

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

Senator Galvano, Chair
Senator Montford, Vice Chair

MEETING DATE: Wednesday, February 20, 2013

TIME: 9:00 a.m.—12:00 noon

PLACE: *Pat Thomas Committee Room, 412 Knott Building*

MEMBERS: Senator Galvano, Chair; Senator Montford, Vice Chair; Senators Abruzzo, Bean, Benacquisto, Bullard, Detert, Hukill, Legg, Richter, Sachs, Simmons, and Thrasher

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Workshop on College Remediation and Developmental Education		Discussed
2	Update on Department of Education's (DOE) Efforts to Improve the Education Data Warehouse (EDW) and Source Data Systems		Not Considered
Other Related Meeting Documents			

Workshop Agenda

Background

- *Randy Hanna, Chancellor of Florida College System*

College Remediation Completion and Outcome Information

- *Brian Underhill, Chief Legislative Analyst, OPPAGA*

National Perspectives

- *Thomas Bailey, Director of the Community College Research Center at Teacher's College, Columbia University*
- *Bruce Vandal, Vice President of Complete College America*

Student Perspectives

- *Jared Ferreira, President, Florida College System Student Government Association*

Innovative Local Strategies

- *Lenore Rodicio, Vice Provost for Student Achievement, Miami Dade College*
- *Dr. Diane Culpepper, Director, Lake Technical Center, Lake County School District*
- *Neeta Rancourt, Assistant Director, Atlantic Technical Center & Technical High School, Broward County School District*

Closing Remarks

- *Randy Hanna, Chancellor of Florida College System*

**The Florida Senate
Appropriations Subcommittee on Education**

Developmental Education

**Randy Hanna, Chancellor
Florida College System
February 20, 2013**

Current Policy Landscape: The Basics

- The Florida College System is open access at the associate degree level meaning students with a standard high school diploma or GED® are eligible for admission
- Degree seeking students must take a placement assessment or present college-ready scores
- State Board authorizes assessments and establishes minimum college-ready scores, highest scores on any subtest accepted
 - ACT, SAT, Accuplacer/CPT, FCAT 2.0 Reading, PERT
- Students who do not meet college-ready scores must enroll in developmental education or adult education in the subject area of the deficiency
- The Florida College System and Florida A&M University authorized to deliver developmental education
- Developmental education coursework does not fulfill degree requirements

Current Policy Landscape: High School Students

- Senate Bill 1908 (2008) revised s. 1008.30, F.S., to expand high school common placement testing and offer remediation opportunities; testing and remediation were voluntary
- House Bill 1255 (2011) revised s. 1008.30, F.S., again to require high school common placement testing and postsecondary preparatory instruction
- High school students who meet the college-ready scores and meet eligibility requirements may participate in dual enrollment
- High school students who do not meet college-ready scores must complete college preparatory instruction in their senior year of high school

Postsecondary Education Readiness Test (PERT)

- Customized placement assessment aligned to *Postsecondary Readiness Competencies*
- Ongoing faculty involvement
- Over one million administrations since October 2010 launch
- Approximately 275,000 high school administrations since 2011-12 mandatory testing
- Early data suggests PERT is performing consistent with interim score predictions
- Initial stage of standard setting has begun; anticipate final scores by summer 2013 for placement fall 2013

Course Redesign

- **Course restructuring and standardization**
- **Developmental Education Initiative**
- **1 and 2 developmental credit courses**
- **Modularization and Acceleration**
- **Massive Open Online Course (MOOC) Request for Proposals**

What does all this mean?

Florida has...

- A strong policy foundation
- Engaged and dedicated faculty
- Led the way for other states to explore assessment options
- A commitment to better alignment of high school exit and college entry expectations
- Implemented a comprehensive and systemic college readiness plan that aligns assessment with curriculum and instruction
- Policy makers and institutions that are receptive to change and innovation
- Recognized that improvements in student success may mean doing things differently
- An opportunity...



College Remediation

Senate Education Appropriations Subcommittee

February 20, 2013

Brian Underhill, Chief Legislative Analyst

Remediation Requirements

- First-time-in-college (FTIC) degree-seeking students are tested for reading, writing, and mathematics proficiency prior to initial registration
- Students earning low scores must enroll in developmental education courses
- Students are permitted to take college credit courses prior to completing remediation requirements

Scores on the Postsecondary Education Readiness Test (P.E.R.T.) Determine Placement

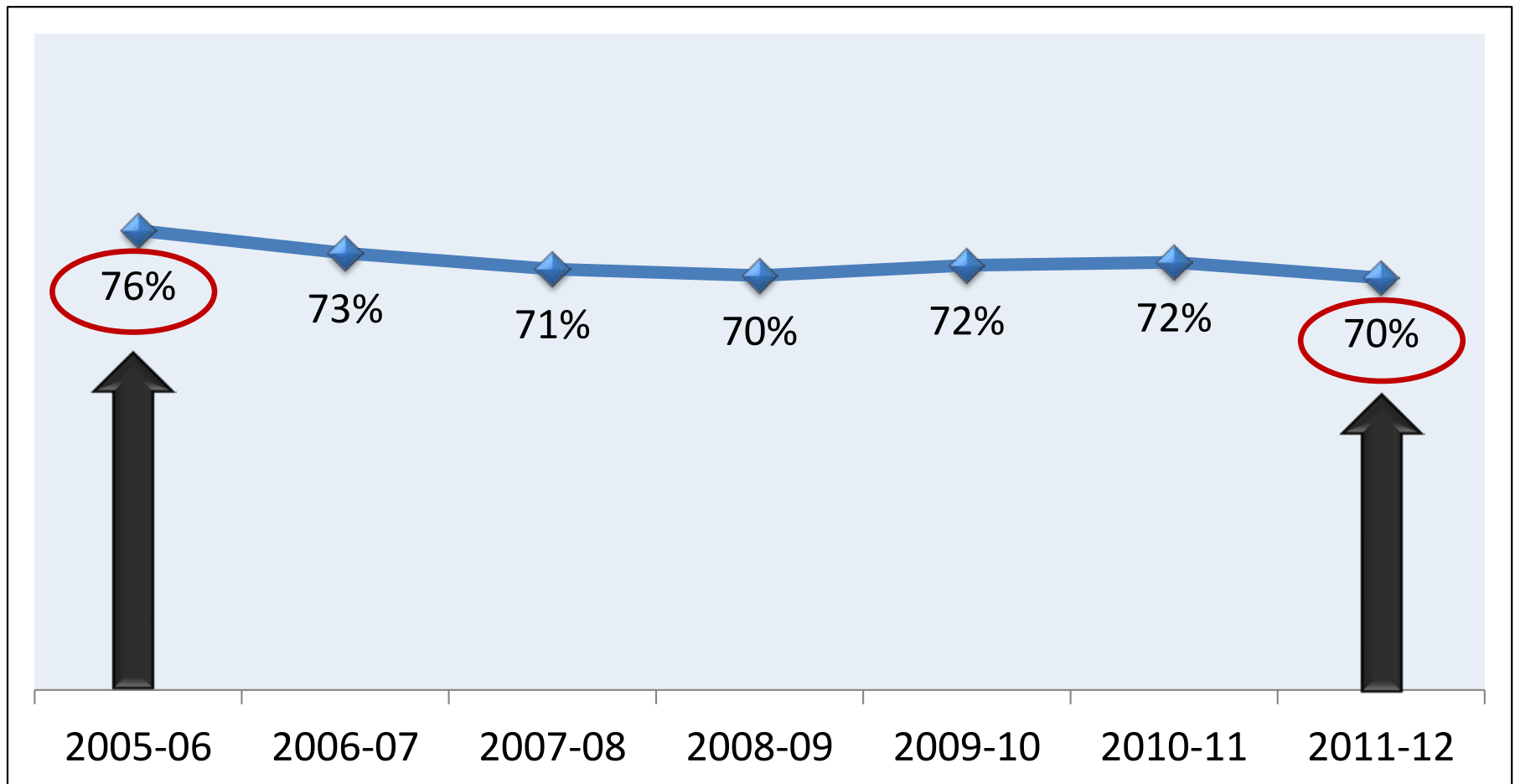
	Course Placement	Math	Reading	Writing
Developmental Education	Lower-Level	50-95	50-83	50-89
	Upper-Level	96-112	84-103	90-98
College Credit	Math Elective	113 -122 (MAT 1033)		
	General Ed Requirement	123-150 (MAC 1105)	104 -150 (ENC 1101)	99 -150 (ENC 1101)

Source: The Florida Department of Education, <http://www.fldoe.org/cc/pert.asp>.

Summary of Findings

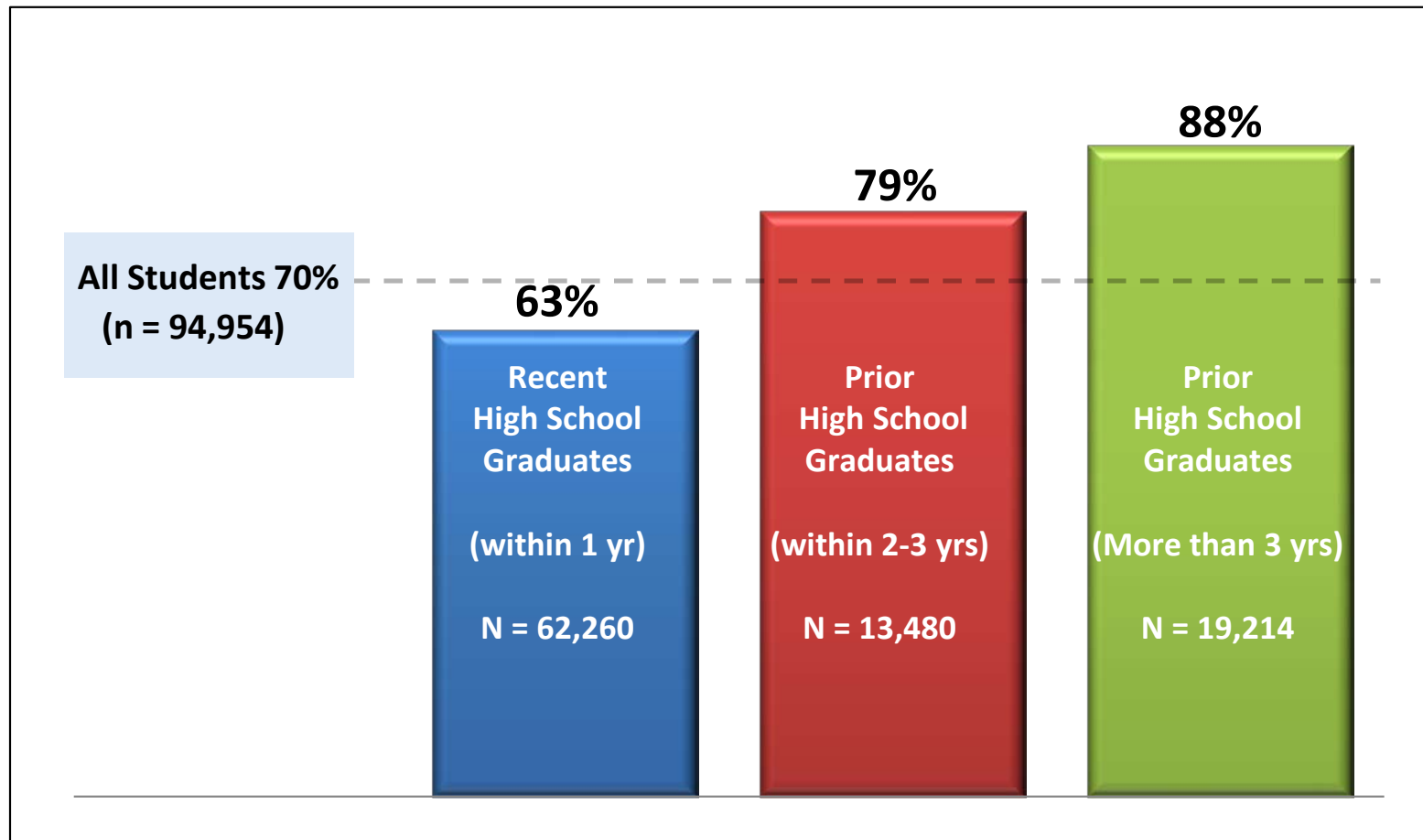
- Approximately 70% all college FTIC college students need remediation in at least one area
- Students who need remediation in multiple subject areas are less successful in completing remediation
- Students who completed remediation generally did as well in related foundational college-credit courses
- Students who completed remediation are less likely to earn an associate's degree in five years
- Students who did not complete remediation account for 70% of the \$154 million costs associated with remediation

State College FTIC Remediation Rates Have Declined Slightly Since 2005-06



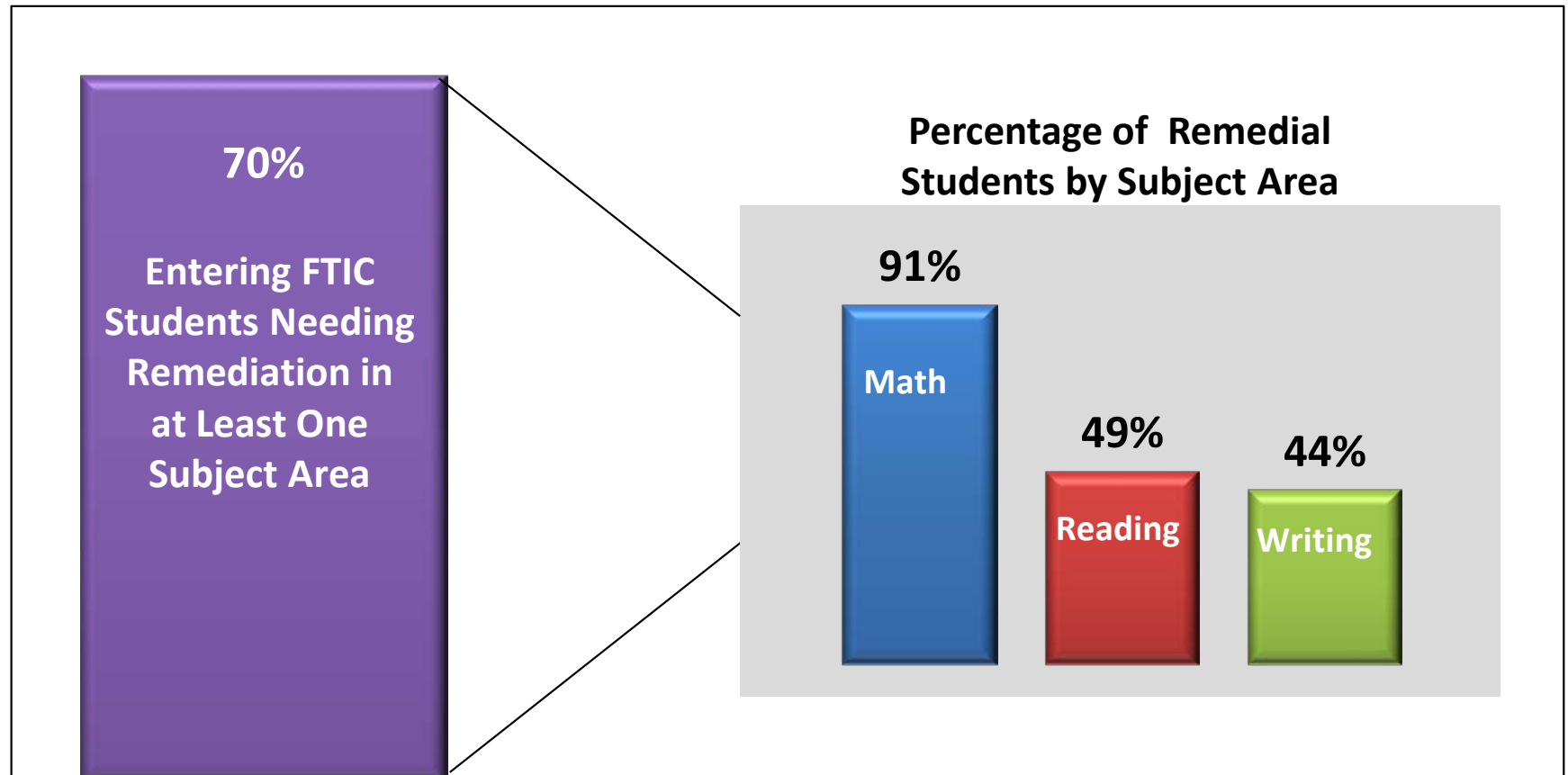
Source: OPPAGA analysis of Department of Education, Florida College System data, FTIC students.

The Need for Remediation Increases the Longer Students Are Out of High School



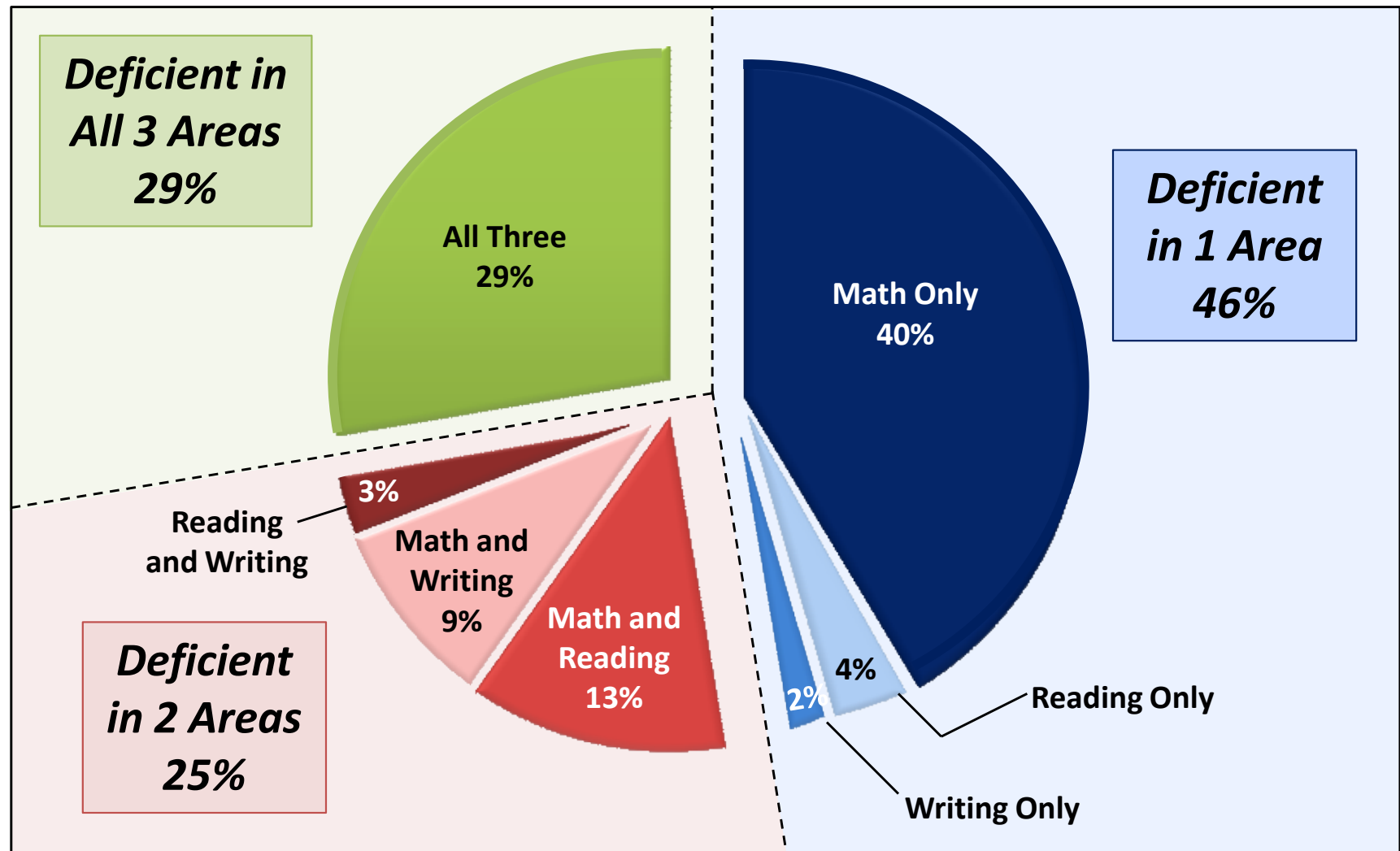
Source: OPPAGA analysis of Department of Education, Florida College System data, 2011-12 FTIC students.

More than Two-Thirds of All Students Entering State Colleges for the First Time in 2011-12 Needed Remediation in at Least One Area; Most Had Math Deficits



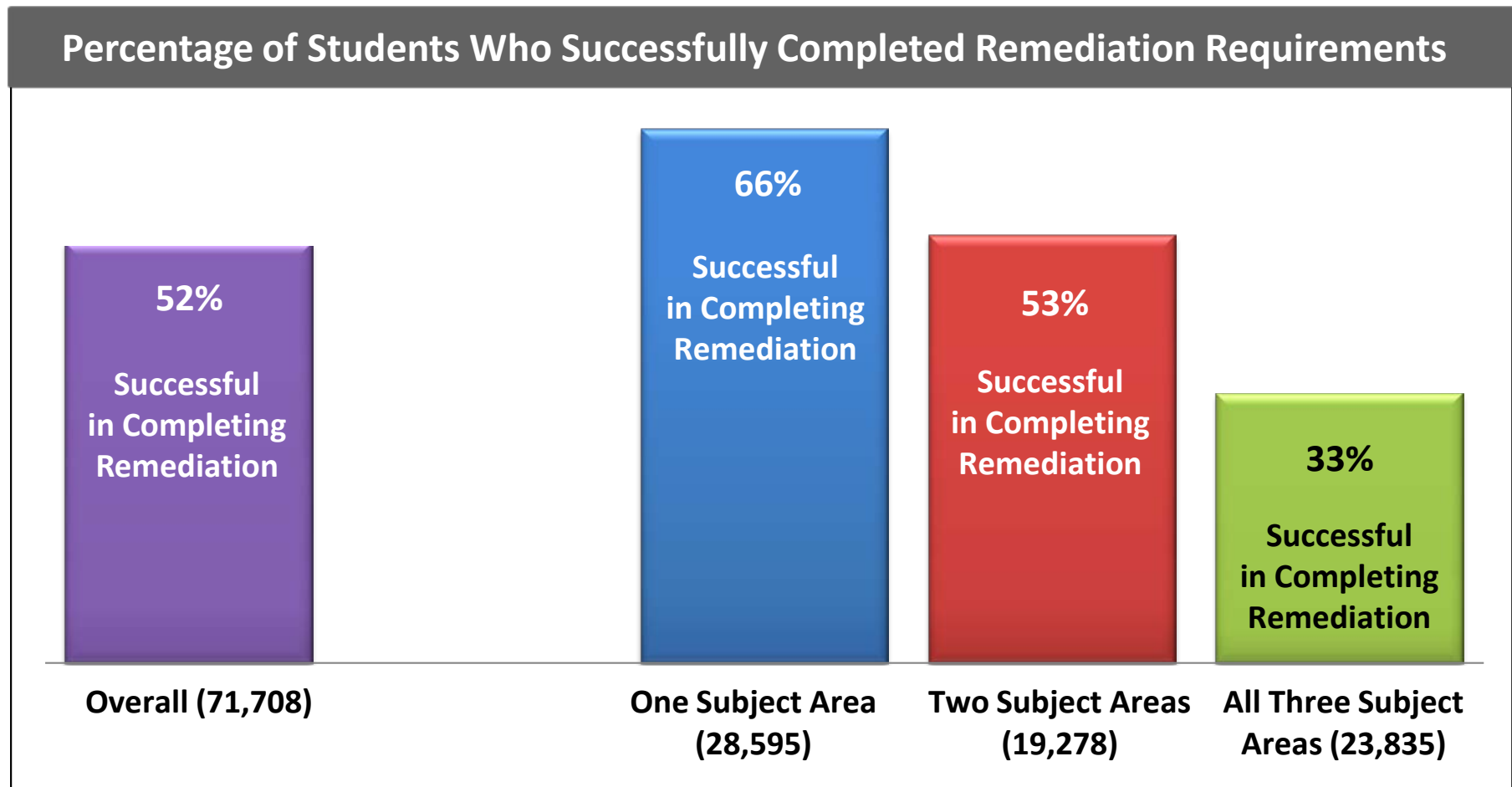
Source: OPPAGA analysis of Department of Education, Florida College System data, 2011-12 FTIC students.

Over a Quarter of Students Who Needed Remediation Are Deficient in All Three Subject Areas



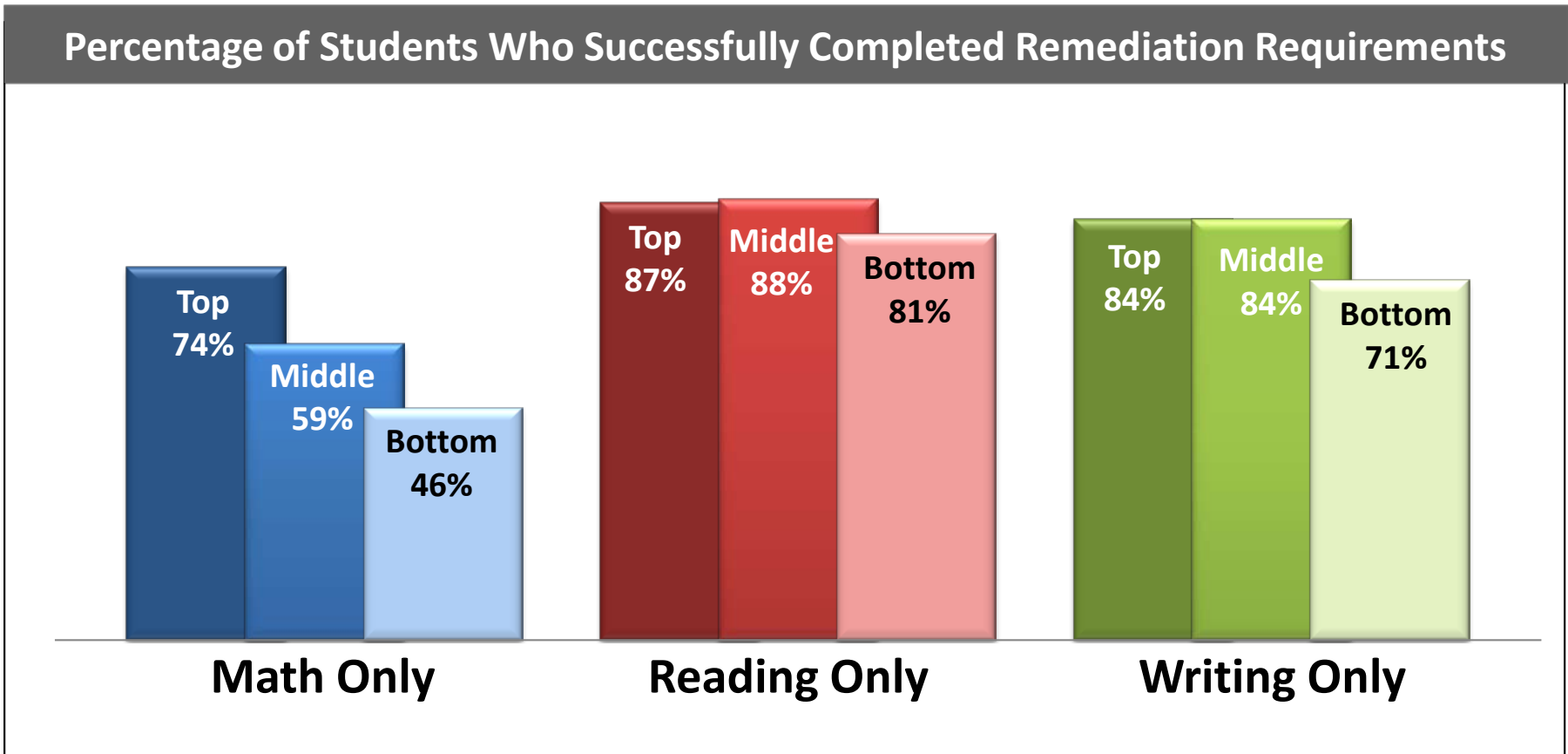
Source: OPPAGA analysis of Department of Education, Florida College System data, 2011-12 FTIC students.

About Half of Students Needing Remediation Complete All Requirements; Students Needing Remediation in Multiple Areas Are Less Successful



Source: OPPAGA analysis of Department of Education, Florida College System data, 2009-10 FTIC students.

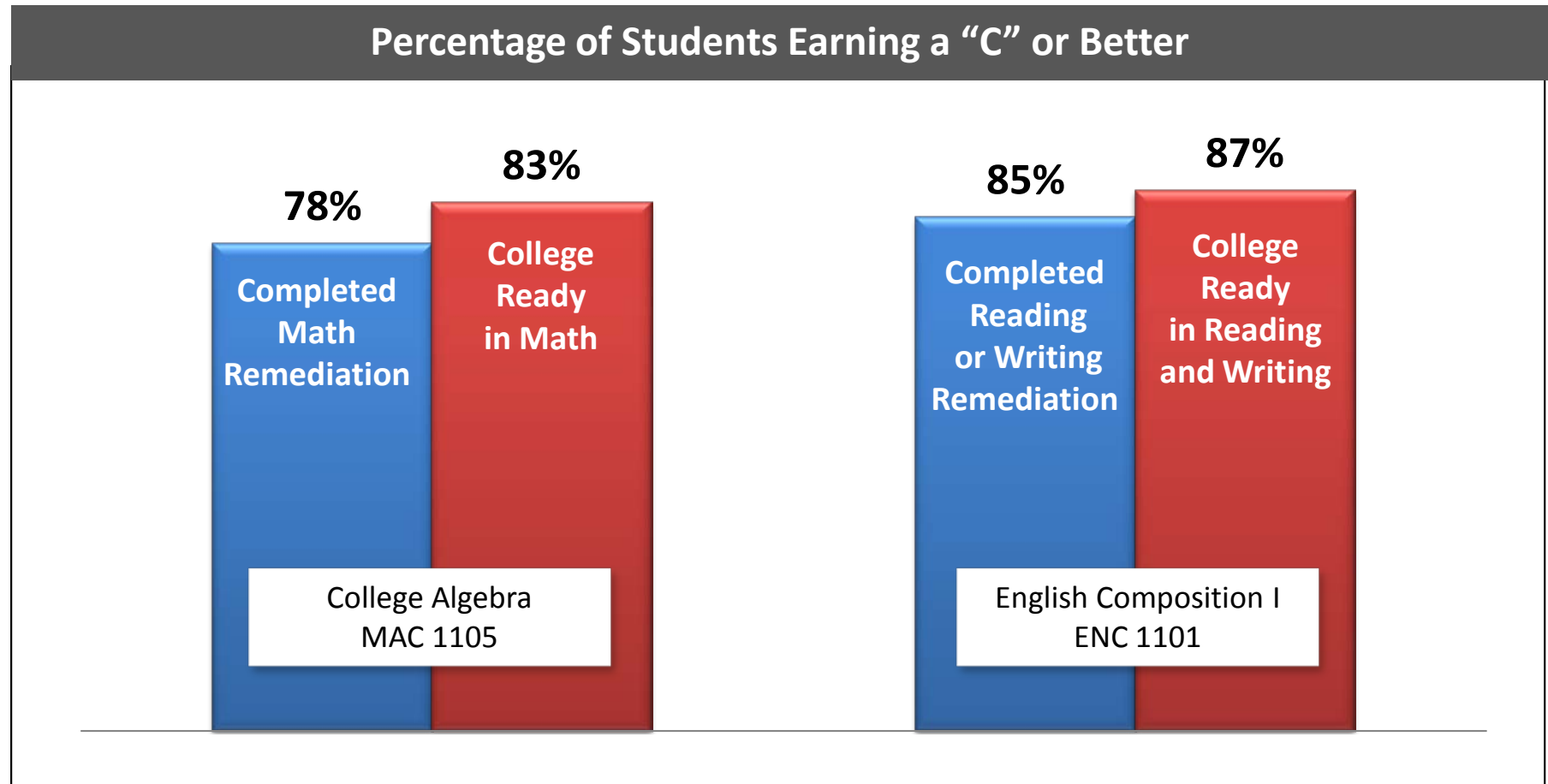
Students Are More Successful in Completing Remediation Requirements in Reading and Writing



Note: Remedial students were placed into three groups based on their entry-level test scores. This comparison only includes students who needed remediation in one subject area.

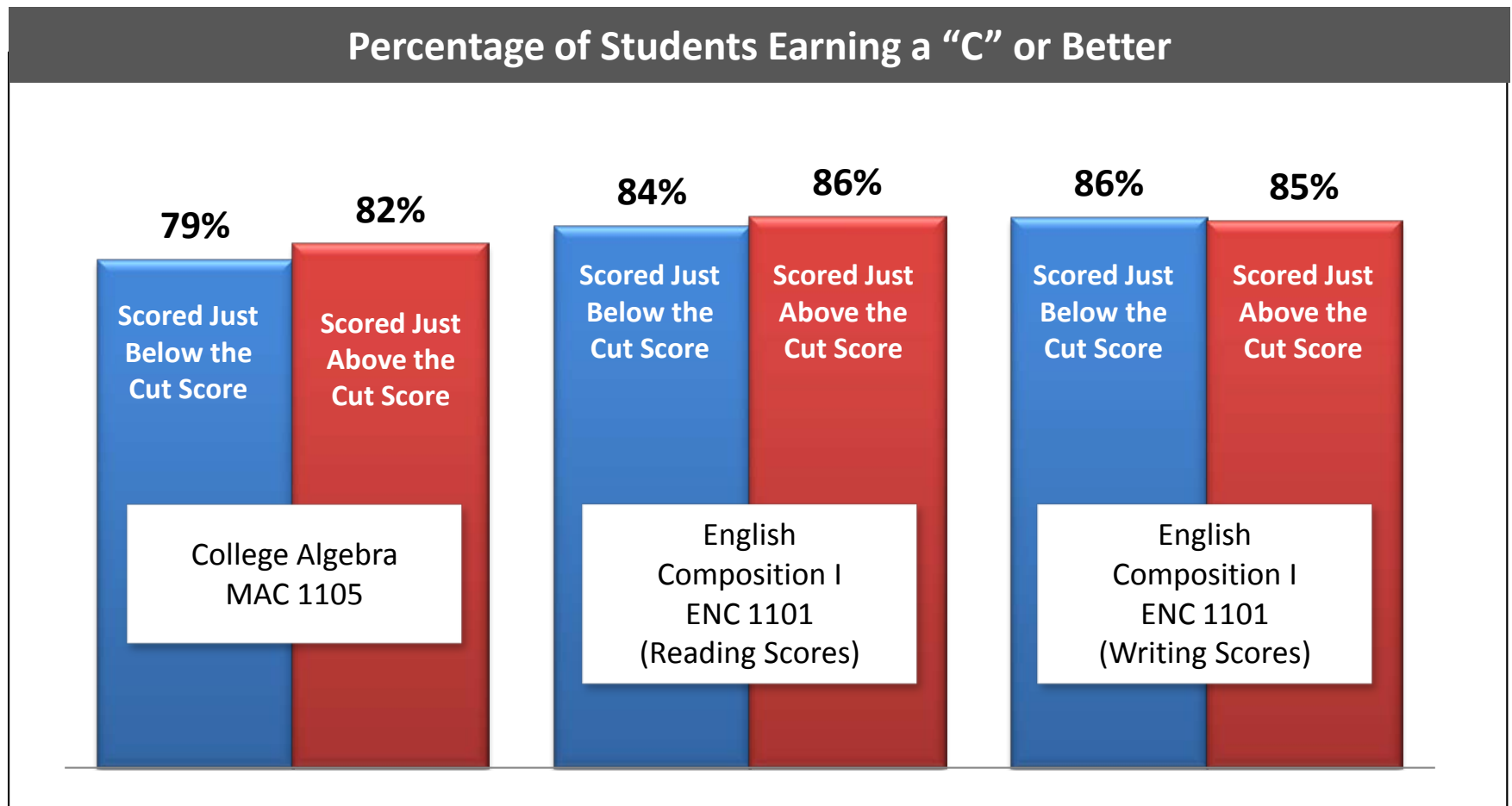
Source: OPPAGA analysis of Department of Education, Florida College System data, 2009-10 FTIC students.

Students Who Complete College Remediation Requirements Generally Pass (“C” or Better) Foundation Courses



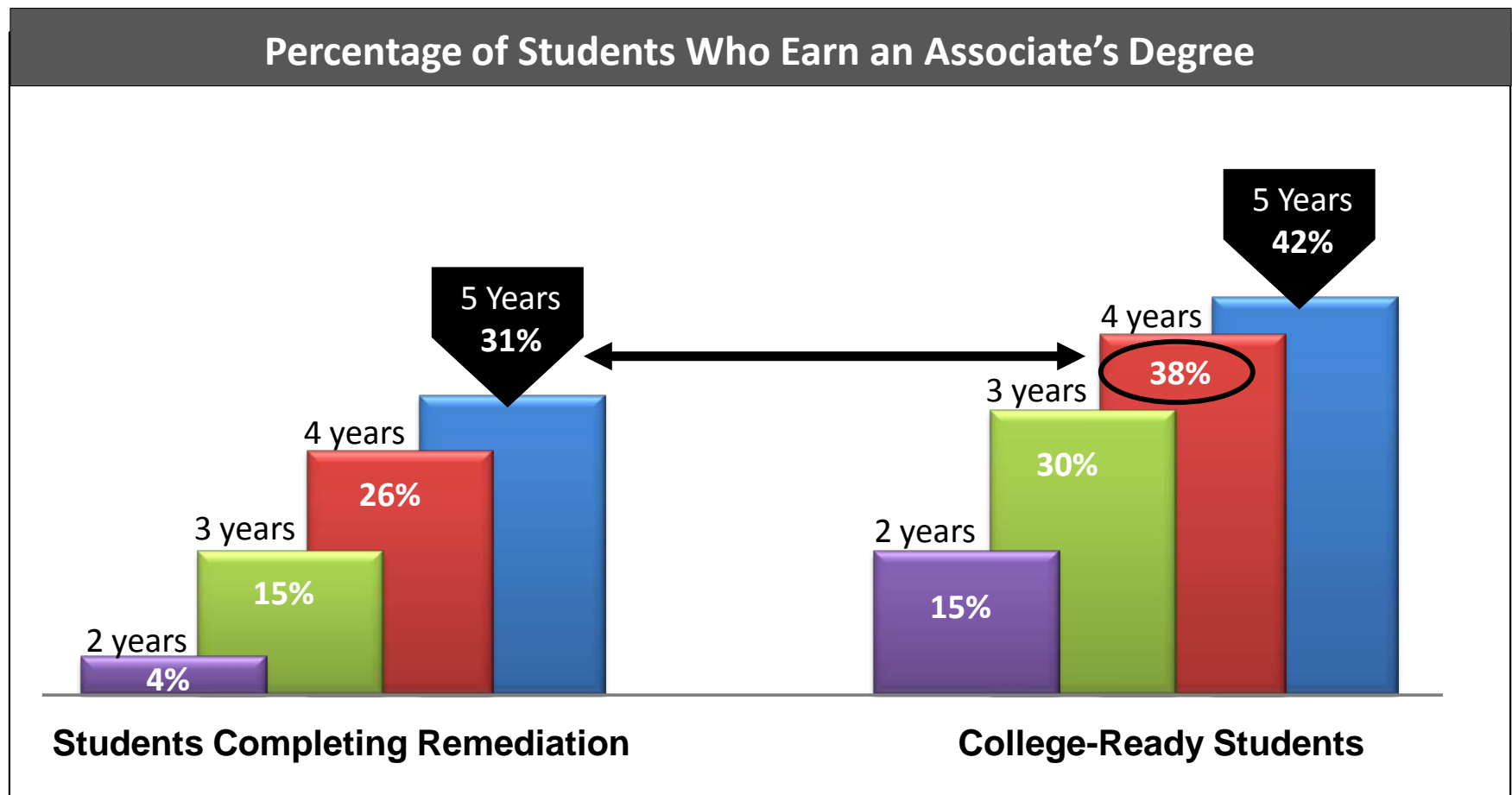
Source: OPPAGA analysis of Department of Education, Florida College System data, 2009-10 FTIC students.

Among Similar Students, Those Receiving Remediation Had Similar Outcomes Compared to Students Who Did Not Receive Remediation



Source: OPPAGA analysis of Department of Education, Florida College System data, 2009-10 FTIC students.

Graduation Rates Are More Similar After Taking into Account the Year Needed to Complete Remediation



Source: OPPAGA analysis of Department of Education, Florida College System data, 2007-08 FTIC students.

Costs Associated with Providing College Remediation to the 2009-10 FTIC Students

	Costs Related to Remediation Courses (in millions)	Costs Related to College Credit Courses* (in millions)	Estimated Total Costs (in millions)
State Costs	\$51	\$30	\$81
Student Costs (tuition and fees)	46	27	73
Total Cost of Providing Remediation	\$97	\$57	\$154

*Only includes costs of credit courses taken by remedial students who were unsuccessful at completing all remediation requirements.

Source: OPPAGA analysis of Department of Education, Florida College System data, 2009-10 FTIC students, and the Florida College System 2010-11 Cost Analysis Summary.

OPPAGA Contacts

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Chief Legislative Analyst

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Staff Director

OPPAGA Education Policy Area

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oppaga

THE FLORIDA LEGISLATURE'S OFFICE OF PROGRAM POLICY ANALYSIS & GOVERNMENT ACCOUNTABILITY

OPPAGA supports the Florida Legislature by providing data, evaluative research, and objective analyses that assist legislative budget and policy deliberations.

Transforming Remediation

Core Principles of Reform

Dr. Thomas Bailey,

*Community College Research Center
Teachers College, Columbia University*

Dr. Bruce Vandal,

Complete College America



Principle 1

Completion of a set of gateway courses for a program of study is a critical measure of success toward college completion.

Principle 2

The content in required gateway courses should align with a student's academic program of study — particularly in math.

Principle 3

Enrollment in a gateway college-level course should be the default placement for many more students.

Principle 4

Additional academic support should be integrated with gateway college-level course content — as a co-requisite, not a pre-requisite.

- Single Semester Co-Requisite
- One-Year Course Pathway
- Embedded or Parallel Remediation in Career Technical Programs

Principle 5

Students who are significantly underprepared for college-level academic work need accelerated routes into programs of study.

Principle 6

Multiple measures should be used to provide guidance in the placement of students in gateway courses and programs of study.

Principle 7

Students should enter a meta-major when they enroll in college and start a program of study in their first year in order to maximize their prospects of earning a college degree.

**NO MEETING
MATERIALS**



DIFFERENT STUDENTS, DIFFERENT SOLUTIONS: INNOVATIONS IN DEVELOPMENTAL EDUCATION AT MIAMI DADE COLLEGE

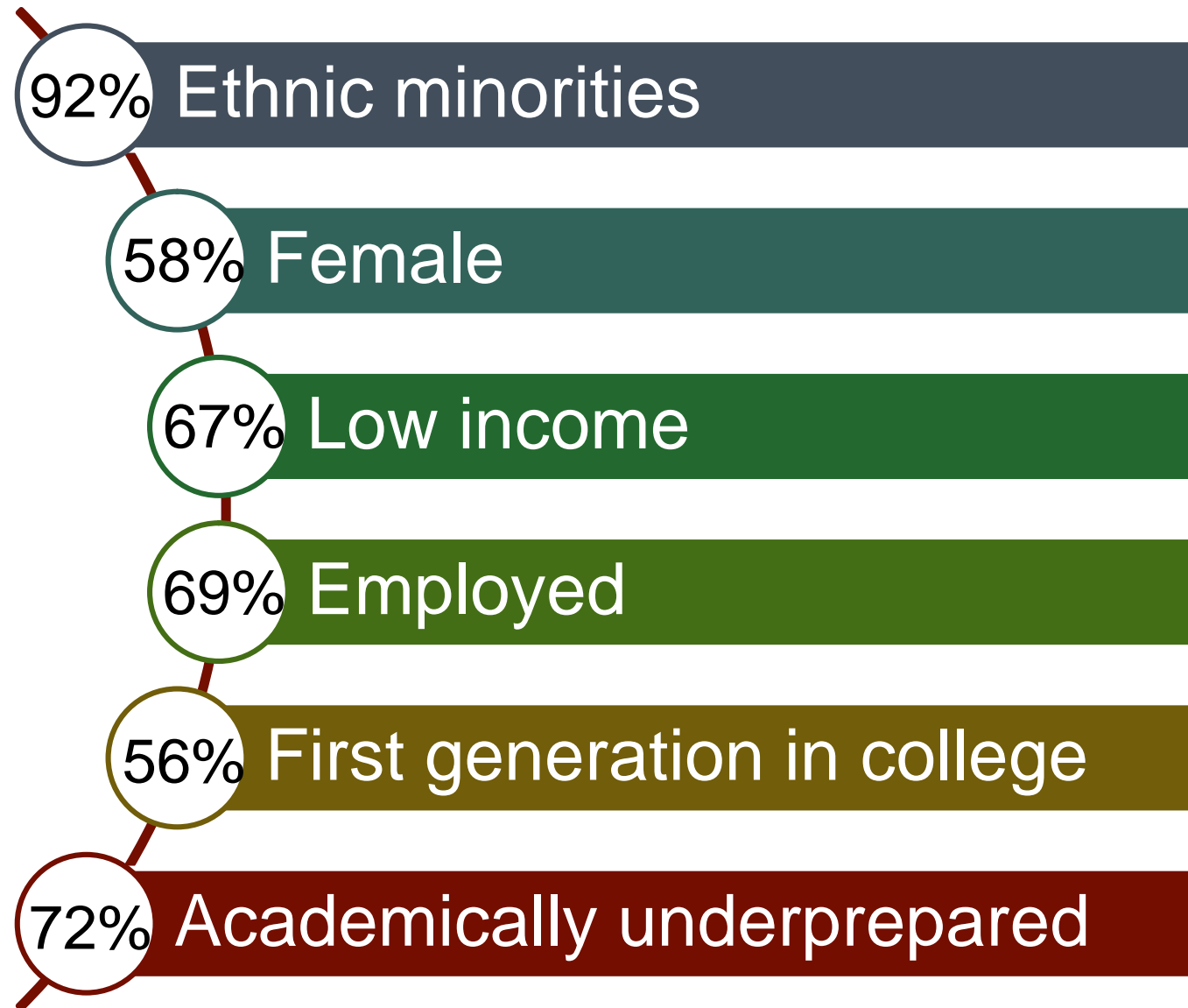
PRESENTED TO THE SENATE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
FEBRUARY 20, 2013

LENORE P. RODICIO, Ph.D.
VICE PROVOST, STUDENT ACHIEVEMENT

WHO ARE THE STUDENTS AT MDC?

In 2011-2012, MDC enrolled approximately 174,000 students. When we discuss developmental education, it is important to keep in mind *WHO* it is we are serving.

Students at MDC are most likely to be...



CREATING A PATHWAY

The goal is that **ALL** students complete a structured program of study

Identifying the Challenge



- Timely completion of developmental education program
- Success in subsequent college-level courses (“gatekeeper courses”)
- Connecting developmental program goals to student support and advisement
- Reaching college-level benchmarks

HOW DO WE BUILD ON WHAT WORKS?

Developmental education fills a **NEED** in the curriculum

We need to **BUILD** on what works

Promising Strategies

Modular
curricula

Accelerated
curricula

Contextualized
curricula

Just-in-Time
Remediation

Test
preparation

Targeted
student
support

Results to Date

Modular curricula

- 76% (Math)

Accelerated curricula

- 82% (Math)
- 77% (Writing)
- 75% (Reading)

Contextualized curriculum

- 100% (Reading) and 72% (Biology)
- 100% (Reading) and 85% (Math)

Just-in-Time Remediation

- 59% (Statistics)

Test preparation

- 50% of students advanced one level

Targeted student support

- 85% (Reading)
- 73% (Writing)

LOOKING TOWARDS THE FUTURE

The classroom is only one piece of the puzzle

We need to work with the ***WHOLE*** student

Partnerships with
Miami-Dade
County Public
Schools

Holistic
assessments

Sustained student
success
experience

Targeted pre-
registration
advisement

Developmental
education course
enrollment based
on academic plan

Intrusive,
mandatory
advisement

Cost analysis

Results of Developmental Education Strategies



Modular curricula

- Target students' specific skill gaps and creating customized, mastery-based curricula so that students spend time working to ***develop only those skills they need.***
- 76% success rate in mathematics

Accelerated curricula

- Utilize intensive curricula offered over shorter periods of time than traditional courses, including 4-week and 8-week courses so that students ***complete required remediation in a given subject area in one semester***
- 82% success rate in mathematics
- 75% success rate in reading
- 77% success rate in writing

Contextualized curriculum

- Course materials from college-level courses are used in the developmental courses (particularly reading and writing) so that students ***fill skill gaps while using the same course texts they will use in key college-level courses***
- 100% and 72% success rates in paired reading and biology courses
- 100% and 85% success rates in paired reading and math courses

Just-in-Time Remediation

- College-level content is stretched out across one developmental course and one college-level course over a 16-week timeframe so that ***students can develop the skills they lack as they need them to work through college-level material.*** A successful model that has been employed at MDC is the Carnegie Statway model for college-level statistics
- 59% success rate in statistics

Test preparation

- Before enrolling in developmental courses, ***students who initially test as not college-ready are encouraged to participate in test preparation*** courses
- 50% of participating students advanced one level

Targeted student support

- Students in developmental courses are ***grouped in cohorts that are supported*** by specific and intrusive advisement, tutoring, and enrollment in study skills courses
- 85% success rate in reading
- 73% success rate in writing



COLLEGE REMEDIATION & DEVELOPMENTAL EDUCATION

Expanding Opportunities for Student Success

Presenters

2

- **Dr. Diane Culpepper, Director**
Lake Technical Center
Lake County School District
Eustis, Florida
- **Ms. Neeta Rancourt, Assistant Director**
Atlantic Technical Center and Technical High School
Broward County Public Schools
Adult and Community Educators (ACE) of Florida, President

The Need

3

To serve the academic needs of the students entering the State College System, who have not recently graduated from high school or possess a GED[®], who need to enroll in one or more developmental education courses.



Target Population

4



Individuals

- With a high school diploma or GED® re-entering education after an extended break from formal education
- Who have not passed the Postsecondary Education Readiness Test (PERT) and need developmental education classes to enter postsecondary programs
- Functioning at lower-literacy levels, but college-bound

Current Technical Center Model for Academic Remediation

5

- Academics (Reading, Math & English) aligned with all Certificate and Applied Technology Diploma (ATD) program career pathways to lead to successful completion of a certificate/diploma and attainment of an industry-recognized credential
- Contextualized curriculum aligned to Common Core State Standards, validated by industry and delivered through a variety of proven methodologies.



The Model, *continued*

6

➤ Instructional Delivery

- Not based on a semester course schedule
- Competency-based and self-managed
- Computer-based and teacher-directed instruction
- Delivered by certified teachers
- Personalized/prescriptive based on diagnostic information
- Targeted learning based upon an individual's educational deficiencies

The Model, *continued*

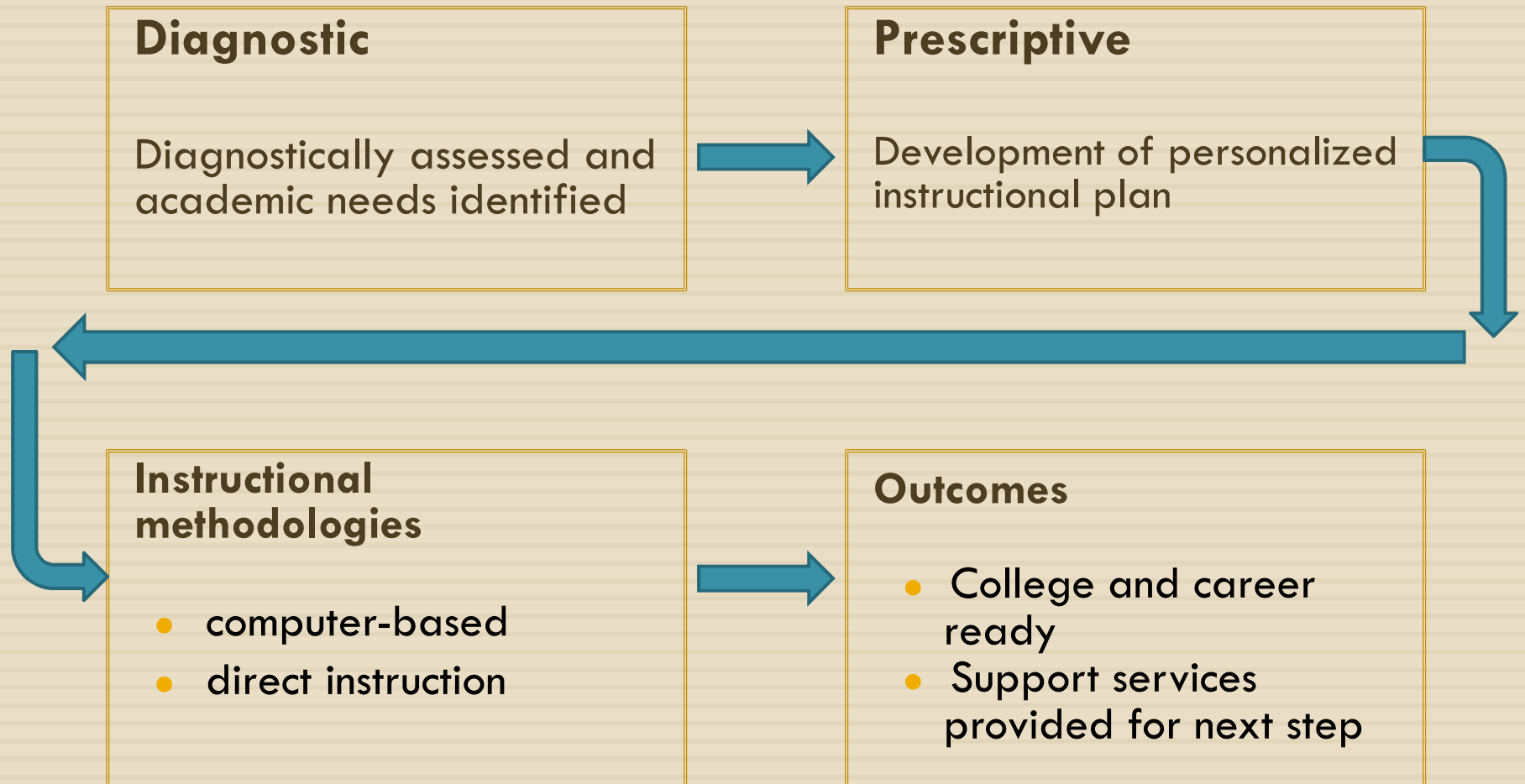
7

- Current Adult Education tuition and residency requirements apply
- Offered at all 46 Technical Education Centers in the State



Academic Pathway Defined

8



Career Pathways Defined

9

- Enters a career pathway at either the technical center or state college
- Technical Centers
 - Certificates/ATD Programs
 - Industry Certifications
 - Programs with articulated college credit to the State College System
- State Colleges
 - AAS/AS Degrees through Bachelor's Degrees

Student Benefits

10



- Shortens the time needed for academic remediation/development education
- Provides clearly defined next steps leading to:
 - Certificates/Degrees
 - Industry Credential(s)
- Saves time and money

Institutional Benefits

11

- Better academically prepared student for technical center and college success
- Redirection of resources for additional student learning options and higher learning gains and attainment of industry credentials



Taxpayer Benefits

12

- Reduces costs associated providing remedial classes that are not credit-earning
- Increases the number of students entering the various career pathways who are college and career ready



How Soon Can We Start?

13

➤ Immediately



Guest Biographies

Thomas Bailey:

Dr. Thomas Bailey is the George and Abby O'Neil Professor of Economics and Education at Columbia University. He is also the Director of the Community College Research Center and the Center for Analysis of Postsecondary Education and Employment. Dr. Bailey was previously the chair of the Committee on Measures of Student Success, a committee that worked to develop recommendations for community colleges to comply with completion rate disclosure requirements under the Higher Education Opportunity Act.

Randy Hanna:

Randy Hanna is the Chancellor of the Florida College System. He is also currently a member of the Board of Trustees for the University of West Florida. Randy Hanna previously served as Chair of the Florida State Board of Community Colleges, Chair of the Florida College System Foundation, and member of the Tallahassee Community College Board of Trustees.

Bruce Vandal:

Dr. Bruce Vandal is Vice President of Complete College America. He was previously the Director of the Postsecondary and Workforce Development Institute at the Education Commission of the States where he led "Getting Past Go," a three-year Lumina Foundation for Education project relating to remedial and developmental education and increasing college attainment.

Lenore Rodicio:

Dr. Lenore Rodicio is the Executive Director of MDC³ Student Success and Completion Initiatives as well as the Managing Partner-Director of Completion by Design at Miami Dade College.

Neeta Rancourt

Neeta Rancourt is the Assistant Director at Atlantic Technical Center and Technical High School responsible for Adult Academic Programs and Technical Center Admissions and currently serves as the president of the Adult and Community Educators (ACE) of Florida.

Diane Culpepper

Diane Culpepper is the Director of Lake Technical Center, a charter public technical center sponsored by the Lake County School District. Prior to working at Lake Technical Center, she was a technical center director in Orange County and served at the school district central office with responsibilities for career, technical, and adult education.

Brian Underhill

Brian Underhill is a Chief Legislative Analyst and has been with the Office of Program Policy Analysis and Government Accountability (OPPAGA) since November 2004. After earning his Masters in Public Administration degree from the University of North Carolina at Chapel Hill, he has been evaluating K-12 and postsecondary education policy issues for Florida. Specific research topics he has reviewed include: College Remediation; Acceleration Credit (PA, IB, and Dual Enrollment); Adult Education; Workforce Education; Bright Futures; Excess Hours; Teacher Preparation; and policies relating to the FCAT.

1

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date _____

Topic Dev. Ed

Bill Number _____
(if applicable)

Name Randy Hanna

Amendment Barcode _____
(if applicable)

Job Title Chancellor, Fla Collg Sys

Address Gaines St
Street

Phone _____

City

State

Zip

E-mail _____

Speaking: ☐ For ☐ Against ☒ Information

Representing FCS

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☒ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

2

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2-20-13
Meeting Date

Topic College Remediation

Bill Number _____
(if applicable)

Name Brian Underhill

Amendment Barcode _____
(if applicable)

Job Title Chief Legislative Analyst

Address 111 W. Madison St
Street
Tallahassee FL
City State Zip

Phone 717-0528

E-mail underhill.brian@
oppaga.fl.gov

Speaking: ☐ For ☐ Against ☒ Information

Representing OPPIAGA

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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2/20/13

Meeting Date

Topic REMEDIAL EDUCATION

Bill Number _____
(if applicable)

Name BRUCE VANDAL

Amendment Barcode _____
(if applicable)

Job Title VICE PRESIDENT, COMPLETE COLLEGE AMERICA

Address 9064 E. 28th Ave

Phone 303-483-8522

Street

DENVER

City

CO

State

80238

Zip

E-mail bvandal@completecollege.org

Speaking: ☐ For ☐ Against ☒ Information

Representing _____

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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Meeting Date

Topic _____

Bill Number _____
(if applicable)

Name Thomas Bailey

Amendment Barcode _____
(if applicable)

Job Title Director

Address 525 W. 120th St

Phone 212-678-3091

New York NY 10027
City State Zip

E-mail tbaily@tc.edu

Speaking: ☐ For ☐ Against ☒ Information

Representing Community College Research Center

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date _____

Topic DEVELOPMENTAL EDUCATION

Bill Number _____
(if applicable)

Name JARBO FERREIRA

Amendment Barcode _____
(if applicable)

Job Title FCSSGA PRESIDENT

Address 4387 2ND ISLE DR

Phone 352-398-9670

Street

HERNANDO BEACH

City

FL

State

34607

Zip

E-mail PRESIDENT@FCSSGA.ORG

Speaking: ☒ For ☐ Against ☐ Information

Representing FLORIDA COLLEGE SYSTEM STUDENT GOVERNMENT ASSOCIATION

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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S-001 (10/20/11)

6

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

02-20-2013

Meeting Date

Topic Developmental Education

Bill Number _____
(if applicable)

Name Lenore P. Rodicio

Amendment Barcode _____
(if applicable)

Job Title Vice Provost, Miami Dade College

Address 2944 SW 6 Street

Phone 305-237-7191

Miami FL 33135
City State Zip

E-mail lrodicio@mdc.edu

Speaking: ☐ For ☐ Against ☒ Information

Representing Miami Dade College / FL College System

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

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2/20/13

Meeting Date

Topic Remediation: Expanding Opportunities for Student Success Bill Number _____ (if applicable)
Name Neeta Rancourt Amendment Barcode _____ (if applicable)
Job Title Assistant Director / Atlantic Technical Center
Address 4700 Coconut Creek Parkway Phone (754) 321-5152
Coconut Creek, FL 33063 E-mail neeta.rancourt@browardschools.com
City State Zip
Speaking: ☐ For ☐ Against ☒ Information
Representing Atlantic Technical Center
Appearing at request of Chair: ☒ Yes ☒ No Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

8

THE FLORIDA SENATE
APPEARANCE RECORD

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2-20-13

Meeting Date

Topic Remediation - Expanding Opportunities for Student Success

Bill Number N/A
(if applicable)

Name Diane Culpepper

Amendment Barcode N/A
(if applicable)

Job Title Director - Lake Technical Center

Address 2001 Kurt Street

Phone 352-589.2250 X 1810

Street

Eustis, FL

City

State

Zip

E-mail CULpepperd@lake.k12.fl.us

Speaking: ☐ For ☐ Against ☒ Information

Representing Lake Technical Center Adult Education

Appearing at request of Chair: ☐ Yes ☒ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

Did not speak

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2/20/2013

Meeting Date

Topic College Remediation

Bill Number _____
(if applicable)

Name David Summers

Amendment Barcode _____
(if applicable)

Job Title Staff Director, Education, OPPAGA

Address 111 West Madison St
Street

Phone ~~850~~ 850/717-0555

TLH FL 32399
City State Zip

E-mail summers.david@
oppaga.fl.gov

Speaking: ☐ For ☐ Against ☒ Information

Representing OPPAGA

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

CourtSmart Tag Report

Room: KN 412

Case:

Caption: Senate Appropriations Subcommittee on Education

Type:

Judge:

Started: 2/20/2013 9:04:59 AM

Ends: 2/20/2013 11:07:53 AM

Length: 02:02:55

9:05:02 AM Meeting called to order
9:05:11 AM Roll call
9:05:56 AM Chair Montford comments
9:06:19 AM
9:06:19 AM Senator Bean
9:08:30 AM Chair Montford
9:09:26 AM Randy Hannah, Chancellor of Florida College System
9:21:20 AM Brian Underhill, Chief Legislative Analyst, OPPAGA
9:25:09 AM Chair Montford speaking
9:27:49 AM Sen. Detert speaking
9:29:10 AM Chancellor Hannah speaking
9:30:15 AM Sen. Detert speaking
9:31:21 AM Sen. Bullard speaking
9:36:59 AM Sen. Sachs speaking
9:38:43 AM Chancellor Hannah speaking
9:39:51 AM Chair Montford speaking
9:43:17 AM Sen. Bullard speaking
9:43:32 AM Chancellor Hannah speaking
9:46:05 AM Chair Montford speaking
9:47:05 AM Dr. Bruce Vandal, Vice President, Complete College America
9:50:04 AM Dr. Thomas Bailey, Director of Community College Research Center
9:55:12 AM Sen. Sachs speaking
9:58:02 AM Chancellor Hannah speaking
9:59:11 AM Dr. Bruce Vandal speaking
10:01:30 AM Sen. Detert speaking
10:03:07 AM Dr. Vandal speaking
10:04:40 AM Dr. Bailey speaking
10:08:17 AM Chair Montford speaking
10:10:00 AM Dr. Vandal speaking
10:12:41 AM Dr. Bailey speaking
10:18:40 AM Chair Montford speaking
10:19:22 AM Dr. Bailey speaking
10:19:49 AM Sen. Bullard speaking
10:20:53 AM Dr. Bailey speaking
10:23:16 AM Sen. Bullard speaking
10:24:48 AM Dr. Bailey speaking
10:25:52 AM Dr. Vandal speaking
10:27:32 AM Chair Montford speaking
10:28:33 AM Jared Ferreira, FCSSGA President
10:33:44 AM Chair Montford speaking
10:34:44 AM Dr. Hannah speaking
10:35:01 AM Chair Montford speaking
10:35:13 AM Dr. Lenore Rodicio, Vice President Miami Dade College
10:49:11 AM Sen. Bullard speaking
10:52:18 AM Chair Montford speaking
10:53:19 AM Neeta Rancourt, Assistant Director/Atlantic Technical Center
11:00:56 AM Dr. Diane Culpepper, Director Lake Technical Center
11:04:03 AM Chair Montford
11:05:04 AM Chancellor Hanna
11:06:51 AM Chair Montford
11:07:35 AM Meeting Adjourned

Bennett, JoAnne

From: GALEA.KATHY [GALEA.KATHY@flsenate.gov]
Sent: Wednesday, February 20, 2013 11:26 AM
To: Bennett, JoAnne

Joanne:

Per our conversation, please accept this email as request for Sen. Galvano to be excused from the Education Appropriations Subcommittee meeting today. I will follow-up with a letter to the Sen. President and copy you for your records.

Thanks.
Kathy

Kathy Galea
Legislative Assistant to Senator Bill Galvano
(941) 741-3401 Bradenton Office
(850) 487-5026 Tallahassee Office