high

school. Florida is third in the nation for successful scores of 3 or higher. 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 2022, Florida public and private high school students took a total of 203,153 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 609,459 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 \$29,4406,429.

Florida highlights of the AP Report include:

- At 47.7 percent, Florida was ranked first in the nation among states for the percentage of 2022 graduates who took an AP Exam during high school.
- Over the last decade, the number of Florida graduates participating in AP decreased slightly by 0.2 percent, from 87,660 students in 2021 to 87,489 students in 2022.
- At 28.8 percent, Florida's percentage of 2022 graduates who potentially earned college credit with a score of 3 or higher exceeded the national average (21.6 percent).
- Florida is ranked third in the percentage of 2022 graduates scoring 3 or higher during high school. Between 2012 and 2022, Florida continued to improve, increasing by 2.9 percentage points, from 25.9 percent in 2012 to 28.8 percent in 2022. Florida continues to exceed the national average for percentage of 2022 graduates scoring a 3 or higher during high school by more than 7 percentage points (28.8% Florida vs. 21.6% United States).

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/CLT 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 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. During the 2023 Florida Legislative Session, House Bill 1537 amended s. 1008.22(3)(), F.S., to add the Classic Learning Test (CLT) to the list of assessments from which districts may choose to administer to eleventh grade public school high school students beginning with the 2023-24 school year.

School 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,

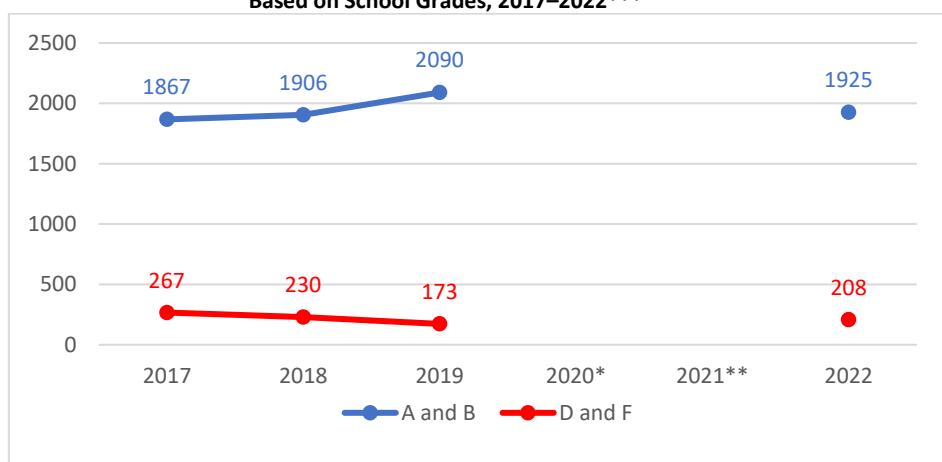
middle and high school acceleration, and high school graduation rate. However, pursuant to s. 1008.34(7), F.S., 2022-23 school and district grades, which will not be available until the winter of 2023, will not include learning gains due to the transition to new standards and assessments. School grades 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. As shown below in Figure 14, the number of “A” and “B” grades has increased while the number of schools earning “D” and “F” grades has decreased when compared to 2017.***

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.

Pursuant to s. 1008.34(7), F.S., due to the absence of learning gains, the initial school grading scale for the 2022-23 informational baseline grades shall be set so that the percentage of schools that earn an “A,” “B,” “C,” “D,” and “F” is statistically equivalent to the 2021-22 school grades results. 2022-23 informational baseline school grades will not be available until the winter of 2023.

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.

***Figure 14 includes data for years that are currently available. School grades for the 2022-23 school year have yet to be issued.

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. Pursuant to s. 1008.34(7), F.S., 2022-23 school and district grades, which will not be available until the winter of 2023, will not include learning gains due to the transition to new standards and assessments and will be set so that the percentage of districts that earn an “A,” “B,” “C,” “D,” and “F” is statistically equivalent to the 2021-22 district grades results.

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 2023 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 2024 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 2024-25 through 2028-29. These initiatives are essential to ensuring that every Florida student receives world-class education options with expert educators who care about student success.

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 passed 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. Parents’ right to choose the best education to meet their needs of their children was reinforced in 2023 with the passage of HB 1, which expanded school choice options for all students in Florida.

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 road map 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 it is not possible to update achievement gap data using 2023 assessment results until the standard setting process is complete, tremendous strides have already been made. However, 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 learning, 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 decisions with student data more efficiently and accurately.

Celebrating and Elevating Educators

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.

Over the past five years, Florida has invested more than \$3.3 billion for teacher salary increases and bonuses. 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. The 2023 Florida Legislature continued to elevate the teaching profession by passing comprehensive legislation that continues to provide educators competitive compensation, professional learning and instructional supports, and flexible pathways into the profession.

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 learning 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. ELA Standards continues 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.

In July 2023, almost 400 educators gathered in Orlando, Florida, to participate in the B.E.S.T. Standard Setting Educator Panel. During the five-day meeting, the educators recommended achievement level cut scores on the assessments aligned to the B.E.S.T. Standards based on their content expertise.

Continuing the Commitment to School Safety and Mental Health Initiatives

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 that Florida's 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.

Increasing Access to Educational Pathways

For seven 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.

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
Advisory Committee on Florida Alternate Assessment	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 Alternate Assessment that is based on alternate achievement standards.
Articulation Coordinating Committee	Approves common prerequisites across program areas, approves course and credit-by-exam equivalencies, oversees implementation of statewide articulation agreements and recommends articulation policy changes.
Articulation Coordinating Committee Oversight Committee	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.
Charter School Appeal Commission	Assists the Commissioner of Education and the State Board of Education pursuant to s. 1002.33(6)(e)1., F.S., with a fair and impartial review of appeals by applicants whose charter applications have been denied, whose charter contracts have not been renewed, or whose charter contracts have been terminated by their sponsors.
Civics EOC Assessment Content Expert Forms Review Committee	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.
College Reach-out Program Advisory Council (CROP)	Reviews and recommends to the State Board of Education an order of priority for funding CROP proposals, as required by s. 1007.34(9), F.S.
Commission for Independent Education	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.
Commissioner of Education's Task Force on African American History	Assists school districts in implementing s. 1003.42(2)(h), F.S., by providing professional learning and resources aligned to the state academic standards for African American history, which is required instruction in Florida.
Commissioner of Education's Task Force on Holocaust Education	Assists school districts in implementing s. 1003.42(2)(g), F.S., by providing professional learning and resources aligned to the state academic standards relating to the history of the Holocaust, which is required instruction in Florida.
Department of Education / Department of Juvenile Justice Interagency Workgroup	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.
Early Grade Success Council	Oversees the coordinated screening and progress monitoring program for students in VPK through grade 3; 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, Laws of Florida.
Education Practices Commission	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.
Emergency Medical Services Advisory Council (EMSAC)	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 http://www.floridahealth.gov/provider-and-partner-resources/emsc-program/documents/egs2011fl-edtion.pdf .
English Language Arts (ELA) Assessment Content Advisory and Passage Review Committee	Advises the Department about the scope of the K-12 statewide ELA assessments.
English Language Arts (ELA) Writing Assessment Rangefinder Committee	Establishes the range of responses that represent each score point of the rubric for each item or prompt on K-12 statewide ELA assessments.
Faith-Based and Community-Based Advisory Council	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.
Florida Center for Students with Unique Abilities Advisory Committee	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.
Florida Children and Youth Cabinet	Charged with promoting and implementing collaboration, creativity, increased efficiency, information sharing and improved service delivery between and within state agencies and organizations that provide services to children and youth in Florida.
Florida Council for Interstate Compact on Educational Opportunity for Military Children	Provides advice and recommendations regarding Florida's participation in and compliance with the Interstate Compact.

Florida Credentials Review Committee	Empowered by Florida’s landmark Reimagining Education and Career Help (REACH) Act, the Credentials Review Committee establishes a definition for credentials of value, creates a framework of quality and identifies non-degree and degree credentials of value to ensure instructional programs prepare Floridians for in-demand occupations.
Florida Independent Living Council	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.
Florida Migrant Parent Advisory Council	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.
Florida Partnership for Healthy Schools	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.
Florida Partnership for Homeless Education	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.
Florida Rehabilitation Council	Functions as the state rehabilitation council as mandated by the U.S. Department of Education, Rehabilitative Services Administration, through the Code of Federal Regulation; also mandated under Florida Statutes.
Florida Rehabilitation Council for the Blind (FRCB)	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.
Florida School Finance Council	Serves in an advisory role to the Commissioner of Education with respect to public school funding, accounting and related business services.
Florida State Advisory Council on Early Education and Care	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.
Florida State Committee of Vendors	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.
Florida Statewide K-12 Assessments Rubric Validation Committee	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.
Florida Statewide K-12 Assessments Bias Review Committee	Reviews K-12 statewide assessment passages and items for potential bias.
Florida Statewide K-12 Assessments Community Sensitivity Committee	Reviews K-12 statewide assessment passages and items for issues of potential concern to members of the community at large.
Florida Statewide K-12 Assessments Item Content Review Committee	Reviews K-12 statewide assessment passages and items to determine whether the passages and items are appropriate for the grade level for which each passage or item is proposed.
Florida Statewide K-12 Assessments Special Ad Hoc Focus Groups	Convenes as needed to review various aspects of the K-12 statewide assessment program and to advise the Department on appropriate courses of action.
FAA Item Bias Review Committee	Reviews FSAA test items for potential bias.
FAA Item Content Review Committee	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.
FAA Passage Bias Review Committee	Reviews FSAA passages, passage graphics and passage graphic alternate text for potential bias.
FTCE and FELE Technical Advisory Committees	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.
FTCE and FELE Bias Review Committees	Reviews FTCE and FELE test items for potential bias.
Florida Talent Development Council	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.
K-12 Student Assessment Technical Advisory Committee	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.

K-12 Student Assessment Standard Setting Committees	Recommends achievement level standards for new K-12 statewide assessments.
Mathematics Assessments Content Advisory Committee	Advises the Department about the scope of the K-12 statewide mathematics assessments.
Mathematics Pathways Committee	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.
Science Assessment Expert Review Committee	A committee of science experts reviews all the science items for scientific accuracy after Item Content Review.
Science Assessment Content Advisory Committee	Advises the Department about the scope of the K-12 statewide science assessments.
Social Studies Assessment Content Advisory Committee	Advises the Department about the scope of the K-12 statewide social studies assessments.
Special Facilities Construction Committee	Reviews facilities requests submitted by the districts, evaluates the proposed projects and ranks the requests in priority order.
State Advisory Committee for the Education of Exceptional Students	Provides policy guidance with respect to the provision of exceptional education and related services for Florida's children with disabilities.
State Apprenticeship Advisory Council	Advises on matters relating to apprenticeship, preapprenticeship and on-the-job training programs as required by s. 446.045, F.S., but may not establish policy, adopt rules or consider whether apprenticeship programs should be approved by the Department.
State Committee of Practitioners	As required by section 1603(b) of the ESEA, the State Committee of Practitioners advises 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.
Statewide Course Numbering System Faculty Discipline Committees	Establishes and evaluates postsecondary course number equivalencies to facilitate the guaranteed transfer of credit.
Statewide Workgroup on Law Enforcement Training	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.
Student Achievement through Language Acquisition Advisory Committee for English Language Learners	Provides policy guidance with respect to the provision of education and related services for Florida's English language learners.
Technology Advisory Committee	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 2024-25 through 2028-29 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. Based on 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 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 performance for public schools in each of Florida's school districts are at <http://www.fldoe.org/accountability/accountability-reporting/school-grades/> and Florida's Report Cards at <http://knowyourschoolsfl.org/>.

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department Number:	48
Program:	Division of Vocational Rehabilitation	Code:	48160000
Service/Budget Entity:		Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 Standard (Numbers)
Number/percent of customers gainfully employed (rehabilitated) for at least 90 days *	11,500 / 65%	No longer validly reportable	11,500 / 65%	Delete
Number/percent of VR customers with a significant disability who are gainfully employed (rehabilitated) for at least 90 days *	9,775 / 58.5%	No longer validly reportable	9,775 / 58.5%	Delete
Number/percent of VR customers with other disabilities employed (rehabilitated) at least 90 days *	2,000 / 76%	No longer validly reportable	2,000 / 76%	Delete
Number/percent of VR customers placed in competitive employment *	11,213 / 97.5%	No longer validly reportable	11,213 / 97.5%	Delete
Number/percent of VR customers retained in employment after one year, estimated from three quarters of data *	6,300 / 67.5%	No longer validly reportable	6,300 / 67.5%	Delete
Projected average annual earning of VR customers at placement	\$17,500	No longer validly reportable	\$17,500	Delete
Average annual earning of VR customers after 1 year, estimated from three quarters of data	\$18,500	No longer validly reportable	\$18,500	Delete
Percent of case costs covered by third-party payers *	23%	No longer validly reportable	23%	Delete
Average cost of case life (to division) for VR customers with a significant disability *	\$3,350	No longer validly reportable	\$3,350	Delete
Average cost of case life (to division) for VR customers with other disabilities *	\$400	No longer validly reportable	\$400	Delete

Number of vocational rehabilitation customers reviewed for eligibility	29,000	29,089	29,000	29,000
Number of written service plans *	24,500	18,916	24,500	24,500
Average number of active cases	37,500	64,005	37,500	37,500
Median customer caseload per counselor *	125	103	125	125
Percent of eligibility determinations completed in compliance with federal law	95%	99.1%	95%	95%
Number of program applicants provided reemployment services *	2012 statutory change abolished the Bureau of Rehabilitation and Reemployment Services.			Delete
Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment*	2012 statutory change abolished the Bureau of Rehabilitation and Reemployment Services.			Delete
Proposed New Measure – Employment (second quarter after exit) for DVR participants (in alignment with Agency Goal 3A)*	Proposed	7,554 / 53.5%	Proposed	50.30%
Proposed New Measure – Employment (fourth quarter after exit) for DVR participants (in alignment with Agency Goal 3A)*	Proposed	7,259 / 50.3%	Proposed	51.70%
Proposed New Measure – Median Earnings (second quarter after exit) for DVR participants (in alignment with Agency Goal 3B)*	Proposed	\$4,554	Proposed	\$3,902
Proposed New Measure – Credential Attainment Rate (in alignment with Agency Goals 2E, 2F, and 3D)*	Proposed	1,261 / 20.8%	Proposed	21%
Proposed New Measure – Measurable Skills Gains (in alignment with Agency Goals 2E and 2F)*	Proposed	4,958 / 40.6%	Proposed	31%
Proposed New Measure – Average cost of case life for VR customers*	Proposed	\$5,090	Proposed	\$3,350

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department Number:	48
Program:	Division of Blind Services	Code:	48180000
Service/Budget Entity:		Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 Standard (Numbers)
Number/percent of rehabilitation customers gainfully employed at least 90 days (regardless of wage earned)	747 / 68.3%	921 / 69.46%	747 / 68.3%	844 / 68.3%
Number/percent rehabilitation customers placed in competitive employment (at or above minimum wage)*	654 / 64.3%	912 / 99.02%	654 / 64.3%	844 / 64.3%
Projected average annual earnings of rehabilitation customers at placement*	\$16,500	\$30,837	\$16,500	\$25,000
Number/percent of successfully rehabilitated Independent Living customers, non-vocational rehabilitation	1,700 / 55.2%	1,254 / 76.37%	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%	174 / 83.25%	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%	47 / 46.53%	70 / 26.5%	70 / 26.5%
Number of customers (cases) reviewed for eligibility	4,000	4,392	4,000	4,000
Number of initial written service plans*	1,425	3,579	1,425	1,425
Number of customers served*	13,100	11,351	13,100	13,100

Average time lapse (days) between application and eligibility determination for rehabilitation customers	60	28	60	60
Customer caseload per counseling/case management team member*	114	89	114	85
Cost per library customer served *	\$19.65	\$66.51	\$19.65	\$58.00
Number of blind vending food service facilities supported*	153	137	153	140
Number of existing food service facilities renovated	5	4	5	5
Number of new food service facilities constructed*	5	0	5	Delete
Number of library customers served*	44,290	24,865	44,290	35,000
Number of library items (Braille and recorded) loaned	1,350,000	1,515,793	1,350,000	1,350,000
Proposed New Measure – 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

Department:	Education	Department Number:	48
Program:	Private Colleges and Universities	Code:	48190000
Service/Budget Entity:		Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 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: 48.52% ICUF: 43.79% SUS: 4.12% FCS: 0.67%	50%	50%
Number of degrees granted for EASE recipients and contract program recipients*	9,987	9,215	9,987	Revise
Retention rate of award recipients (delineate by: Academic Contract, EASE Grant, Historically Black Colleges and Universities [HBCU])*	53%	EASE: 54.44% HBCU: 36.94%	53%	HBCU To Be Determined
Graduation rate of award recipients (Delineate by: Academic Contract; EASE Grant; HBCU)*	50%	EASE: 35.44% ICUF: 31.85% SUS: 3.59% FCS: 0.06%	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: 77.86% HBCU: 74.29%	To Be Determined	To Be Determined
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: 90.49% HBCU: 87.80%	To Be Determined	To Be Determined

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 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 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: 62% SUS: 85%	FCS: 19.9% SUS: 48.1%	Delete
Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)*	52%	79.4%	52%	Revise
Number of Bright Futures recipients (From August Estimating Conference, Office of Economic and Demographic Research)	107,843	117,586	110,470	116,542
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
Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)*	FCS: 27.4% SUS: 31.6%	FCS: 45% SUS: 78%	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
Proposed New Measure – 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	13,673 / 41,189 = 33.2%	To Be Determined	To Be Determined
Proposed New Measure – 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	22,611 / 117,586 = 19.2%	To Be Determined	To Be Determined

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department Number:	48
Program:	Office of Early Learning	Code:	4822000
Service/Budget Entity:		Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 Standard (Numbers)
Percentage of children completing the VPK Program “ready” for school when they enter kindergarten	62% ^a (2021-22)	N/A ^a	64% ^a	66% ^a
Number of 4-year-olds enrolled in Voluntary Prekindergarten	172,708 ^b	158,672 ^c	157,699 ^d	155,585 ^e

^a Chapter 2021-10, L.O.F. (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 the Florida Assessment of Student Thinking (FAST) Star Early Literacy and new outcomes will be developed based on the assessment and policies established under ch. 2021-10, L.O.F. Kindergarten readiness data will be available annually in the fall.

^b VPK Estimating Conference, August 10, 2022; Fiscal Year Total Enrollments FY 2022-23.

^c VPK Estimating Conference, August 10, 2023; Fiscal Year Total Enrollments FY 2022-23. The Actual FY 2022-23 number will not be finalized until November 2023.

^d VPK Estimating Conference, August 10, 2023; Fiscal Year Total Enrollments FY 2023-24.

^e VPK Estimating Conference, August 10, 2023; Fiscal Year Total Enrollments FY 2024-25.

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department Number:	48
Program:	State Grants/PreK-12 Program - FEFP	Code:	48250300
Service/Budget Entity:		Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 Standard (Numbers)
Number/percent of teachers with National Teacher's Certification, as reported by district *	4,853 / 3%	13,590	4,853 / 3%	Delete
Number/percent of "A" schools	600 / 25%	TBD / 32%	600 / 25%	600 / 25%
Number/percent of "D" or "F" schools *	300 / 12%	TBD / 6%	300 / 12%	300 / 12%
Number/percent of schools declining one or more letter grades	193 / 8%	TBD / TBD	193 / 8%	193 / 8%
Number/percent of schools improving one or more letter	966 / 40%	TBD / TBD	966 / 40%	966 / 40%
Proposed New Measure – Florida’s high school graduation	76.1%	180,228 / 87.3%	80.7%	80.7%
Proposed New Measure – Percent of graduates taking acceleration mechanisms in high school (AP, IB, AICE, Dual Enrollment, Clock Hour Dual Enrollment and Industry Certifications)*	Proposed	115,153 / 87.3%	71%	71%
Proposed New Measure – 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: 19% FCS: 28% VOC: 2% ICUF: 4% TOTAL: 51% (2020-21)	65%	65%

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department Number:	48
Program:	Workforce Education/Division of Career and Adult Education	Code:	48250800
Service/Budget Entity:		Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (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%	2,639 / 60.25%	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%	5,083 / 67.58%	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%	1,125 / 77.85%	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
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	1,559 / 70.70%	73,346 / To Be Determined	73,346 / To Be Determined
Proposed New Measure – Credential attainment – adult and career education certificate completers, placed in full-time employment 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
Proposed New Measure – Credential attainment – number and percent of college credit career certificate completers who are placed in full-time employment or continuing their 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
Proposed New Measure – 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
Proposed New Measure – Number and percent of students in career certificate and credit hour technical programs who took a Florida Department of Education approved industry certification*	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval
Proposed New Measure – Number and percent of students taking an approved industry certification or technical skill attainment exam who earned a certification*	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 Colleges Programs	Code:	48400600
Service/Budget Entity:		Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 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%	10,645 / 48.58%	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%	15,958 / 72.82%	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%	8,770 / 84.36%	3,024 / 19%	Recommend Deletion
Percent of A.A. degree graduates who transfer to a state university within two years *	62%	46%	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
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	747,197	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%	65.39%	59%	Recommend Deletion
Of the A.A. graduates who have not transferred to the State University System or an independent college or university, the number who are found placed in an occupation identified as high-wage/high-skill on the Workforce Estimating Conference list *	2,900	3,549	2,900	Recommend Deletion
Proposed New Measure – Number of BAS/BS graduates of Florida college baccalaureate degree programs*	Proposed	11,170	Proposed	11,170
Proposed New Measure – 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%

<p>Proposed New Measure – Licensure pass rates – Nursing*</p>	<p>Proposed</p>	<p>NCLEX-RN: 82% NCLEX-PN: 85%</p>	<p>Proposed</p>	<p>NCLEX-RN: 82% NCLEX-PN: 85%</p>
---	-----------------	--	-----------------	--

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department Number:	48
Program:	State Board of Education	Code:	48800000
Service/Budget Entity:		Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 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 learning 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	160,388	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%
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
Proposed New Measure – Issue all audit resolution and management decision letters within six months of receipt of audit findings, with 100 percent accuracy*	100%	100%	100%	100%

Proposed New Measure – 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%
Proposed New Measure – Post all formal procurements with 100% accuracy within three days of receipt of the final Department approvals *	100%	100%	100%	100%
Proposed New Measure – 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%
Proposed New Measure – Percent of Educator Certification eligibility evaluation outcomes processed within 90-day statutory requirement *	90%	100%	90%	90%
Proposed New Measure – 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
Proposed New Measure – 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

Department:	Education	Department Number:	48
Program:	State Board of Education	Code:	4800000000
Service/Budget Entity:	Commission for Independent Education	Code:	

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2023-24 (Words)	Approved Prior Year Standard FY 2022-23 (Numbers)	Prior Year Actual FY 2022-23 (Numbers)	Approved Standards for FY 2023-24 (Numbers)	Requested FY 2024-25 Standard (Numbers)
Percentage of licensure applications received by the Commission that are responded to within 30 days	95%	95.5%	95%	95%
Percentage of licensure applications deemed complete that are reviewed and placed on an agenda within 90 days	95%	85.6%	95%	95%
Percentage of complaints received by the Commission that are responded to within 7 days	98%	72.3%	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%	79.0%	85%	85%
Percentage of institutions holding a provisional license or an annual license that received an on-site visitation	50%	38.9%	50%	50%

LRPP EXHIBIT III

ASSESSMENT OF PERFORMANCE FOR APPROVED PERFORMANCE MEASURES



LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

- | | |
|---|---|
| <input 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
11,500 / 65%	No Longer Validly Reportable		

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Personnel Factors | <input type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (<i>Specify</i>) The measure is outdated and no longer a valid or aligned metric. |

Explanation:

External Factors (Check all that apply):

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

Explanation:

The standard is outdated. 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. This measure must be replaced with Proposed New Measure—Employment (Second Quarter After Exit) to align with current regulations, law, and the agency’s goals. The associated standard for the proposed new measure is: 50.30%.

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

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (<i>Specify</i>) See explanation below. |

Recommendation:

The measure must be deleted as it does not accurately reflect updates to regulations or laws, as well as 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 a significant disability who are gainfully employed (rehabilitated) for at least 90 days

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
9,775 / 58.5%	No Longer Validly Reportable		

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

External Factors (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Resources Unavailable | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change | <input type="checkbox"/> Natural Disaster |
| <input checked="" type="checkbox"/> Target Population Change | <input type="checkbox"/> Other (<i>Specify</i>) This measure is outdated and is no longer a valid or aligned metric. |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem | |
| <input type="checkbox"/> Current Laws are Working Against the Agency Mission | |

Explanation:

The standard is outdated. 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. The measure must be replaced with the Proposed New Measure – Employment (Second Quarter After Exit). The associated standard for the proposed new measure is: 50.30%.

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

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (<i>Specify</i>) See explanation below. |

Recommendation:

The measure must be deleted as it does not accurately reflect updates made in statute and law and relevant division standards.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
2,000 / 76%	No Longer Validly Reportable		

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Personnel Factors | <input type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (<i>Specify</i>) The measure is outdated and is no longer a valid or aligned metric. |

Explanation:

External Factors (Check all that apply):

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

Explanation:

The standard is outdated. 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. 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. The measure must be replaced with Proposed New Measure – Employment (Second Quarter After Exit) to align with changes in statute and law. The associated standard for the proposed new measure is: 50.30%

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

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (<i>Specify</i>) See explanation below. |

Recommendation:

The measure should be deleted as it does not accurately reflect updates to regulations and law, as well as relevant division standards.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

- 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
11,213 / 97.5%	No Longer Validly Reportable		

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*) See explanation below.

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 is outdated. Placement in competitive, integrated employment (as opposed to subminimum wage and/or segregated employment) is required by law. The measure must be deleted as it does not accurately reflect current statute, law, or standards.

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

- Training Technology
- Personnel Other (*Specify*) See explanation below.

Recommendation:

The measure must be deleted, as it does not accurately reflect statute and law, as well as relevant division standards.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure: Number/percent of Vocational Rehabilitation customers retained in employment after one year estimated with three quarters of data

Action:

- | | |
|---|---|
| <input 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
6,300 / 67.5%	No Longer Validly Reportable		

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Personnel Factors | <input type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (<i>Specify</i>) See explanation below. |

Explanation:

External Factors (Check all that apply):

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

Explanation:

The standard is outdated. 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. The measure must be replaced with Proposed New Measure – Employment (Fourth Quarter After Exit) to align with updates to statute and law. The associated standard for the proposed new measure is: 51.70%.

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

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (<i>Specify</i>) See explanation below. |

Recommendation:

The measure must be deleted as it does not accurately reflect current statute and law, as well as relevant division standards.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

- | | |
|---|---|
| <input 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
23%	No Longer Validly Reportable		

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

State and federal law have prohibitions impacting the validity of the measurement of this outdated measure.

External Factors (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Resources Unavailable | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change | <input type="checkbox"/> Natural Disaster |
| <input type="checkbox"/> Target Population Change | <input type="checkbox"/> Other (<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 | |

Explanation:

Both state and federal law prohibit deliberately seeking customers based on the likelihood of recovery of funds.

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

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

Recommendation:

This measure must 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 of written service plans

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
24,500	18,916	-5,584	-22.8%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Personnel Factors | <input checked="" type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (<i>Specify</i>) See explanation below. |

Explanation:

This fiscal year the division experienced higher than average turnover in counseling positions and a transition to a new case management system.

External Factors (Check all that apply):

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

Explanation:

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

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (<i>Specify</i>) See explanation below. |

Recommendation:

In the 2023 legislative session, the division's budget request to increase salaries for our counseling positions was approved. The newly approved salaries are expected to reduce turnover and allow us to recruit qualified staff. This, along with the new case management system, should result in increased written service plans next year.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
125	103	-22%	-17.6%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

In the 2023 legislative session, the division’s budget request to increase salaries for our counseling positions was approved. The newly approved salaries are expected to reduce turnover and allow us to recruit qualified staff. This, along with the new case management system, should result in increased written service plans next year.

External Factors (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Resources Unavailable | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change | <input type="checkbox"/> Natural Disaster |
| <input type="checkbox"/> Target Population Change | <input 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 | |

Explanation:

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

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (<i>Specify</i>) See explanation below. |

Recommendation:

Salary increases were approved for our staff in the 2023 legislative session, which is expected to reduce turnover and allow us to recruit qualified staff. The division anticipates this measure will improve as a result.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
1,700 / 55.2%	1,254 / 76.37%	-446 / 21.2%	-26.2% / 13.9%

Factors Accounting for the Difference:

Internal Factors (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 |

Explanation:

There are 14 counselors dedicating their efforts to the Independent Living Program. Currently, there are six (6) vacancies, and many were vacant during some of this reporting period. The Program Administrator overseeing this area spends most of her time handling caseloads to close the gap created by the vacancies.

External Factors (Check all that apply):

- | | |
|--|--|
| <input checked="" 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 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 | |

Explanation:

The Division would like to serve more individuals under this program and provide technology training and equipment. Current funding levels do not support this desire. The Division submitted a Legislative Budget Request to seek additional funding for this purpose. The COVID pandemic continues to affect 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

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

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other – Quality Assurance/Performance Measurement |

Recommendation:

The Division shifted 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 would participate in this program. At the same time, we expanded vocational options for those ages 55 and older to see more of those who want to and who can work - engaged in the employment program. We expect that this measure will be mostly older blind consumers moving forward.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
70 / 26.5%	47 / 46.53%	-23 / 20%	-32.9% / 19.7%

Factors Accounting for the Difference:

Internal Factors (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>) |

Explanation:

Staff vacancies are partly responsible for not meeting this measure. There are 14 counselors dedicating their efforts to the Children’s Program. Currently, there are six (6) vacant positions, with many of those being vacant at some point during the 2022-23 reporting period. The program administrator overseeing this area spends most of her time handling caseloads to close the gap created by the vacancies.

External Factors (Check all that apply):

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

Explanation:

The measure is largely based on the age of children and the severity of their other disabilities. The Division 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.

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

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

Recommendation:

Changes to the AWARE case management system are ongoing to improve data tracking. Efforts to fill vacancies are ongoing. As part of this, the Division sought and the Legislature approved increased salaries for current counselors, as well as raising the base salaries for incoming counselors.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
1,700 / 55.2%	1,254 / 76.37%	-446 / 21.2%	-26.2% / 13.9%

Factors Accounting for the Difference:

Internal Factors (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 |

Explanation:

There are 14 counselors dedicating their efforts to the Independent Living Program. Currently, there are six (6) vacancies, and many were vacant during some of this reporting period. The Program Administrator overseeing this area spends most of her time handling caseloads to close the gap created by the vacancies.

External Factors (Check all that apply):

- | | |
|--|--|
| <input checked="" 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 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 | |

Explanation:

The Division would like to serve more individuals under this program and provide technology training and equipment. Current funding levels do not support this desire. The Division submitted a Legislative Budget Request to seek additional funding for this purpose. The COVID pandemic continues to affect 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

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

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other – Quality Assurance/Performance Measurement |

Recommendation:

The Division shifted 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 would participate in this program. At the same time, we expanded vocational options for those ages 55 and older to see more of those who want to and who can work - engaged in the employment program. We expect that this measure will be mostly older blind consumers moving forward.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

- Performance Assessment of 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
70 / 26.5%	47 / 46.53%	-23 / 20%	-32.9% / 19.7%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

Staff vacancies are partly responsible for not meeting this measure. There are 14 counselors dedicating their efforts to the Children’s Program. Currently, there are six (6) vacant positions, with many of those being vacant at some point during the 2022-23 reporting period. The program administrator overseeing this area spends most of her time handling caseloads to close the gap created by the vacancies.

External Factors (Check all that apply):

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

Explanation:

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.

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

- Training Technology
- Personnel Other (*Specify*)

Recommendation:

Changes to the AWARE case management system are ongoing to improve data tracking. Efforts to fill vacancies are ongoing. As part of this, the Division sought and the Legislature approved increased salaries for current counselors, as well as raising the base salaries for incoming counselors.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
13,100	11,351	-1,749	-13.4%

Factors Accounting for the Difference:

Internal Factors (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>) |

Explanation:

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.

External Factors (Check all that apply):

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

Explanation:

The Division saw a slight increase in the number of consumers served in the last fiscal year. Additional outreach activities are planned to increase client identification and participation.

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

- | | |
|---|--|
| <input type="checkbox"/> Training | <input type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other – Marketing and Outreach |

Recommendation:

The Division continues to explore outreach efforts and engages the local chambers of commerce and other appropriate entities.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

- | | |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input checked="" type="checkbox"/> Revision of Measure |
| <input 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
153	137	-16	-10.45%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

During SFY 2022-23, two facilities were added (Fac. 589 FAA and Fac. 635 Brevard County), three facilities were merged with existing facilities (Fac. 401 – State Regional Service Center, Jacksonville, Fac. 600 – Hialeah route, and Fac. 633 – USPO, Miami), and one facility was permanently closed (Fac. 581 – Taylor County S Hwy Rest Area). Overall, there was a net loss of two facilities.

External Factors (Check all that apply):

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

Explanation:

Sales revenues have finally rebounded following a more than 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, DBS plans to construct or transition new micro-markets in 3-4 new and existing locations during SFY 2023-24.

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

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

Recommendation:

DBS is pursuing private business opportunities and those where the Randolph-Sheppard Act gives priority to blind vendors, while also consolidating facilities where necessary to maintain financial stability for our blind managers. DBS recommends that the standard be adjusted to 140 facilities, especially considering the overall economic impact of COVID-19. There are facilities that do not appear to be coming back to the population levels they had previously.

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:

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

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

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

Renovations during SFY 2022-23 included the installation of micro-markets in Fac. 273 (Collins Building), Fac. 545 (DEP), Fac. 597 (KSC), and Fac. 589 (FAA).

External Factors (Check all that apply):

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

Explanation:

During SFY 2022-23, some facilities still experienced fewer building populations than in the past, although there has been improvement from right after Covid. This is particularly true in federal buildings. Federal prisons have been slow to reopen and two are just beginning the process.

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

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

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: Blind Services
Measure: Number of new food service facilities constructed

Action:

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

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

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

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, and reach-in coolers and freezers. The micro-market may be attended, un-attended or attended part-time and consumers make transactions via a self-checkout kiosk.

External Factors (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Resources Unavailable | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change | <input 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 | |

Explanation:

There is not as great a demand for full-service food facilities in state and federal locations where the Randolph-Shepherd priority is applicable. Rather than new construction for full-service food facilities, the 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.

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

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

Recommendation:

Reduction in building population and consumer demand has required the division to adjust 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 75percent of licensed vendors placed in their first facility remaining active for a minimum of 12 months.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

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

Action:

- | | |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input checked="" type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input 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	24,865	-19,425	-43.9%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

The approved standard was based on an inflated number for institutional accounts that was used through FY 2009 in the calculation of annual statistics. For every institutional account that was active, prior administration (2010 and before) factored the raw number by a multiple of 5. This was done due to a theory that, at institutions, at least five people used each book that was circulated.

External Factors (Check all that apply):

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

Explanation:

The number of 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 2022-23, 5,143 individuals discontinued services.

Management Efforts to Address Differences/Problems (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 |

Recommendation:

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

Department: Department of Education
Program: State Grants/PreK-12 Program – FEFP
Service/Budget Entity: PreK-12 FEFP
Measure: Number/percent of “A” schools

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
600 / 25%	TBD / 32%	TBD / TBD	TBD / TBD

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

Pursuant to s. 1008.34(7), F.S., due to the absence of learning gains, the initial school grading scale for the 2022-23 informational baseline grades shall be set so that the percentage of schools that earn an “A,” “B,” “C,” “D,” and “F” is statistically equivalent to the 2021-22 school grades results. The percentage of “A” schools in 2021-22 comprised 32 percent of reported school grades; however, the informational baseline school grades have not yet been adopted by the State Board of Education. School grades for the 2022-23 school year have not yet been issued as of the deadline for submitting the annual LRPP update. They will be reported in winter 2023.

External Factors (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Resources Unavailable | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change | <input type="checkbox"/> Natural Disaster |
| <input type="checkbox"/> Target Population Change | <input 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 | |

Explanation:

Florida transitioned to new standards and assessments for the 2022-23 school year. Standard setting must take place to set performance levels, which then must be approved by the State Board of Education. Once approved, the performance levels can be used to calculate the 2022-23 school grades. The standard setting process has not been completed as of the deadline for submitting the annual LRPP update.

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

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

Recommendation: None.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: Department of Education
Program: State Grants/PreK-12 Program – FEFP
Service/Budget Entity: PreK-12 FEFP
Measure: Number/percent of “D” or “F” schools
Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
300 / 12%	TBD / 6%	TBD / TBD	TBD / TBD

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

Pursuant to s. 1008.34(7), F.S., due to the absence of learning gains, the initial school grading scale for the 2022-23 informational baseline grades shall be set so that the percentage of schools that earn an “A,” “B,” “C,” “D,” and “F” is statistically equivalent to the 2021-22 school grades results. The percentage of “D” and “F” schools in 2021-22 comprised 6 percent of reported school grades; however, the informational baseline school grades have not yet been adopted by the State Board of Education. School grades for the 2022-23 school year have not yet been issued as of the deadline for submitting the annual LRPP update. They will be reported in winter 2023.

External Factors (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Resources Unavailable | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change | <input type="checkbox"/> Natural Disaster |
| <input type="checkbox"/> Target Population Change | <input 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 | |

Explanation:

Florida transitioned to new standards and assessments for the 2022-23 school year. Standard setting must take place to set performance levels, which then must be approved by the State Board of Education. Once approved, the performance levels can be used to calculate the 2022-23 school grades. The standard setting process has not been completed as of the deadline for submitting the annual LRPP update.

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

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

Recommendation: None.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: Department of Education
Program: State Grants/PreK-12 Program – FEFP
Service/Budget Entity: PreK-12 FEFP
Measure: Number/percent of schools declining one or more letter grades, reported by district

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
193 / 8%	TBD / TBD	TBD / TBD	TBD / TBD

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

Pursuant Due to the absence of learning gains, the initial school grading scale for the 2022-23 informational baseline grades shall be set so that the percentage of schools that earn an “A,” “B,” “C,” “D,” and “F” is statistically equivalent to the 2021-22 school grades results.

School grades were first issued in 1999 under the A+ Plan for Education. Since then, school grading has evolved to include multiple changes in the school grading formula, including new assessments and achievement levels, adjustments to student learning gains, the addition of students scoring in the lowest 25 percent, and the addition of standards related to graduation rates, accelerated participation and performance, and college readiness. Changes in the school grading formula have impacted the number of schools with declining grades. Of importance, however, is that the ratio of high-performing schools to low-performing schools has remained high while standards are raised. Further, the number of schools that have been assigned grades has changed each year since the first school grades were issued, as well as the timelines for releasing the school grades. These factors make it difficult to determine and report consistent performance results for this standard.

External Factors (Check all that apply):

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

Explanation:

Florida transitioned to new standards and assessments for the 2022-23 school year. Standard setting must take place to set performance levels, which then must be approved by the State Board of Education. Once approved, the performance levels can be used to calculate the 2022-23 school grades. The standard setting process has not been completed as of the deadline for submitting the annual LRPP update.

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

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

Recommendation: None.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: Department of Education
Program: State Grants/PreK-12 Program – FEFP
Service/Budget Entity: PreK-12 FEFP
Measure: Number/percent of schools improving one or more letter grades, reported by district
Action:
 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
966 / 40%	TBD / TBD	TBD / TBD	TBD / TBD

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

Due to the absence of learning gains, the initial school grading scale for the 2022-23 informational baseline grades shall be set so that the percentage of schools that earn an "A," "B," "C," "D," and "F" is statistically equivalent to the 2021-22 school grades results. School grades were first issued in 1999 under the A+ Plan for Education. Since then, school grading has evolved to include multiple changes in the school grading formula, including new assessments and achievement levels, adjustments to student learning gains, the addition of students scoring in the lowest 25 percent, and the addition of standards related to graduation rates, accelerated participation and performance, and college readiness. Changes in the school grading formula have impacted the number of schools with declining grades. Of importance, however, is that the ratio of high-performing schools to low-performing schools has remained high while standards are raised. Further, the number of schools that have been assigned grades has changed each year since the first school grades were issued, as well as the timelines for releasing the school grades. These factors make it difficult to determine and report consistent performance results for this standard.

External Factors (Check all that apply):

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

Explanation:

Florida transitioned to new standards and assessments for the 2022-23 school year. Standard setting must take place to set performance levels, which then must be approved by the State Board of Education. Once approved, the performance levels can be used to calculate the 2022-23 school grades. The standard setting process has not been completed as of the deadline for submitting the annual LRPP update.

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

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

Recommendation: None.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure: Number/percent of persons earning 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 or continuing their education at the vocational certificate level (Level I)

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
21,115 / 70%	2,454 / 79.6%	-18,661 / 9.6%	-88.4% / 13.7%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

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. The criterion-referenced targets do not consider 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 persons earning career certificate completion points are believed to be persons who have enlisted in the military.

External Factors (Check all that apply):

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

Explanation:

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

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

Recommendation:

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

- | | |
|---|---|
| <input 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
74%	68%	-6%	-8.5%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

External Factors (Check all that apply):

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

Explanation:

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

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

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:

- | | |
|---|--|
| <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
31%	29%	-2%	-6.6%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

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

Explanation:

N/A

External Factors (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Resources Unavailable | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change | <input type="checkbox"/> Natural Disaster |
| <input type="checkbox"/> Target Population Change | <input checked="" type="checkbox"/> Other – Students pursuing other options |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem | |
| <input type="checkbox"/> Current Laws are Working Against the Agency Mission | |

Explanation:

N/A

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

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

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: 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%	85.6%	-9.4%	-9.9%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

- Personnel Factors Staff Capacity
- Competing Priorities Level of Training
- Previous Estimate Incomplete Other

Explanation:

The departure of several experienced staff members, who reviewed applications, resulted in delayed placement of applications on an agenda within the 90 days allotted. Staff reprioritized their duties to accommodate the work gaps created by the departures.

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:

The Commission’s current database is a legacy system that is becoming increasingly difficult to maintain due to more frequent software updates. The ability to keep track of applications and place schools on a meeting is impacted by the operations of this application.

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

- Training Technology
- Personnel Other

Recommendation:

Efforts are in process to hire additional staff within the Commission office and discussions are underway to consider new technology to assist schools in submitting applications as well as assist staff in managing the workload and to improve the percentage of completed applications being placed on a meeting within the 90 days allotted. In addition, staff are being trained in how to use the current database to ensure applications appear on a meeting 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:

- | | |
|--|--|
| <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
98%	72.3%	-25.7%	-26.2%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Personnel Factors | <input checked="" type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incomplete | <input type="checkbox"/> Other – COVID-19 Pandemic |

Explanation:

Staff turnover contributed to delays in reviewing complaints and responding within the 7 days allotted.

External Factors (Check all that apply):

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

Explanation:

N/A

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

- | | |
|---|--|
| <input type="checkbox"/> Training | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Personnel | <input type="checkbox"/> Other – COVID-19 Pandemic |

Recommendation:

Efforts are in process to hire additional staff within the Commission office and discussions are underway to consider new technology to assist staff in managing the workload and to improve the percentage of complaints that are responded to within the 7 days allotted.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: Department of Education
Program: Commission for Independent Education
Service/Budget Entity: General Program
Measure: 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

Action:

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

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
85%	79.0%	-6.0%	-7.1%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

- | | | | |
|--------------------------|------------------------------|-------------------------------------|---------------------------|
| <input type="checkbox"/> | Personnel Factors | <input checked="" type="checkbox"/> | Staff Capacity |
| <input type="checkbox"/> | Competing Priorities | <input type="checkbox"/> | Level of Training |
| <input type="checkbox"/> | Previous Estimate Incomplete | <input type="checkbox"/> | Other – COVID-19 Pandemic |

Explanation:

Staff turnover contributed to delays in following up with institutions and ensuring responses were received within the 20 days allotted.

External Factors (Check all that apply):

- | | | | |
|--------------------------|---|-------------------------------------|---------------------------|
| <input type="checkbox"/> | Resources Unavailable | <input type="checkbox"/> | Technological Problems |
| <input type="checkbox"/> | Legal/Legislative Change | <input type="checkbox"/> | Natural Disaster |
| <input type="checkbox"/> | Target Population Change | <input checked="" type="checkbox"/> | Other – COVID-19 Pandemic |
| <input type="checkbox"/> | This Program/Service Cannot Fix the Problem | | |
| <input type="checkbox"/> | Current Laws are Working Against the Agency Mission | | |

Explanation:

This measure relies on the responsiveness of institutions upon receipt of the Commission's letter and includes factors beyond the Commission's control.

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

- | | | | |
|-------------------------------------|-----------|-------------------------------------|---------------------------|
| <input type="checkbox"/> | Training | <input checked="" type="checkbox"/> | Technology |
| <input checked="" type="checkbox"/> | Personnel | <input type="checkbox"/> | Other – COVID-19 Pandemic |

Recommendation:

Efforts are in process to hire additional staff within the Commission office and discussions are underway to consider new technology to assist staff in managing the workload and to improve the percentage of institutions responding to complaints within the 20 days allotted.

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:

- | | |
|--|--|
| <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
50%	38.9%	-11.1%	-22.1%

Factors Accounting for the Difference:

Internal Factors (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Personnel Factors | <input checked="" type="checkbox"/> Staff Capacity |
| <input checked="" type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incomplete | <input type="checkbox"/> Other – COVID-19 Pandemic |

Explanation:

While this rate has improved since the previous year, other priorities and insufficient staffing have impacted the ability to complete site visits for lower priority institutions. Commission staff prioritized the most necessary site visits to address issues and prevent delays in licensure for schools.

External Factors (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Resources Unavailable | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change | <input type="checkbox"/> Natural Disaster |
| <input type="checkbox"/> Target Population Change | <input checked="" type="checkbox"/> Other – COVID-19 Pandemic |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem | |
| <input type="checkbox"/> Current Laws are Working Against the Agency Mission | |

Explanation:

N/A

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

- | | |
|---|--|
| <input type="checkbox"/> Training | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Personnel | <input type="checkbox"/> Other – COVID-19 Pandemic |

Recommendation:

Efforts are in process to hire additional staff within the Commission office and discussions are underway to consider new technology to assist staff in managing the workload to increase the percentage of institutions receiving a site visit.

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 (*).



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Rehabilitation Information Management System (RIMS) data are used to source data prior to August 2023. Data from the Aware system will be used as a source from September 1, 2023, onward. Information is entered into the system for every customer by local DVR staff throughout the state. The Rehabilitation Services Administration (RSA) audits the data regularly.

For data sourced from the legacy RIMS system, data are downloaded monthly from the mainframe and a SAS program aggregates the data using well-established operational definitions for gainful employment from the federal regulations for vocational rehabilitation. Rate is computed as a percentage of all customers who exit the program within the designated timeframe after completing an individualized plan for employment (IPE) and receiving services. The numerator is the number of customers who do enter employment; the denominator is all the customers who completed an IPE, both those who enter employment and those who do not.

Validity:

The methodology examines the relationship between the measure and mission of the division and looks for potential threats to validity.

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.

Reliability:

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.

The passage of the federal WIOA in 2014 provided new performance measures for VR agencies. The measure and standard must be replaced with Proposed New Measure – Employment Rate (Second Quarter After Exit) to align with updates to regulation, law, or standards.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The measure addresses a subset of the population addressed in Measure 1—customers with a significant or most significantly disability—with the same protocols and calculations used. Data are selected according to the same criteria for gainful employment.

Validity:

This is a measure of the effectiveness of the rehabilitation process that has been used at the federal and state levels for many years. Comments on the validity of Measure 1 are also applicable to Measure 2.

Another potential threat to validity is the accuracy of the assessment of the significance of a disability. These decisions are subject to the counselor’s interpretation to some degree.

Reliability:

Comments on the reliability for this measure, a subset of the first measure above, are equally applicable here.

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.

The passage of the federal WIOA in 2014 provided new performance measures for VR agencies. The measure and standard must be replaced with New Measure: Employment Rate (Second Quarter After Exit) to align with updates to regulation, law, or standards.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Number/percent of VR customers with other disabilities employed (rehabilitated) at least 90 days
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The measure addresses a subset of the population addressed in Measure 1 – customers who have a disability. The same protocols and calculations are used, and data are selected according to the same criteria for gainful employment.

Validity:

Comments on the validity of Measures 1 and 2 are also applicable to this measure. The same steps to attempt to address and control those threats are applicable to Measure 3.

Reliability:

Comments on the reliability for this measure, a subset of Measure 1, are equally applicable here.

The passage of the federal WIOA in 2014 provided new performance measures for VR agencies. The measure and standard must be replaced with Proposed New Measure – Employment Rate (Second Quarter After Exit) to align with updates to regulation, law, or standards.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Rehabilitation Information Management System (RIMS) data are used. Information is entered into the system for every customer by field associates. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

Data are downloaded from the mainframe monthly and a SAS program is used to aggregate the data, using well established operational definitions for competitive employment based on the customer's work status at placement. This is a subset of Measure 1—gainfully employed.

The rate is computed as a percentage of all customers who exit the program in gainful employment. The numerator is customers placed in competitive employment (work status as competitive, self-BEP, or supported employment in an integrated setting with earnings equivalent to at least the Florida minimum wage); the denominator is customers placed in gainful employment and cases that are at or above minimum wage.

Validity:

The validity of this measure is compromised somewhat by the fact that not all individuals who are placed in competitive employment are working full-time (≥ 36 hours per week). Validity has been improved by redefining this measure to make it consistent with the definition used by RSA.

As a variant of Measure 1—number and percent placed in gainful employment – the same potential threats to validity were considered and mitigated to the extent possible.

Reliability:

The measure is duplicative and must be deleted as all employment outcomes are required to be in competitive employment.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Number/percent of VR customers retained in employment after 1 year – estimated from three quarters of data
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Rehabilitation Information Management System (RIMS) data are matched with data from the Division of Unemployment Compensation by another entity within the Florida Department of Education, the Florida Education and Training Placement Information Program (FETPIP). Results from FETPIP are entered into an Excel spreadsheet to be reported for the year in which the match is made. Edits in RIMS assure the accuracy of data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The number of customers retained in employment one year after placement is found for each quarter of the state fiscal year. The rate for each quarter is calculated by dividing the sum of individuals employed by the total number of participants. For the fiscal year, the number is computed by summing the individuals employed for each of the four quarters. The rate is calculated by dividing the sum of the individuals employed in each of the four quarters (numerator) by the total number of participants in the four quarters (denominator).

Validity:

Validity is threatened by the lack of information about continuity of employment since closure; i.e., an individual is recorded as employed whether she or he worked one week in a quarter, or 13 weeks in the quarter.

Data on employment are obtained from 97 percent of Florida’s employers; however, data are not obtained from employers in Georgia or Alabama, nor are data collected on individuals who are self-employed. This may bias results for units located in counties along Florida’s geographic borders.

Reliability:

This measure has been tracked since 1996. The RIMS data was used for the match, and the database from the Department of Revenue are well established and well documented.

The passage of the federal WIOA in 2014 provided new performance measures for VR agencies. The measure and standard must be replaced with Proposed New Measure: Employment Rate (Fourth Quarter After Exit) to align with updates to regulation, law, or standards.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Projected average annual earning of VR customers at placement
Recommend Deletion

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Validity is threatened to some extent in that earnings of all customers are included without regard to the type or severity of the customers’ disabilities, individual abilities, the number of hours worked per week, or local economic conditions.

The validity of this measure of the quality of the outcome is supported in principle by using multiple federal measures that assess earnings as hourly wages.

Validity:

Validity is threatened to some extent in that earnings of all customers are included without regard to the type or severity of the customers’ disabilities, individual abilities, the number of hours worked per week, or local economic conditions. The validity of this measure of the quality of the outcome is supported in principle by using multiple federal measures that assess earnings as hourly wages.

Reliability:

The lack of available documentation may compromise the reliability of this measure. Earnings are “self-reported” by customers to their counselors. Initial entries for the week prior to the closure of the case may later be corrected in the RIMS data; these changes are not made to the static database.

Another threat to reliability is the requirement for two assumptions: that the customer works 40 hours per week and that she or he works 52 weeks of the year. Additionally, earnings may be reported erroneously by the customer, either accidentally or by design. Research on income that is self-reported in situations not related to credit applications shows that self-reported income is usually inflated.

The passage of the federal WIOA in 2014 provided new performance measures for VR agencies. The measure and standard must be replaced with Proposed New Measure: Median Earnings Rate (Second Quarter After Exit) to align with updates to regulation, law, or standards.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Average annual earning of VR customers after 1 year – estimated from three quarters of data
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Rehabilitation Information Management System (RIMS) data are matched with data from the Division of Unemployment Compensation by another entity within the Florida Department of Education, the Florida Education and Training Placement Information Program (FETPIP). Results from FETPIP are entered into an Excel spreadsheet to be reported for the year in which the match is made. The Rehabilitation Services Administration (RSA) audits the data regularly.

Earnings of customers retained in employment one year after placement are found for each quarter of the state fiscal year. Earnings for each quarter are multiplied by four to project annual earnings for the customers employed in the quarter. Earnings for the fiscal year are obtained by summing the average earnings for each of the four quarters to obtain the annual projection.

Validity:

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.

Reliability:

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.

This measure and standard must be deleted to align with updates to regulation, law, or standards. This measure and standard must be replaced with the proposed new measure: Employment Rate (Fourth Quarter After Exit).

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Figures for expenditures for clients (client service dollars), reimbursements from Social Security Insurance/Social Security Disability Insurance (SSI/SSDI), and monies recovered from insurers and legal settlements for division customers are obtained from the appropriate administrative units.

The measure is computed by summing the dollars obtained from third-party payers, the numerator. The sum is then divided by the total client service dollars expended to obtain the percentage of direct costs of services recovered.

Validity:

This is a valid measure of the division's efforts to coordinate activities with other programs and agencies to maximize resources. It is not a valid measure of the division's performance in accomplishing its mission: Help people with disabilities find and maintain employment and enhance their independence.

Reporting the percentage, rather than the dollar amount, improves the validity of this measure by showing the amount obtained relative to direct costs of client services and allows comparison of performance over time.

Reliability:

Data on SSI/SSDI reimbursements have been tracked over many years and are highly reliable. Figures for other monies recovered by the division's legal unit and tracked by the division's budget office are also highly reliable.

This measure and standard must be deleted to align with updates to regulation, law, or standards.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Rehabilitation Information Management System (RIMS) data were used to source data prior to August 2023. Data from the Aware system will be used as a source from September 1, 2023, onward. Information is entered into the system for every customer by local DVR staff throughout the state.

The average cost is computed by first summing the direct costs to the division for services for individuals with a most significant or significant disability closed during the time period. This figure is divided by the number of customers closed with a most significant or significant disability to obtain the average cost.

Validity:

This is no longer a valid measure.

Reliability:

The division recommends replacing this expectation with Proposed New Measure: Average cost of case life for VR Customers.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Rehabilitation Information Management System (RIMS) data are used as for other measures; the information is entered into the system by field associates for every customer. The Rehabilitation Services Administration (RSA) regularly audits the data.

The average cost is computed by first summing the direct costs to the division of services to customers with a disability closed during the time period. This figure is divided by the number of customers closed with a disability to obtain the average cost of case life.

Validity:

The validity of this measure may be compromised by the subjectivity of examining the costs according to the severity of the disability rather than using a combination of type and severity of the disability.

Reliability:

The life-of-case cost has been tracked by RSA for a number of years and is reproducible but no longer used as a performance based measurement due to updates made to regulations and laws. The division recommends deleting the measure and replacing it with the proposed new measure – Average cost of case life for VR Customers since it does not accurately reflect federal performance measures.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. The Rehabilitation Services Administration (RSA) audits the data regularly.

The measure is a simple sum, using the SAS program, of the number of eligibility determinations and reviews (for Potentially Eligible cases) made within the time period. An "eligibility determination" includes all persons determined to be eligible for services, or reviewed to receive pre-employment transition services, as well as a limited number of persons determined to be ineligible. Inclusion of a determination of ineligibility is related to established definitions of the reason for ineligibility.

Validity:

Determining whether an applicant is eligible for services in the VR program is an important and often time-consuming portion of the rehabilitation process. This output measure is a valid indicator of productivity.

Validity of this measure has been improved by limiting the measure to the specific statuses recognized by RSA as determination of eligibility or ineligibility by counseling staff, rather than including customers who simply leave the program without a formal decision. In order to properly capture case management staff's efforts toward the growing number of potentially eligible individuals, reviews for eligibility to receive pre-employment transition services are also included.

Reliability:

Determining eligibility may be difficult because of the unique elements associated with the customer's disability, knowledge, skills, etc. Nevertheless, the criteria for eligibility are well defined. These data have been tracked in the division's case management system 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. Reviewing eligibility for pre-employment transition services requires confirmation and documentation of the student with a disability's status, which includes coordination with school staff, student customers and parents/legal guardians.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Rehabilitation Information Management System (RIMS) data are used to source data prior to August 2023. Data from the Aware system will be used as a source from September 1, 2023, onward. Information is entered into the system for every customer by local DVR staff throughout the state. 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, including service plans for potentially eligible customers seeking pre-employment transition services and customers with a signed Individualized Plan for Employment.

Validity:

This is a valid measure of productivity for the Vocational Rehabilitation (VR) program. A plan is tailored for individual customers, incorporating specific services needed for the customer to be prepared for employment or transition to employment.

Reliability:

The criteria for development of a plan are well defined. These data have been tracked in VR's case management system and by RSA over many years. The data are reproducible and highly reliable.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Rehabilitation Information Management System (RIMS) data are used to source data prior to August 2023. Data from the Aware system will be used as a source from September 1, 2023, onward. Information is entered into the system for every customer by local DVR staff throughout the state. The Rehabilitation Services Administration (RSA) audits the data regularly.

The measure is a simple sum of the number of clients in specific active statuses within the time period. An “active” case is any case that applied or requested pre-employment transition services in a prior time period and remains open. However, customers on the waitlist are excluded from being counted as active.

Validity:

This is a valid measure of productivity for the Vocational Rehabilitation (VR) program. Use of the monthly average represents unique customers for the interval measured and reflects the workload of VR personnel.

Reliability:

The criteria for assigning the status codes for active customers are well defined and the results represent unique individuals in each time period. These data have been tracked in VR’s case management system and by RSA over many years. The data are highly reliable; results are reproducible when they are computed from a static database.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Rehabilitation Information Management System (RIMS) data are used to source data prior to August 2023. Data from the Aware system will be used as a source from September 1, 2023, onward. Information is entered into the system for every customer by local DVR staff throughout the state. The Rehabilitation Services Administration (RSA) audits the data regularly.

“Caseload” is all active customers and customers closed in specified statuses who are affiliated with a counselor. Customers on the waitlist are not included in the caseload because they are not considered active. The measure is calculated as the median (middle) value for all counselor caseloads at the end of the timeframe.

Validity:

The median is a valid measure of the efficiency of the Vocational Rehabilitation (VR) program because it is not affected by outliers. The computation also reflects the effect of vacant positions and the role of associates who carry partial caseloads, perhaps because of other responsibilities or to compensate when a position is vacant.

Reliability:

This is a reliable measure of the efficiency of the VR program and can be reproduced over time. Reliability is contingent upon recalculation of a true median as timeframes shift, rather than mathematical computation of the caseload as an arithmetic average.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. The data are also audited regularly by the Rehabilitation Services Administration (RSA).

“Eligibility determination” is defined in Measure 11. To meet the federal mandate, the determination must have occurred within 60 days of application, or the customer must have been placed in extended evaluation or trial work, or the customer’s agreement to an extension of the eligibility period must be documented in the customer’s file. The numerator for the measure is the number of eligibility determinations for the timeframe that meet the federal mandate. The denominator is the total number of eligibility determinations made within the timeframe.

Validity:

The discussion of validity for the number of eligibility determinations also applies to this measure. The timeliness of the eligibility determination has been validated as an important factor in the likelihood of a customer’s successful completion of the rehabilitation program.

Reliability:

The reliability for this measure was examined with the same methodology used for the measure of the number of eligibility determinations. Criteria for each of the three categories that meet the mandate are also well established within federal regulations and incorporated into the division’s training and policies.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measures:* Number of program applicants provided reemployment services
Recommend Deletion Number of program applicants provided reemployment services with closed cases during the fiscal year and returning to suitable gainful employment

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

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

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Employment Rate – 2nd Quarter After Exit
Proposed New Measure

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Employment Rate – 2nd Quarter After Exit is the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.

Methodology:

Calculation includes all program participants:

The number of participants who exited during the reporting period who are found to be employed, either through direct UI wage record match, Federal or military employment records, or supplemental wage information, in the second quarter after the exit quarter DIVIDED by the number of participants who exited during the reporting period.

Operational Parameters:

When calculating levels of performance for this indicator, all participants exiting the VR program are included; however, those participants who exit during the reporting period for any of the exclusionary reasons listed below are not included (in either the numerator or denominator).

Exclusionary Reasons for Exit:

Health/Medical, Death of the Individual, Reserve Forces Called to Active Duty, Ineligible, Criminal Offender, Transferred to Another Agency, Extended Employment, Short Term Basis Period

When a reportable individual has applied and been determined eligible for VR services, has an approved and signed IPE, and has begun to receive services under the IPE, he or she is considered a participant.

Validity:

This measure is federally required and is collected only on participants who have received services under a signed IPE, so it accurately represents outcomes related to the division’s services after a participant exits from the program.

Reliability:

This data is collected by data matching with the State’s Reemployment Assistance data and the State Wage Interchange System (SWIS), based on Social Security Numbers (SSN). The SSN, Reemployment Assistance data and SWIS are highly reliable data sources that maintain consistency within the Division of Vocational Rehabilitation’s Aware Case Management system.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Employment Rate – 4th Quarter After Exit
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Employment Rate – Fourth Quarter After Exit is the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.

Methodology:

Calculation includes all program participants:

The number of participants who exited during the reporting period who are found to be employed, either through direct UI wage record match, Federal or military employment records, or supplemental wage information, in the fourth quarter after the exit quarter DIVIDED by the number of participants who exited during the reporting period.

Operational Parameters:

Calculation of levels of performance for this indicator includes all participants who exit from the VR program, except not included (in either the numerator or denominator) are those who exit for any of the exclusionary reasons listed below.

Exclusionary Reasons for Exit:

Health/Medical, Death of the Individual, Reserve Forces Called to Active Duty, Ineligible, Criminal Offender, Transferred to Another Agency, Extended Employment, Short Term Basis Period

When a reportable individual has applied and been determined eligible for VR services, has an approved and signed IPE, and has begun to receive services under the IPE, he or she is considered a participant.

Validity:

This measure is federally required and is collected only on participants who have received services under a signed IPE, so it accurately represents outcomes related to the division’s services after a participant exits from the program.

Reliability:

This data is collected by data matching with the State’s Reemployment Assistance data and the State Wage Interchange System (SWIS), based on Social Security Numbers (SSN). The SSN, Reemployment Assistance data and SWIS are highly reliable data sources that maintain consistency within the Division of Vocational Rehabilitation’s Aware Case Management system.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Median Earnings – 2nd Quarter After Exit

Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Median Earnings – 2nd Quarter After Exit is the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.

Methodology:

To calculate the median earnings for all participants employed in the second quarter after exit from any of the core programs:

Total quarterly earnings, for all participants employed in the second quarter after exit, are collected by either direct wage record match or supplemental wage information. The collected quarterly wage information values are listed in order, from the lowest to the highest value. The value in the middle of this list is the median earnings value, where there is the same quantity of numbers above the median number as there is below the median number.

Operational Parameters:

The following participants and any associated earnings figures are excluded from the calculation for median earnings:

- Participants who have exited and are not employed in the second quarter after exit (PIRL 1602 – Employed in 2nd Quarter After Exit Quarter – with code value 0)
- Participants who have exited a program and for whom earnings information is not yet available:
 - PIRL 1602 – Employed in 2nd Quarter After Exit Quarter – with code 09 ; or
 - PIRL 1603 – Type of Employment Match 2nd Quarter After Exit Quarter – with code value 5 ; or
 - PIRL 1704 – Wages 2nd Quarter After Exit Quarter – with code value 999999.99 or blank.

There is a two-quarter lag built into the reporting times for the wage- and employment-based indicators to allow time for reporting participant exit and conducting direct wage record match. Wages reported as \$0 will indicate that the participant was not employed in the second quarter after exit, thereby counting as a negative outcome in the Employment Rate 2nd Quarter After Exit indicator and excluding that participant from the Median Earnings 2nd Quarter After Exit indicator. Examples of this include:

- Participants who have exited from a program and who have \$0 income.
- Participants who have exited a program and are in subsidized employment.
- Participants who have exited for any of the following reasons:
 Health/Medical, Death of the Individual, Reserve Forces Called to Active Duty, Ineligible, Criminal Offender, Transferred to Another Agency, Extended Employment, Short Term Basis Period

When a reportable individual has applied and been determined eligible for VR services, has an approved and signed IPE, and has begun to receive services under the IPE, he or she is considered a participant.

Validity:

This measure is federally required and is collected only on participants who have received services under a signed IPE, so it accurately represents outcomes related to the division’s services after a participant exits from the program.

Reliability:

This data is collected by data matching with the State’s Reemployment Assistance data and the State Wage Interchange System (SWIS), based on Social Security Numbers (SSN). The SSN, Reemployment Assistance data and SWIS are highly reliable data sources that maintain consistency within the Division of Vocational Rehabilitation’s Aware Case Management system.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Credential Attainment Rate

Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Credential Attainment is the percentage of those participants enrolled in an education or training program (excluding those in OJT and customized training) who attained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Methodology:

Calculation includes all participants who exited from a program and were in either a postsecondary education or training program (other than OJT and customized training) OR in a secondary education program at or above the ninth grade level without a secondary school diploma or its equivalent.

The number of participants who exited during the reporting period who obtained a recognized postsecondary credential during the program or within one year after exit OR those who were in a secondary education program and obtained a secondary school diploma or its recognized equivalent during the program or within one year after exit and were also employed, or in an education or training program leading to a recognized postsecondary credential within one year after exit DIVIDED by the number of participants enrolled in an education or training program (excluding those in OJT and customized training) who exited during the reporting period.

Operational Parameters:

Credential Attainment: This indicator measures attainment of two types of credentials: either a recognized postsecondary credential or a secondary school diploma or its recognized equivalent.

Definition of a Recognized Postsecondary Credential:

A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree, as well as graduate degrees. A recognized postsecondary credential is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Who Is Included in the Denominator of the Credential Attainment Indicator:

Not all participants who exit will be included in the Credential Attainment denominator. Participants who are enrolled in a postsecondary education or training program (except for OJT and Customized Training) during participation, or who are enrolled in a secondary education program (at or above the 9th grade level) without a secondary school diploma or equivalent during participation, are included in the credential attainment denominator once they have reached one year after exit, subject to the "Special Rule" below.

Measure: Credential Attainment Rate (continued)

Special Rule Relating to Secondary School Diplomas and Recognized Equivalent in the Calculation of the Credential Attainment Indicator:

Participants who obtain a secondary school diploma or its recognized equivalent must also meet an additional condition before they are counted as a successful outcome and included in the numerator of the credential attainment indicator. These participants must be employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year following exit.

For each core program, a description of who is considered enrolled in an “education or training program,” and thus included in the credential attainment indicator, follows:

The following VR program participants are included in this measure:

- All participants who have participated in an educational or training program leading to a postsecondary credential.
- All participants who were enrolled in secondary education and who had the attainment of a secondary school diploma or its equivalent identified on their Individualized Plan for Employment (IPE) at some point during their period of participation.

Exclusions from the Measure:

Participants who exited a program and who were enrolled in the following are excluded from the credential attainment indicator:

- a. OJT only;
- b. Customized training only;

Also, participants who exit for any of the exclusionary reasons listed below are excluded from the credential attainment indicator.

Exclusionary Reasons for Exit:

Health/Medical, Death of the Individual, Reserve Forces Called to Active Duty, Ineligible, Criminal Offender, Transferred to Another Agency, Extended Employment, Short Term Basis Period

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Vocational Rehabilitation
Service/Budget Entity: General Program
Measure:* Measurable Skill Gains
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Measurable Skill Gains indicator is the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

Methodology:

Calculation includes all participants: The number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment and are achieving measurable skill gains based on attainment of at least one type of gain DIVIDED by the number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment.

Participants who, during any point in the program year, are in an education or training program that leads to a recognized postsecondary credential or employment are included in the denominator. This includes participants who continue to receive services as well as those who have participated during the reporting period and have exited the program. Data for the denominator in this calculation are drawn from the Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment and the Date Completed During Program Participation an Education or Training Program Leading to a Recognized Credential or Employment.

The denominator for this indicator includes all individuals where the range of dates between these data elements (or the end of the report period if Date Completed During Program Participation an Education or Training Program Leading to a Recognized Credential or Employment is null) overlaps with the program year being measured. For VR, participants who complete their education or training prior to the start of a program year but have not exited and are still receiving services are not included in the denominator for program years that occur after their completion date. If a participant starts a new education or training program after the completion date previously reported, the Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment must be replaced with the new education or training start date.

The numerator is the number of program participants defined above who achieved at least one type of gain. A participant may have achieved more than one type of gain in a reporting period; however, only one gain per participant in a reporting period may be used to calculate success on the Measurable Skill Gains indicator.

Operational Parameters:

All participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment are counted in the calculation of this indicator. Participants who exit for any of the exclusionary reasons listed below are excluded from the measurable skill gains indicator. The following participants in education or training programs are included:

Measure:* **Measurable Skill Gains (continued)**

All VR program participants who are in an education or training program that leads to a recognized secondary or postsecondary credential or employment, which is identified on the individual's IPE, would be included in the measurable skill gains indicator.

Additional Operational Parameters:

- Participants are only included in the denominator one time per reporting period (i.e., program year), regardless of how many skill gains they achieve in a given program year unless the individual has more than one period of participation in a given program year. Likewise, participants are only included in the numerator one time per reporting period (i.e., program year), regardless of how many skill gains they achieve in a given program year unless the individual has more than one period of participation in a given program year;
- A participant who exits the program and re-enrolls in the program during the same program year and is in an education or training program will be in the indicator two times for that particular program year;
- The Measurable Skill Gains indicator is different from the other indicators because it is not exit-based, meaning that a participant can achieve a measurable skill gain while still participating in a program; and
- For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain at least one type of gain during each period of participation within a given program year. Since this indicator is not exit-based, each unique period of participation in an education or training program triggers inclusion in the calculation. Participants will achieve a successful outcome in the indicator as long as they attain one type of applicable gain. All measurable skill gains achieved by participants in a program year are recorded and the most recent gain of each gain type is reported, although only one gain is required per participation period per program year to meet performance outcomes.

Exclusionary Reasons for Exit:

Health/Medical, Death of the Individual, Reserve Forces Called to Active Duty, Ineligible, Criminal Offender, Transferred to Another Agency, Extended Employment, Short Term Basis Period

Validity

This measure is federally required and is collected only on participants who have received services under a signed IPE, so it accurately represents outcomes related to the division's services during program participation.

Reliability

This data is collected directly from program participants and recorded by the Division of Vocational Rehabilitation's Aware Case Management system, with any required case documentation included

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Rehabilitation Information Management System (RIMS) data are used to source data prior to August 2023. Data from the Aware system will be used as a source from September 1, 2023, onward. Information is entered into the system for every customer by local DVR staff throughout the state. The Rehabilitation Services Administration (RSA) regularly audits the data.

The average cost is computed by first summing the direct costs to the division for services for individuals whose cases closed during the time period. This figure is divided by the number of cases closed in the time period to obtain the average cost.

Validity:

This measure is a valid representation of typical expenditures for a case because it includes all different disability types, order of selection categories, vocational goals and other diverse data points for cases that closed within the time period.

Reliability:

This information is easily reproducible and has been used by RSA for many years to compare participant characteristics within and between VR programs.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure: Number/percent of rehabilitation customers gainfully employed at least 90 days (regardless of wage earned)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The 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.

The number portion of the measure is calculated as the sum of all Successfully Rehabilitated VR Cases within the reporting period. The percentage 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.

A Successfully Rehabilitated VR Case is defined as a Successful Case Closure during the reporting period. This is further defined, by 34 CFR Part 361, as maintenance in a competitive integrated employment outcome for at least 90 days. An Unsuccessfully Rehabilitated VR Case is defined as a case closed during the reporting period, either Closed Unsuccessful or Closed Unsuccessful Before Plan Initiated (after being determined eligible). A “case” is defined as services performed for a client to achieve the client’s goals. A client may have more than one case during the reporting period.

Validity:

AWARE contains consistent status dates that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. The percentage portion of the measure has been revised to align with federal reporting requirements.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure: Number/percent rehabilitation customers placed in competitive employment (at or above minimum wage)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data sources were modified to reflect current employment types and obsolete employment type codes were deleted (see current employment types 1, 3 and 4 below). Data and calculations for the measures will be produced directly from the Accessible Web-based Activity Reporting Environment (AWARE), using a programmed reporting process to extract data entered on clients at the field office level.

A client's Work Status is stored when a VR case is successfully closed, indicating the type of employment: 1 (Competitive 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 percentage portion of the measure is calculated by dividing the number portion of the measure by total of all VR Cases Closed Successful with Work Statuses 1, 3 and 4.

"Competitive Integrated Employment" employed cases are all cases that are closed successfully and that are greater than or equal to the higher of the Federal or State Minimum Wage, in an integrated setting. A "case" is defined as services performed for a client to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, and case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and services provided and is the sole repository for this type of data. Client information is entered in AWARE by 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 the anticipated growth of customers gainfully employed, an additional number of customers who will be employed at or above minimum wage is anticipated.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	Department of Education
Program:	Division of Blind Services
Service/Budget Entity:	General Program
Measure:	Projected average annual earnings of rehabilitation customers at placement

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data sources were modified to reflect current employment types and obsolete employment type codes were deleted (see current employment types 1, 3 and 4 below). Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data and calculations for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

To calculate this measure, the Total Annual Earnings are divided by the Total Number of Successfully Closed VR Cases.

Total Annual Earnings is defined as the sum of the Weekly Earnings of Successfully Closed VR Cases multiplied by 52 weeks.

Successfully Closed VR Cases are defined as all Successfully Closed VR Cases with a Work Status equal to 1, 3 or 4 in the reporting period.

A client's Work Status is stored when a VR case is successfully closed, indicating the type of employment:

1 – Competitive Employment 3 – Self Employment 4 – Business Enterprises

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. Revision to the standard is requested.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data and calculations for the measures will be produced directly from the Accessible Web-based Activity Reporting Environment (AWARE) using a programmed reporting process to extract data entered on clients at the field office level. The number portion of the measure is calculated as the sum of all Successfully Closed (goals met) Independent Living Adult Cases during the reporting period. This includes all successfully rehabilitated Independent Living Clients, regardless of age, non-vocational rehabilitation. The percent portion of the measure is calculated by dividing the Number Portion, Successfully Closed Independent Living Cases, by the sum of the Successfully Closed Independent Living Cases and Unsuccessfully Closed (goals not met) Independent Living Cases. Successfully Closed Independent Living Adult Cases are defined as the Total Independent Living Cases (Adult Program and Older Blind) closed during the reporting period that were Closed Successful with a closure outcome of goals met. Unsuccessfully Closed Independent Living Adult Cases are defined as Total Independent Living Adult Program (ILAP) Cases closed during the reporting period, which were Closed Unsuccessful or Closed Unsuccessful Before Plan Initiated (after being determined eligible). An Independent Living Adult Case is defined as services performed for a client to achieve the client’s goals. A client may have more than one case during the reporting period.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and services provided and is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure: Number/percent of Early Intervention/Blind Babies customers successfully transitioned from the Blind Babies Program to the Children’s Program (preschool to school)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data and calculations for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

The number portion of the measure is calculated as the sum of all Successfully Transitioned Early Intervention/Blind Babies Cases with a plan date during the reporting period.

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

Unsuccessful Early Intervention/Blind Babies Closures are defined as the total number of Blind Babies Program cases with a plan date during the reporting period that were Closed Unsuccessful.

An Early Intervention/Blind Babies Case is defined as services provided to a client in the Blind Babies Program to achieve the client’s goals. A client may have more than one case during the reporting period.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data and calculations for the measures will be produced directly from the Accessible Web-based Activity Reporting Environment (AWARE) using a programmed reporting process to extract data entered on clients at the field office level.

The number portion of the measure is calculated as the sum of all successful Children’s Cases (with a plan date and goals met) who were determined eligible for VR services during the fiscal year reporting period. The percentage portion of the measure is calculated by dividing the total Successful Children’s cases (with a plan date and goals met) who were determined eligible for VR services by the number of Successful Children Cases (with a plan date and goals met).

Successful Children’s Cases are defined as Children’s Program Cases (with a plan date and goals met). The measure’s verbiage was clarified; the programming logic has been corrected.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. The number of children who transitioned into the VR transition services program is anticipated to fluctuate.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure: Number of customers (cases) reviewed for eligibility

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The definition and methodology for this measure conforms to that of DVR.

Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

To calculate this measure, all cases for clients that were determined eligible or ineligible for services during the reporting period for all plan types.

All cases include clients from the Vocational Rehabilitation Program, the Independent Living Program, the Children’s Program, and the Blind Babies Program.

A “case” is defined as services performed for a client to achieve the client’s goals. A client may have more than one case during the reporting period.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the DBS user community.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Recommend Revision

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated as the sum of the first plans created for a case with a plan approval date falling within the reporting period. The division recommends adjusting the standard and the measure to more accurately align with current services and procedures.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and provided services. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the DBS user community.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Recommend Revision

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated by taking the sum of all cases (Blind Babies, Children’s Program, Independent Living and Vocational Rehabilitation) that were in open status at any time during the reporting period.

A “case” is defined as services performed for a client to achieve the client’s goals. A client may have more than one case during the reporting period.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and provided services. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the DBS user community.

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

Based on a seven-year trend, the division recommends changing the standard for this measure from 13,100 to 11,500.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure: Average time lapse (days) between application and eligibility determination for rehabilitation customers

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

The measure is calculated by dividing the total number of Days Lapsed by the total number of Eligibility Determinations for all Case Types.

An eligibility determination is defined as a case from any program that was determined “eligible for service” or closed as “ineligible for services” during the reporting period.

Days lapsed is defined as the number of days between the eligibility determination date that occurred during the reporting period and the application date for that specific eligibility determination. The eligibility determination date is defined as the eligibility date for the clients determined eligible, and the case closure date for the clients determined ineligible.

Case type is defined as a case in the Vocational Rehabilitation Program, or the Independent Living Program, the Children’s Program, or the Blind Babies Program. A case is defined as services performed for a client to achieve the client’s goals. A client may have more than one case during the reporting period.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in districts offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level AWARE reports are Reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the DBS user community.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure:* Customer caseload per counseling/case management team member

Recommend Revision

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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

The measure is calculated by dividing the number of primary cases by the number of counselors and reported supervisors that maintain caseloads. The average caseload is determined by identifying the total number of cases in any open status, for all programs, on the 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.

Validity:

AWARE contains consistent status codes that indicate application, eligibility, plan developments, services and case success or failure. The methodology used to calculate this measure aggregates a total based upon the status code of the client during the reporting period.

Reliability:

AWARE was developed to track client cases and provided services. AWARE is the sole repository for this type of data. Client information is entered in AWARE by staff in the district offices and by contracted providers. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. A revision to the standard is requested. Caseloads have been adjusted downwards over the past five fiscal years to better serve clients. In 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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All data related to customer registration and the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

This measure is calculated by dividing the library's general revenue (state funding) expenditures and encumbrances for the fiscal year by the total number of library customers served.

The total number of library customers served is derived by generating the readership and circulation report from KLAS for the state fiscal year. This report identifies the total number of individuals and institutions registered for service at the end of the fiscal year.

Validity:

The fiscal data for the measure includes only general revenue funds because trust funds provided to the library consist of nonrecurring, competitive federal grants designated for special projects rather than operating expenses.

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

Reliability:

Under the federal regulations governing the library's services, the library must retain the original application for service for all registered customers. Eligibility for service must be certified by a physician, counselor, cleric, or a librarian. The current status of each customer is maintained in the KLAS system. The service status for each customer reported as receiving service may be verified by examination of the application files and review of the patron records in the KLAS System.

The 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

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

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All data related to tracking blind vending food service facilities are maintained in the Randolph–Sheppard Vending Program (RSVP) software program.

The measure is derived by generating the Facility General Report. The total blind vending service facilities supported are the total of Licensed Operator Facility Agreements (LOFA) in place during the reporting period.

Validity:

Prior to opening a facility, all blind business operators must have a signed LOFA with the Division of Blind Services. RSVP tracks this information by maintaining the current status of the facility. Those statuses are Development, Opened, Available, LOFA in Place, Closed Temporarily, or Closed Permanently.

Reliability:

Strict business rules are programmed into the RSVP that do not allow operator/facility linkages to occur without a valid LOFA.

There are two types of LOFAs:

1. Type I is used with the primary facility operated under a perpetual agreement with a food service manager who may stay in a facility as long as desired provided the facility approves and there is no material breach of contract; and
2. Type II is used for a specific time period, usually less than one year, to meet the needs of the facility for stability and transition to its next permanent operator.

For this output measure, only Type I LOFAs are counted along with those operators having a Type II LOFA only (some operators may have both a Type I and Type II at the same time).

The division 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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Renovation of all new food service facilities during the reporting period is planned by the Business Enterprise Program (BEP). The number of facilities renovated is tracked manually in a Microsoft Excel spreadsheet.

Validity:

On-site visits by Regional Business Consultants ensure that the project has been completed, and that the facility is open and providing service.

Reliability:

These totals are derived from documents approving the renovation of the facilities, and from on-site progress reports from Regional Business Consultants, verified by the Bureau of Business Enterprise (BBE) Operations Manager.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure:* Number of new food service facilities constructed
Recommend Deletion

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

To be determined.

Validity:

To be established.

Reliability:

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

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Recommend Revision

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All data related to customer registration and the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

This measure is derived by generating the 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.

Validity:

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

Reliability:

Under the federal regulations governing the Library's services, the Library must retain the original application for service for all registered customers. Eligibility for service must be certified by an approved professional (medical, educational, or professional staff of public or welfare agencies). The current status of each customer is maintained in the KLAS system. The service status for each customer reported as receiving service may be verified by examination of the application files and review of the patron records in the KLAS system.

The current standard of 44,290 does not accurately reflect the number of library customers served because it was based on a factored number for institutional patrons. The practice ended in 2010, but previously had multiplied the number of institutional patrons by five based on the assumption that for every institutional account (e.g., nursing home, school) at least five individuals were served.

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure: Number of library items (Braille and recorded) loaned

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All data related to the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

Prior to SFY 2021-22, DBS did not 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. During SFY 2022-23, DBS also identified that Descriptive Videos/DVDs were not included although they meet the standard of qualifying as checkouts and items loaned. As a result, we are reporting performance on physically checked-out items (shelved items from the library’s circulation department) as well as items checked out electronically. Items loaned/checked out (physical, BARD, descriptive video/DVD, and duplication) for the SFY totaled 1,515,793.

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, descriptive video/DVD, and Duplication), for the SFY.

Validity:

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

The totals for the items circulated during the state fiscal year are taken directly from the KLAS system.

Reliability:

Under the federal regulations governing the Library's services, the Library must retain the original application for service for all registered customers. Eligibility for service must be certified by a physician, counselor, cleric, or a librarian. The current status of each customer is maintained in the KLAS system. The service status for each customer reported as receiving service may be verified by examination of the application files and review of the patron records in the KLAS system.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Blind Services
Service/Budget Entity: General Program
Measure: Percentage of licensed vendors retained in their first facility for at least 12 months upon initial placement
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

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.

Validity:

Prior to opening a facility, all blind business operators must have a signed LOFA with the Division of Blind Services. RSVP tracks this information by maintaining 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.

Reliability:

Strict business rules are programmed into the RSVP that do not allow operator/facility linkages to occur without a valid LOFA.

There are two types of LOFAs:

1. Type I is used with the primary facility operated under a perpetual agreement with a food service manager who may stay in a facility as long as desired provided the facility approves and there is no material breach of contract; and
2. Type II is used for a specific time period, usually less than one year, to meet the needs of the facility for stability and transition to its next permanent operator.

For this output measure, only Type I LOFAs are counted along with those operators having a Type II LOFA only (some operators may have both a Type I and Type II at the same time).

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* 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)

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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

Denominator: Includes any initial EASE recipient in a given year.

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

Validity:

One purpose of the EASE is to enable students to access the higher education system and graduate. Therefore, graduation from any sector by those who initially receive an EASE award is a measure toward achieving that goal. Therefore, this is a valid measure of the positive outcomes of providing assistance to Florida residents to enroll in private colleges and universities.

Reliability:

The procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* Number of degrees granted for EASE recipients and contract program recipients
Recommend Revision

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data Source:

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

Methodology:

FETPIP-linked student records of bachelor’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.

Denominator: All EASE recipients in a given year.

Numerator: Of the denominator, those recipients who earned a degree in the following year.

Validity:

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

The measure requires clarity. Generally, the contract program funds are program-specific and not student-specific. However, in some cases, funds are provided to institutions for research and purchase of equipment.

Revising the measure 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).

Reliability:

The procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* Retention rate of award recipients
Recommend Substitution (Delineate by: Academic Contract, EASE Grant, Historically Black Colleges and Universities [HBCU])

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The measure requires clarity. Generally, the contract program funds are program specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (degrees include B.S., M.S., MSW, Ph.D. and M.D.). As a result, data cannot be generalized for all students. Additionally, in some cases, funds are provided to institutions for research and purchase of equipment. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

Students in the three Historically Black Private Colleges and Universities are not the direct recipients of the state funds. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access, retention, and graduation efforts.

Deleting the measure for contract programs and revising it to ‘Retention rate of EASE Grant recipients,’ using a two-year rate, is recommended.

Validity:

Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the EASE Grant in increasing the number of college graduates, the measure has validity. It would not be a valid measure for contract program recipients, and data are not available or reported. Also, it is not recommended to report on the HBCUs separately.

Reliability:

The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* Graduation rate of award recipients
(Delineate by: Academic Contract; EASE Grant; HBCU)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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

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

Denominator: All EASE initial recipients in a given year.

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

In general, the contract program funds are program specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (e.g., B.S., M.S., MSW, Ph.D. and M.D.). As a result, data cannot be generalized for all graduates. In some cases, funds are provided to institutions for research and purchase of equipment. Further, only a limited number of private colleges and universities receive contract program funds, making aggregated performance data misleading.

Students in the three Historically Black Private Colleges and Universities are not the direct recipients of state funds. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access, retention, and graduation efforts. Consequently, it is important that we track the graduation rate of students enrolled in the three Historically Black Private Colleges and Universities. The standard measure for graduation rates is based on the number of students completing a program within 150% of the normal time. The Integrated Postsecondary Education Data System defines normal time as the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

Validity:

One purpose of the EASE Grant is to enable students to access the higher education system and graduate. Therefore, graduation from any sector by those who initially receive an EASE award is a measure toward achieving that goal. Therefore, this is a valid measure of the positive outcomes of providing assistance to Florida residents to enroll in private colleges and universities. The measure would not be a valid measure of the success of state spending on education if it were reported on HBCUs and colleges participating in contract programs, as students are not the direct beneficiaries of those programs.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* 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)
Recommend Substitution

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Student records on graduates are obtained from database of the Independent Colleges and Universities of Florida as part of the K20 Education Data Warehouse. Data are available through an agreement with the Florida Education and Training Placement Information Program.

Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases. Data on employment and earnings are available for employers who report to the Florida unemployment insurance wage report.

Data are reported in the aggregate for ICUF colleges and cannot be delineated as required in the measure. In general, the contract program funds are program specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (degrees include B.S., M.S., MSW, Ph.D. and M.D.). As a result, data cannot be generalized for all graduates. Additionally, in some cases, funds are provided to institutions for research and purchase of equipment. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would be misleading.

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.

Denominator: Total number of graduates from ICUF institutions in a given year.

Numerator: Of those, the number who were found in full-time employment in Florida in five years later.

Validity:

Having graduates who remain in Florida to work is one of the main contributions of private colleges and universities to the workforce (statutory goal 3). However, the earnings threshold of \$22,000 was established some time ago and should be removed. The main goal is to have graduates remain in Florida rather than moving to another state. The measure of graduates found in full time employment in Florida five years after graduation is a valid measure of the success of state support of independent colleges and universities.

Reliability:

The procedure yields the same results on repeated trials and data are complete and sufficiently error- free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* Licensure/certification rates of award recipients (where applicable),
(Delineated by: Academic Contract; EASE Grant, HBCU)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Databases on licensure and certification shared with the Department are not sufficiently complete to report data on this measure. This measure requires clarity.

The measure is recommended for deletion or revision to pass rate on licensure/certification exams (where applicable), for the first sitting (delineate by Academic Contract and Historically Black Colleges and Universities).

Data Source: Historically Black Colleges and Universities and institutions that receive contract program funds shall report this measure directly to the Office of Student Financial Assistance.

Validity:

Methodology not yet implemented; validity not yet established.

Reliability:

Methodology not yet implemented; validity not yet established.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* 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)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

This measure requires clarity. Only a few of the contract program funds are baccalaureate degree specific. As a result, data cannot be generalized for all students. An aggregation of performance data would thus be misleading.

A baccalaureate degree does not qualify a person to obtain employment in an occupation identified as high wage/high skill on the Workforce Estimating Conference Targeted Occupations list. Those occupations all require a technical education at the certificate- or degree-level.

Deletion of this measure is recommended.

Validity:

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

Reliability:

Not yet established.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* 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)

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

This measure requires clarity. Only a few of the contract program funds are baccalaureate degree specific. As a result, data cannot be generalized for all students. An aggregation of performance data would thus be misleading.

A baccalaureate degree does not qualify a person to obtain employment in an occupation identified as high wage/high skill on the Workforce Estimating Conference Targeted Occupations list. Those occupations all require a technical education at the certificate- or degree-level.

Deletion of this measure is recommended.

Validity:

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

Reliability:

Not yet established.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure:* Number of prior year's graduates
(Delineate by: Academic Contract; EASE Grant and HBCU)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

Denominator: All EASE recipients in a given year.

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

Validity:

As an indicator of the effectiveness of the EASE Grant in increasing the number of college graduates, this measure has validity. It would not be a valid measure for contract program recipients, and data are not available or reported. However, the measure requires clarity.

In general, the contract program funds are program-specific and not student-specific. However, in some cases, funds are provided to institutions for research and purchase of equipment.

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

Reliability:

The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Private Colleges and Universities
Service/Budget Entity: General Program
Measure*: Number of prior year's graduates remaining in Florida (Academic Contracts)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

This measure requires clarity. In general, the contract program funds are program specific. However, in some cases, funds are provided to institutions for research and purchase of equipment.

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

Recommend revising this measure to number of graduates remaining in Florida one year following graduation [Academic Contract (where applicable) and Historically Black Colleges and Universities].

Data Source: The institutions that receive contract program funds and Historically Black Colleges and Universities shall report this measure directly to the Office of Student Financial Assistance.

Methodology: Not yet established.

Validity:

Methodology not yet implemented; validity not yet established.

Reliability:

Methodology not yet implemented; reliability not yet established.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	Department of Education
Program:	Private Colleges and Universities
Service/Budget Entity:	General Program
Measure:*	Number of FTIC students, disaggregated by in state and out-of-state (HBCU)

Action:

Requesting Revision to Approved Measure

Change in Data Sources or Measurement Methodologies

Requesting New Measure

Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data are not available to report this measure. The ICUF data residing in the K20 Education Data Warehouse do not indicate in-state or out-of-state status.

Data Source: The Historically Black Colleges and Universities (HBCU) should report this measure directly to the Office of Student Financial Assistance.

Methodology: The number of First Generation in College students and the number of First Time in College (FTIC) students enrolled in HBCUs.

Validity:

As an indicator of the extent to which HBCUs are providing access to Florida residents, this is a valid measure. However, the measure should include First Generation in College students, as well. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access in addition to retention and graduation efforts. Consequently, it is important to track First Generation in College students enrolled in the three HBPCUs.

We recommend revising this measure to: Number of FTIC students and First Generation in College students disaggregated by in-state and out-of-state and gender (HBCUs).

Methodology has not yet been fully reviewed and implemented; validity not yet established.

Reliability:

Methodology has not yet been fully reviewed and implemented; reliability is not yet established. Data related to the performance measure has not been recently compiled due to organizational restructuring leading to the transfer of responsibility from the Division of Colleges and Universities to the Office of Articulation in January 2006. More recently, the responsibility for tracking the private colleges and universities data was transferred from the Office of Articulation to the Office of Student Financial Assistance in 2012. 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

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: Student Financial Assistance, Finance and Operations
Measure:* Percent of standard diploma recipients who have completed the required courses for Bright Futures

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The 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.

Data Source: K-20 Education Data Warehouse

Denominator: Number of high school standard diploma recipients in academic year.

Numerator: Of the denominator, the number who completed coursework required for Bright Futures in the following academic year.

Validity:

The percentage of high school graduates who are eligible for a merit-based scholarship is a valid indicator of progress toward the statutory goal of highest student achievement.

Reliability:

Data in the student transcript database form the basis for evaluating a student's eligibility for a Bright Futures award.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: Student Financial Assistance, Finance and Operations
Measure:* Retention rate of FTIC award recipients, by delivery system, using a four-year rate for Florida Colleges and a six-year rate for universities (Bright Futures)
Recommend Revision

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data 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.

Denominator: Number of students who received a Bright Futures initial award in a given academic year, (e.g., 2021-22) excluding those who graduated.

Numerator: Of the denominator, those found enrolled in the following academic year (e.g., 2022-23)

Validity:

Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the Florida Bright Futures Scholarship in increasing the number of college graduates, this measure has validity. However, the measure requires a report of retention two additional years after expected graduation. Remaining in college for such an extended time is not a desirable outcome, and it is not comparable to other measures of retention reported in other systems. Therefore, a two-year retention rate is recommended and reported for both Florida state colleges and state universities.

Reliability:

It is recommended to revise this measuring procedure as indicated in the previous section.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: Student Financial Assistance, Finance and Operations
Measure:* Graduation rate of FTIC award recipients (Bright Futures), by delivery system (Florida College System [FCS]) and State University System [SUS])
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data Sources: Education Data Warehouse (EDW), Data Availability: Annually in October

Methodology: Student records of all Bright Futures initial disbursements in a given academic year are linked to student enrollment records at Florida state colleges and state universities during the most recent academic year for which enrollment records are available. The initial year is identified as four years prior to the current year for state colleges, and six years prior to the current year for state universities.

Denominator: All Bright Futures initial disbursements in a given academic year. Report separately those who enroll in a Florida College System institution and those enrolled in a state university.

Numerator: Of the denominator, the percent who earned a degree at any time in the following four years (Florida Colleges) or six years (state universities). Numerator includes Florida College System initial enrollments who graduate from a state university within six years.

Validity:

As an indicator of progress toward the goal of increasing postsecondary continuation rates, the calculation of the graduation rate of recipients of a state grant is a valid measure. However, graduation is not the only positive outcome for recipients of a state grant who enroll in Florida colleges. A state college student who transfers to a university prior to graduation is a successful student.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The data accurately reflect the percentage 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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	Department of Education
Program:	Student Financial Assistance Program - State
Service/Budget Entity:	Student Financial Assistance, Finance and Operations
Measure:*	Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)
<i>Recommend Revision</i>	

Action:

Requesting Revision to Approved Measure

Change in Data Sources or Measurement Methodologies

Requesting New Measure

Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The 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).

Data Source: State Student Financial Assistance Database

Numerator: Bright Futures Initial students disbursed at Florida postsecondary eligible institutions in an identified academic year (e.g., 2022-23).

Denominator: Total number of Bright Futures initial eligible students.

Validity:

The established standard appears to mirror the percent of high school graduates who enroll in postsecondary education in Florida the fall following high school graduation. However, the calculation measures only the number of students who accept the Bright Futures Scholarship offered to them. The measure is valid only if it is intended to evaluate whether the Bright Futures program decreases the “brain drain” to out of state institutions. In that case, it is meaningful only if displayed clearly as a trend line. One year of data is not meaningful.

Also, the data would be more meaningful as a measure of the “brain drain” if broken down by the type of scholarship. The Florida Academic Scholarship has more rigorous eligibility standards than the Florida Medallion Scholarship or the Florida Gold Seal Vocational Scholarship. The percentage of students who accept their Florida Academic Scholarship is less than those who accept the less rigorous award. Presumably, these students could be receiving scholarships to attend out-of-state colleges.

Reliability:

The data reported are reliable as the number deemed eligible and accept their scholarship during a given window of time is documented through funds disbursed.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: Student Financial Assistance, Finance and Operations
Measure: Number of Bright Futures recipients
(From August Estimating Conference, Office of Economic and Demographic Research)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The measure 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.

Data Source: State Student Financial Assistance Database and projections from the Education Estimating Conference on Student Financial Aid.

Date Availability: Annually in September.

Validity:

An increase in the number of Bright Futures recipients indicates that more students are achieving the high school requirements for the program. One positive outcome of the Bright Futures program is increased high school achievement.

Reliability:

The calculation is reliable because Bright Futures funding per educational institution is documented at the student record level.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: Student Financial Assistance, Finance and Operations
Measure:* Retention rate of FTIC award recipients, by delivery system, using a four-year rate for Florida Colleges and a six-year rate for universities (Florida Student Assistance Grant)
Recommend Revision

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data 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.

Denominator: Number of students who received a Florida Student Assistance Grant initial award in a given year, excluding those who graduated.

Numerator: Of the denominator, those found enrolled in the following year.

Validity:

Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the Florida Student Assistance Grant in increasing the number of college graduates, this measure has validity. However, the measure requires a report of retention two additional years after expected graduation. Remaining in college long for such an extended time is not a desirable outcome, and it is not comparable to other measures of retention reported in other systems. Therefore, a two-year retention rate is recommended and reported for both Florida state colleges and state universities. A proposed new measure is: Retention rate of FTIC award recipients, by delivery system, using a two-year rate for Florida Colleges and universities.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: Student Financial Assistance, Finance and Operations
Measure:* Graduation rate of FTIC award recipients, by delivery system
Recommend Deletion (Florida Student Assistance Grant)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data Sources: 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.

Denominator: All Florida Student Assistance Grant initial disbursements in a given academic year. Report separately those who enroll in a state college as compared to a state university.

Numerator: Of the denominator, the percent who earned a degree at any time in the following four years (for state colleges) or six years (for state universities). The numerator includes state college initial enrollments who graduate from a state university within six years.

Validity:

As an indicator of progress toward the goal of increasing postsecondary continuation rates, the calculation of the graduation rate of recipients of a state grant is a valid measure. However, graduation is not the only positive outcome for recipients of a state grant who enroll in state colleges. A state college student who transfers to a university prior to graduation is a successful student.

Reliability:

The data accurately reflect the percentage 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

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: Student Financial Assistance, Finance and Operations
Measure:* Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program)
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data Source: State Student Financial Aid Database.

Numerator: Record of all Critical Teacher Program recipients who worked in the Critical Teaching Field

Denominator: Records of all Critical Teacher Program recipients in a given academic year.

Validity:

Not valid. The measure cannot be other than 100 percent. The program requires a recipient of the Critical Teacher Program to work in the field of teaching as a prerequisite for the program.

Reliability:

The data accurately reflect the percentage of participants working in the field of teaching, however, all participants in the 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

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: Student Financial Assistance, Finance and Operations
Measure: 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
Proposed New Measure

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data Sources: 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).

Denominator: Number of students who received a Florid Student Assistance Grant, excluding those who graduated.

Numerator: Of the denominator, those students found to also have received an EASE Grant or Bright Futures Scholarship.

Validity:

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.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Student Financial Assistance Program - State
Service/Budget Entity: General Program
Measure: Number/percent of Bright Futures recipients who also receive Florida Student Assistance Grant (merit-based grant recipients who also have need-based grants)
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data Sources: 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).

Denominator: Number of students who received a Florida Bright Futures Scholarship award during a given year.

Numerator: Of the denominator, those students found to also have received a Financial Student Assistance Grant.

Validity:

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.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Early Learning
Service/Budget Entity: General Program
Measure:* Percentage of children completing the VPK Program “ready” for school when they enter kindergarten

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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) Star Early Literacy and new outcomes will be developed based on this assessment and policies established under Ch. 2021-10, L.O.F. Kindergarten readiness data will be available in Fall annually.

NOTE: The Division of Early Learning was not organizationally part of the Department when the agency’s original performance measures and standards were approved.

Validity:

Validity will be established.

Reliability:

Reliability will be determined.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Division of Early Learning
Service/Budget Entity: General Program
Measure: Number of 4-year-olds enrolled in Voluntary Prekindergarten

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data 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 Estimating 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.

NOTE: The Division of Early Learning was not organizationally part of the Department when the agency’s original performance measures and standards were approved.

Validity:

Validity of the forecasts has been established.

Reliability:

The reliability of the forecasts has been established.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Grants/PreK-12 Program - FEP
Service/Budget Entity: General Program
Measure:* Number/percent of teachers with National Teacher's Certification, as reported by district
Recommend Deletion

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data Source: National Board of Professional Teaching Standards at <http://www.nbpts.org>.

Funding is available through a federal subsidy grant from the United States Department of Education and some Florida school districts. National data are used since teachers may relocate without notifying the Department of Education.

Denominator: Number of teachers in Florida in a specific academic year (e.g., 2020-21 data).

Numerator: Number of teachers in Florida who hold National Board Certification during the same academic year.

Validity:

The 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.

Reliability:

See concerns described under validity. Reliability cannot be determined since the data is not a source data element collected by the Department.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Grants/PreK-12 Program - FEFP
Service/Budget Entity: General Program
Measure: Number/percent of "A" schools

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data Sources:

Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <http://www.fldoe.org/accountability/accountability-reporting/school-grades>.

Pursuant to s. 1008.34(7), F.S., due to the absence of learning gains, the initial school grading scale for the 2022-23 informational baseline grades shall be set so that the percentage of schools that earn an "A," "B," "C," "D," and "F" is statistically equivalent to the 2021-22 school grades results. School grades for the 2022-23 school year have not yet been issued as of the deadline for submitting the annual LRPP update.

Denominator: Total number of graded schools ("A" through "F") in 2023.

Numerator: Of those, the number of schools with grade of "A" in 2023.

Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of Highest Student Achievement. Schools are assigned a grade based primarily upon student achievement data from Florida's statewide assessment system. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of the B.E.S.T. standards, the progress of the lowest performing students and other criteria.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Grants/PreK-12 Program - FEFP
Service/Budget Entity: General Program
Measure:* Number/percent of "D" or "F" schools
Recommend Substitution

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

Pursuant to s. 1008.34(7), F.S., due to the absence of learning gains, the initial school grading scale for the 2022-23 informational baseline grades shall be set so that the percentage of schools that earn an "A," "B," "C," "D," and "F" is statistically equivalent to the 2021-22 school grades results. School grades for the 2022-23 school year have not yet been issued.

Denominator: Total number of graded schools ("A" through "F") in 2023.

Numerator: Of the total number of graded schools, the number of schools with grade of "D," plus the number with a grade of "F" in 2023.

Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*. Schools are assigned a grade based primarily upon student achievement data from Florida's statewide assessment system. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of the B.E.S.T. standards, the progress of the lowest performing students and other criteria.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Grants/PreK-12 Program - FEFP
Service/Budget Entity: General Program
Measure: Number/percent of schools declining one or more letter grades

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>. School grades for the 2022-23 school year have not yet been issued.

Denominator: Number of schools that earned a grade of “A” through “F” in both 2022 and 2023, minus the schools graded “F” in 2022 that also earned a grade in 2023 (unable to decline one or more grades).

Numerator: Of those, the number of schools that declined one or more grades.

Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Schools are assigned a grade based primarily upon student achievement data from Florida’s statewide assessment system. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of the Florida standards, the progress of the lowest performing students and other criteria, although learning gains and the progress of the lowest performing students will not be included in the 2022-23 school grades pursuant to s. 1008.34(7), F.S.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

The Department recommends revising the standard to delete the term “..., reported by district.”

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Grants/PreK-12 Program - FEFP
Service/Budget Entity: General Program
Measure: Number/percent of schools improving one or more letter grades

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>. School grades for the 2022-23 school year have not yet been issued.

Denominator: Number of schools that earned a grade of "A" through "F" in both 2022 and 2023, minus the schools graded "A" in 2022 that also earned a grade in 2023 (unable to improve because already at the top).

Numerator: Of those, the number of schools that improved one or more grades.

Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Schools are assigned a grade based primarily upon student achievement data from Florida's statewide assessment system. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of the Florida standards, the progress of the lowest performing students and other criteria, although learning gains and the progress of the lowest performing students will not be included in the 2022-23 school grades pursuant to s. 1008.34(7), F.S.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Grants/PreK-12 Program - FEFP
Service/Budget Entity: General Program
Measure:* Florida's high school graduation rate
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data to report this measure are compiled by the Bureau of Accountability Reporting, and are available in an interactive database at <http://edudata.fldoe.org/AdvancedReports.html>.

Florida's graduation rate is a cohort graduation rate. A cohort is defined as a group of students on the same schedule to graduate. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out or pass away are removed from the calculation. Entering transfer students are included in the graduation rate for the class with which they are scheduled to graduate, based on their grade level when they enroll in the public school system.

Denominator: Students who entered grade 9 for the first time and do not transfer out of Florida's public school system include those students who transferred in during the four years of the cohort.

Numerator: Those students who graduate within the four years of the cohort with a standard high school diploma.

Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	Department of Education
Program:	State Grants/PreK-12 Program - FEFP
Service/Budget Entity:	General Program
Measure:*	Percent of graduates taking acceleration mechanisms in high school
<i>Proposed New Measure</i>	(AP, IB, AICE, ASVAB, Dual Enrollment, Clock Hour Dual Enrollment, and Industry Certifications)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data to report high school acceleration programs are compiled by the Bureau of Accountability Reporting.

Denominator: Students who entered grade 9 for the first time and do not transfer out of Florida’s public school system include those students who transferred in during the four years of the cohort and received a standard high school diploma.

Numerator: Those students who graduate within the four years of the cohort with a standard high school diploma who have also completed an accelerated mechanism.

Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Grants/PreK-12 Program - FEFP
Service/Budget Entity: General Program
Measure:* 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 New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The 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.

Denominator: The number of high school graduates in a graduating year.

Numerator: Those students who enroll in postsecondary education in the state.

Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* 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)

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Workforce Education Data Systems (WEDS) and the Community College and Technical Center Management Information System (CCTCMIS) 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.

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.

Denominator: In the most recent years, the number of persons earning an occupational completion point in a program on the Statewide Demand Occupations list; data obtained by Florida Education and Training Placement Information Program from WEDS and CCTMIS files.

Numerator: Of those, the number found employed at \$7,764 or more per quarter in the fourth quarter of the year following program completion.

Validity:

As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for skilled workers in high wage/high skill areas. The targeted occupations list is a valid outcome criterion as it is the product of state and regional labor market supply and demand analysis and projections.

Occupational completion points are an appropriate and valid criterion for determining the completer cohort as they are linked to industry standards and competencies, which in turn are linked to Standard Occupational Classification (SOC) codes. Students earning an occupational completion point have demonstrated that they can perform these competencies and may exit a program with occupationally specific marketable skills.

Reliability:

After being collected and reviewed locally, data are reported electronically by districts (and colleges) at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. For example, students employed outside of the state of Florida will not be identified in the Unemployment Insurance database. Also, missing values or errors in student Social Security Numbers will result in bad data matches. Self-employed individuals also will not be found in the match. The criteria for high wage/high skill occupations are set annually. As items are removed from the list, the numbers of students can change resulting in increases or decreases on this measure.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* 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)
Recommend Deletion

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTCMIS) 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.

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.

Denominator: In most of the recent year, the number of persons earning career certificates in a program on the statewide demand occupations list for matching year; data obtained by FETPIP from WEDS and CCTMIS files.

Numerator: Of those, the number found employed at \$6,776 or more per quarter in the fourth quarter of the year following program completion, plus the number who were found enrolled in a program at a higher level.

Validity:

As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for skilled workers in high wage/high skill areas.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Data collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. The criteria for high wage/high skill occupations are set annually. In addition, the links between education programs and occupations were updated for the 2004 -05 reporting year. As items are removed from the list, the numbers of students can change resulting in increases or decreases on this measure.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	Department of Education
Program:	Workforce Education/Division of Career and Adult Education
Service/Budget Entity:	General Program
Measure:*	Number and percent of persons earning career certificate completion points, at least one of which is within a program not included in Levels II or III and are found employed or are continuing their education at the vocational certificate level (Level I)
<i>Recommend Deletion</i>	

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTCMIS) 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.

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.

Denominator: 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.

Numerator: Of those, the number found employed at any level of earnings, plus the number who were found enrolled in a program at a level higher than the career certificate level.

Validity:

As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for trained workers and for continuing education of those at the entry level.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Data collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. 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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* 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
Recommend Deletion

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

No database is currently available. The Department will continue to develop a database that will allow for the measurement of performance.

A methodology has not been established without database.

Validity:

This is a valid measure of the quality of career-technical technical programs for which national accreditation or certification standards are available. If technical centers offer programs that meet the industry standards required by employees, students who complete those programs will be able to meet or exceed the requirements of local business and industry. However, some career and technical programs may not have standards established by a nationally recognized accrediting body.

Reliability:

For reliability, it is necessary to update annually the information on all career and technical education programs. Data are not available. Collection of data on this measure requires collection of self-reported information on program accreditation or certifications for all career and technical programs. The Department recommends deleting the measure.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

No database is currently available.

A methodology has not been established and is pending the availability of a database.

Validity:

This is a valid measure of the quality of career-technical technical programs for which national accreditation or certification standards are available. Students enrolled in accredited or certified programs should be the most prepared for the current requirements of local business and industry. However, some career and technical programs may not have standards established by a nationally recognized accrediting body.

Reliability:

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

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* Number/percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

No database is currently available.

A methodology has not been established and is pending the availability of a database.

Validity:

This is a valid measure of the quality of career-technical technical programs for which national accreditation and/or certification standards are available. Students enrolled in accredited or certified programs should be the most prepared for the current requirements of local business and industry. However, some career and technical education programs may not have standards established by a nationally recognized accrediting body.

Reliability:

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.

C

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure: 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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned literacy completion points.

Follow-up information on those students was provided by the Florida Education Training and Placement Information Program (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.

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.

Denominator: All students who earned any literacy completion point during the most reporting year.

Numerator: Of those, the number of students who were found employed at any level or who were found enrolled in any level of education.

Validity:

This measure is not a valid indicator of the effect of education on employability. The number of students who earn a completion point does not reflect the quality of the education program, and the employment prospects are likely to improve only if a student completes an entire program and earns a GED or adult high school diploma. The denominator includes all types of Literacy Completion Points, from a two-year learning gain to completion of the GED. Not all LCPs have the same impact on employability and continuing education. The lowest level of learning gain will likely have a much less significant impact on employability than a higher-level learning gain.

Reliability:

The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* Credential attainment – adult and career education certificate completers, placed in full-time employment or continuing education at a higher level (Data include students completing programs at Florida colleges and technical centers)
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTCMIS) 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.

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.

Denominator: All students who earned any career education certificate during the most recent year.

Numerator: Of those students, the numbers who were found employed at any level or who were found enrolled in any level of education.

Validity:

As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of Florida state colleges and public technical centers to the need for skilled workers in high wage/high skill areas. Career certificate completion is an appropriate and valid criterion for determining the completer cohort as the Curriculum Frameworks are linked to industry standards and competencies, which in turn are linked to Standard Occupational Classification (SOC) codes. Students earning a career certificate have demonstrated that they can perform these competencies and may exit a program with occupationally specific marketable skills.

Reliability:

After being collected and reviewed locally, data are reported electronically by districts and colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. For example, students employed outside of the state of Florida will not be identified in the Unemployment Insurance database. Also, missing values or errors in student Social Security Numbers will result in inaccurate data matches. Self-employed individuals also will not be found in the match.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* Credential attainment – number and percent of college credit career certificate completers who are placed in full-time employment or continuing education at a higher level
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTCMIS) 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.

The fourth 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.

Denominator: All students who earned any college credit career education certificate during the most recent reporting year.

Numerator: Of those, the numbers who were found employed at any level or who were found enrolled in any level of education.

Validity:

As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of Florida Colleges to the need for skilled workers. College credit certificate completion is an appropriate and valid criterion for determining the completer cohort as the Curriculum Frameworks are linked to industry standards and competencies, which in turn are linked to Standard Occupational Classification (SOC) codes. Students earning a college credit certificate have demonstrated that they can perform these competencies and may exit a program with occupationally specific marketable skills.

Reliability:

After being collected and reviewed locally, data are reported electronically by colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. For example, students employed outside of the state of Florida will not be identified in the Unemployment Insurance database. Also, missing values or errors in student Social Security Numbers will result in bad data matches. Self-employed individuals also will not be found in the match.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* Number and percent of adult education completers who are found employed full time or continuing their education*
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTCMIS) 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.

The fourth 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.

Denominator: Students enrolled in the highest level of adult basic education who earn a literacy completion point.

Numerator: Of those, the numbers who were found employed at any level or who were found enrolled in any level of education.

Validity:

The highest level of skills.

Reliability:

The highest level of adult basic education represents the grade-level equivalent of 7.0 to 8.9. Students completing this functioning level are ready to enter adult secondary programs (adult high school or GED preparation). Students are pre- and post-tested to determine placement and completion using nationally recognized instruments approved by the 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.

After being collected and reviewed locally, data are reported electronically by districts and colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. For example, students employed outside of the state of Florida will not be identified in the Unemployment Insurance database. Also, missing values or errors in student Social Security Numbers will result in bad data matches. Self-employed individuals also will not be found in the match.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* Number and percent of students in career certificate and credit hour technical programs who took a Florida Department of Education approved industry certification
Proposed New Measure

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
 The Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTCMIS) 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.

Denominator: Students enrolled in career certificate or college credit career and technical education programs in school districts and Florida colleges.

Numerator: Of those students, the number who were reported as having taken an assessment in the appropriate Perkins Act technical skill attainment inventory or industry certification found on the Career and Professional Education Act Funding List.

Validity:
 As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of Florida colleges and public technical centers to the need for skilled workers. Taking industry certifications and third-party technical skill assessments is a first step toward validating that the instruction delivered in the educational program is meeting industry standards and producing individuals with skills employers are looking for.

Reliability:
 After being collected and reviewed locally, data are reported electronically by districts and colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Workforce Education/Division of Career and Adult Education
Service/Budget Entity: General Program
Measure:* Number and percent of students taking an approved industry certification or technical skill attainment exam who earned a certification
Proposed New Measure

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
 The Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTCMIS) 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.

Denominator: Students enrolled in career certificate or college credit career and technical education programs in school districts and Florida colleges who were reported as having taken an assessment in the appropriate Perkins Act technical skill attainment inventory or industry certification found on the Career and Professional Education Act Postsecondary Funding List.

Numerator: Of those students, the number who were reported as having passed.

Validity:
 As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of Florida Colleges and public technical centers to the need for skilled workers. This is a truer measure of the quality of the education delivered as opposed to labor market outcome measures which are influenced by macroeconomic climate, local labor market supply and demand, and individual student-level variables outside of the influence of the educational program (e.g., personality, soft skills, drive, work habits, access to transportation and child-care needs). Attainment of an industry certification validates the instruction delivered in the educational program as meeting industry standards and producing individuals with skills employers are looking for.

Reliability:
 After being collected and reviewed locally, data are reported electronically by districts and colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	Department of Education
Program:	Florida College Programs
Service/Budget Entity:	General Program
Measure:*	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)
<i>Recommend Deletion</i>	

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Information on the students placed in occupations is from Florida Education and Training Placement Information Program's (FETPIP) databases.

Denominator: Number of A.S. and college-credit certificate program completers who finished programs leading to occupations identified whose wages exceed \$7,764 per quarter.

Numerator: Of those, the number of completers found by FETPIP to be employed for at least \$7,764 per quarter.

Validity:

The objective seeks to increase the percentage of students who complete workforce education programs and are placed in high wage occupations as a result.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* 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)
Recommend Deletion

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

All 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: <http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionarymain.asp>.

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 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.

Denominator: Number of AS and college-credit certificate program completers who finished programs identified for new entrants.

Numerator: Number of those found by FETPIP to be employed for at least \$6,776 per quarter and number of those found continuing education in a college-credit level program.

Validity:

The objectives do not address college continuation for AS or college-credit certificate students. Therefore, this is not a valid measure of the objective.

Reliability:

The occupations on the Comprehensive Industry Certification List as new entrants may change from year to year. The occupational data are not tracked longitudinally.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	Department of Education
Program:	Florida College Programs
Service/Budget Entity:	Postsecondary Educational Services
Measure:*	Number and percent of associate in science degree and college-credit certificate program completers who finished any program not included in Levels II or III and are found employed or continuing their education at the vocational certificate level (Level I)
<i>Recommend Deletion</i>	

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Information on the students placed in occupations is from Florida Education and Training Placement Information Program's (FETPIP) databases.

Denominator: Number of A.S. and college-credit certificate program completers who finished programs leading to occupations identified whose wages exceed \$6,568 per quarter.

Numerator: Of those, the number of completers found by FETPIP to be employed for at least \$6,568 per quarter.

Validity:

The objective seeks to increase the percentage of students who complete workforce education programs and are found employed or are continuing their education.

Reliability:

The occupations on the Workforce Estimating Conference list may change from year to year. The occupational data are not tracked longitudinally.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* Percent of A.A. degree graduates who transfer to a state university within two years

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Denominator: Number of students completing at least 18 hours in an FCS A.A. program in a reporting year.

Numerator: Of those, the number who earned an A.A. within four years of entering the program.

Validity:

The objective seeks to increase the proportion of A.A. students with 18 credit hours who graduate in four years.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* Of the A.A. students who complete 18 credit hours, the percent who graduate in four years
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Denominator: Number of students completing at least 18 hours in an FCS A.A. program in a reporting year.

Numerator: Of those, the number who earned an A.A. within four years of entering the program.

Validity:

The objective seeks to increase the proportion of A.A. students with 18 credit hours who graduate in four years.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure: 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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Denominator: Number of students completing at least a 2.5 GPA in an FCS A.A. program in a reporting year.

Numerator: Of those, the number who earned an A.A. within four years of entering the program.

Validity:

The objective seeks to increase the proportion of A.A. students with 18 credit hours who graduate in four years.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure: Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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:

<http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 the information submitted.

Denominator: Number of students enrolled in a Florida College who earned the A.A. degree in a reporting year.

Numerator: Of those, the number who earned 72 credit hours or less.

Validity:

The objective seeks to reduce the accumulation of excess credit hours.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
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
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Denominator: Number of students enrolled in a college preparatory course. This count is unduplicated to the college, course, and student.

Numerator: Of those, the number who enrolled in a college course (MACX105, MGF106, MGF107, STAX023, ENC101 gateway courses) in the same reporting year or the following reporting year.

Validity:

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.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

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

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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:

<http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Denominator: Number of students who graduated from a Florida high school in an academic reporting year.

Numerator: Of those, the number found enrolled in a Florida College System institution in the following reporting year

Validity:

The objective seeks to increase the percentage of prior year high school graduates who enroll in the Florida Colleges. This measure is calculated on an annual basis and compared to previous years.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure: Number of A.A. degrees granted

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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:

<http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Data is based upon the number of students in a Florida College System institution who earned an A.A. degree in a reporting year.

Validity:

The objective seeks to increase the number of A.A. degrees granted annually.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* Number of students receiving college preparatory instruction
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Number of students (unduplicated) enrolled in a Florida College System institution who are enrolled in a developmental education (formerly known as “college preparatory”) course.

Validity:

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.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure: Number of students enrolled in baccalaureate programs offered on Florida college campuses

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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:

<http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

The methodology for this measure equates to the number of students enrolled in Florida College System baccalaureate programs in the reporting year.

Validity:

The objective seeks to promote the offering of upper-level courses on the Florida College System campus.

Reliability:

These data are routinely reported and collected.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* 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
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Information on students' employment is from FETPIP databases.

Denominator: Number of students enrolled in a Florida College System institution who earned the A.A. degree

Numerator: 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.

Note: The amount changes year to year; the hourly rate is from FETPIP's Annual Outcomes Report.

Validity:

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.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* 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
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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:

<http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

Information on the students employed in occupations identified as high wage/high skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.

Denominator: 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.

Numerator: Of those, the number found by FETPIP to be employed in a high skill/high wage occupation.

Note: The threshold used for this calculation changes each year and is different from the level III threshold.

Validity:

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.

Reliability:

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.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* Number of BAS/BS graduates of Florida college baccalaureate degree programs
Proposed New Measure

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

The methodology for this measure equates to the number of students enrolled in Florida College System baccalaureate programs in the reporting year.

Validity:

The objective seeks to promote the offering of upper-level courses on the Florida College System campus.

Reliability:

These data are routinely reported and collected.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* Percentage of students earning a grade “C” or better in traditional/campus-based, online/distance learning, or hybrid courses
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

All 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: <http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml>.

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 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 the information submitted.

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.

Validity:

The objective seeks to measure student performance across modality.

Reliability:

These data are routinely reported and collected.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: Florida College Programs
Service/Budget Entity: Postsecondary Educational Services
Measure:* Licensure pass rates – nursing
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Florida Board of Nursing

Validity:

The objective seeks to measure student attainment of licensure that is required for employment.

Reliability:

These data are routinely reported and collected.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Executive Direction
Measure:* Percent of program administration and support costs and positions compared to total agency costs and positions - Division of Public Schools
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Data source: Department of Education, Office of Budget Management, compilation of positions and expenditures by activity code.

Costs:

Denominator: Costs for executive direction (ACT0010), Department of Education

Numerator: Costs for executive direction (ACT0010), Division of Public Schools (data reported do not include costs for the teacher quality offices)

Positions:

Denominator: Total positions for Department of Education, executive direction

Numerator: Total positions for Division of Public Schools, executive direction

(data reported do not include positions for the teacher quality offices)

Validity:

This is not a valid measure of the Department’s objectives to compare administrative workload (costs or positions) of the agency as a whole to the administrative workload of the Division of Public Schools. Since 2002, the Department of Education has been organized to emphasize a “seamless K20 education accountability system (s. 1008.31, F.S.).”

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Due to reorganization, however, the benchmarks and standards established by previous reports reflect different employees from the current report.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Educator Certification
Measure: Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The 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.

Denominator: Number of certification applications that are designated as complete, and fingerprint clearance notification received.

Numerator: Of those, the number that are issued certificates within 30 days. However, the current statutory requirement is 90 days.

Validity:

As an indicator of progress toward the statutory goal of quality efficient services, the prompt processing of certification is a valid indicator of progress toward the objective of increasing the number of teachers to meet instructional demands.

Reliability:

The Bureau of Educator Certification receives daily reports of data to guide processing times.

Construct: Upon receipt, a data entry record for the fingerprint clearance is made in the BEC Database and the fingerprint alert is cleared. At this time, a system date/timestamp is automatically captured within the database as the clock start date and the applicant file is scheduled for work as a hold release work type. When the applicant file has been processed to completion by bureau staff, the system captures a second date/timestamp as the clock end date.

The lapse between the clock start date and the clock end date is then calculated to determine the number of days required for completion. Percentages are calculated based on the total files of this hold release work type completed within a specified date range. The only perceived threat factor to data reliability comes from human error in data entry of the fingerprint clearance record and alert clearance.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Professional Training
Measure:* Number of districts that have implemented a high-quality professional learning system, as determined by the Department of Education, based on its review of student performance data and the success of districts in defining and meeting the training needs of teachers
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Bureau of Educator Recruitment, Retention and Development

Districts report to the bureau an annual assessment of data indicating the linkage between student achievement and instructional personnel. The bureau assures that professional learning 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 the benchmarks, relevance, and reading in the content areas, enhancement of subject matter expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement and school safety, as required by s. 1012.98, F.S.

All 67 districts have implemented a Department of Education approved system of high-quality professional learning. District site reviews have been completed for all districts using a set of 65 standards adopted as Florida's Professional Learning 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 learning.

Validity:

The number of districts with high quality professional learning 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 learning system is based on research and the identification of the type of training that will be tailored to the needs of the school and the instructor.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Grants Management
Measure:* Percent of current fiscal year competitive grants initial disbursement made by August 15 of current fiscal year, or as provided in the General Appropriations Act
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

Denominator: Number of competitive state grants for which funds are appropriated in the annual General Appropriations Act, with each individual grant referenced in a Specific Appropriation counted as a separate grant.

Numerator: Of that number, the number that had initial disbursements by the date specified in the General Appropriations Act, or, if not specified, by August 15 of the fiscal year.

Validity:

As an indicator of progress toward meeting the Department of Education’s statutory goal of quality efficient services, the efficiency of awarding and disbursing funds for competitive state grants has some degree of validity. However, the measure is of minor importance when compared to other types of grants awarded.

Of approximately 4,000 grants managed by the Department of Education, very few of the grants are in this category. At least 75 percent of grants are in the federal category, and 90 percent of state grants are noncompetitive. Further, if currently approved procedures are followed, it is not possible to conduct a competitive Request for Proposal (RFP) and award within 45 days. The Department recommends deleting this measure.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Educator Certification
Measure: Number of certification applications processed

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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. The Bureau of Educator Certification works with the Division of Technology and Innovation to generate reports for various data requests.

Validity:

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.

Reliability:

The Bureau of Educator Certification receives daily reports of data to guide processing times.

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

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Executive Direction
Measure: Percent of program administration and support costs and positions compared to total agency costs and positions

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Department of Education, Office of Budget Management, compilation of positions and expenditures by activity code.

Costs:

Denominator: Total costs for the Department of Education.

Numerator: Costs for the State Board of Education (unit code 4880) executive direction (Activity Code 0010).

Validity:

As a measure of the statutory goal of quality efficient services, a valid indicator could be the ratio of administrative to program costs and positions. However, research does not establish the most efficient and effective ratio. It would not be valid to conclude that less administration means greater efficiency; the point of diminishing returns has not been established. Also, it would be best to establish new benchmark data because of the department’s extensive restructuring to provide Early Learning–20 rather than sector-specific accountability.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. However, as a result of governance mandates, the actual employees used in the calculation differ from year to year. As a result of the emphasis on Early Learning–20 administration, many employees who have some administrative responsibilities also have program responsibilities.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Executive Direction
Measure:* Percent of Division of Colleges and Universities administration and support costs and positions compared to total state university system costs and positions
Recommend Deletion

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Department recommends deleting this measure, which was developed as a result of the agency's previous organizational structure. The State University System of Florida is now overseen by a chancellor and governed by the Florida Board of Governors.

Data source: Department of Education, Office of Budget Management, compilation of positions and expenditures by activity code.

Denominator: Total costs for the Department of Education.

Numerator: Costs for the State Board of Education (unit code 4880) executive direction (Activity Code 0010).

Validity:

As a measure of the statutory goal of quality efficient services, a valid indicator could be the ratio of administrative to program costs and positions. However, research does not establish the most efficient and effective ratio. It would not be valid to conclude that less administration means greater efficiency; the point of diminishing returns has not been established.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. However, as a result of governance mandates, the actual employees used in the calculation differ from year to year. As a result of the emphasis on K-20 administration, many employees who have some administrative responsibilities also have program responsibilities.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Office of Auditing and Monitoring Resolution
Measure:* Issue all audit resolution and management decision letters within six months of receipt of audit findings, with 100 percent accuracy
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Federal and State Funds Subrecipient Listing – an electronic tracking system maintained by the Office of Audit Resolution and Monitoring at the Department of Education.

Denominator: 67 subrecipients that expended \$500,000 of federal or state funds during the previous fiscal period.

Numerator: 67 audit reporting packages with a resolution and a management decision letter issued on the audit report within six months of the receipt of the audit report, at 100% accuracy.

Validity:

As an indicator of progress toward meeting the Department of Education’s statutory goal of quality efficient services, the efficiency of resolving audit finding timely and monitoring the grant awards activity has validity.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Office of Grants Management
Measure:* 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
Proposed New Measure

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

Validity:

As an indicator of progress toward meeting the Department of Education’s statutory goal of quality efficient services, the efficiency of awarding federally and state funded projects has validity. Awarding projects on a timely basis affects the delivery of services and products that will result in high student achievement. Although the office administers the awards for all applications (entitlement, discretionary, competitive, and non-competitive) in an efficient and error-free manner, the majority of applications are non-competitive.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Office of Grants Management
Measure:* Post all formal procurements with 100% accuracy within three days of receipt of the final department approvals
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

Validity:

As an indicator of progress toward meeting the Department of Education’s statutory goal of quality efficient services, the efficiency of awarding federally and state funded projects has validity. Awarding projects on a timely basis affects the delivery of services and products that will result in high student achievement. Although the office administers the awards for all applications (entitlement, discretionary, competitive, and non-competitive) in an efficient and error-free manner, the majority of applications are non-competitive.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Office of Contracts and Leasing
Measure:* Process, with 100% accuracy, all contract documents received by Contract Administration within an average of two calendar days from the date of receipt from the designated program office
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

Contract Management System – an electronic tracking system maintained by the Department of Education

Denominator: Number of contracts issued within the Department of Education annually.

Numerator: Number of contracts received annually in Contract Administration, with 100% accuracy and within two days from the date received by the office.

Validity:

As an indicator of progress toward meeting the Department of Education’s statutory goal of quality efficient services, the efficiency of awarding timely contracts to procure commodities and services has validity.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Educator Certification
Measure:* Percent of Educator Certification eligibility evaluation outcomes processed within 90-day statutory requirement
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Bureau of Educator Certification (BEC) Database is housed at the Northwest Regional Data Center (NWRDC), Tallahassee, Florida.

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.

Denominator: Number of certification eligibility evaluation outcomes issued for applications that are designated as complete.

Numerator: Of those, the number that is issued within 30 days. Recommend aligning the numerator to the current statutory requirement, which is 90 days.

Validity:

As an indicator of progress toward the statutory goal of quality efficient services, the prompt processing of certification is a valid indicator of progress toward the objective of increasing the number of professionally qualified teachers to meet instructional demands.

Reliability:

The Bureau of Educator Certification receives daily reports of data to guide processing times.

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

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Educator Certification
Measure:* Average number of days it takes to determine an applicant’s eligibility for Educator Certification after receipt of a complete application
Proposed New Measure

- Action:**
- Requesting Revision to Approved Measure
 - Change in Data Sources or Measurement Methodologies
 - Requesting New Measure
 - Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

The Bureau of Educator Certification (BEC) Database is 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.

The number of days calculated from date application designated complete to date applicant file processing is completed by BEC staff; annual average is then calculated for all files completed.

Validity:

As an indicator of progress toward the statutory goal of quality efficient services, the prompt processing of certification is a valid indicator of progress toward the objective of increasing the number of professionally qualified teachers to meet instructional demands.

Reliability:

The Bureau of Educator Certification receives daily reports of data to guide processing times.

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

Department: Department of Education
Program: State Board of Education
Service/Budget Entity: Educator Certification
Measure:* Average number of days it takes to issue certificates after receipt of complete application, issue request and mandatory fingerprint clearance
Proposed New Measure

Action:

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

Data Sources and Methodology:

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.

The number of days calculated from date application designated complete to date applicant file processing is completed by BEC staff; annual average is then calculated for all files completed.

Validity:

As an indicator of progress toward the statutory goal of quality efficient services, the prompt processing of certification is a valid indicator of progress toward the objective of increasing the number of professionally qualified teachers to meet instructional demands.

Reliability:

The Bureau of Educator Certification receives daily reports of data to guide processing times.

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



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

Vocational Rehabilitation Program

#	Approved Performance Measures	Associated Activities Title
1	Number and percent of customers gainfully employed (rehabilitated) in at least 90 days	Vocational Rehabilitation – General Program (ACT1625)
2	Number and percent of VR significantly disabled who are gainfully employed (rehabilitated) at least 90 days	Vocational Rehabilitation – General Program (ACT1625)
3	Number and percent of all other VR disabled who are gainfully employed (rehabilitated) in at least 90 days	Vocational Rehabilitation – General Program (ACT1625)
4	Number and percent of VR customers placed in competitive employment	Vocational Rehabilitation – General Program (ACT1625)
5	Number and percent of VR customers retained in employment after one year	Vocational Rehabilitation – General Program (ACT1625)
6	Average annual earning of VR customers at placement	Vocational Rehabilitation – General Program (ACT1625)
7	Average annual earning of VR customers after one year	Vocational Rehabilitation – General Program (ACT1625)
8	Percent of case costs covered by third-party payers	Vocational Rehabilitation – General Program (ACT1625)
9	Average cost of case life (to division) for significantly disabled VR customers	Vocational Rehabilitation – General Program (ACT1625)
10	Average cost of case life (to division) for all other disabled VR customers	Vocational Rehabilitation – General Program (ACT1625)
11	Number of customers reviewed for eligibility	Vocational Rehabilitation – General Program (ACT1625)
12	Number of written service plans	Vocational Rehabilitation – General Program (ACT1625)
13	Number of active cases	Vocational Rehabilitation – General Program (ACT1625)
14	Customer caseload per counselor	Vocational Rehabilitation – General Program (ACT1625)
15	Percent of eligibility determinations completed in compliance with federal law	Vocational Rehabilitation – 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	Employment Rate (second quarter after exit) for DVR participants (aligned with Agency Goal 3A)	Proposed New Measure

PNM	Employment Rate (fourth quarter after exit) for DVR participants (aligned with Agency Goal 3A)	Proposed New Measure
PNM	Median Earnings (second quarter after exit) for DVR participants (aligned with Agency Goal 3A)	Proposed New Measure
PNM	Credential Attainment Rate (aligned with Agency Goals 2E, 2F and 3D)	Proposed New Measure
PNM	Measurable Skills Gains (aligned with Agency Goals 2E and 2F)	Proposed New Measure
PNM	Average cost of case life for VR customers	Proposed New Measure
Blind Services Program		
#	Approved Performance Measures	Associated Activities Title
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)
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	Proposed new measure
Private Colleges and Universities Program		
#	Approved Performance Measures	Associated Activities Title
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 (ACT1963)
36	Number of degrees granted for EASE recipients and contract program recipients (EASE Grant)	Effective Access to Student Education Grant (ACT1963)

37	Retention rate of award recipients (Delineate by: Academic Contract; EASE Grant; Historically Black Colleges and Universities)	Academic Contract (ACT1904, ACT1926, ACT1941) Effective Access to Student Education Grant (ACT1963) Historically Black Colleges and Universities (ACT1936, ACT1938, ACT1940)
38	Graduation rate of award recipients (Delineate by: Academic Contract; EASE Grant; Historically Black Colleges and Universities)	Academic Contract (ACT1904, ACT1926, ACT1941) Effective Access to Student Education Grant (ACT1963) Historically Black Colleges and Universities (ACT1936, ACT1938, ACT1940)
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)	Academic Contract (ACT1904, ACT1926, ACT1941) Effective Access to Student Education Grant (ACT1963) Historically Black Colleges and Universities (ACT1936, ACT1938, ACT1940)
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)	Academic Contract (ACT1904, ACT1926, ACT1941) Effective Access to Student Education Grant (ACT1963) Historically Black Colleges and Universities (ACT1936, ACT1938, ACT1940)
41	Licensure/certification rates of award recipients, where applicable (Delineate by Academic Contract; EASE Grant; and Historically Black Colleges and Universities)	Academic Contract (ACT1904, ACT1926, ACT1941) Effective Access to Student Education Grants (ACT1963) Historically Black Colleges and Universities (ACT1936, ACT1938, ACT1940)
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 EASE Grant)	Academic Contract (ACT1904, ACT1926, ACT1941) Effective Access to Student Education Grants (ACT1963)

43	Number of prior year's graduates (Delineate by Academic Contract; EASE Grant; Historically Black Colleges and Universities)	Academic Contract (ACT1904, ACT1926, ACT1941) Effective Access to Student Education Grants (ACT1963) Historically Black Colleges and Universities (ACT1936, ACT1938, ACT1940)
44	Number of prior year's graduates remaining in Florida (Academic Contracts)	Academic Contract (ACT1904, ACT1926, ACT1941)
45	Number of FTIC students, disaggregated by in state and out-of-state students (Historically Black Colleges and Universities)	Historically Black Colleges and Universities (ACT1936, ACT1938, ACT1940)
Student Financial Assistance Program		
#	Approved Performance Measures	Associated Activities Title
46	Percent of standard diploma recipients who have successfully completed the required courses for Bright Futures Scholarship awards	Florida Bright Futures Scholarship Program (ACT2014) Leadership and Management – State Programs (ACT2001)
47	Retention rate of first time in college (FTIC) award recipients, by delivery system, using a four-year rate for Florida Colleges and a six-year rate for state universities (Bright Futures)	Florida Bright Futures Scholarship Program (ACT2014) Leadership and Management – State Programs (ACT2001)
48	Graduation rate of FTIC award recipients (Bright Futures), by delivery system (Florida College System and State University System)	Florida Bright Futures Scholarship Program (ACT2014) Leadership and Management – State Programs (ACT2001)
49	Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)	Florida Bright Futures Scholarship Program (ACT2014) Leadership and Management – State Programs (ACT2001)
50	Number of Bright Futures recipients (from August Estimating Conference, Office of Economic and Demographic Research)	Florida Bright Futures Scholarship Program (ACT2014) Leadership and Management – State Programs (ACT2001)

51	Retention rate of FTIC award recipients, by delivery system, using a four-year rate for Florida Colleges and a six-year rate for state universities (Florida Student Assistance Grant)	Postsecondary Student Assistance Grant (ACT2038) Private Student Assistance Grant (ACT2042) Public Student Assistance Grant (ACT2044) Career Education Grant (ACT2064) Leadership and Management – State Programs (ACT2001)
52	Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)	Postsecondary Student Assistance Grant (ACT2038) Private Student Assistance Grant (ACT2042) Career Education Grant (ACT2042) Public Student Assistance Grant (ACT2044)
53	Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program)	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	Proposed new measure
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)	Proposed new measure
Early Learning Program		
#	Approved Performance Measures	Associated Activities Title
New	Percentage of children completing VPK ready for school	Provide Voluntary Prekindergarten Services and System Support (ACT0930)
New	Percentage of children who have been in the School Readiness Program determined “ready” for kindergarten	Provide School Readiness Services (ACT0920)
Public Schools, State Grants / K-12 FEFP Program		
#	Approved Performance Measures	Associated Activities Title
54	Number and percent of teachers with National Teacher's Certification, reported by district	State Grants to School Districts/Non-Florida Education Finance Program (ACT0695)

55	Number and percent of “A” schools	Curriculum and Instruction (ACT0565) State Grants to School Districts/Non-Florida Education Finance Program (ACT0695) Florida Education Finance Program (ACT0660) Assessment and Evaluation (ACT0635)
56	Number and percent of “D” and “F” schools	Curriculum and Instruction (ACT0565) State Grants to School Districts/Non-Florida Education Finance Program (ACT0695) Florida Education Finance Program (ACT0660) Assessment and Evaluation (ACT0635)
57	Number and percent of schools declining one or more letter grades	Curriculum and Instruction (ACT0565) State Grants to School Districts/Non-Florida Education Finance Program (ACT0695) Florida Education Finance Program (ACT0660) Assessment and Evaluation (ACT0635)
58	Number and percent of schools improving one or more letter grades	Curriculum and Instruction (ACT0565) State Grants to School Districts/Non-Florida Education Finance Program (ACT0695) Florida Education Finance Program (ACT0660) Assessment and Evaluation (ACT0635)
PNM	Florida’s federal high school graduation rate	Proposed new measure
PNM	Percent of graduates taking acceleration mechanisms in high school (AP, IB, AICE, Dual Enrollment, Clock-Hour Dual Enrollment, and Industry Certifications)	Proposed new measure
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)	Proposed new measure
Career and Adult Education Program		
#	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)	State Grants to Districts and Community Colleges (ACT3050) Funding and Support Activities (ACT3010) Information Technology – Application Development/Support (ACT0320)

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)	State Grants to Districts and Community Colleges (ACT3050) Funding and Support Activities (ACT3010) Information Technology – Application Development/ Support (ACT0320)
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 or are continuing their education at the vocational certificate level (Level I)	State Grants to Districts and Community Colleges (ACT3050) Funding and Support Activities (ACT3010) Information Technology – Application Development/ Support (ACT0320)
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	State Grants to Districts and Community Colleges (ACT3050) State Funding and Support Activities (ACT3010) Information Technology – Application Development/ Support (ACT0320)
63	Number and percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards	State Grants to Districts and Community Colleges (ACT3050) Funding and Support Activities (ACT3010) Information Technology – Application Development/ Support (ACT0320)
64	Number and percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards	State Grants to Districts and Community Colleges (ACT3050) Funding and Support Activities (ACT3010) Information Technology – Application Development/ Support (ACT0320)
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	State Grants to Districts and Community Colleges (ACT3050) Funding and Support Activities (ACT3010) Information Technology – Application Development/ Support (ACT0320)
PNM	Credential attainment – adult and career education certificate completers, placed in full-time employment or continuing in education at a high level (data include students completing programs at Florida colleges and technical centers)	Proposed new measure

PNM	Credential attainment – number and percent of college credit career certificate completers who are placed in full-time employment or continuing education at a higher level	Proposed new measure
PNM	Number and percent of adult education completers who are found employed full time or continuing their education	Proposed new measure
PNM	Number and percent of students in career certificate and credit hour technical programs who took a Florida Department of Education approved industry certification	Proposed new measure
PNM	Number and percent of students taking an approved industry certification or technical skill attainment exam who earned a certification	Proposed new measure
Florida Colleges Program		
#	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) Recommend deletion.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)
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) – Recommend deletion.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)
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 or continuing their education at the vocational certificate level (Level I) – Recommend deletion.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)

69	Percent of A.A. degree graduates who transfer to a state university within two years.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)
70-71	Performance measures not included in Exhibit II.	
72	Of the A.A. students who complete 18 credit hours, the percent who graduate in four years.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)
73	Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)
74	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 — Recommend deletion.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)
75	Percent of A.A. degree transfers to the State University System who earn a 2.5 GPA or above in the SUS after one year	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)
83	Percent of prior year Florida high school graduates enrolled in Florida colleges	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000)
84	Number of A.A. degrees granted	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000)

85	Number of students receiving college preparatory instruction – Recommend deletion.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000)
86	Number of students enrolled in baccalaureate programs offered on Florida college campuses	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000)
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.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000) Information Technology – Application Development/ Support (ACT0320)
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.	State Grants to Districts and Florida Colleges (ACT3050) Community College Program Fund (ACT0571) Academic and Student Affairs (ACT3000)
PNM	Number of BAS/BA graduates of Florida college baccalaureate degree programs	Proposed new measure
PNM	Percentage of students earning a grade “C” or better in traditional/campus-based, online/ distance learning or hybrid courses	Proposed new measure
PNM	Licensure pass rates – Nursing	Proposed new measure
State Board of Education Program		
#	Approved Performance Measures	Associated Activities Title
87	Percent of program administration and support costs and positions compared to total agency costs and positions – Division of Public Schools	Executive Direction (ACT0010)
88	Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification	Teacher Certification (ACT0630)
89	Number of districts that have implemented a high-quality professional development system, as determined by the Department of Education, based on its review of student performance data and the success of districts in defining and meeting the training needs of teachers	Recruitment and Retention (ACT0560)
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 – Recommend deletion	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)
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)
PNM	Percentage of licensure applications received by the Commission for Independent Education (CIE) that are responded to within 30 days	Commission for Independent Education (ACT0656)
PNM	Percentage of licensure applications deemed complete that are reviewed and placed on an agenda within 90 days	Commission for Independent Education (ACT0656)
PNM	Percentage of complaints received by the CIE that are responded to within seven days	Commission for Independent Education (ACT0656)
PNM	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)
PNM	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 2022-23	
	OPERATING	FIXED CAPITAL OUTLAY
SECTION I: BUDGET		
TOTAL ALL FUNDS GENERAL APPROPRIATIONS ACT	21,928,029,718	1,693,507,840
ADJUSTMENTS TO GENERAL APPROPRIATIONS ACT (Supplementals, Vetoes, Budget Amendments, etc.)	9,800,736,949	1,588,136,575
FINAL BUDGET FOR AGENCY	31,728,766,667	3,281,644,415

SECTION II: ACTIVITIES * MEASURES	Number of Units	(1) Unit Cost	(2) Expenditures (Allocated)	(3) FCO
Executive Direction, Administrative Support and Information Technology (2)				3,141,643,896
Educational Facilities * Students served	2,870,507	0.78	2,243,062	
Funding And Financial Reporting * Students served	2,870,507	0.68	1,901,097	
School Transportation Management * Students transported	930,141	0.46	426,527	
Recruitment And Retention * Postsecondary students who complete state-approved teacher preparation programs	5,886	346.30	2,038,313	
Curriculum And Instruction * Students served	2,870,507	26.55	76,207,233	
Community College Program Fund * Students served	629,472	2,215.72	1,394,732,240	
School Choice And Charter Schools * Students served.	2,870,507	1.68	4,821,514	
Education Practices Commission * Final orders issued	520	1,413.06	734,789	
Professional Practices Services * Investigations completed	4,157	731.85	3,042,289	
Teacher Certification * Subject area evaluations processed.	160,388	36.75	5,894,068	
Assessment And Evaluation * Total tests administered	10,919,213	14.19	154,932,768	
Exceptional Student Education * Number of ESE students.	587,628	7.36	4,327,193	
Postsecondary Education Coordination * Number of institutions.	227	3,966.02	900,286	
Commission For Independent Education * Number of institutions	1,087	3,944.37	4,287,530	
Florida Education Finance Program * Number of students served	2,870,507	4,721.70	13,553,672,087	
State Grants To School Districts/ Non-florida Education Finance Program * Number of students served.	2,870,507	145.60	417,942,248	
Determine Eligibility, Provide Counseling, Facilitate Provision Of Rehabilitative Treatment, And Job Training To Blind Customers * Customers served	11,351	4,619.13	52,431,765	
Provide Food Service Vending Training, Work Experience And Licensing * Facilities supported	137	47,747.61	6,541,422	
Provide Braille And Recorded Publications Services * Customers served	24,865	3.61	89,735	
Federal Funds For School Districts * Number of students served	5,741,014	989.15	5,678,721,825	
Capitol Technical Center * Number of students served	2,870,507	0.18	504,146	
Public Broadcasting * Stations supported	26	421,033.32	10,525,833	
Provide School Readiness Services * Number of children (FTE) served in School Readiness Program	215,180	11,653.41	2,507,580,525	
Provide Voluntary Prekindergarten Services And System Support * Number of children (FTE) served in VPK program (program year)	158,672	3,268.79	518,665,580	
Projects, Contracts And Grants * Students Served	2,870,507	0.08	184,700	
Florida Alliance For Assistive Service And Technology * Number of clients served	91,253	18.24	1,664,000	
Independent Living Services * Number of clients served	14,847	473.03	7,023,054	
Vocational Rehabilitation - General Program * Number of individualized written plans for services	12,155	18,831.91	228,901,850	
Medical Training And Simulation Laboratory * Students served	12,850	311.28	4,000,000	
Embry Riddle - Aerospace Academy * Students served.	10,052	298.45	3,000,000	
Bethune Cookman * Students served.	3,000	5,670.04	17,010,111	
Edward Waters College * Students served.	1,181	6,290.88	7,429,526	
Florida Memorial College * Students served.	1,240	5,671.01	7,032,048	
State Grants To Private Colleges And Universities * Students served	12,052	425.74	5,131,017	
Effective Access To Student Education (ease) (formerly Frag) * Students served	41,189	1,830.83	75,410,030	
Leadership And Management- State Financial Aid * Students served	252,682	29.78	7,524,013	
Leadership And Management- Federal Financial Aid * Students served	2,870,507	0.25	729,824	
Children Of Deceased/Disabled Veterans * Number of students receiving support	3,544	4,051.99	14,360,264	
Florida Bright Futures Scholarship * Students served	117,583	5,280.36	620,881,057	
Florida Education Fund * Students served.	229	15,283.84	3,500,000	
Florida Work Experience Scholarship * Students served	690	2,103.80	1,451,620	
Florida Farmworker Scholarships * Students served	34	4,831.29	164,264	
Jose Marti Scholarship Challenge Grant * Students served	66	1,878.79	124,000	
Randolph Bracy Ocoee Scholarship * Students served	22	4,952.59	108,957	
Mary Mcleod Bethune Scholarship * Students served	129	2,488.37	321,000	
Minority Teacher Scholarships * Students served	260	5,769.23	1,500,000	
Florida National Merit Scholars Incentive Program * Students served	1,948	18,692.31	36,412,615	
Postsecondary Student Assistance Grant * Students served	4,358	1,329.27	5,792,942	
Prepaid Tuition Scholarships * Students served.	1,943	3,602.68	7,000,000	
Florida Able, Incorporated (Florida Achieving A Better Life Experience Program) * Accounts opened	2,078	851.78	1,770,000	
Private Student Assistance Grant * Students served	14,348	1,710.98	24,549,072	
Public Student Assistance Grant * Students served	142,872	1,654.55	236,388,255	
Rosewood Family Scholarship * Students served	12	3,906.33	46,876	
Dual Enrollment Scholarship Program * Course sessions provided	26,724	1,039.76	27,786,642	
John R Justice Loan Repayment Program * Number of awards	63	2,945.21	185,548	
Honorably Discharged Graduate Assistance Program * Students served	1,422	642.23	913,244	
First Generation In College - Matching Grant Program * Students served	10,768	986.01	10,617,326	
Career Education * Students served	4,018	815.78	3,277,810	
Nursing Student Loan Forgiveness Program * Students served	296	4,165.56	1,233,006	
Law Enforcement Academy Scholarship Program * Students Served	654	7,645.26	5,000,000	
Out-of-state Law Enforcement Equivalency Reimbursement * Eligible applicants reimbursed	26	38,461.54	1,000,000	
Academic And Student Affairs * Students served	629,472	8.96	5,638,046	
Funding And Support Activities * Students served	439,044	19.84	8,709,054	
State Grants To Districts And Community Colleges * Students Served	497,172	1,320.38	656,456,041	
Equal Educational Opportunity * Students served	2,870,507	0.14	405,243	
Safe Schools Initiatives * Students served	2,870,507	3.84	11,033,125	
TOTAL			26,454,830,225	3,141,643,896

SECTION III: RECONCILIATION TO BUDGET			
PASS THROUGHS			
TRANSFER - STATE AGENCIES			
AID TO LOCAL GOVERNMENTS			
PAYMENT OF PENSIONS, BENEFITS AND CLAIMS			
OTHER			
REVERSIONS		5,195,940,854	140,000,519
TOTAL BUDGET FOR AGENCY (Total Activities + Pass Throughs + Reversions) - Should equal Section I above. (4)		31,650,771,079	3,281,644,415

SCHEDULE XI/EXHIBIT VI: AGENCY-LEVEL UNIT COST SUMMARY

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 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 (FAST): 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 nine 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 the 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's 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
- ATSI** – Additional Targeted Support and Improvement
- 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
- BFCO** – Bureau of Family and Community Outreach
- 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
- CTIMS** – Community College and Technical Center Management Information System
- CIE** – Commission for Independent Education
- CIP** – Capital Improvements Program Plan
- CLT** – Classic Learning Test
- 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

CSI – 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 – Department 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

PPS – Office of Professional Practices Services

PSAT/NMSQT – Preliminary SAT/National Merit Scholarship Qualifying Test

PWD – Person with a Disability

QPIS – Quality Program Information System

RAISE – Reading Achievement Initiative for Scholastic Excellence

RES – Reemployment Services

RIMS – Rehabilitation Information Management System

RNP – Recovery Network Program

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
SRLD – State Regional Literacy Director
SSFAD – State Student Financial Aid Database
STEM – Science, Technology, Engineering, and Mathematics
TANF – Temporary Assistance to Needy Families
TF – Trust Fund
TSI – 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