

**COMMITTEE MEETING EXPANDED AGENDA**

**BUDGET SUBCOMMITTEE ON HIGHER EDUCATION  
APPROPRIATIONS**

**Senator Lynn, Chair  
Senator Thrasher, Vice Chair**

**MEETING DATE:** Thursday, January 27, 2011  
**TIME:** 8:30 —10:30 a.m.  
**PLACE:** *Pat Thomas Committee Room, 412 Knott Building*

**MEMBERS:** Senator Lynn, Chair; Senator Thrasher, Vice Chair; Senators Altman, Detert, Hays, Joyner, Montford, Oelrich, Simmons, Siplin, and Wise

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TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
	Budget Work Session		
1	Office of Program Policy Analysis and Government Accountability (OPPAGA) Workforce Report Overviews		
2	Distance Learning Report Overview		

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<b>The Department of Education - Higher Education</b>							
<b>2010-11 Reduction Exercise</b>							
<b>General Revenue - 15%</b>							
Approp Cat Title	2010-11 APPROPRIATION GENERAL REVENUE	2010-11 RECURRING GENERAL REVENUE	EOG EXEMPTIONS	FISCAL YEAR 2011-12 15% REDUCTION			
				2010-11 RECURRING GR	GR AFTER ELIMINATION OF EOG EXEMPTIONS	PRORATED REDUCTION ON TARGET BALANCE	% REDUCTION OVER AVAILABLE GR
<b>VOCATIONAL REHABILITATION</b>							
SALARIES AND BENEFITS	9,570,530	9,570,530		9,570,530	9,570,530	(1,435,579)	-15.00%
EXPENSES	6,686	6,686		6,686	6,686	(1,003)	-15.00%
G/A-ADULT DISABILITY FNDS	13,831,812	13,831,812		13,831,812	13,831,812	(2,074,772)	-15.00%
G/A-FL ENDOWMENT/VOC REHAB	315,160	315,160		315,160	315,160	(47,274)	-15.00%
CONTRACTED SERVICES	444,415	444,415		444,415	444,415	(66,662)	-15.00%
INDEPENDENT LIVING SERVICE	1,232,004	1,232,004		1,232,004	1,232,004	(184,801)	-15.00%
PURCHASED CLIENT SERVICES	26,018,630	26,018,630		26,018,630	26,018,630	(3,902,795)	-15.00%
TR/DMS/HR SVCS/STW CONTRACT	74,883	74,883	(74,883)	-	-	-	N/A
OTHER DATA PROCESSING SVCS	154,316	154,316		154,316	154,316	(23,147)	-15.00%
<b>TOTAL VOCATIONAL REHABILITATION</b>	<b>51,648,436</b>	<b>51,648,436</b>	<b>(74,883)</b>	<b>51,573,553</b>	<b>51,573,553</b>	<b>(7,736,033)</b>	<b>-15.00%</b>
<b>BLIND SERVICES</b>							
SALARIES AND BENEFITS	4,093,301	4,093,301		4,093,301	4,093,301	(613,996)	-15.00%
OTHER PERSONAL SERVICES	145,801	145,801		145,801	145,801	(21,870)	-15.00%
EXPENSES	416,456	416,456		416,456	416,456	(62,468)	-15.00%
G/A-COMM REHAB FACILITIES	847,347	847,347		847,347	847,347	(127,102)	-15.00%
OPERATING CAPITAL OUTLAY	54,294	54,294		54,294	54,294	(8,144)	-15.00%
G/A-CLIENT SERVICES	8,522,011	8,522,011		8,522,011	8,522,011	(1,278,302)	-15.00%
CONTRACTED SERVICES	56,140	56,140		56,140	56,140	(8,421)	-15.00%
RISK MANAGEMENT INSURANCE	5,768	5,768	(5,768)	-	-	-	N/A
LIBRARY SERVICES	89,735	89,735		89,735	89,735	(13,460)	-15.00%
TR/DMS/HR SVCS/STW CONTRCT	4,336	4,336	(4,336)	-	-	-	N/A
<b>TOTAL BLIND SERVICES</b>	<b>14,235,189</b>	<b>14,235,189</b>	<b>(10,104)</b>	<b>14,225,085</b>	<b>14,225,085</b>	<b>(2,133,763)</b>	<b>-15.00%</b>
<b>PRIVATE COLLEGES/UNIVERSITIES</b>							
G/A-MED TRG/SIMULATION LAB	2,144,493	2,144,493		2,144,493	2,144,493	(321,674)	-15.00%
ABLE GRANTS	2,658,355	2,394,406		2,394,406	2,394,406	(359,161)	-15.00%
G/A-HIST BLK PRIV COLLEGES	6,423,213	6,423,213		6,423,213	6,423,213	(963,482)	-15.00%
G/A-1ST ACC MED SCH-U OF M	4,660,188	4,660,188		4,660,188	4,660,188	(699,028)	-15.00%
G/A-ACADEMIC PRG CONTRACTS	586,374	586,374		586,374	586,374	(87,956)	-15.00%
G/A-REG DIABETES CTR - UM	400,018	400,018		400,018	400,018	(60,003)	-15.00%
FLA RESIDENT ACCESS GRANT	57,986,500	54,934,841		54,934,841	54,934,841	(8,240,226)	-15.00%
G/A-NOVA SE UNIV-HLTH PRGS	3,260,832	3,260,832		3,260,832	3,260,832	(489,125)	-15.00%

<b>The Department of Education - Higher Education</b>							
<b>2010-11 Reduction Exercise</b>							
<b>General Revenue - 15%</b>							
Approp Cat Title	2010-11 APPROPRIATION GENERAL REVENUE	2010-11 RECURRING GENERAL REVENUE	EOG EXEMPTIONS	FISCAL YEAR 2011-12 15% REDUCTION			
				2010-11 RECURRING GR	GR AFTER ELIMINATION OF EOG EXEMPTIONS	PRORATED REDUCTION ON TARGET BALANCE	% REDUCTION OVER AVAILABLE GR
G/A-LECOM / FL - HLTH PRGS	740,422	740,422		740,422	740,422	(111,063)	-15.00%
<b>TOTAL PRIVATE COLLEGES/UNIVERSITIES</b>	<b>78,860,395</b>	<b>75,544,787</b>	<b>-</b>	<b>75,544,787</b>	<b>75,544,787</b>	<b>(11,331,718)</b>	<b>-15.00%</b>
<b>STUDENT FINANCIAL AID - STATE</b>							
BRIGHT FUTURES SCHOLARSHIP	25,000,000	0		-	-		
PREPAID TUITION SCHOLARSHIP	3,108,087	3,108,087		3,108,087	3,108,087	(466,213)	-15.00%
G/A-MINORITY TCHR SCHLRSHIP	1,199,124	1,199,124		1,199,124	1,199,124	(179,869)	-15.00%
M MCLEOD BETHUNE SCHOLAR	357,417	357,417		357,417	357,417	(53,613)	-15.00%
STUDENT FINANCIAL AID	87,628,054	87,628,054		87,628,054	87,628,054	(13,144,208)	-15.00%
JOSE MARTI SCH CHALL GRANT	58,974	58,974		58,974	58,974	(8,846)	-15.00%
TRANSFER/FL EDUCATION FUND	2,007,694	1,907,694		1,907,694	1,907,694	(286,154)	-15.00%
<b>TOTAL STUDENT FINANCIAL AID - STATE</b>	<b>119,359,350</b>	<b>94,259,350</b>	<b>0</b>	<b>94,259,350</b>	<b>94,259,350</b>	<b>(14,138,903)</b>	<b>-15.00%</b>
<b>WORKFORCE EDUCATION</b>							
PERFORMANCE BASED INCENTIV	5,152,850	5,152,850		5,152,850	5,152,850	(772,928)	-15.00%
WORKFORCE DEVELOPMENT	340,173,191	334,360,575		334,360,575	334,360,575	(50,154,086)	-15.00%
G/A-SKILL ASSESSMENT/TRNG	5,300,000	2,300,000		2,300,000	2,300,000	(345,000)	-15.00%
<b>TOTAL WORKFORCE EDUCATION</b>	<b>350,626,041</b>	<b>341,813,425</b>	<b>-</b>	<b>341,813,425</b>	<b>341,813,425</b>	<b>(51,272,014)</b>	<b>-15.00%</b>
<b>FLORIDA COLLEGES</b>							
G/A-COMM COLLEGE PRG FUND	904,119,526	895,968,447		895,968,447	895,968,447	(134,395,267)	-15.00%
COMM ON COMMUNITY SERVICE	566,251	566,251		566,251	566,251	(84,938)	-15.00%
G/A-DISTANCE LEARNING	316,675	316,675		316,675	316,675	(47,501)	-15.00%
G/A - 2+2 PUB AND PVT PART	5,000,000	0		-	-	-	N/A
<b>TOTAL FLORIDA COLLEGES</b>	<b>910,002,452</b>	<b>896,851,373</b>	<b>0</b>	<b>896,851,373</b>	<b>896,851,373</b>	<b>(134,527,706)</b>	<b>-15.00%</b>
<b>TOTAL HIGHER EDUCATION</b>	<b>1,524,731,863</b>	<b>1,474,352,560</b>	<b>(84,987)</b>	<b>1,474,267,573</b>	<b>1,474,267,573</b>	<b>(221,140,137)</b>	<b>-15.00%</b>
<b>TOTAL PRE-K-12 EDUCATION</b>	<b>9,092,501,477</b>	<b>8,822,889,868</b>	<b>(999,393)</b>	<b>8,821,890,475</b>	<b>8,821,890,475</b>	<b>(1,323,283,570)</b>	<b>-15.00%</b>
<b>GRAND TOTAL</b>	<b>10,617,233,340</b>	<b>10,297,242,428</b>	<b>(1,084,380)</b>	<b>10,296,158,048</b>	<b>10,296,158,048</b>	<b>(1,544,423,707)</b>	<b>-15.00%</b>

<b>The Department of Education - Higher Education</b>							
<b>2010-11 Reduction Exercise</b>							
<b>Trust Funds 15%</b>							
<b>Reduce All Non-federal Trust Fund Balances 15%</b>							
<b>FISCAL YEAR 2011-12 15% REDUCTION</b>							
<b>Approp Cat Title</b>	<b>Fund Title</b>	<b>2010-11 APPROPRIATION TRUST FUNDS</b>	<b>2010-11 RECURRING TRUST FUNDS</b>	<b>EOG EXEMPTIONS</b>	<b>TF AFTER ELIMINATION OF EOG EXEMPTIONS</b>	<b>PRORATED REDUCTION ON TARGET BALANCE</b>	<b>% REDUCTION OVER AVAILABLE TF</b>
<b>VOCATIONAL REHABILITATION</b>							
SALARIES AND BENEFITS	WORKERS' COMP ADMIN TF	4,511,190	4,511,190		4,511,190	(676,678)	-15.00%
OTHER PERSONAL SERVICES	WORKERS' COMP ADMIN TF	251,026	251,026		251,026	(37,654)	-15.00%
EXPENSES	WORKERS' COMP ADMIN TF	864,770	864,770		864,770	(129,716)	-15.00%
OPERATING CAPITAL OUTLAY	WORKERS' COMP ADMIN TF	49,601	49,601		49,601	(7,440)	-15.00%
CONTRACTED SERVICES	WORKERS' COMP ADMIN TF	500,000	500,000		500,000	(75,000)	-15.00%
PURCHASED CLIENT SERVICES	WORKERS' COMP ADMIN TF	1,513,708	1,513,708		1,513,708	(227,056)	-15.00%
EDU TECH/INFORMATION SRVCS	WORKERS' COMP ADMIN TF	5,338	5,338		5,338	(801)	-15.01%
<b>TOTAL VOCATIONAL REHABILITATION</b>		<b>7,695,633</b>	<b>7,695,633</b>	<b>-</b>	<b>7,695,633</b>	<b>(1,154,345)</b>	<b>-15.00%</b>
<b>BLIND SERVICES</b>							
OTHER PERSONAL SERVICES	GRANTS AND DONATIONS TF	10,047	10,047		10,047	(1,507)	-15.00%
EXPENSES	GRANTS AND DONATIONS TF	44,395	44,395		44,395	(6,659)	-15.00%
G/A-CLIENT SERVICES	GRANTS AND DONATIONS TF	252,746	252,746		252,746	(37,912)	-15.00%
LIBRARY SERVICES	GRANTS AND DONATIONS TF	100,000	100,000		100,000	(15,000)	-15.00%
VEND STANDS-EQUIP & SUPP	GRANTS AND DONATIONS TF	595,000	595,000		595,000	(89,250)	-15.00%
<b>TOTAL BLIND SERVICES</b>		<b>1,002,188</b>	<b>1,002,188</b>	<b>-</b>	<b>1,002,188</b>	<b>(150,328)</b>	<b>-15.00%</b>
<b>STUDENT FINANCIAL AID - STATE</b>							
G/A-FL BRIGHT FUTURES/PROG	EDUCATIONAL ENHANCEMENT TF	338,367,564	338,367,564		338,367,564	(50,755,136)	-15.00%
FGIC-MATCHING GRANT PROG	EDUCATIONAL ENHANCEMENT TF	6,574,195	6,574,195		6,574,195	(986,129)	-15.00%
M MCLEOD BETHUNE SCHOLAR	ST ST FIN ASSIST TF	226,442	226,442		226,442	(33,966)	-15.00%
STUDENT FINANCIAL AID	EDUCATIONAL ENHANCEMENT TF	28,500,696	28,500,696		28,500,696	(4,275,104)	-15.00%
JOSE MARTI SCH CHALL GRANT	ST ST FIN ASSIST TF	37,236	37,236		37,236	(5,585)	-15.00%
<b>TOTAL STUDENT FINANCIAL AID - STATE</b>		<b>373,706,133</b>	<b>373,706,133</b>	<b>-</b>	<b>373,706,133</b>	<b>(56,055,920)</b>	<b>-15.00%</b>
<b>WORKFORCE EDUCATION</b>							
WORKFORCE DEVELOPMENT	EDUCATIONAL ENHANCEMENT TF	7,327,300	7,327,300		7,327,300	(1,099,095)	-15.00%
<b>TOTAL WORKFORCE EDUCATION</b>		<b>7,327,300</b>	<b>7,327,300</b>		<b>7,327,300</b>	<b>(1,099,095)</b>	<b>-15.00%</b>
<b>FLORIDA COLLEGES</b>							
G/A-COMM COLL LOTT FUNDS	EDUCATIONAL ENHANCEMENT TF	126,959,158	126,959,158		126,959,158	(19,043,874)	-15.00%
<b>TOTAL FLORIDA COLLEGES</b>		<b>126,959,158</b>	<b>126,959,158</b>		<b>126,959,158</b>	<b>(19,043,874)</b>	<b>-15.00%</b>

The Department of Education - Higher Education							
2010-11 Reduction Exercise							
Trust Funds 15%							
Reduce All Non-federal Trust Fund Balances 15%							
FISCAL YEAR 2011-12 15% REDUCTION							
Approp Cat Title	Fund Title	2010-11 APPROPRIATION  TRUST FUNDS	2010-11 RECURRING  TRUST FUNDS	EOG EXEMPTIONS	TF AFTER ELIMINATION OF EOG EXEMPTIONS	PRORATED REDUCTION ON TARGET BALANCE	% REDUCTION OVER AVAILABLE TF
<b>TOTAL HIGHER EDUCATION</b>		<b>516,690,412</b>	<b>516,690,412</b>	<b>-</b>	<b>516,690,412</b>	<b>(77,503,562)</b>	<b>-15.00%</b>
<b>TOTAL PRE-K-12 EDUCATION</b>		<b>398,173,942</b>	<b>398,173,942</b>	<b>-</b>	<b>398,173,942</b>	<b>(59,726,091)</b>	<b>-15.00%</b>
<b>GRAND TOTAL</b>		<b>914,864,354</b>	<b>914,864,354</b>	<b>-</b>	<b>914,864,354</b>	<b>(137,229,653)</b>	<b>-15.00%</b>
<b>Legend:</b>							
Gov. Office Exemptions							



State University System of Florida  
2011-2012 Legislative Budget Request  
Schedule VIII-B  
Budget Reduction Exercise

Senate Higher Education Appropriations  
Subcommittee Meeting  
January 27, 2011  
8:30 am - 10:30 am

**State University System of Florida**  
**Schedule VIII-B Budget Reduction Exercise**  
**Fiscal Year 2011-2012**

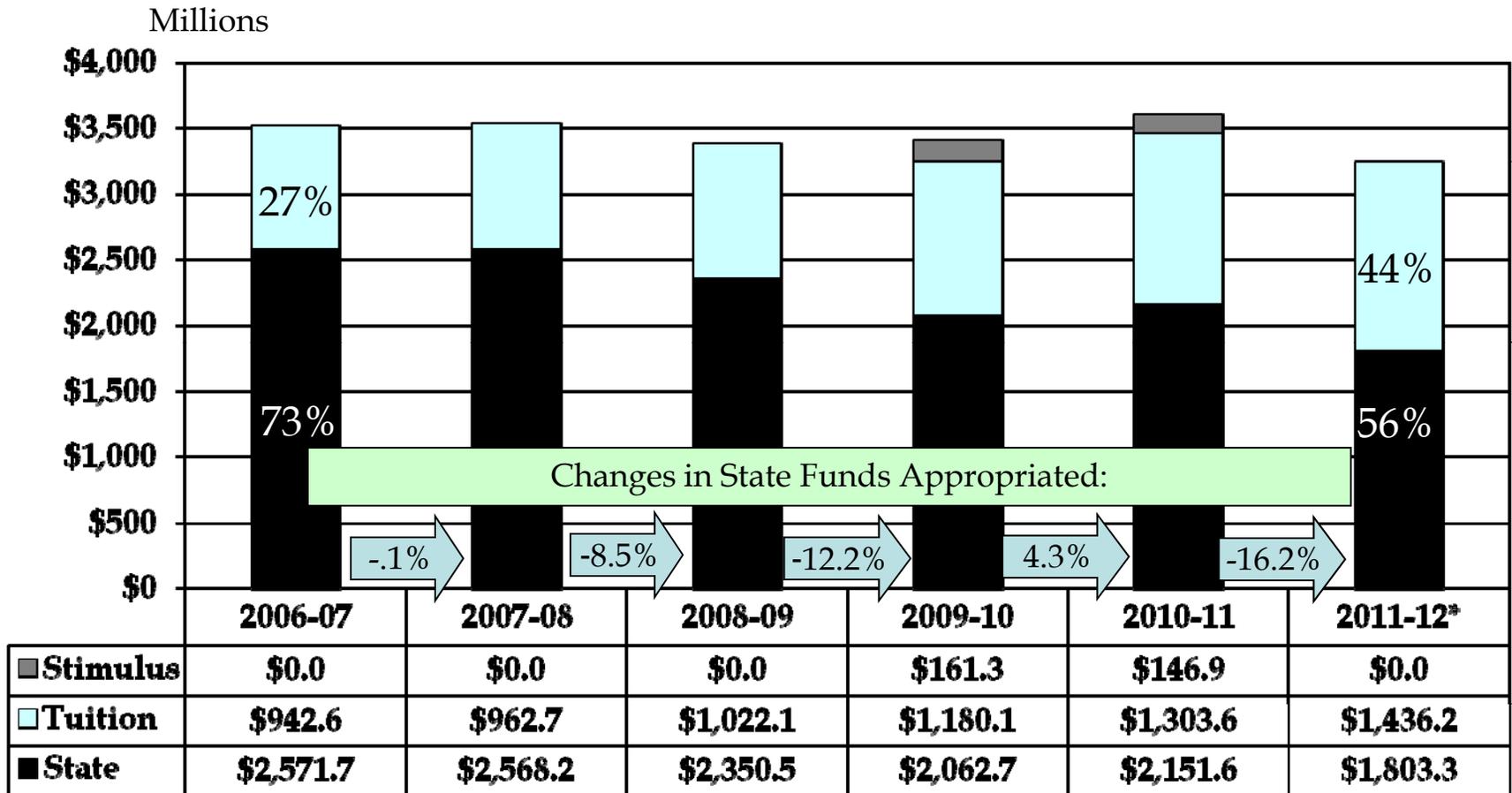
University	2010-11 Education & General (E&G) State Budget <sup>1</sup>	Less Federal Stimulus for 2010-11	2010-11 Education & General (E&G) State Budget - Less Stimulus	2010-11 Recurring E&G State Funds <sup>2</sup>	15% Reduction 2011-12 <sup>3</sup>
University of Florida	\$350,900,281	(\$24,962,688)	\$325,937,593	\$322,846,799	(\$48,427,020)
Florida State University	\$289,561,864	(\$20,268,504)	\$269,293,360	\$267,048,660	(\$40,057,299)
Florida A&M University	\$113,284,500	(\$8,460,902)	\$104,823,598	\$98,959,126	(\$14,843,869)
University of South Florida	\$211,499,314	(\$14,491,582)	\$197,007,732	\$195,206,909	(\$29,281,036)
University of South Florida - St. Pete Campus	\$24,350,316	(\$1,842,058)	\$22,508,258	\$22,330,354	(\$3,349,553)
University of South Florida - Sarasota/Manatee Campus	\$12,944,290	(\$968,456)	\$11,975,834	\$11,882,443	(\$1,782,367)
University of South Florida - Polytechnic Campus	\$36,931,687	(\$678,080)	\$36,253,607	\$36,152,707	(\$5,422,906)
Florida Atlantic University	\$165,534,115	(\$11,630,612)	\$153,903,503	\$152,740,969	(\$22,911,145)
University of West Florida	\$61,340,998	(\$4,321,645)	\$57,019,353	\$56,591,556	(\$8,488,733)
University of Central Florida	\$252,313,534	(\$17,542,813)	\$234,770,721	\$232,404,696	(\$34,860,704)
Florida International University	\$198,271,093	(\$13,635,669)	\$184,635,424	\$182,138,500	(\$27,320,775)
University of North Florida	\$80,921,836	(\$5,602,324)	\$75,319,512	\$74,772,120	(\$11,215,818)
Florida Gulf Coast University	\$49,354,583	(\$3,428,533)	\$45,926,050	\$45,582,154	(\$6,837,323)
New College of Florida	\$16,587,452	(\$1,178,450)	\$15,409,002	\$14,790,857	(\$2,218,629)
New Florida Initiative	\$10,000,000	-	\$10,000,000	-	-
<b>SUB-TOTAL</b>	<b>\$1,873,795,863</b>	<b>(\$129,012,316)</b>	<b>\$1,744,783,547</b>	<b>\$1,713,447,850</b>	<b>(\$257,017,178)</b>
University of Florida - Institute of Food/Agricultural Science	\$131,035,076	-	\$131,035,076	\$131,035,076	(\$19,655,261)
University of Florida - Health Science Center	\$108,891,034	(\$6,927,333)	\$101,963,701	\$99,963,701	(\$14,994,555)
University of South Florida - Health Science Center	\$66,865,727	(\$4,351,772)	\$62,513,955	\$61,513,955	(\$9,227,093)
Florida State University - Medical School	\$39,052,201	(\$2,858,522)	\$36,193,679	\$35,193,679	(\$5,279,052)
University of Central Florida - Medical School	\$21,371,858	(\$661,664)	\$20,710,194	\$19,710,194	(\$2,956,529)
Florida International University - Medical School	\$26,069,321	(\$859,244)	\$25,210,077	\$24,210,077	(\$3,631,512)
Moffitt Cancer Center	\$10,889,781	(\$1,775,400)	\$9,114,381	\$9,114,381	(\$1,367,157)
Institute of Human & Machine Cognition	\$1,502,953	(\$492,500)	\$1,010,453	\$1,010,453	(\$151,568)
Distance Learning	\$278,859	-	\$278,859	\$278,859	(\$41,829)
Student Financial Assistance	\$16,800,890	-	\$16,800,890	\$16,800,890	(\$2,520,134)
Research Commercialization	\$2,000,000	-	\$2,000,000	-	-
<b>SUB-TOTAL</b>	<b>\$424,757,700</b>	<b>(\$17,926,435)</b>	<b>\$406,831,265</b>	<b>\$398,831,265</b>	<b>(\$59,824,690)</b>
<b>TOTAL</b>	<b>\$2,298,553,563</b>	<b>(\$146,938,751)</b>	<b>\$2,151,614,812</b>	<b>\$2,112,279,115</b>	<b>(\$316,841,868)</b>
		<b>-6.4%</b>			

<sup>1</sup> includes recurring and non-recurring general revenue, lottery, and federal stimulus; risk management excluded for this exercise

<sup>2</sup> recurring general revenue and lottery funds

<sup>3</sup> 15 percent calculated based on FY 2010-11 recurring general revenue and lottery funds

# SUS Appropriated E&G Operating Funds



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors

\* estimated: assumes 15% reduction in state funds & a 15% tuition increase.

**State University System of Florida  
Schedule VIII B Budget Reduction Plans<sup>1</sup>  
2011-2012 Legislative Budget Request**

- Faculty, graduate assistants, and post-doctoral employee reductions
  - impact on university research activities
  
- Administrative positions reduced in various units:
  - General Counsel
  - Provost Office
  - University Relations
  - Business and Fiscal Affairs
  - Information Technology
  - Human Resources
  - Audit & Compliance Review
  - Law Enforcement and Safety
  
- Reduction of services in various university program components:
  - Academic Administration
  - Academic Advising
  - Student Services
  - University Support
  - Plant Maintenance
  - Libraries/ Audio Services
  - Research (includes Type 1 Institutes and Centers)
  - Financial Assistance
  
- Reduction in academic programs, course offerings, summer school offerings
  - potential to affect graduation and retention rates substantially
  
- Department/college consolidations
  
- Suspension of technology and software improvement efforts

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<sup>1</sup> | 2011-2012 LBR Budget Reduction Plans, by university, are available upon request.

University Reductions and Efficiencies  
Undertaken by the Universities

**State University System of Florida**  
**Examples of University Actions and/or Efficiencies**  
**Made to Deal with Budget Reductions**

- 85 Degree programs terminated (ex. educational psychology, rehabilitation counseling, art education, scenic design, geology, engineering technology, industrial engineering, etc.)
- 67 Degree programs suspended (ex. philosophy, geology, math & science teacher education, foreign language programs, business managerial economics, etc.)
- 100+ Institute and Center closures or in “inactive” status
- Department/college mergers
- Reduced funding for library support
- Postponement of technology upgrades and system module implementations
- Reduced hours of operations for student computer labs and help desk services
- Faculty / staff position reductions
  - Critical vacant positions remain unfilled
- Administrative reductions in various units
  - General Counsel
  - Provost Office
  - University Relations
  - Business Affairs
  - Information Technology
  - Human Resources
  - Audit & Compliance Review
- Shared services initiatives
  - Sustainable – Energy Management
  - Builders Risk Management Insurance

State University System of Florida  
Examples of Operations that have been Privatized or Outsourced

- Food Service
- Vending
- Lawn Maintenance
- Bookstores
- Transportation Services
- Garbage Collection
- Print Shops
- Mail Services
- Laundry
- Security (special event and non-main campus locations)
- Residence Hall Management
- Custodial Services
- Building/Elevator Maintenance
- Photo Copying
- Payroll
- Collections
- Employee Assistance Program
- Specialized legal and accounting services (tax, benefit plans as examples)
- Investment management, treasury services (investment / financial advisors)
- Phone Service



## State University System Efficiencies

Universities were requested to provide examples of the efficiencies they have undertaken or are in the process of initiating. The following one-page summaries highlight each individual universities accomplishment.

The Delta Cost Project report<sup>1</sup> on Trends in College Spending looks at college and university spending from 1998-2008 and focuses on three areas:

- Where does the money come from?
- Where does it go?
- What does it buy?

We are all familiar with ‘Where does the money come from?’ Student tuition, state appropriations, private gifts, auxiliary enterprises, and federal and state contracts and grants make up the primary revenue sources. As expected, cuts in state appropriations have led to significant tuition increases.

The expenditure of these funds are categorized in standard expense categories; instruction, research, student services, public service, academic support, institutional support, and operations and maintenance. In summary, the report reflects an increase in education and related costs, increases in research spending, and no significant increase in public service spending.

Educational opportunities, degree production and research are the primary expenditure of the funds, with degree and completion ratios as the main performance measure used to gauge educational out-put.

The following chart is a summary of the educational spending per full-time equivalent (FTE) student for each state. Florida is one of the most efficient users of its available resources as Florida ranks 46<sup>th</sup> in average spending per FTE student, with students contributing 39% and the state 61%.

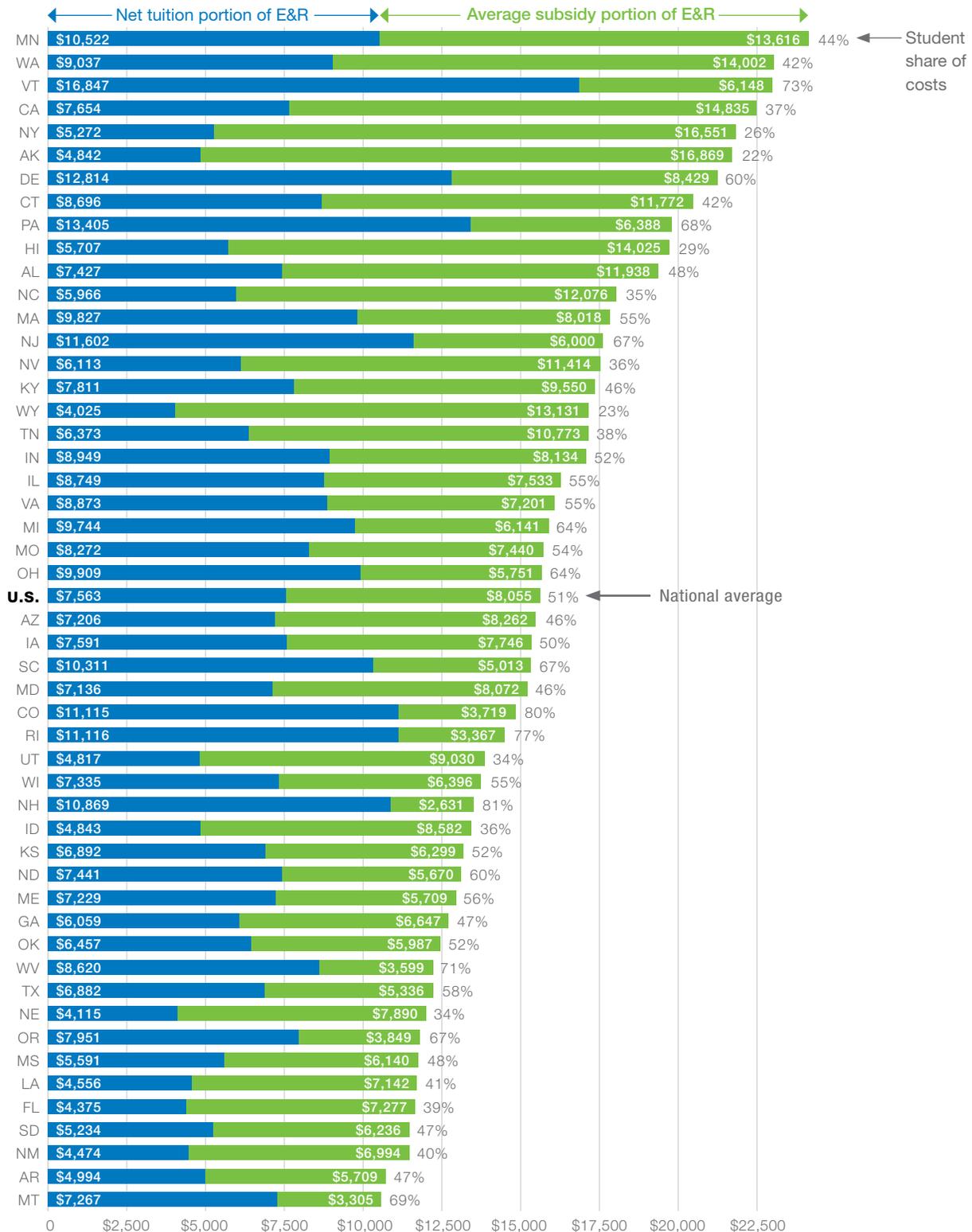
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<sup>1</sup> The complete report can be found at: <http://www.deltacostproject.org>

**Figure 13**

**A snapshot of state subsidy patterns for education and related expenses—public research sector**

Average E&R spending, net tuition, and subsidy per FTE student at public research institutions by state, AY2008



Source: Delta Cost Project IPEDS state database, 2003–2008.



## Florida A&M University Efficiencies

- Suspend Low Productivity Programs
  - During the past year the Division of Academic Affairs has conducted an intensive productivity study of all academic degree programs at the university. As part of this activity, including discussions with deans and input from faculty, the Provost will recommend suspending a number of low productivity programs. This will enable the university to redistribute some limited resources, while maintaining productive programs.
- Initiate Distance Learning Partnership
  - The University is entering into a collaborative partnership with a foundation to initiate, market and implement distance learning degree programs that will enable the university to reach more students in a cost effective manner.
- Examine Institutes and Centers
  - The University reviewed all the Institutes and Centers to determine if state funds are being utilized in the most effective manner to meet the mission of the institution. This evaluation will allocate state funds in relation to productivity.
- The FAMU Leadership Team has endorsed an improvement effort that is currently underway in the Division of Administrative and Financial Services (DAFS). The Transformation through Technology Enhancements (T3E) project will leverage fully the capabilities of our PeopleSoft system so that we can dramatically improve our core business processes. Successful completion of this project will result in significant improvements in major systems like hiring, accounts payable, purchasing, cash management, travel, and asset management. These improvements will benefit every unit of the University. As a result of this project, we expect:
  - Faster processing of travel reimbursement requests
  - More efficient and timely purchasing process
  - More efficient and timely payment of bills
  - Better control and management of assets
  - Better streamlined recruitment and hiring of employees
  - Greatly simplified financial statement development
  - Efficient and effective overall financial management and reporting processes
- The Siemens contract completed its first year in May 2010. At this time, Siemens has completed 100% of the lighting retrofit (lights and lighting accessories replacements), 100% of the pipe insulation, and 40% of the steam traps' replacements (completion expected by the end of September). Siemens was expected to complete 100% of the three (3) tasks in the first year. Siemens submitted a report last week indicating that the project, in the first year, had saved \$223,106 versus the \$80,580 projected savings in the first year.



## Florida Atlantic University Efficiencies

### Efficiencies Achieved

- Revamped business processes including vendor payments with a consequent savings in personnel costs while raising service levels.
- Eliminated academic and university support positions to preserve faculty instructional time and effort; concentrated faculty activity on instruction and away from administrative assignments.
- Reduced energy consumption and food waste following an extensive energy audit.
- Maximizing class enrollments and instructor and room utilization. All colleges are engaged in this university-wide enrollment management effort.
- Course demand is closely monitored and new sections are opened to meet demand only when existing sections are approaching capacity.
- Academic services have been reviewed and consolidated on partner campus to provide efficient services and meet student needs while expending fewer resources.

### Efforts Underway

- Increasing number of students served in large lectures to further conserve on instructional assignments and maximize faculty productivity.
- Adjustments to staff assignments to create off-peak personnel savings.
- Studying ways to make partner campuses more efficient.
- On-going campus energy conservation and sustainability measures including minimum LEED Silver certification on all major construction.

### Efforts Planned

- Increasing reliance on lower cost instructional personnel to teach lower division students.
- Maximizing research productivity of senior faculty with consequent increases in sponsored research awards and expenditures.
- Reallocating faculty resources to areas of greatest need, demand, and payoff.



## Florida Gulf Coast University Efficiencies

In response to the need to preserve resources, both natural and financial, Florida Gulf Coast University has enacted a number of programs that serve to reduce costs and work towards environmental improvements.

The University recently retrofitted Parking Garage I with LED lighting, replacing inefficient lighting originally installed. This retrofit is estimated to save \$34,000 in annual energy costs. Given the success and ease of this program, it will be rolled out to additional garages in the near future. In housing, incandescent lights have been replaced with compact fluorescent bulbs, yielding additional energy savings. Additionally, classrooms and common areas will have motion sensors installed, thus reducing the use of lighting and electricity. In conjunction with this effort, the University has raised temperature set points and adjusted facility usage to lower electrical costs. The combination of these initiatives project to save in excess of \$130,000 annually

The implementation of the solar field at Florida Gulf Coast University is expected to reduce reliance on supplied electric power by nearly 18%. The reductions in energy purchased not only reduce costs, but provide a hedge against future price increases in electricity. Supplementing the photovoltaic initiative is the retrofitting of the university residence halls with solar thermal; thereby, saving thousands of dollars as hot water is now heated by the sun. Similarly, the university/county swimming pool takes advantage of ground water temperature differences to heat the pool water in the winter and cool the pool water in the summer. Finally, university housing is replacing air conditioner units with more efficient, environmentally friendly compressors.

There are numerous other energy savings initiatives across campus. For example FGCU operates one of the largest ice thermal storage plants in Florida. This plant makes ice at night at cheaper electricity costs and then uses the ice during the peak daytime hours to make chilled water for the buildings. There are also the solar powered trash compactors throughout campus that reduce the need to empty the bins, thus saving in custodial costs. Printers, appliances and computer monitors are all required to be purchased with energy star ratings. Buildings are all constructed to LEED standards with most recent construction pushing platinum certification.

These initiatives, in combination with awareness programs for our students, faculty and staff, provide not only for lower energy consumption but the ability to put financial resources where they add the greatest value.



## Florida International University Efficiencies

Energy Conservation: FIU has implemented various initiatives to help reduce the consumption of energy through the different campuses. Some of these projects are: Motion sensing switches, Energy management controls, Chill-water temperature monitoring, Use of water-efficient urinals, Replace lift-station meters (sewage system), Standardize the use of energy saving lights, Replace metal halide bulbs in Parking Garage 5 with fluorescent bulbs, and the MMC residence halls have upgraded network systems for air-conditioning to be better able to respond to energy concerns. Additionally, the University has closed on Fridays for 6 weeks during the summer over the last two years.

Natural Gas Conversion: Converted from current LPG fuel system to natural gas that has a lower average cost in the market. This includes MMC residence halls.

Owner Direct Purchase: Negotiate prices on purchasing items in construction projects to reduce the cost of the items through tax savings and bypassing the contractors.

Renegotiating of Construction and Maintenance Contracts: Renegotiated Minor Construction contracts with lower overhead percentages as well as lower profit; used State University System's risk insurance contract negotiated by FAU at a reduced cost; renegotiated lower rates in Landscaping and Uniforms Contracts

Vehicle Reduction: Reduced the number of vehicles by 35%

Voice Communications Reduction: FIU reduced 103 lines (telephone landlines, fax lines, and modem lines) by consolidating and sharing resources.

Fire alarm Notification System: Elimination of 133 analog phone lines by replacing them with IP based network lines.

Restructure Duplicating Center: Operation of facilities and services were contracted with Toshiba as a part of the RFP for coping services.

Online Catalog: Reduction of printed materials.

Reorganization of Purchasing Services: The separation of Contracts Management/Competitive Solicitations and General Purchasing Units has resulted in efficiencies in contracts management, streamlined the competitive solicitation process, and spend pool analysis.

Recycling: The students have adopted a national program for re-cycling. They have put together a movie festival highlighting the go-green initiative and have added bins throughout our campuses.



## Florida State University Efficiencies

Significant changes in the level of available resources, from mid-year 2007-08 to beginning of year 2010-11, have resulted in externally forced efficiencies. On a per student basis, cumulative reductions over the period of \$85 million equate to \$3,171 less to spend per annual student FTE's and caused the deletion of some 800 salaried positions.

Per the 2010 USNWR Survey of Top 50 Publics, FSU ranked 44<sup>th</sup> in tuition and fees and state support per student.

Although reductions may have a lagging, future impact on a number of university measures, the university is nevertheless maintaining a high level performance in degree production.

### **At the National Level**

Per the most recent (2008-09) ranking of public, very high research universities, FSU ranked 8th in the annual production of baccalaureate degrees at 7, 630-- and first for African Americans at 862.

NIH funding increased by 142% in four years, from \$13 million to \$31 million in 2009-10.

Total C&G expenditures increased by over \$22.0 million to \$184.5 million over the same period above.

### **Internally...**

Examples of self-driven efficiencies abound; a few are listed below.

#### **Implementation and Expansion of Strategic Sourcing Best Practices in Purchasing**

- Contracts currently in place with Office Max, FedEx, GovConnection, Hewlett Packard & VWR International

#### **Adherence to Energy Savings Program**

- Participated in performance contracting with Johnson Controls for almost \$25.8 million in savings beyond implementation costs over a 12-year period for main campus E&G buildings; almost \$483,400 in savings beyond implementation cost over a 4-year period for main campus housing; and just under \$42,000 in savings beyond implementation cost over a 1-year period at Ringling in Sarasota
- Established construction standards targeted at reducing electricity, gas and water consumption
- Experienced 14.2% decrease in electrical rates and 5.0% decrease in natural gas rates
- Achieved reduction in the cost per square foot for all E&G utilities from a prior year \$3.63 to an estimated \$3.25 for FY 2009-10

#### **Enhancement of Enterprise Resource Planning (ERP) System with Implementation of Two Upgrades**

- Implemented and upgraded both Financial and Human Resources Applications

#### **Continued Efficiencies with Grainger Store Operation**

- Operation begun in 2001 brought Facilities' Supply Stores to the campus, saving dollars and personnel time because employees can now purchase items on campus rather than having to drive elsewhere.



## **New College of Florida Efficiencies**

New College continually looks for new efficiency opportunities and frequently reviews current operations and procedures in an effort to improve campus wide operations. A prime example of a long standing operational efficiency involves sharing operating costs associated the following academic and administrative support functions with USF Sarasota-Manatee, whose campus is immediately adjacent to the College's campus: Jane Bancroft Cook Library, Student Counseling and Wellness Center, Police Services, and Campus Bookstore Services. In another shared services function, the College and FSU Ringling Museum have co-located their chiller plants in the same facility, providing each other with back up chilled water capacity and other benefits.

### **Examples of Efficiencies Implemented During the Past Two Years**

- ✓ Restructured Finance & Administration, General Counsel, Student Affairs, Residence Life, Humanities Division, Custodial, and Maintenance staffing resulting in recurring annual savings in excess of \$500,000.
- ✓ Significant progress has been made in reducing consumption of purchased utilities (electricity, natural gas, water and sewer) despite ever increasing per unit costs. 40% of the College's gross square feet is at least 40 years old. An electronic campuswide energy management system is now in place to monitor and control heating and air conditioning in various buildings. Many buildings have been retrofitted with more efficient HVAC, lighting, window and roof systems, yielding recurring annual savings in excess of \$150,000.
- ✓ Renegotiated contracts with various software companies, internet and telecommunications providers resulting in recurring annual savings in excess of \$40,000.
- ✓ Cook Library has replaced many print journal subscriptions with electronic versions saving \$50,000 annually and is now a member of the Rapid Inter-Library Loan consortium which provides electronic journal articles quickly and free of charge. The Library is also taking advantage of a statewide contract with Coutts, a major book vendor, which will provide 8% to 10% deeper discounts than other discount providers.
- ✓ Environmental Health and Safety (EH&S) has enhanced user training and deployed hazardous waste consolidation and substitution measures which have reduced the College's hazardous waste stream and associated costs by 10%.
- ✓ Postal Services implemented a new sorting process to qualify for a pre-sorted discount rate for flats, resulting in recurring annual savings totaling \$8,000.

### **Efficiencies Currently Underway or Being Considered**

- ✓ Installation of a new well water system to supply both NCF and FSU Ringling Museum cooling tower needs for chillers is almost complete. Combined annual recurring savings involving domestic water is estimated at \$80,000 to \$100,000 annually.
- ✓ With increased use of temporary and part time positions, the College is implementing a FICA alternative plan, generating an estimated \$8,000 in annual FICA tax savings and providing a retirement plan for part time employees.
- ✓ The College is evaluating installing solar hot water heating systems in residence halls, which may save an estimated 50% of gas utility costs (an estimated 3-4 year pay back). The College is also considering deployment of Natural Gas Turbine technology that other SUS institutions have embraced with potential energy savings of 25% (an estimated 4-5 year pay back) for each application. Chilled water storage and LED lighting options are also being explored.



## University of Central Florida Efficiencies

The University of Central Florida has distributed over \$79 million of budget cuts uniformly across all of its academic and administrative units, who were then expected to apportion cuts within their own respective areas. Savings from this decentralized approach have been achieved primarily through faculty and staff attrition, deferral or elimination of unfilled positions, reductions of discretionary equipment and travel expenditures, and reductions and/or deferral of general operating expenditures.

Most recently, the university also initiated a number of energy savings projects, including lighting retrofits, building automation system reviews, energy competitions and a thermal energy storage project. Total 2009-10 savings for E&G and other budgets are estimated to be \$1.3 million.

In addition to implementing such cost reduction measures, units have been allowed to carry forward unspent fund balances resulting from delayed hires and purchases to build a reserve of non-recurring funds that is currently being used to address the ongoing budget reductions and loss of federal stimulus funds. This allows us to temporarily augment budgets until projected tuition revenues will negate the need to regularly draw upon one-time reserves.

The cost reduction measures and the flexibility afforded by the non-recurring reserves have helped minimize layoffs and program closures. However, state-mandated cuts of more than a few percentage points will require us to reevaluate how we ensure the university's long-term success.



## University of Florida Efficiencies

- Approximately 18 months ago, UF initiated an energy reduction program by recommissioning campus buildings. Recommissioning means returning the building to its original operating specifications. We have completed the process on approximately 23% of our square footage, and this has saved over \$600,000 in recurring utility costs. The ROI will be recovered in three years or less.
- Energy Awareness Program. This program encourages building occupants to conserve energy by turning off lights, printers, etc.
- Vehicle Reduction Program. UF has expanded the Zip car program as an alternative to bringing cars on campus. UF has reduced ownership of state cars and students bringing cars to campus.
- Textbook Rental Program. This program goes “live” this Fall with savings to students of up to 50%.
- The university eliminated the payout of unused sick leave for newly hired employees. The savings from this benefits change will take a decade to begin realizing, but it will eventually save millions of dollars.
- Among the FY 2009-10 budget measures approved by the BOT to achieve efficiencies and cost-savings: merger of departments of Operative Dentistry and Dental Biomaterials; closure of Educational Psychology program and associated degrees; closure of Documentary Institute; merger of Department of Communication Sciences and Disorders and Department of Communicative Disorders; closure of Rehabilitation Counseling Division; merger of Student Mental Health with Counseling Center
- As part of UF’s Strategic Sourcing project (which began over three years ago), we initiated Sci-Quest online delivery system through the university portal about a year ago. We are estimating this project saves between \$1M and \$2M.
- Maintenance consolidation. IFAS Facilities Planning & Operations has taken over maintenance at CREC-Lake Alfred this past year, resulting in the following savings:
  - a. Elimination of three maintenance positions
  - b. By engaging in preventive maintenance, costs decreased \$60K
  - c. Onsite maintenance staff replaced external contracts, yielding \$15K-\$20K annual savings



## University of North Florida Efficiencies

Listed below are some of the significant campus projects UNF has undertaken in the past few years to address the goals of cost-savings, increased efficiency of resources, and reduction in consumable energy.

- Overall, the total campus energy consumption has been reduced from \$17.20kWh/sq.ft. in 2007-2008 to \$16.89/kWh/sq.ft. in 2009-2010. One example is an HVAC and lighting retrofit of the University Arena. The Arena project resulted in an overall reduction of 227k kWh between the years 07-08 and 09-10. This change equates to a 17% reduction in building energy use.
- The project to replace campus dumpsters with compactors has yielded a 9% reduction in actual cost in the handling of refuse (labor included).
- Postal Services were outsourced to a third-party vendor. As a result of this effort, mail pickup and delivery across campus has been increased to twice daily, a service level never before accomplished at UNF. In addition to increased service the postal budget in 07-08 was \$299,502 and in 2009-10, the budget was \$184,448. This has created savings of over \$115,000.
- The Duplicating Services operation was closed and digital printing was outsourced. Under this program service levels remained at the already high levels being previously provided, however, the pricing to departments was reduced by approximately \$30,000 annually and the annual operating loss of approximately \$105,000 was eliminated.
- The Convenience Copier and Pay for Print programs were contracted to an outside vendor and continue to provide full-time on-campus support and management. Renegotiations for this contract resulted in an overall cost reduction in the Convenience Copier program of approximately \$70,000 annually. In addition, the negotiated per click rate of \$.0065 will allow the University departments to redirect printing from higher cost devices and save up to \$.06 per page. The Pay for Print program services were enhanced to add additional color devices and web based printing that will allow students to print from their laptops or PDA. Costs for printing/copying were reduced from \$.11 per page for black and white to \$.09 per page. Color printing/copying was reduced from \$1.00 to \$.50 per page. These reductions will reduce costs to students by approximately \$35,000 annually.



## University of South Florida Efficiencies

The University of South Florida System has implemented several initiatives over the years that have resulted in efficiencies. Such initiatives include:

- Consolidated purchasing across the USF System for office supplies and computer related expenses; reduced spending on travel, equipment purchases, general operating expenses and contractual services. Estimated savings/reinvestment - \$2.7M.
- Reduced purchased utilities costs by increasing the energy efficiency of campus lighting, replacing incandescent traffic lights with energy efficient LED traffic lights, using automation to monitor and control remote utility plants, purchasing natural gas at a reduced rate, improving the efficiency of the central plant chiller operations and by improving the efficiency of building air handling units. Estimated savings/reinvestment - \$3.7M.
- Implemented an Early Retirement Incentive Program - Estimated savings/reinvestment - estimated salary recovery of \$4.1M with a 10% - 15% savings.
- Entered into agreements for shared central services within the USF System for items such as library resources, legal services, internal audit, accounting, purchasing, enterprise business systems and other administrative functions. USF Sarasota-Manatee and New College of Florida also share services. Estimated savings/reinvestment - \$2.4M.
- Reduced the number of course offerings; increased the number of students per class; increased faculty workload; consolidated small units leading to administrative savings; closed underperforming centers. Estimated savings/reinvestment - \$2.3M.
- Increased the usage of technology and ERP system functionality to improve efficiencies. Estimated savings/reinvestment - \$1.5M.
- Improved contract negotiations through use of ITN process and other negotiating strategies resulting in price reductions, "in-kind" contributions, and service credits. Estimated savings/reinvestment - \$5.5M.
- Centralized and consolidated infrastructure and general administration in several areas to gain efficiencies in operational costs and eliminated administrative and support positions. Estimated savings/reinvestment - \$2.1M.
- Use of refurbished and/or sustainable equipment and materials such as use of refurbished transit buses, alternative materials for re-paving, and reusable food service containers. Estimated savings/reinvestment - \$488k plus 30% of asphalt cost.
- Reduced the necessity for off-campus leasing by maximizing the use of classroom space across the USF System. Estimated savings/reinvestment - \$2.0M.



## University of West Florida Efficiencies

UWF is pursuing operating efficiencies primarily via six key strategies:

1. **Consolidation of operations.** In various areas of the university, previously-separate operations have been consolidated for improved efficiencies. Combined support staffs now support various offices, such as General Counsel and University Affairs, in central administration. Marketing and Communications has restructured for improved efficiencies and alignment. A downsized development staff achieved UWF's third highest year in dollars-in-the-door fundraising. Various Business Services operations have consolidated and downsized for streamlined management.
2. **Automation.** Information technology and related technologies are improving efficiencies in previously unautomated areas such as student conduct management, where \$23K in annual staff savings have been realized. In other areas, increasing automation is allowing staffing to remain flat while transaction loads and workloads are increasing dramatically. In WUWF public media (radio/television), automation has allowed labor savings in excess of \$20K annually and additional \$20K of other production cost savings. Use of address verification software and bar coding systems in Postal Services has saved UWF \$147K in mailing costs since January 2009.
3. **Energy efficiencies.** Continuing investments in automated building system controls, updated building systems, and other energy conservation and waste reduction measures are allowing us to contain consumption and keep utility costs within budget in spite of rapidly escalating prices.
4. **Strategic sourcing.** UWF continues to seek the most appropriate sourcing strategy for services. In many cases this involves outsourcing previously-internal operations, such as moving our email systems to Google for an estimated \$200K savings, or outsourcing areas of grounds services which has resulted in improved service at lower cost. In other cases, strategic sourcing can actually involve moving services in-house, as in the case of our student health center where in-sourcing is estimated to save in both staff and contract management costs.
5. **Consortial collaborations.** A special form of strategic sourcing is participating in joint agreements and consortial collaborations with other institutions. For example, UWF has joined the CampusEAI Consortium to reduce our costs of operating an institutional software portal. Our participation in Florida LambdaRail provides cost savings for network services.
6. **Contract administration.** UWF seeks every opportunity to achieve contract negotiations and re-negotiations resulting in savings. In 2009-2010 this saved an estimated \$332K in service costs. Ongoing after-the-fact monitoring of contract achievements has resulted in \$100K of rebates to the university in 2010.

Board of Governors  
General Office

2011-2012 Legislative Budget Request

Schedule VIII-B  
Budget Reduction Exercise

**Board of Governors  
Schedule VIII-B Reductions  
Legislative Budget Request - Fiscal Year 2011-2012**

Appropriation Category Title	Funding Source	2010-2011 Total Approp.	Less 10/11 Non Recurring	2011-2012 Recurring Approp.	15% Reduction
1. Salaries & Benefits	General Revenue	\$3,068,755		\$3,068,755	(\$460,313)
	Federal Stimulus	\$1,291,905	(\$1,291,905)	\$0	
	Other Trust Funds	\$683,214		\$683,214	(\$102,482)
2. Contracted Services	General Revenue	\$11,982		\$11,982	(\$1,797)
	Federal Stimulus	\$50,000	(\$50,000)	\$0	
	Other Trust Funds	\$23,000		\$23,000	(\$3,450)
3. Expense	General Revenue	\$518,977		\$518,977	(\$77,846)
	Federal Stimulus	\$190,000	(\$190,000)	\$0	
	Other Trust Funds	\$276,799		\$276,799	(\$41,520)
4. Operating Capital Outlay	General Revenue	\$51,782		\$51,782	(\$7,767)
	Federal Stimulus	\$2,380	(\$2,380)	\$0	
	Other Trust Funds	\$950		\$950	(\$143)
5. Other Personal Services	General Revenue	\$14,373		\$14,373	(\$2,156)
	Federal Stimulus	\$6,300	(\$6,300)	\$0	
	Other Trust Funds	\$20,000		\$20,000	(\$3,000)
<b>TOTAL</b>		<b>\$6,210,417</b>	<b>(\$1,540,585)</b>	<b>\$4,669,832</b>	<b>(\$700,474)</b>
<b>By Funding Source:</b>					
	General Revenue	\$3,665,869		\$3,665,869	(\$549,879)
	Federal Stimulus	\$1,540,585	(\$1,540,585)		
	Other Trust Funds	\$1,003,963	\$0	\$1,003,963	(\$150,595)
		<b>\$6,210,417</b>	<b>(\$1,540,585)</b>	<b>\$4,669,832</b>	<b>(\$700,474)</b>

The Legislature has provided \$3.6 million in general revenue and \$1.5 million in federal stimulus funds to the Board General Office for 2010-11. Currently approximately 20 of the Board's 45 filled positions are being funded by federal stimulus funds. For 2011-12, the Board will not receive federal stimulus funds of \$1.5 million and if these funds are not replaced with General Revenue, all office operations would have to be reviewed and many initiatives / work responsibilities would have to be eliminated or severely curtailed. For example, some components of data collection would have to be foregone if fewer staff is available to collect and/or analyze the data. Maintenance and Upgrades to the software used to enhance the Board's data collecting and reporting will be eliminated; Academic projects or assignments would have to be eliminated. Budgetary and fiscal analysis of financial data would be eliminated. Other assignments would take longer to complete, travel would be even further restricted and/or virtually eliminated, etc. An additional general revenue reduction of \$460,000 in salary and benefits could result in the reduction of 8 additional positions. Further reductions in non-salary funding of \$137,000 would further impact operations. Certain fixed costs, such as rent payments to DMS (\$240,000 in GR), would still have to be made. The elimination of additional positions and support funding could result in the following: delays in obtaining university data, compilation of financial documentation, approval of academic programs, and responses to constituent inquiries.

# Workforce Education Programs

Tim Elwell

OPPAGA

January 27, 2011



# Overview – HB 5201

- Directed OPPAGA to conduct a review of public workforce education programs for the purpose of identifying and analyzing the positive and negative aspects of merging school district programs with community college and state college programs.
  - Program offerings
  - Types of students served
  - Student outcomes
  - Operation of workforce programs
  - Allocation of workforce funding
  - Structure of workforce education programs

# Reports

1. **Report 10-61** – School Districts and Colleges Share Responsibility for Workforce Education; Duplication Is Minimal
2. **Report 10-62** – Consolidating Workforce Education Would Bring More Uniformity; Mixed Results on Whether Evidence Supports Other Stakeholder Arguments
3. **Report 10-63** – Colleges Perform Slightly Better Than School Districts in Career Education; Neither Clearly Outperforms in Adult Education
4. **Report 10-65** – Profile of Florida’s Public Workforce Education Program Providers by Service Area
5. **Report 11-XX** – Completing Adult Education Programs Improves Students’ Employability, But Program Completion Rates are Low
6. **Report 11-XX** – Summary of OPPAGA Reports Examining Workforce Education Programs and Related Recommendations

# Both School Districts and Colleges Offer Workforce Education Programs

Program Type	Florida College System	School Districts
<b>Postsecondary Career Education Programs</b>	X	X
Associate in Science Degree	X	
Associate in Applied Science Degree	X	
College Credit Certificate	X	
Applied Technology Diploma (non-credit)	X	X
Adult Vocational Certificate (non-credit)	X	X
Apprenticeship (non-credit)	X	X
<b>Adult Education Programs</b>	X	X

# Overall Project Scope

- How are workforce education programs funded?
- Who is responsible for the delivery of workforce education services in each county?
- What are the advantages and disadvantages of moving all postsecondary career education programs to the colleges and adult education programs to the districts?
- How do school district and college performance outcomes compare in workforce education?
- What are adult education programs and how well do these programs perform?

# Findings Summary

- Florida's current structure allows school districts and colleges to locally decide how to divide workforce education responsibilities, resulting in varying service delivery systems across the state **(10-61)**
- Despite the variation, districts and colleges typically avoid duplicating local workforce education programs **(10-61)**
- Consolidating workforce education programs has advantages and disadvantages **(10-62)**
- Some stakeholder-cited arguments for or against consolidation are not supported by available evidence **(10-62)**

# Findings Summary (continued)

- Our analysis of student outcomes for workforce education programs found slight but not overwhelming performance differences between district and college programs **(10-63)**
- Most students leave adult education programs before achieving documented learning gains. Those who remained and made gains had a better chance of improving their employability **(11-XX)**
- The Legislature could consider several options for charging tuition and fees for adult education programs that should avoid jeopardizing federal grant funding **(11-XX)**

# Findings Summary (continued)

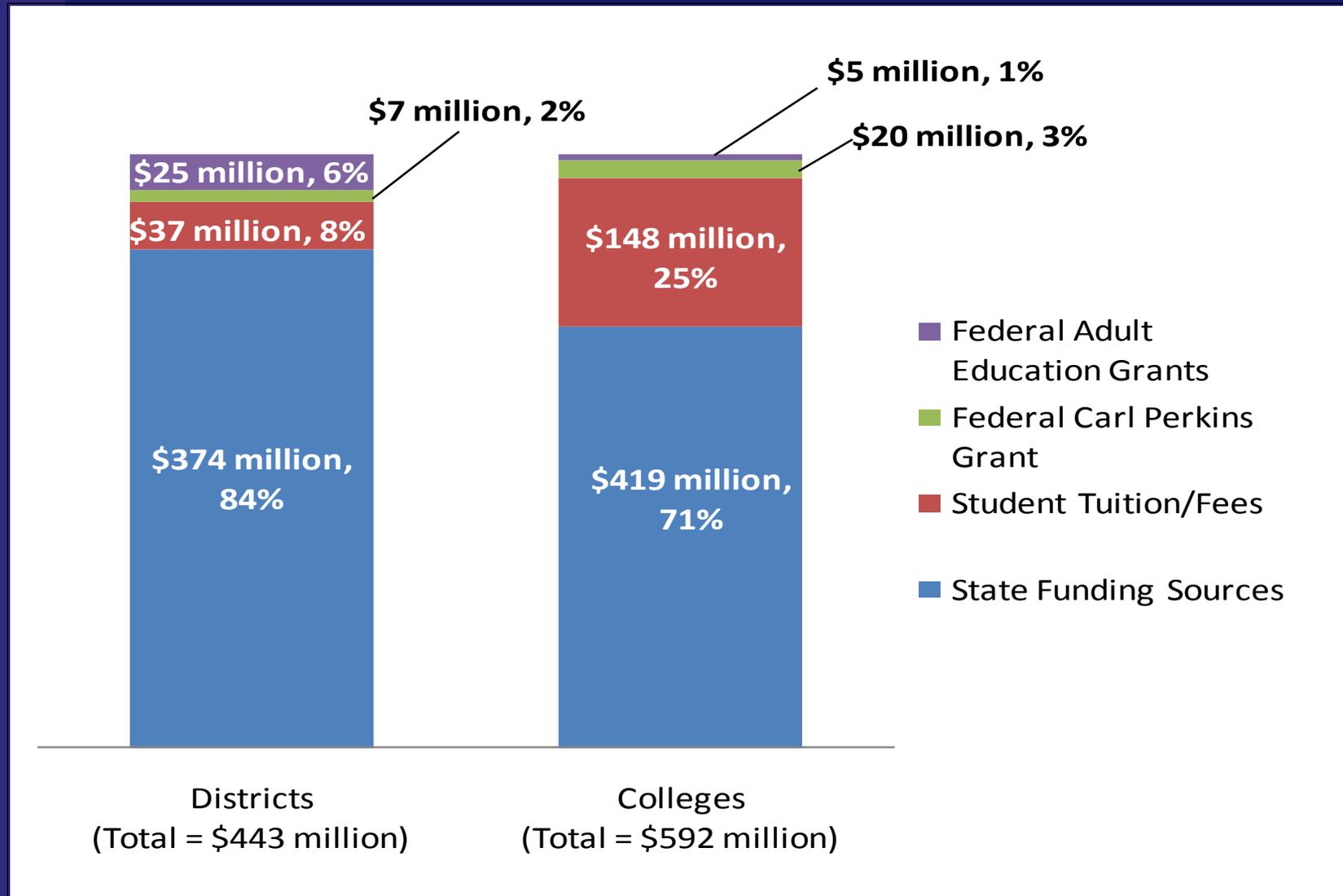
- Two overall workforce education organization options: **(11-XX)**
  - **Option 1:** Maintain the current workforce education system structure but take steps to create more uniformity between district and college workforce education programs
  - **Option 2:** Transfer responsibility for all postsecondary career education programs to the colleges and responsibility for all adult education programs to the school districts.
  - We provide recommended actions that the Legislature could consider to implement these options

**OPPAGA Report 10-61 -  
School Districts and Colleges Share  
Responsibility for  
Workforce Education; Duplication Is  
Minimal**

# Report Scope

- How are Florida's workforce education programs funded?
- How do school districts and colleges determine what workforce education programs to offer and do they avoid duplication in these programs?

# Workforce Education is Primarily Funded by State Resources



# State Funding Policies and Models

- School districts and colleges receive state workforce education funding based on different policies and models (general operations)
  - Districts receive a specific lump sum appropriation for workforce education through the Workforce Development Fund and a separate appropriation for performance-based incentives
  - Colleges' workforce education programs are not funded through a separate appropriation; these funds are included in their overall Community College Program Fund appropriations

# State Funding Policies and Models (continued)

- Colleges and districts also use different models to develop budget requests for their workforce education programs
- These models use different methods and assumptions for determining the relative cost of specific programs, and can generate conflicting funding needs for specific programs offered by both systems

# Program Delivery and Duplication

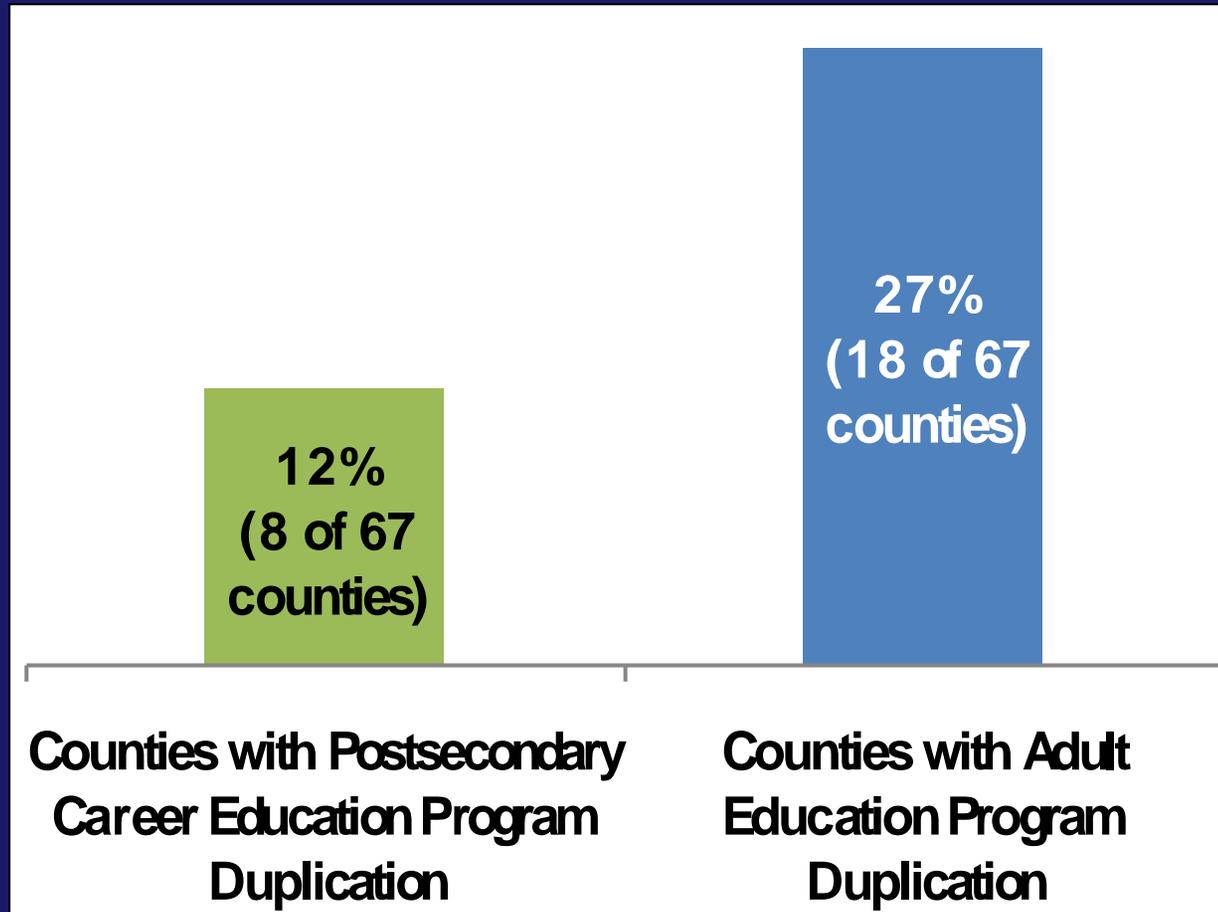
- School districts and colleges locally determine what workforce education programs to provide in their service areas and how to divide responsibility for these programs, resulting in varying delivery systems across the state
  - All 28 colleges offer workforce education programs
  - 58 of 67 districts offer workforce education programs
- However, districts and colleges tend to offer different types of workforce education programs and typically avoid duplicating specific programs within individual counties

# School Districts Provide Most of the Adult Education While Colleges Focus on Degree and Credit Programs

Approximately 435,000 Students Served (Unduplicated)

Program	2008-09 School Year			Percentage Enrolled in School Districts
	College Enrollment	Percentage Enrolled in Colleges	School District Enrollment	
<b>Postsecondary Career Education Programs – Degree and College Credit</b>				
Associate in Science Degree	63,441	100%	N/A	N/A
Associate in Applied Science Degree	19,714	100%	N/A	N/A
College Credit Certificate	12,204	100%	N/A	N/A
<b>Total</b>	<b>95,359</b>	<b>100%</b>	<b>N/A</b>	<b>N/A</b>
<b>Postsecondary Career Education Programs – Non-Credit</b>				
Applied Technology Diploma	2,620	63%	1,542	37%
Adult Vocational Certificate	17,453	24%	54,739	76%
Apprenticeship	4,128	28%	10,694	72%
<b>Total</b>	<b>24,201</b>	<b>27%</b>	<b>66,975</b>	<b>73%</b>
<b>Adult Education Programs</b>	<b>66,198</b>	<b>19%</b>	<b>282,783</b>	<b>81%</b>

# Districts and Colleges Typically Avoid Duplicating Workforce Education Programs within Individual Counties



# **OPPAGA Report 10-62**

## **Consolidating Workforce Education Would Bring More Uniformity; Mixed Results on Whether Evidence Supports Other Stakeholder Arguments**

# Methodology

- Focused our study on one overall scenario for dividing up workforce education responsibilities - moving all postsecondary career education programs to the colleges and all adult education programs to the districts
- Initially – We interviewed district superintendents, college presidents, and various stakeholder groups to identify their arguments for and against workforce consolidation
- Designed our study to assess whether there was evidence to support common stakeholder-cited advantages and disadvantages for consolidation

# Consolidating Postsecondary Career Education in the Colleges

- **Advantages (supported by evidence):**
  - Could produce more uniform policies and practices
  - Could make it easier to develop, align, and articulate related postsecondary career education programs
  - Increase district students' access to financial aid
- **Disadvantages (supported by evidence):**
  - Reduce resource sharing between districts' secondary and postsecondary career education programs
  - Could also limit availability of open entry and open exit training programs
- Evidence did not support some stakeholder-cited benefits and concerns, and was unclear in other cases

# Assessment of Advantages to Consolidating Postsecondary Career Education in the Colleges

Argument	Results of OPPAGA Evaluation
<b>Cited Advantages</b>	
<b>Uniform Policies</b> – Would make it easier to have uniform policies and practices for postsecondary career education programs across the state.	Supported
<b>Create Better Program Alignment</b> - Would make it easier to develop, align, and articulate a series of related postsecondary career education programs	Supported
<b>Additional Financial Aid Opportunities</b> - Would benefit students in district technical center programs because students in college programs have access to more financial aid options.	Supported
<b>Eliminate Unwarranted Duplication</b> - Would eliminate unwarranted program duplication and reduce administrative costs.	Evidence Unclear
<b>Comprehensive Student Support Services</b> - Would benefit students in district programs because colleges have more comprehensive support services to assist them in achieving their educational goals.	Evidence Unclear
<b>Flexibility to Open and Close Programs</b> - Colleges have more flexibility to open and close programs and to hire and fire faculty, which makes it easier for them to align their program offerings with local area workforce training needs.	Not Supported

# Consolidating Adult Education in the School Districts

- Advantages (supported by evidence):
  - Could produce more uniform policies and practices
  - May benefit districts' dropout prevention and recovery efforts
  - Evidence did not support some stakeholder-cited advantages and was unclear in other cases
- Disadvantages (supported by evidence):
  - None

# **OPPAGA Report 10-63**

**Colleges Perform Slightly Better Than  
School Districts in Career Education;  
Neither Clearly Outperforms in Adult  
Education**

# Report Overview

- Purpose of this report was to compare school district and college performance outcomes in workforce education
  - Colleges had slightly better student outcomes than school districts in postsecondary career education programs
  - Performance was mixed for adult education programs
    - District adult education programs had better outcomes for teenage students
    - District and college programs had similar outcomes for adult (over age 18) students

# Performance Measures for Career Education

- **Program completion** - Percentage of students who left programs with a degree or certificate
- **Job Placement** - Percentage of students who found jobs earning above a full-time minimum wage (\$14,123 annually)
- **High Skill/High Wage Placement** - Percentage of students who found jobs earning at or above the state's high skill/high wage benchmark for 2008-09 (\$25,064 annually)
- **Earnings Increase** - Median increase (pre- and post- program) in student earnings adjusted for inflation

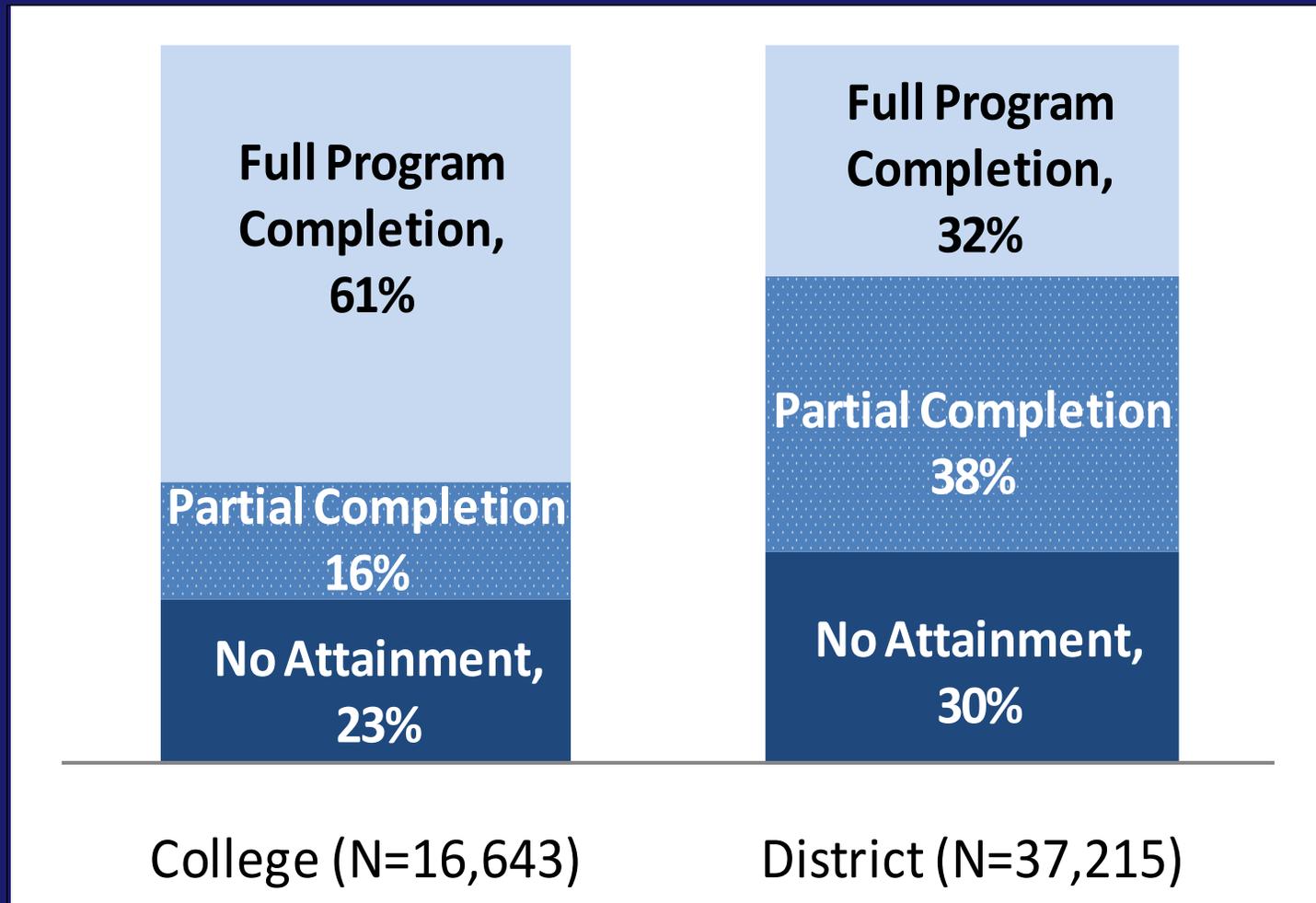
# Two Levels of Performance Comparison

1. System-level performance (averages) for all adult vocational certificate and applied technology diploma programs offered by the districts and colleges in 2007-08
  - This included programs that both systems offered as well as programs that were unique to each system
2. To account for differences in program offerings between the two systems, we conducted a 'head to head' performance comparison for individual training programs offered by both systems in 2007-08

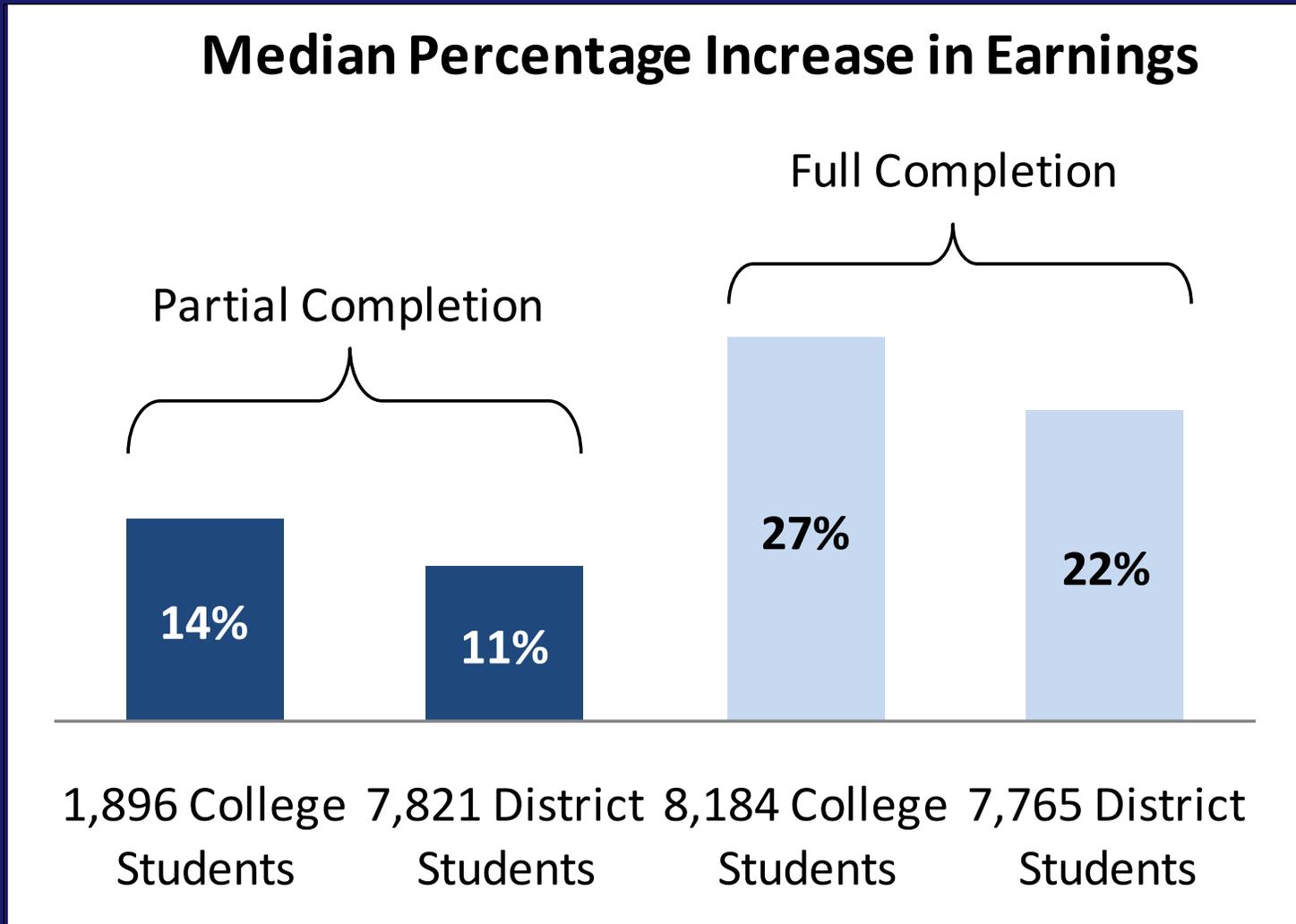
# Colleges' Career Education Programs Achieved Slightly Better Outcomes

- Students in college career education programs were much more likely to fully complete a program
- Colleges outperformed districts in having students find jobs earning above a full-time minimum wage
- Students who completed college programs tended to earn more than school district students
- Although districts served more minority and lower income students than colleges, these differences did not account for performance differences between the two systems

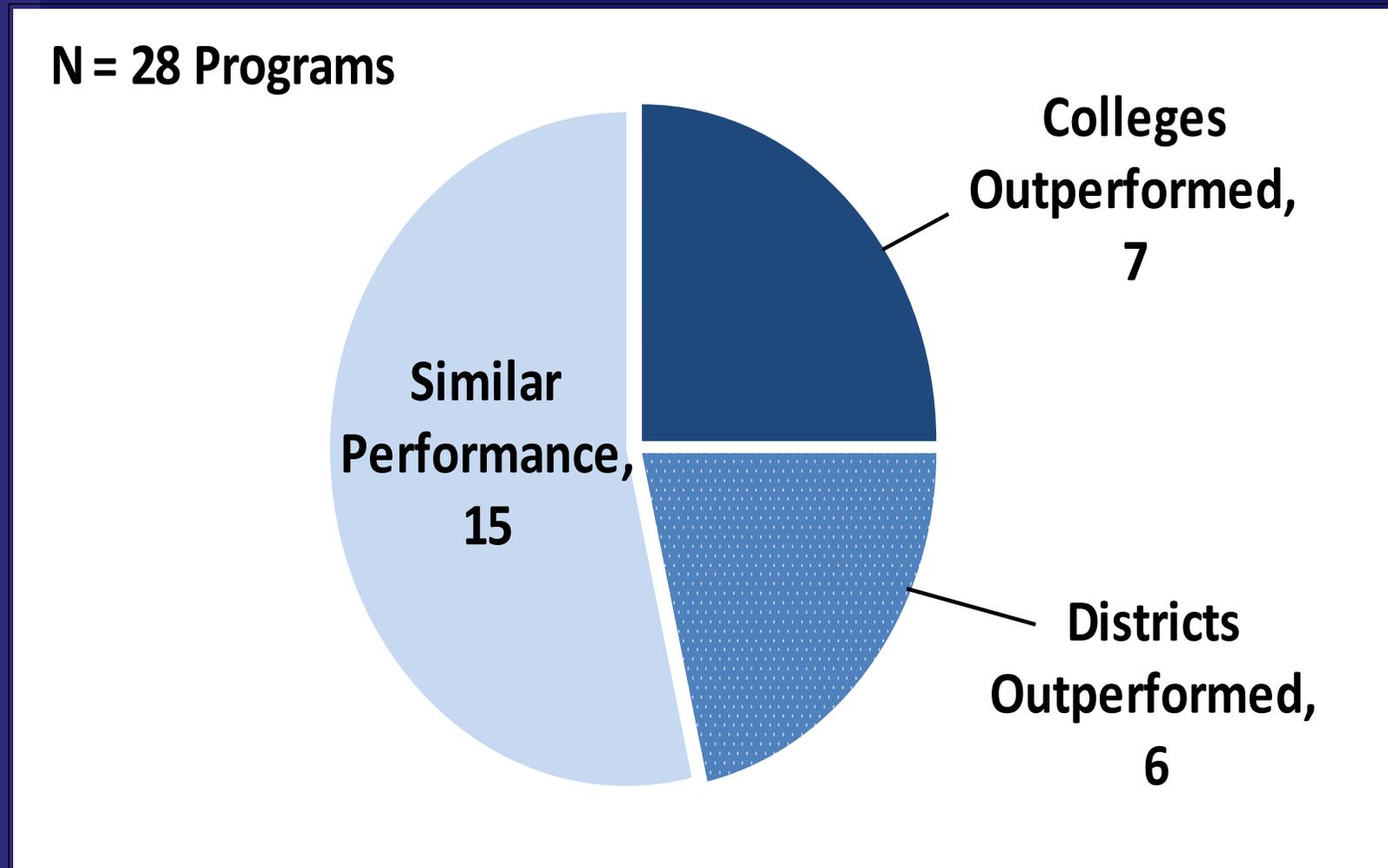
# A Higher Percentage of Students Who Left College Career Education Programs Fully Completed a Program



# Students Who Completed College Career Education Programs Had Slightly Larger Earnings Increases Than District Students



# Colleges Had a Slight Advantage When Comparing Earnings Increases for Individual Programs Offered by Both Systems in 2007-08

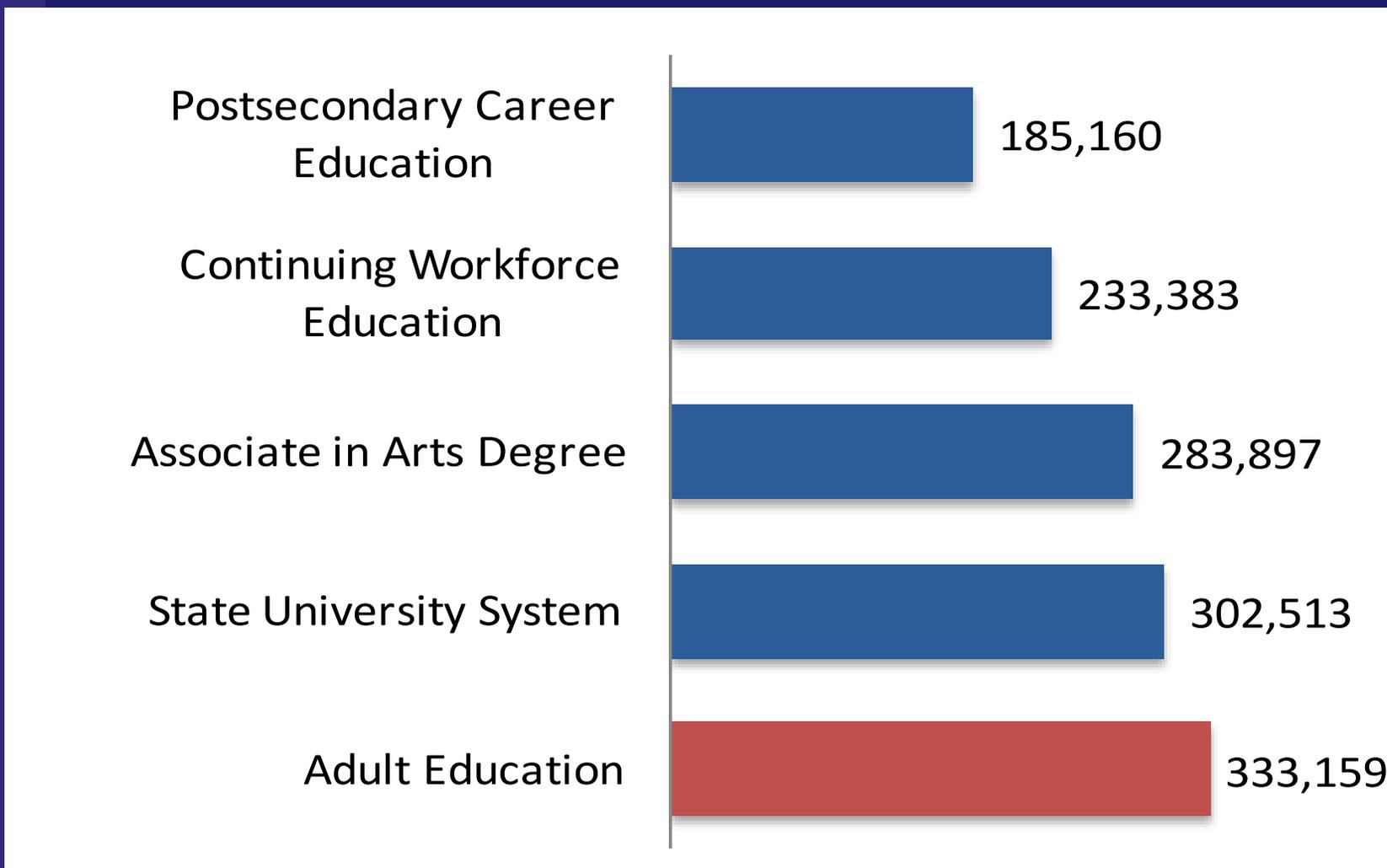


**OPPAGA Report 11-XX**  
**Completing Adult Education**  
**Programs Improves Students'**  
**Employability, But Program**  
**Completion Rates are Low**

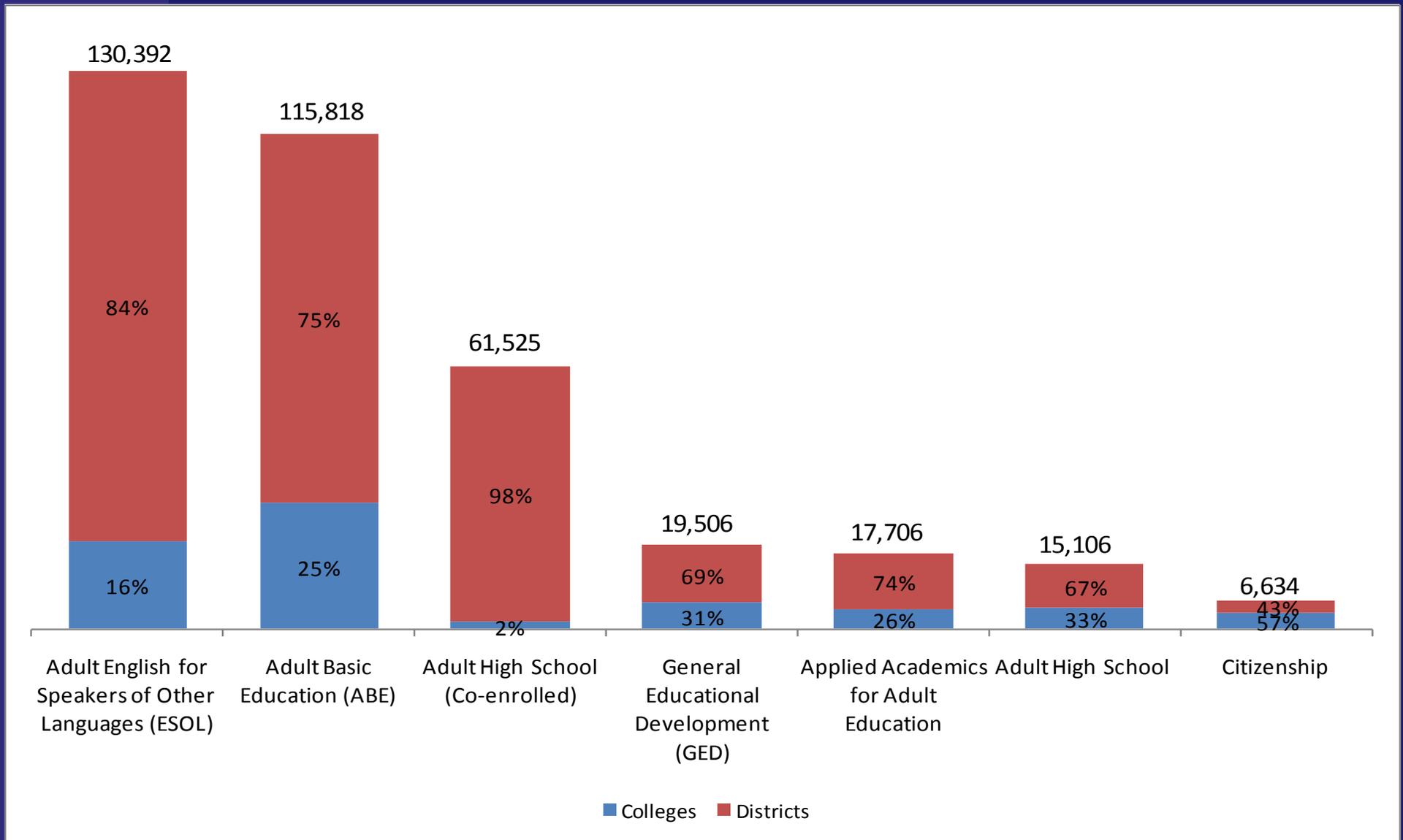
# Report Scope

- What are adult education programs?
- How are adult education programs delivered and funded?
- What are the primary reasons students enroll in adult education?
- What are the student outcomes for adult education programs?
- What is the feasibility of charging tuition and fees for adult education programs?

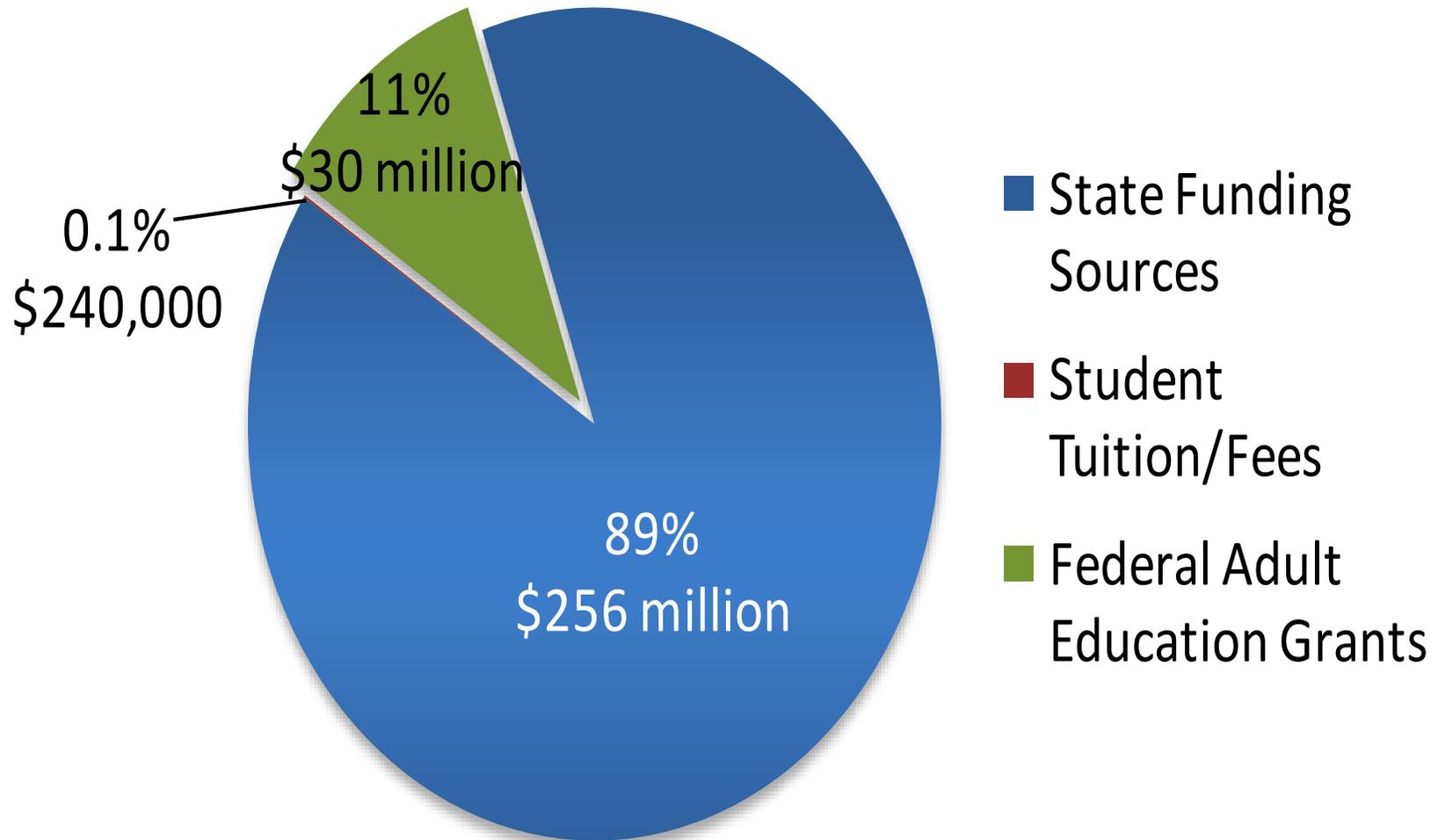
# Enrollment in Adult Education Was Greater Than All Other Postsecondary Programs During the 2008-09 School Year



# Adult Education Includes Several Major Types of Programs



# Adult Education Programs are Primarily Funded by State Resources



# Most Adult Education Students Do Not Pay Tuition or Fees

- Florida Statutes exempt most adult education students from paying fees
- Students are exempt if they do not have a high school credential, or if they have a high school credential but test below the 8th grade level
- Adult education students are not required to document that they are a permanent Florida resident to be exempt from paying fees

# Florida's Adult Education Programs Serve Three Major Groups of Students

- Approximately 19% (61,000) are currently enrolled high school students who enroll in the program for dropout prevention purposes
- Approximately 15% (49,000) are teenagers who recently dropped out of school and are in the program for dropout recovery purposes
- Approximately 66% (213,000) are adults over the age of 18 who need to upgrade their basic academic or English literacy skills to improve their employability

# Adult Education Programs Provide Dropout Prevention Services to Currently Enrolled High School Students Who are Behind in Credits

- Florida statutes allow adult education programs to serve to high school students who lack the credits they need to graduate on time (Adult High School Co-enrollment)
  - 35 of the 56 districts that provided adult education served co-enrolled high school students in 2008-09
  - Only 3 of the 18 colleges that provided adult education programs served co-enrolled high school students 2008-09
- The proportion of all high school students who were co-enrolled ranged from 0.1% in Alachua County School District to 22% in Miami-Dade County School District
- Districts and colleges spent about \$30 million on Adult High School Co-enrollment in 2008-09
- Districts have other funding sources that they may use to provide credit recovery opportunities for high school students in addition to adult education

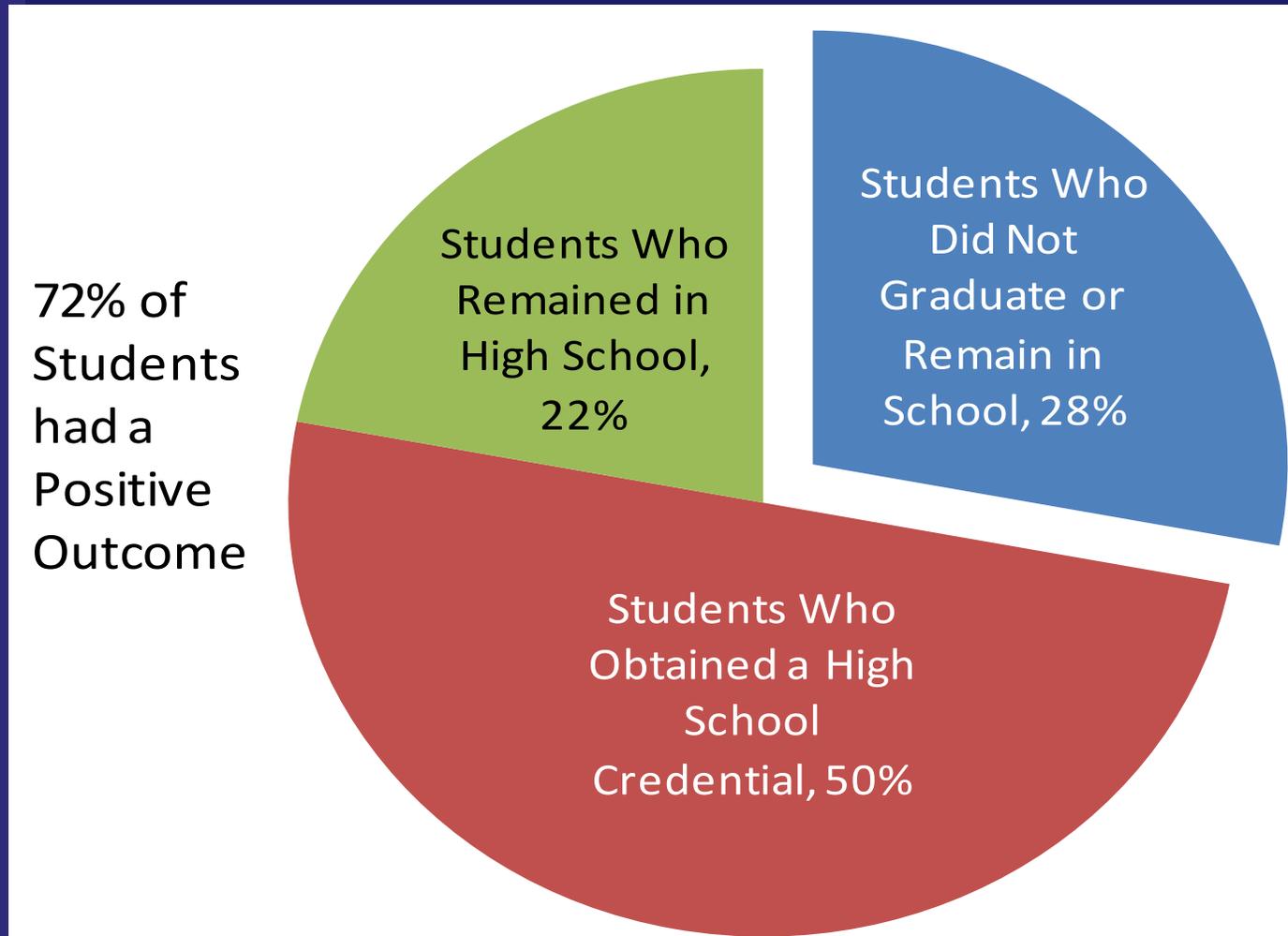
# Performance Measures For Adult Education

- Co-enrolled and Dropout Recovery Students
  - The percentage of these students who remained in/returned to high school or earned a high school credential
  
- Adult Students
  - Percentage of students who left with at least one documented learning gain
  - Percentage of students who found jobs earning above a full-time minimum wage (\$14,123 annually) after leaving programs
  - Earnings Increase 1 – Post-program job obtainment for students who had no employment records prior to entering adult education
  - Earnings increase 2 – Median increase (pre- and post-program) in student earnings adjusted for inflation

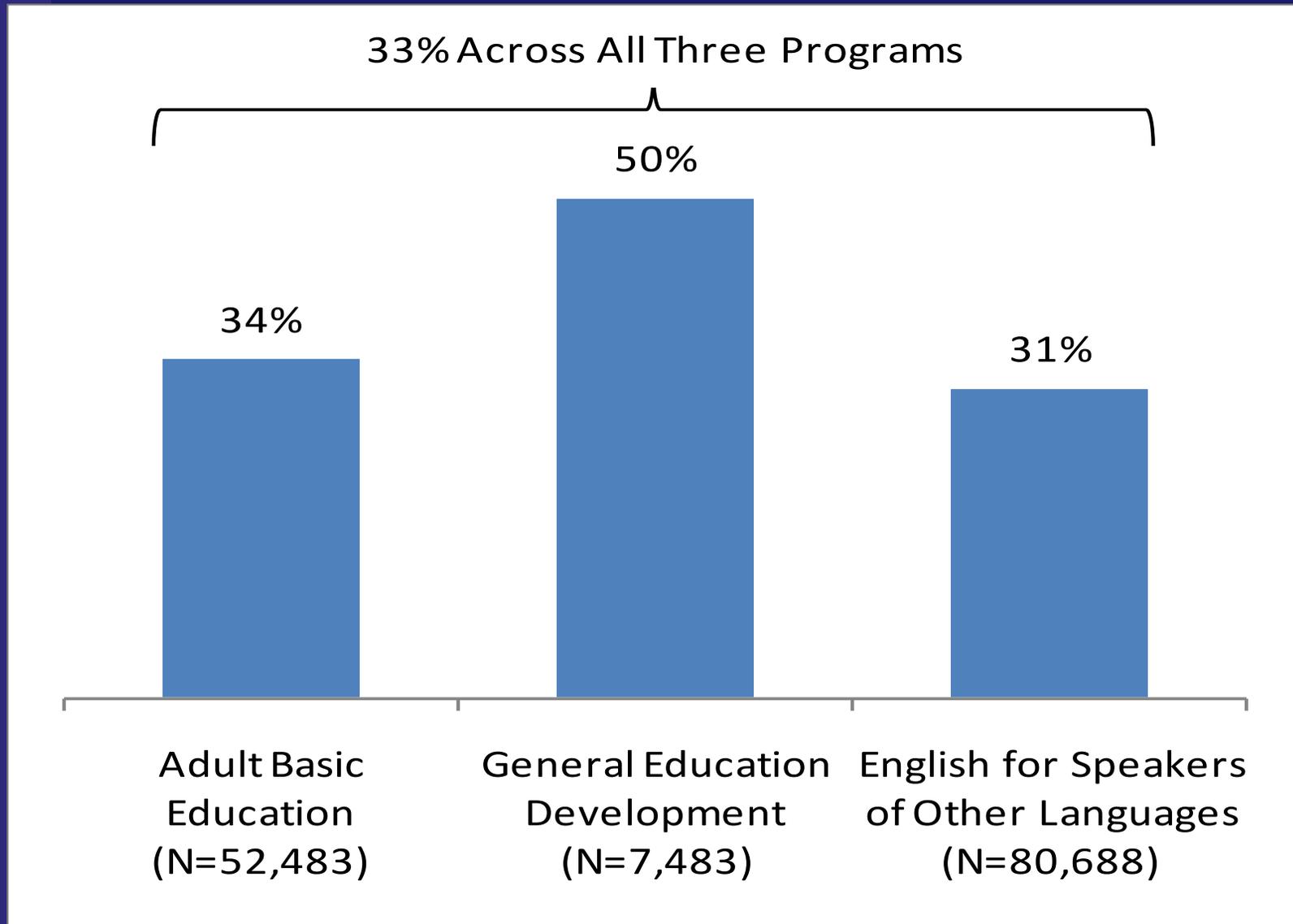
# Adult Education Programs Have Varying Levels of Success

- Nearly three-quarters of high school students who co-enrolled in adult education stayed in school or graduated
- Only one-third of recent high school dropouts who enrolled in adult education returned to high school or earned a high school credential
- Most (67%) of adult students left programs before achieving any documented learning gains. Those who remained and made gains had a better chance of improving their employment outcomes

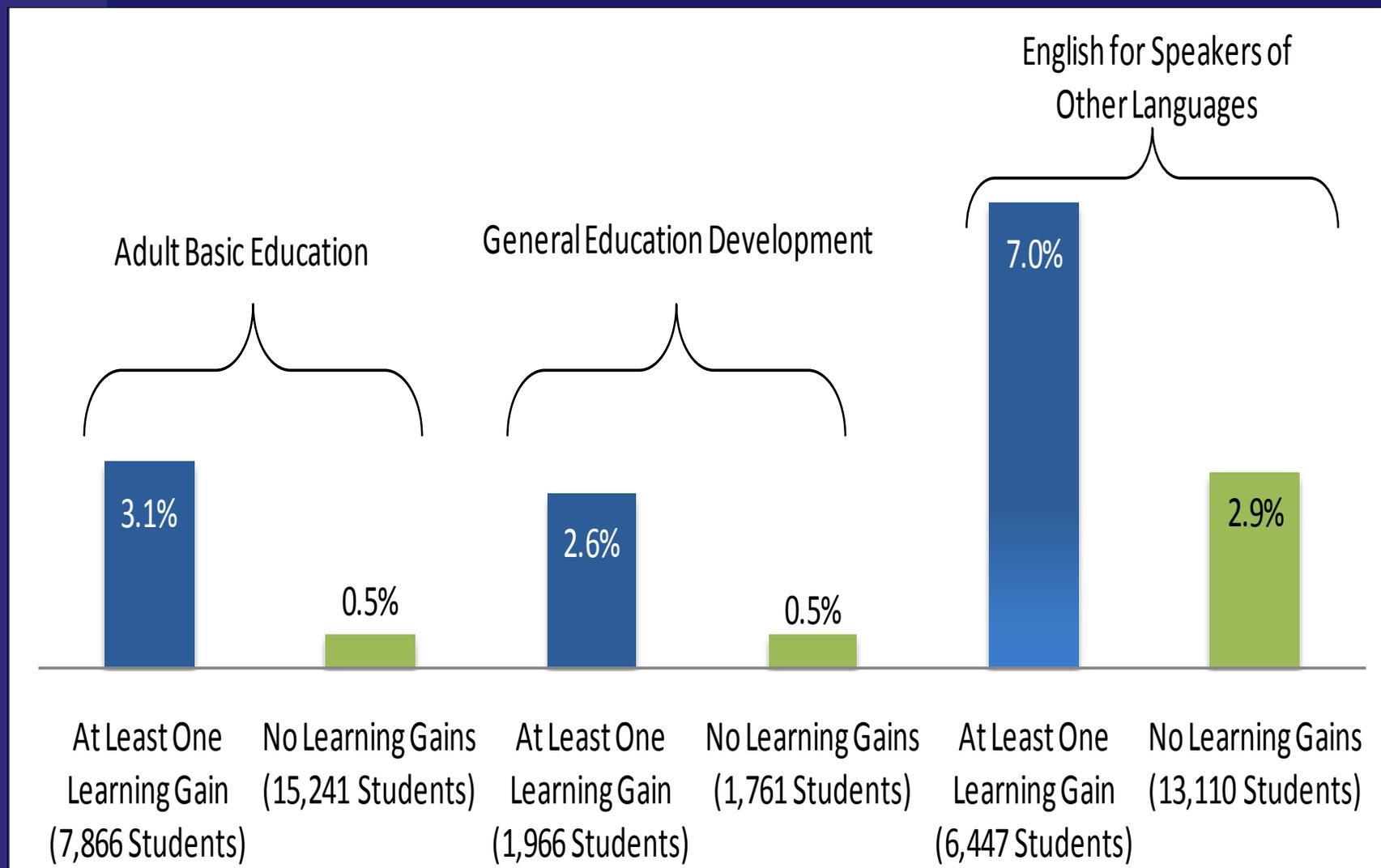
# Most High School Students Who Co-Enrolled in Adult Education Remained in School or Obtained a High School Credential



# Only One-third of Adults Students Achieved Documented Learning Gains Before Leaving Adult Education Programs



# Adult Students Who Left Programs With Learning Gains Had Higher Earnings Increases Than Students Who Left Without Any Gains



# What is the Feasibility of Charging Tuition and Fees for Adult Education Programs?

- The state could remove adult education fee exemptions without jeopardizing federal grant funding as long as fees are “reasonable”
- Charging students fees for adult education courses has potential advantages and disadvantages
  - Charging fees for adult education programs could potentially increase student buy-in and thus motivate students to make learning gains before leaving, as well as offset some of the state’s cost to provide these services
  - However, fees could reduce access for students who cannot afford to pay the fees

# Several Options Exist for Charging Students Reasonable Fees for Adult Education

- Pay for the cost of assessments, supplies, and/or administrative services
- Pay tuition per contact hour
  - Students could pay 10% of the tuition rate per contact hour established in law, which is currently only used for students who do not meet fee exemption requirements (\$1.01 for residents). Would cost a full-time student about \$90 over the course of a school year
- Pay block tuition
  - The fee would be the same regardless of number of contact hours the student took during the school year
- Pay tuition based on ability to pay
- Second chance tuition
- Nonresidents pay tuition

# Questions?

# Online Registration Process: Study Update

**John Opper**  
**Executive Director**

**January 2011**



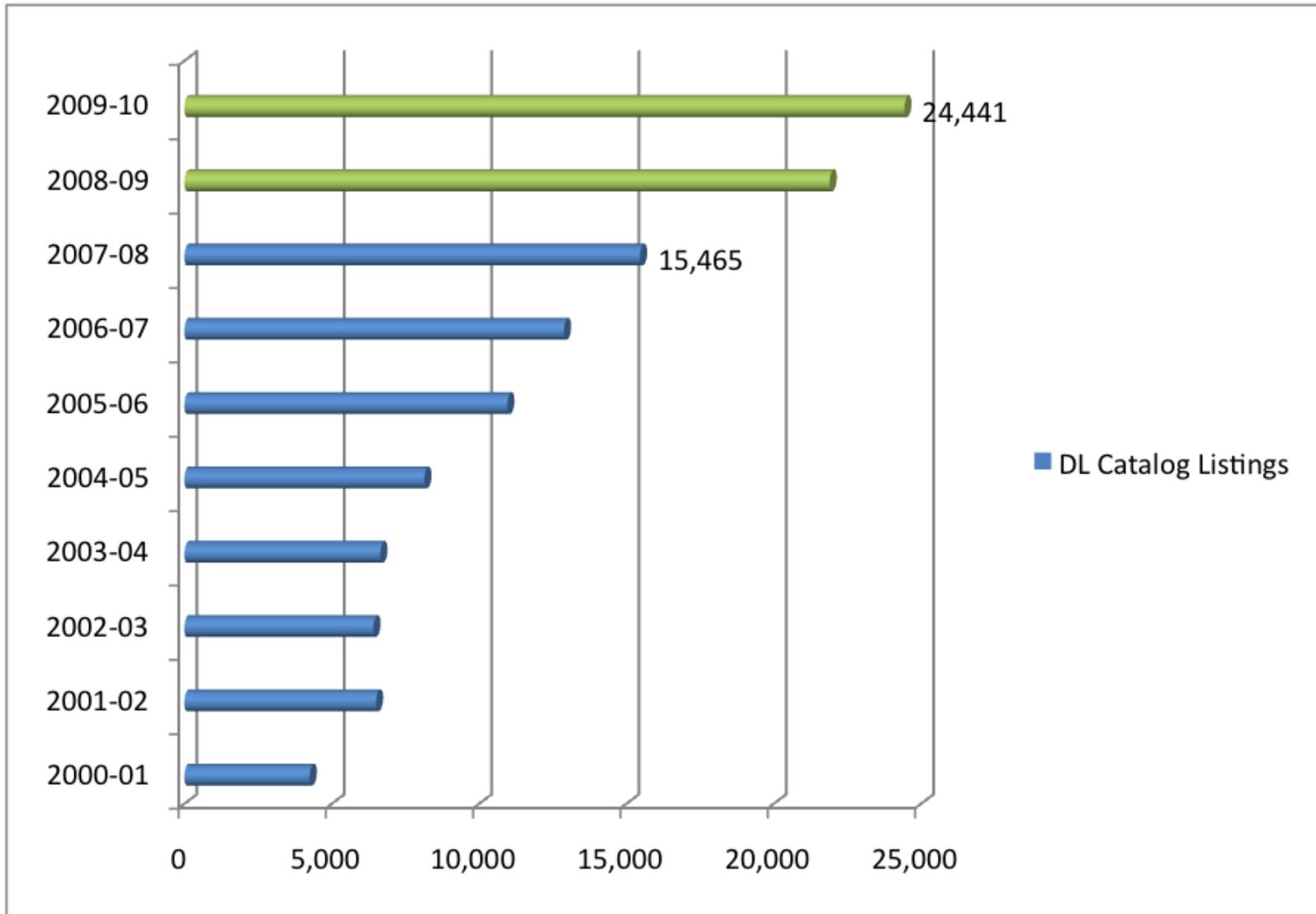
Florida Distance Learning Consortium  
[www.fldc.org](http://www.fldc.org)

# Florida Higher Education Distance Learning Catalog

- From 6,000 courses listed in 2005 to **24,441** in 2009-10. Statutory requirement of linking assessment of distance learning fee to courses listed in the Catalog has had a positive impact on catalog volume. **Increase of 58% since HB7105 was passed.**
- Online degree program database contains **447** listings from certificate to PhD programs and continues to receive as many searches as the course catalog.
- Over 111,000 visitors last year.
- Statute requires standard description and graphic provided to all institutions and institutional websites continue to update relevant sections.



# Florida Higher Education Distance Learning Catalog



# Continued Growth in Distance Learning

- For 2009-2010, **676,123** college enrollments in distance learning courses – **20% increase** over the previous year.
- Distance learning represents **33% of credit enrollment** in the colleges.
- Within the SUS, **172,000** students (unduplicated headcount) took at least one distance learning course. Roughly **55%** of the total SUS enrollment measured for **Fall 2009**.
- The majority of the SUS distance learning based degree programs are at the graduate level, focusing on working professionals: 60 Baccalaureate, 136 Graduate, and 154 Certificate programs.
- Web-based instruction accounts for more than 75% of the delivery method.



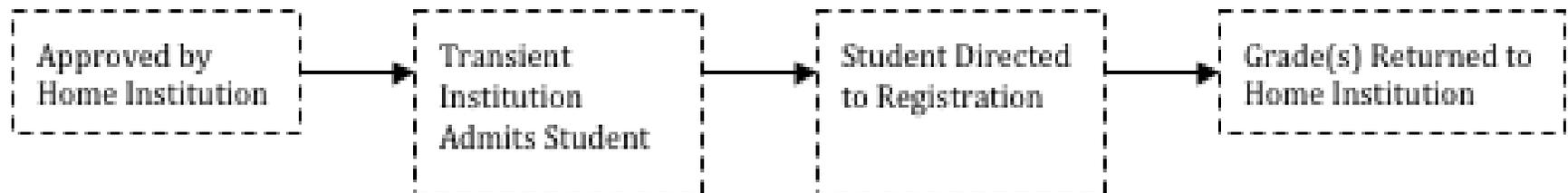
# Online Registration Assignment

- Implementation plan for a streamlined online registration process for undergraduate students who have been admitted to a public postsecondary educational institution and who wish to enroll in a course listed in the Florida Higher Education Distance Learning Catalog, including courses offered by an institution that is not the student's degree-granting or home institution.
- Workgroup of college and university academic officers, registrars, financial aid officers, distance learning directors.



# Step 1. - Workgroup's Proposed Approach

- **Transient Students:** Students enrolled & pursuing a degree at an institution & who receive approval to enroll in course(s) at another institution while retaining enrollment status at their degree-granting institution.
- **Adapt & utilize the existing transient admissions process within FACTS**
  - ▶ Major system components already exist within secure infrastructure
  - ▶ Process not overly complex for students
  - ▶ Inter-institutional policies already established to utilize the system
  - ▶ Process & frameworks in place for FACTS to make changes utilizing assistance provided by institutions



## Step 2. - Areas for Further Work

- Changes to Distance Learning Catalog
- Changes to FACTS transient admissions process
  - ▶ Automating completion of the transient admissions request with student's basic information
  - ▶ Add financial aid officers to the process and include financial aid procedures and reporting for transient students
  - ▶ Reporting of transient student credit/grades
- Address key policy issues and guidelines

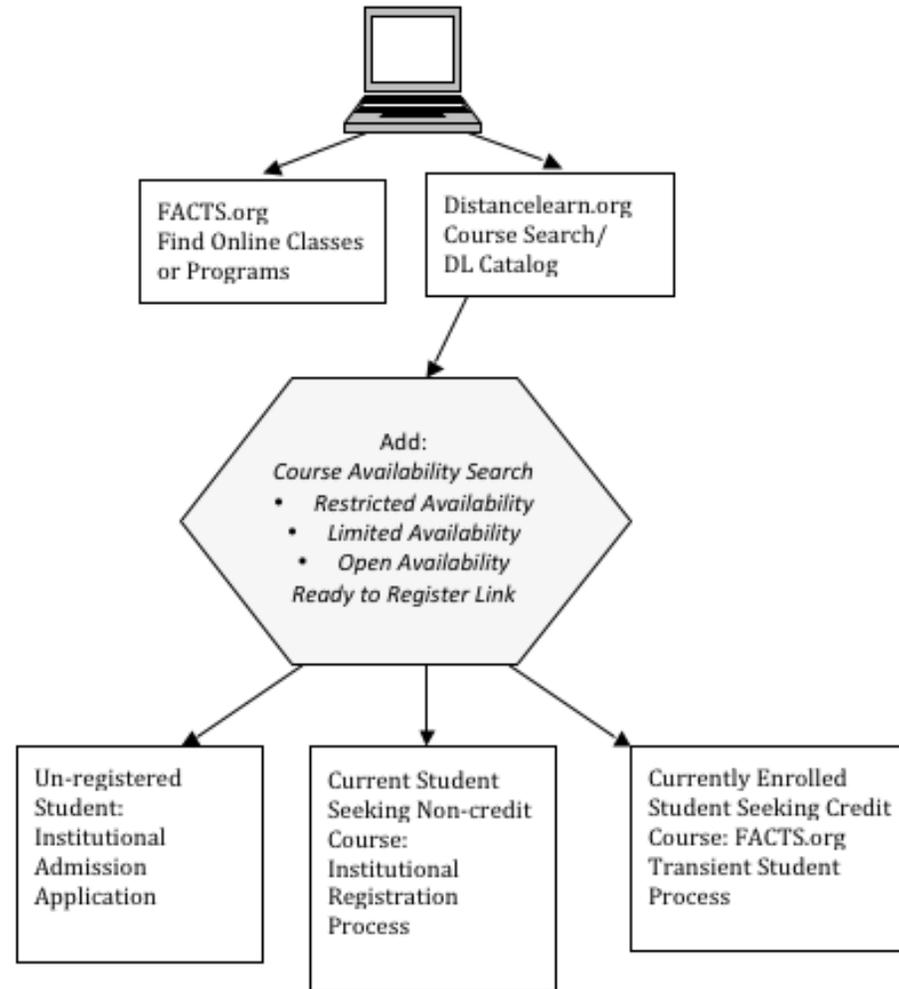


# Enhancements to the Distance Learning Catalog

- Add a registration button/link for courses eligible for transient student enrollment
- Add a course availability indicator to inform transient students if a course is:
  - ▶ Restricted Availability
  - ▶ Limited Availability
  - ▶ Open Availability
- Add a routing process to direct students to the appropriate process for admissions and enrollment
  - ▶ Non-Enrolled Student - Non-Credit Student - Eligible Transient Student



# Enhancements to the Distance Learning Catalog



# Admissions Procedures and Fees

- 35 of the 39 public institutions currently use the FACTS transient admissions process for the admission of transient students
- Some college and universities require transient students to complete an institutional admissions application in addition to the FACTS transient application.
  - ▶ 20 colleges and 3 universities require transient student to complete additional admissions documents
  - ▶ Admissions fees are also required by 20 of those institutions ranging from \$5 - \$40
- **Utilize the FACTS transient record exclusively for the admission of enrolled Florida transient students and develop policies to guide the assessment of admissions fees to transient students.**



# Financial Aid Requirements

- Certification for minimum number of credit hours across more than one institution
- Ensure that course(s) will count towards a degree
- Student status reporting requirements
- Inter-institutional communication concerning transient students among financial aid officers can be challenging
- **Make necessary changes to include financial aid processing in the FACTS transient process**



# Transfer of Credit/Grades

- Transfer of transient credit is not automatic
  - ▶ Students often must initiate a request for a transcript of return of grade
  - ▶ A fee is charged for the requested record
- FACTS can provide information on the transient student records sent to each institution
- FASTER data transmission system exists and can be used to report transient grades
- **Make necessary changes to use the FACTS transient system to automatically request grades be sent from host institution to home institution without the assessment of additional fees.**



# Step 3. Address Policy Issues and Guidelines

- Define a “transient” student
- Use and acceptance of the FACTS transient admissions records exclusively for the admission of regularly enrolled transient students\
- Address the reporting of transient student credit/grades to the home institution
- Address admissions fees for transient students



# Proposed Streamlined Registration Process

