

The Florida Senate  
**COMMITTEE MEETING EXPANDED AGENDA**

**APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**

**Senator Galvano, Chair**  
**Senator Montford, Vice Chair**

**MEETING DATE:** Thursday, January 9, 2014

**TIME:** 1:00 —3:00 p.m.

**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		University Preeminence Update		Discussed
2		Office of Program Policy Analysis and Government Accountability (OPPAGA)- Analysis of Extended Day Outcomes		Discussed
Other Related Meeting Documents				

# THE UNIVERSITY OF FLORIDA



# The Path to Preeminence

## Update and Vision

**UF President Bernie Machen**

**Senate Appropriations Education Subcommittee**

**January 9, 2014**

# Background

SB 1076 created preeminence standards, funding for state universities

UF and FSU meet standards and have received initial round of funding

Initiative now overseen by the Florida Board of Governors

# Goal: To Rise Among Top Publics

UF to receive \$15 million for five years ‘to elevate academic and research preeminence’

We are leveraging state funding with matching university funds provided by donors

State-UF match to raise university’s profile compared to our peers nationally

# Strategy: Focus on Faculty

We compared UF to top-15 public AAUs on 29 key benchmarks

UF ranks among top ten on 22 benchmarks

We're behind on seven – most related to faculty

Metric	Current UF Rank	UF Metric	Current Rank	Target Ranks				
			2013	2014	2015	2016	2017	2018
Student Admissions								
Freshmen in top 10% high school class	12	78%	12	12	11	10	10	10
Freshmen acceptance rate	7	43%		Remain in top 10				
Median undergraduate SAT 2009	10	1250		Remain in top 10				
Student Success								
Graduation and retention rank	8	38		Remain in top 10				
Average freshmen retention rate	5	96%		Remain in top 10				
Predicted six-year graduation rate	5	85%		Remain in top 10				
Actual six-year graduation rate	11	84%	11	11	10	10	10	10
Doctorates granted 2010	4	771		Remain in top 10				
Total number undergraduate STEM degrees	7	2,501		Remain in top 10				
Total number graduate and professional STEM degrees	1	2,346		Remain in top 10				
Total number undergraduate minority degrees	1	2,329		Remain in top 10				
Total number graduate and professional minority degrees	1	786		Remain in top 10				
Faculty								
Student to faculty ratio	16	21:1	16	16	16	15	14	12
Faculty resources rank	13	115		No change anticipated				
Percent of faculty who are full time	2	98%		Remain in top 10				
National Academy members 2010	16	23	16	16	15	15	14	13
Faculty awards 2010	11	22	11	11	11	10	10	9
Postdoctoral appointees 2009	9	597		Remain in top 10				
Value								
Average student debt 2011	2			Remain in top 5				
Princeton Reviews' Best Value Colleges Rank	4	-		Remain in top 5				
Smart Money College Rank	2	-		Remain in top 5				
Kiplinger Best Public College Value	3	3		Remain in top 5				
Research & Technology Transfer								
Total US patents granted 2011	4	86		Remain in top 5				
Total licenses granted 2011	2	131		Remain in top 5				
Total start up companies 2011	4	12		Remain in top 5				
Total research expenditures 2010 (x1,000)	9			Remain in top 10				
Total federal research expenditures 2010 (x1,000)	13		13	13	12	12	11	10
Total research expenditures S&E excluding medical (x1,000)	8			Remain in top 10				
Total research expenditures S&E including medical (x1,000)	9			Remain in top 10				

# First Round of Funding

Devoted to hiring faculty in key areas of research promise

Sixteen faculty proposals chosen for first-round state funding

We have already received donor funds for seven new endowed chairs



# Latest Steps

Decisions announced this week on second round of funding

\$3 million from UF and \$1.7 million from state to support multidisciplinary projects:

- African studies: \$300,000
- Autonomous systems: \$500,000
- Creative writing: \$300,000
- Genomic medicine: \$500,000
- Obesity research: \$600,000
- Online learning: \$600,000
- Renewable energy and storage: \$500,000
- Skeletal muscle biology: \$450,000
- Smart polymer nanomedicines: \$650,000
- Social network analysis: \$300,000

# Conclusion

Goal of preeminence funding to raise UF's national stature

UF to make faculty hires in key research areas

Process entering its second year

**UF** | UNIVERSITY *of*  
**FLORIDA**

*The Foundation for The Gator Nation*



# **Florida State University 2013 Preeminence Update**

Presented by: Eric J. Barron

# Commitment: Two Parts

- Path to the Top 25
- Job Creation and Student Career Success

# Path to the Top 25

- Starts with a review of the USNWR metrics and their contributions to the overall ranking:
  - Student selectivity (15%)
  - Retention and Graduation Rates (20%)
  - Faculty Resources (20%)
  - Financial Resources (10%)
  - Alumni Giving (5%)
- Next few slides show how FSU compares with tier 1 public research universities and the standard to reach #25 on each metric – notice color coding:
  - Green = already in the Top 25
  - Blue = in striking distance
  - Red = will require significant time & investment



# Path to the Top 25

## Comparison: Public Research Tier 1 Universities

### Student Selectivity – Value 12.5%

<i>Metric</i>	<i>FSU Rank (%)</i>	<i>Top 25 Univ. (%)</i>
Acceptance Rate	<b>19</b>	
High School Top 10%	29 (41%)	(48%)
High School Top 25%	28 (80%)	(86%)
Verbal SAT	<b>13</b>	
Math SAT	33 (600)	(614)

### Graduation and Retention Rates – Value 22.5%

<i>Metric</i>	<i>FSU Rank (%)</i>	<i>Top 25 Univ. (%)</i>
Average Grad Rate (6 yr)	28 (75%)	(79%)
Avg Freshman Retention	<b>17</b>	

# Path to the Top 25

## Graduation Rate Performance – Value 7.5%

<i>Metric</i>	<i>FSU Rank (value)</i>	<i>Top 25 Univ.</i>
Predicted vs. actual	4 (plus 11)	

## Faculty Resources – Value 20%

<i>Metric</i>	<i>FSU Rank (value)</i>	<i>Top 25 Univ. (value)</i>
Faculty Compensation	27	*Full Professors (!)
% faculty terminal deg.	26	
% faculty full time	41 (90.9%)	(94.5%)
Student/faculty ratio	70 (26:1)	(18:1)
Class size less than 20	54 (34%)	(42%)
Class size more than 50	14	



# Top 25 Proposal

## Academic Reputation – Value 22.5%

Peer assessment	45
High School Counselors	47

## Financial Resources – Value 10%

Resources per student	70 (\$17K)	25th (\$37K)
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## Alumni Giving – Value 5%

% Giving	9
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# Preeminence Funding

	<u>5YR</u>	<u>Year 1</u>
Faculty Hires (STEM)	\$26M	\$6M*
National Academy Members	3M	1M
Scholarships – STEM Ready Students	16M	3M*
Entrepreneurial University Critical Thinking/Career Placement	23M	4M
Retention and Graduation	7M	1M

\*Faculty recruitment and recruiting new students (financial aid packaged in March); nonrecurring funds will be used for start-up costs

# Impact on Metrics

Focused Scholarship Dollars will:

increase % of students in top 10% and top 25%  
*goal is 7% - about 480 more students*

improve acceptance rates

increase SAT or ACT math scores  
*goal is increase of 14 points on avg. math SAT*

Difficult to quantify the impact of the scholarships

# Impact on Metrics

Faculty Hires will (+94 this year; project +60-75 coming year):

Increase number of full-time faculty as a percent of the total

Increase faculty with terminal degrees

Decrease the faculty/student ratio

*26:1 fall 2012 – goal is 18:1*

*Need a total of 620 faculty (25% of the way)*

Decrease class sizes

*Difficult to predict without knowing hires*

Adds to student expenditures

*will have little impact but every dollar counts (\$15M = increase of \$408 per student spending – university ranked 25 on this metric is \$20,000 above us)*

# Impact on Metrics

## Investment in Retention and Graduation:

### Retention Rate

*92% fall 2012 – +1% is significant*

### Graduation Rate

*75% fall 2012 – goal is 79%*

*increasing as a function of retention*

*expect increase next year (76%) – takes several years!*

### Graduation Performance

*already 4<sup>th</sup> among top publics*

*improved graduation rates will improve performance*



# Metrics With Little Impact

Faculty Compensation – Challenge of Full Professors

Financial Resources per student

Alumni Giving

Academic Reputation

(Florida Universities are below quantitative measures)

Peer assessment

High School Counselors



# 2013-14 KEY INITIATIVES

## Top 25 Public University

**Our national ranking is highly dependent on investment in STEM fields**

- Continue hiring initiative in Energy and Material Sciences
- Recruit National Academy Members who are leaders in STEM fields
- Increase graduate and undergraduate degrees in STEM
- Target investments to take STEM fields to even higher levels of national prominence

# Strategic Hiring of Faculty

- Energy/Materials 1. Materials for Energy Production, Conversion, Storage and Utilization
- Institute for Successful Longevity: Part 1. Human Brain Development and Plasticity
- Energy/Materials II
- Coastal and Marine Ecosystem Quality and Resilience



# Enhancing Student Career Readiness

A high national ranking is highly correlated with career success, yet the typical metrics associated with national rankings do not include career enhancement or job placement.

A high national ranking without substantially increasing job opportunities for the citizens of Florida and commercialization potential to advance Florida's economy is not sufficient.

**FSU proposes to become a State and National leader in Job Creation and Student Career Success**

# **Job Creation and Student Career Success – 7 Point Strategy**

## **Strategy 1: Creating a Culture of Entrepreneurship**

- 1.1 Open the doors of the College of Business to other majors
- 1.2 Entrepreneurs-in-Residence in every college
- 1.3 Partnerships across colleges (e.g. Chempreneurs)
- 1.4 Competitions
- 1.5 Attracting Private Investment
- 1.6 Student Innovation Foundation

# Job Creation and Student Career Success – 7 Point Strategy

## Strategy 2: Promoting Patents, Licensing, Startups

- 1.1 Record # of patents submitted and awarded (reached the 12<sup>th</sup> metric of preeminence bill – 100 three-year total)
- 1.2 Record # of licenses (15 with 5 in progress)
- 1.3 Record # of start-up companies (4)
- 1.4 Three methods of taking ideas to the marketplace
  - Start-up supported by FSU (e.g. GAP funding)
  - Licensing directly to a company
  - New effort public-private partnership for applied research funding

# Job Creation and Student Career Success – 7 Point Strategy

## Strategy 3: Investing in Innovation

- 1.1 Difficult to predict career opportunities even 4 years in advance
  - market fluctuations (e.g. Petroleum engineers)
- 1.2 Some key majors have low starting salaries  
(education, agriculture, military...)
- 1.3 Majors matter; national rank matters on employment & salaries
- 1.4 Considerable data bias (partial data sets, demographics)
- 1.5 Focus on Rank and areas of Long Term Innovation Potential
  - Materials
  - Energy
  - Successful Aging
  - Coastal marine sciences - environment

# Job Creation and Student Career Success – 7 Point Strategy

## Strategy 4: Economic Development in our Region (as well as State)

- 1.1 High level role in economic development councils  
and chambers
- 1.2 Active incubation of companies; community partnerships in  
incubation of companies
- 1.3 Transformation of Tallahassee  
College Town  
Civic Center; Conference Hotel  
Madison Mile



# **Job Creation and Student Career Success – 7 Point Strategy**

## **Strategy 5: Accessing the Power of a FSU, FAMU, and TCC partnership**

### **1.1 “Educate Your Business”**

A joint commitment to meet any workforce needs

A joint commitment to be at the table in recruiting  
companies to Florida

Brochure being distributed by Chamber and Economic  
Development Council

### **1.2 Added benefit – veteran retention, graduation and job success**

# **Job Creation and Student Career Success – 7 Point Strategy**

## **Strategy 6: Embedding Career Success in the Curriculum**

- 1.1 Knowledge of Career Opportunities, Potential Employers and Starting Salaries - as a part of every program guide and compact
- 1.2 Overhaul of the Curriculum to add Experiential learning (i.e. internships) and practical applications
- 1.3 Use of Entrepreneurs-in-Residence – Professors of Practice
- 1.4 Private contractor to assess employer opinions on strengths and weaknesses

# **Job Creation and Student Career Success – 7 Point Strategy**

## **Strategy 7: Advancing Career Readiness through the Career Center**

- 1.1 Broad array of services from career advising, counseling, programming, and instruction; college liaisons, events, employability skills workshops
- 1.2 Internships; career shadowing
- 1.3 Use of Entrepreneurs-in-Residence – Professors of Practice
- 1.4 Employer databases; career opportunity listings
- 1.5 Career portfolio
- 1.6 Major effort to involve the Alumni Association



## Summary: Support for Continued Preeminence Funding

*FSU has a unique and narrow window of opportunity to invest deliberately (e.g. in the strategic hiring of faculty) allowing us to ascend the ranks of the preeminent universities in North America and to create jobs and dramatically enhance student career success.*



# AAU and Other Metrics

## Goal – AAU Ready

*Metrics proposed to improve presented in Governor's Request*

- Graduation Rate Performance
- Student faculty ratio
- % classes under 20
- Faculty awards
- Total STEM degrees
- Total Graduate and Professional STEM degrees
- Total licenses granted
- National Academy memberships
- Total annual research expenditures
- Total annual research expenditures in non-diversified medical sciences
- Doctoral degrees
- Post-doctoral appointments
- Endowment size
- Alumni Giving

# Preeminence

Metrics (must achieve 11 of 12)

- GPA and SAT Scores (4.0 and 1800)
- Public University Ranking in Top 50
- Freshman Retention Rate exceeding 90%
- 6-year Graduation Rate exceeding 70%
- National Academy Members exceeding 6
- Total Annual Research – exceeding \$200M
- Total Non-Medical – exceeding \$150M
- National STEM ranking Top 100 – 5 fields
- Patents – exceeding 100 in 3-years
- Doctoral Degrees exceeding 400
- Post-doctoral appointments exceeding 200
- Endowment Size exceeding 500M

# Top 25 Proposal

**Our national ranking is highly dependent on investment in STEM fields**

Faculty hiring initiative in energy and material sciences to ensure that we are national leaders in these critical fields.

Targeted investments to take STEM fields to even higher levels of national prominence

Recruitment of National Academy Members who are global leaders in STEM fields

Attract STEM student scholars to become a top producer of degrees in the mathematical, physical and natural sciences

# Strategic Hiring of Faculty

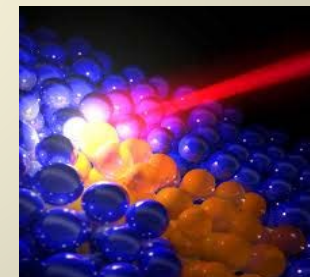
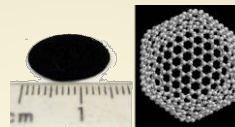
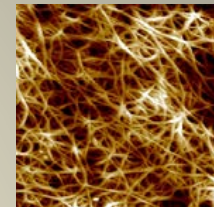
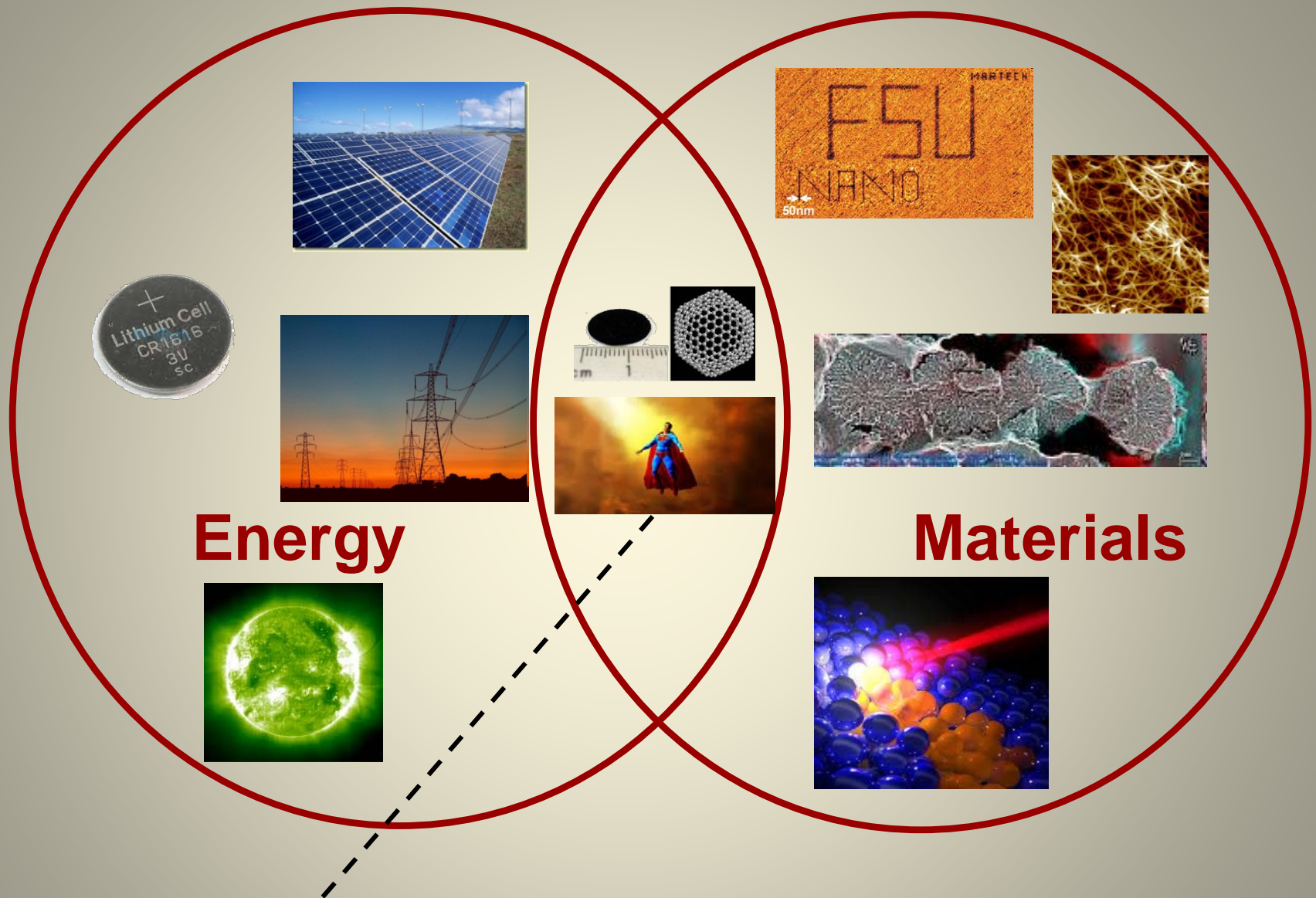
## Ongoing Program:

- Materials for Energy Production, Conversion, Storage and Utilization
- Institute for Successful Longevity

## Potential New Programs:

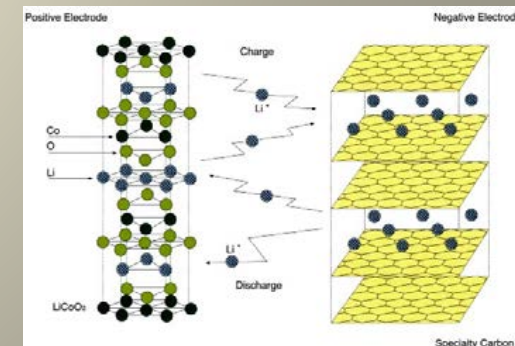
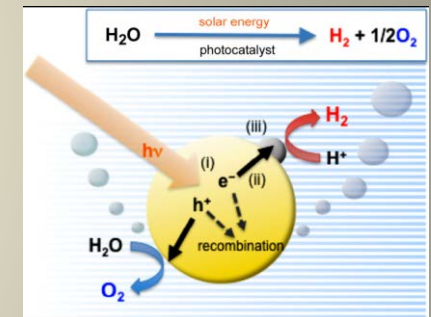
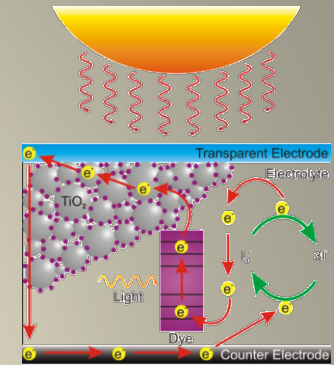
- Energy/Materials II
- Human Brain Development and Plasticity
- Coastal and Marine Ecosystem Quality and Resilience





# Faculty Hiring Initiative in the Area of *Materials for Energy Production, Conversion, Storage and Utilization*

- Three new hires thus far.....
- H. Gao (**UC Berkeley**) - Physics, energy harvesting materials; nanophotonics
- K. Hanson (**UNC Chapel Hill**) - Chemistry & Biochemistry, dye sensitized solar cells
- B. Ma (**Lawrence Berkeley National Laboratory**) - Chemical & Biomedical Engineering, nanostructured light absorbing materials
- Five additional Faculty will be hired in AY 2013-14



# FSU has Existing and Growing Strengths in the Brain Development and Plasticity

- Aging and cognition
- Alzheimer's and other neurodegenerative diseases
- Autism
- Traumatic brain injury
- Skill acquisition
- Learning



Research is taking place across campus to include the Departments of Biology, Biomedical Science, Geriatrics, Mathematics, Medical Humanities & Social Sciences, Psychology, Statistics etc. as well as Centers and Institutes to include the Autism Institute, Center for Brain Repair, Florida Center for Reading Research etc.



# Investments in New Faculty in this Area Will Dovetail Nicely with FSU and Federal Initiatives

## FSU's Successful Longevity Big Idea

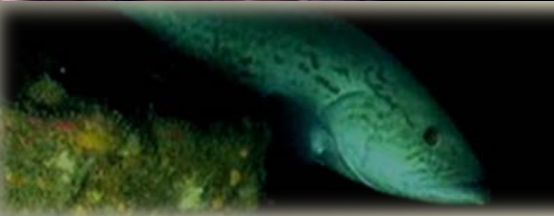
- Creation of an Institute for Successful Longevity
- Search for Inaugural Director is underway
- Age related changes in cognition will be a central component

## New Federal Initiative (announced 4/13)

- BRAIN (**B**rain **R**esearch through **A**dvancing **I**nnovative **N**eurotechnologies)
- Initial pool \$250-300 M
- Will involve Federal agencies and long-term collaborations with private entities (e.g. Howard Hughes Medical Institute, Salk Institute)

# Coastal & Marine Ecosystem Quality & Resilience:

*Addressing the impacts of perturbations on productivity & stability*

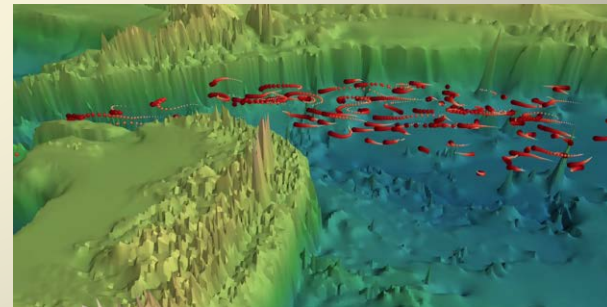
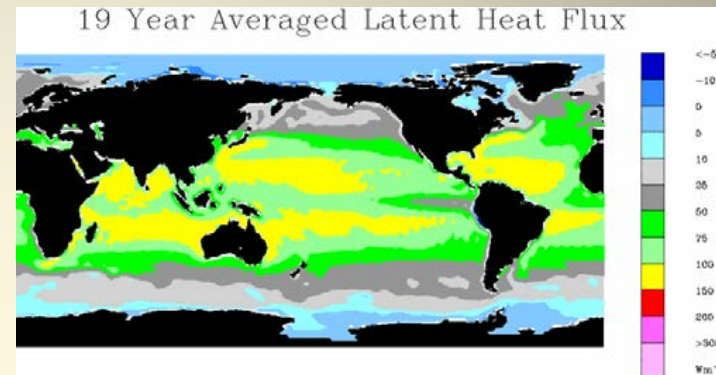




# Potential Strategic Investments in New Faculty to Leverage Existing Strengths and Funding Opportunities



- Earth, Ocean and Atmospheric Science
- Florida State University Coastal and Marine Laboratory
- Biological Science
- Center for Ocean-Atmospheric Prediction Studies
- Geophysical Fluid Dynamics Institute
- Florida Climate Institute
- Deep-C Consortium



# Coastal & Marine Ecosystem Quality & Resilience

GOAL – hire 10-12 new faculty members

- PHASE 1 – make hires in ecology, biogeochemistry, & physical oceanography who focus on the basic science that defines how perturbations affect ecosystems
- PHASE 2 – Because the conservation and economic values of coastal and marine ecosystems are inexorably linked--- make hires in the areas of natural resource economics, human geography, and urban and regional planning

# Thank You



# OPPAGA Review of the Extra Hour Initiative

*Senate Appropriations Subcommittee on Education*

**Mark West, Staff Director**  
**Becky Vickers, Chief Legislative Analyst**

**January 9, 2014**



# Extra Hour Initiative

- For 2012-13 through 2014-15, state law requires the 100 elementary schools that are the lowest performing in reading to add an extra hour to their regular school day
  - Extra hour must be used for intensive reading instruction that meets criteria identified in statutes

# Project Methodology

- Analyzed whether students' reading performance improved at schools that implemented the Extra Hour Program
- Gathered information on how the program was implemented and school principals' perceptions about success
  - Surveyed all 2012-13 Extra Hour schools
  - Interviewed principals of a sample of schools that did well and that did not

# Analysis of Reading Performance

# Used Three Approaches To Determine If Student Reading Performance Improved

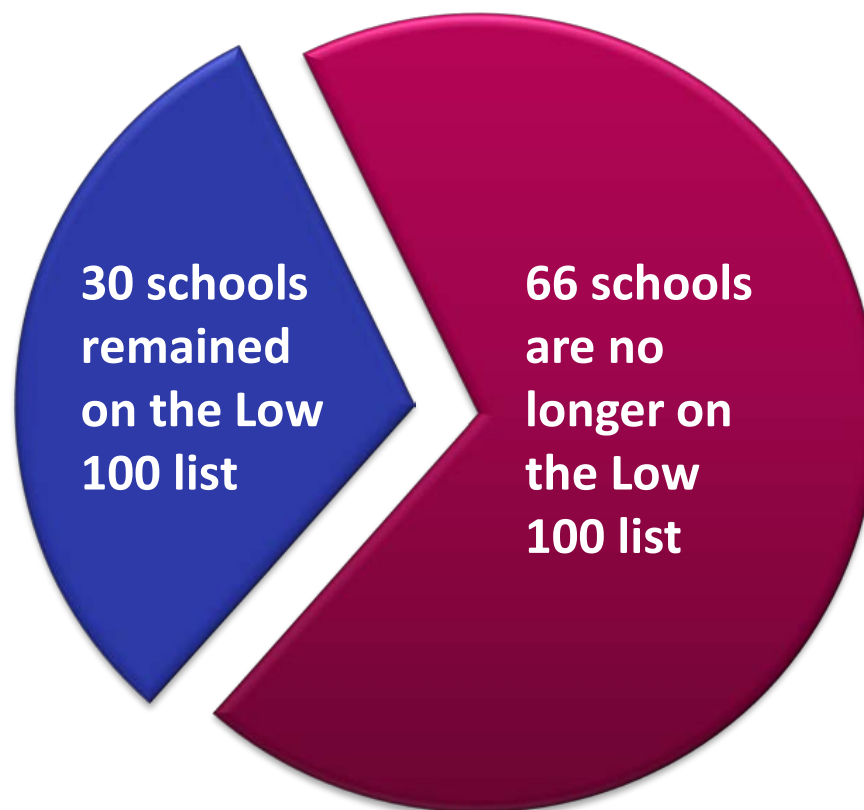
- Did the schools remain one of the Low 100 the year after they implemented the Extra Hour Program?
- Did student proficiency improve at the schools after they implemented the Extra Hour Program?
  - Did the percentage of students scoring at grade level increase compared to the prior year?
  - Did the percentage of below grade level students who made a year's worth of growth increase compared to the prior year?
- Did students in any Extra Hour schools improve more than their peers at non-Extra Hour schools?

# 99 Schools Analyzed

- 100 schools identified to participate in the Extra Hour Program during 2012-13
- 1 of the 100 schools closed prior to the 2012-13 school year and is not included in our analyses
- 3 additional schools closed after 2012-13 and thus were not in operation during 2013-14

# 66 Schools Moved Off the Low 100 List After Implementing the Extra Hour Program

2013-14 Low 100 Status For Schools That Were  
In the Low 100 In 2012-13

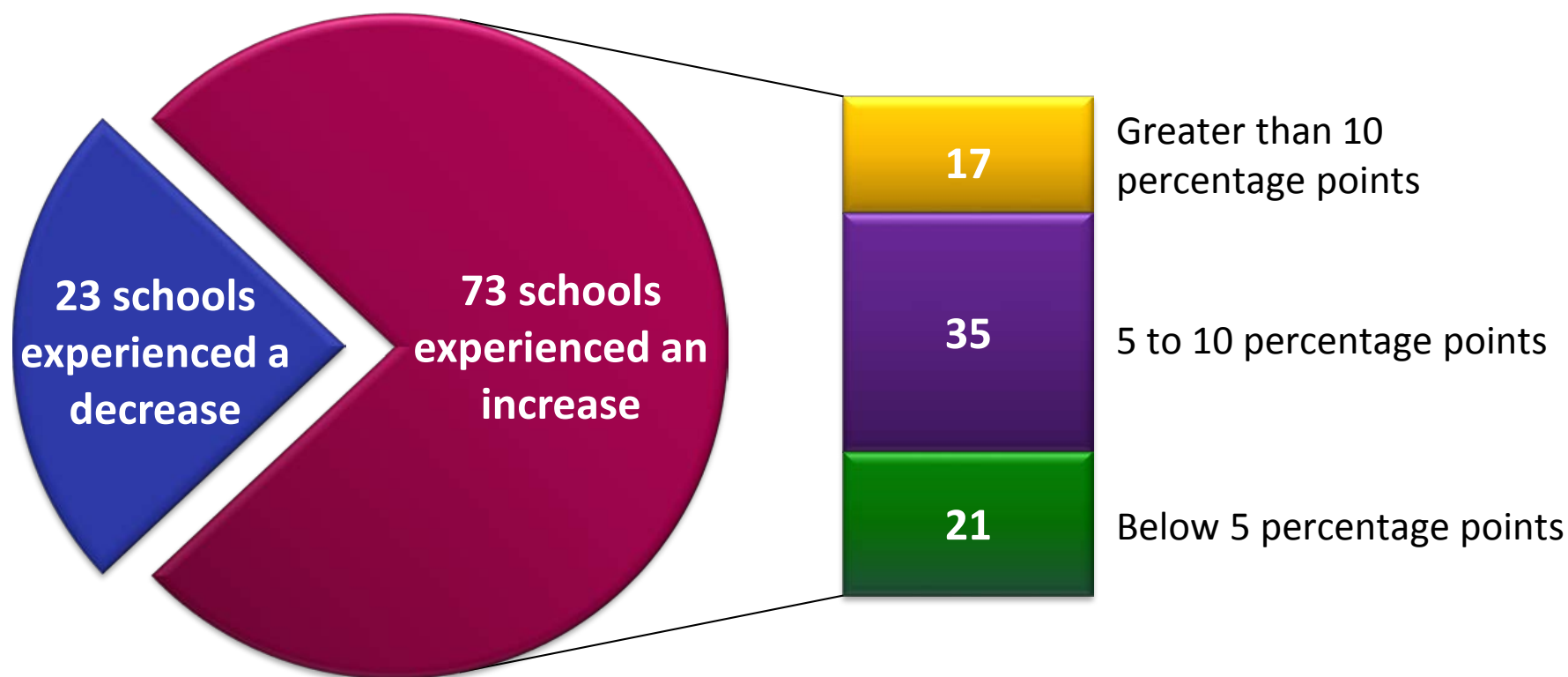


\*Four of the 100 schools closed; one closed prior to the 2012-13 school year and three closed after 2012-13



# At Most Schools, a Greater Percentage of Students Were Reading at Grade Level

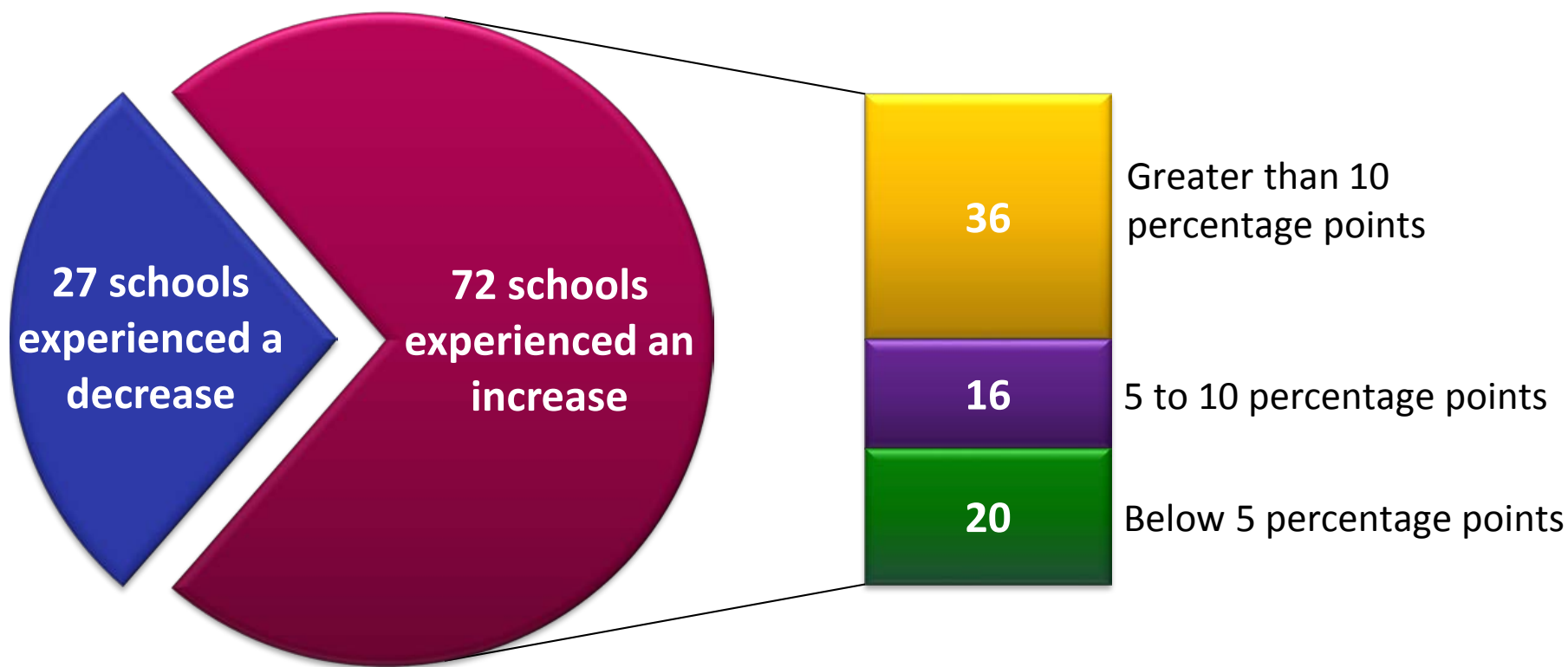
Number of Schools with a Change in the Percentage of Students Reading at Grade Level Between 2011-12 and 2012-13



\*No change at 3 schools

# At Most Schools, a Greater Percentage of Below Grade Level Students Made a Year's Worth of Learning Growth

Number of Schools with a Change in the Percentage of Level 1 and 2 Students Making at Least a Year's Worth of Reading Growth Between 2011-12 and 2012-13



# Summary Of School Progress

- After implementing the Extra Hour Program
  - 66 schools were no longer among the lowest 100 in reading
  - 73 schools increased the percentage of students reading at grade level
  - 74 schools increased the percentage of below grade level students who made a year's worth of growth

# Comparison to Peers at Non-Participating Schools

- We measured whether students at participating schools did better than their peers at non-participating schools
  - Students with the same FCAT scores the year prior to the Extra Hour initiative and same demographic characteristics
  - Title 1 schools with the same school grade

# **At 20 Schools, Students Performed Better than Similar Students in non-Low 100 Schools**

- At 20 Extra Hour schools, students performed better than similar students at non-participating schools
  - Gain was statistically significant
- At 13 Extra Hour schools, students performed lower than similar students at non-participating schools

# Principal Survey and Interview Responses



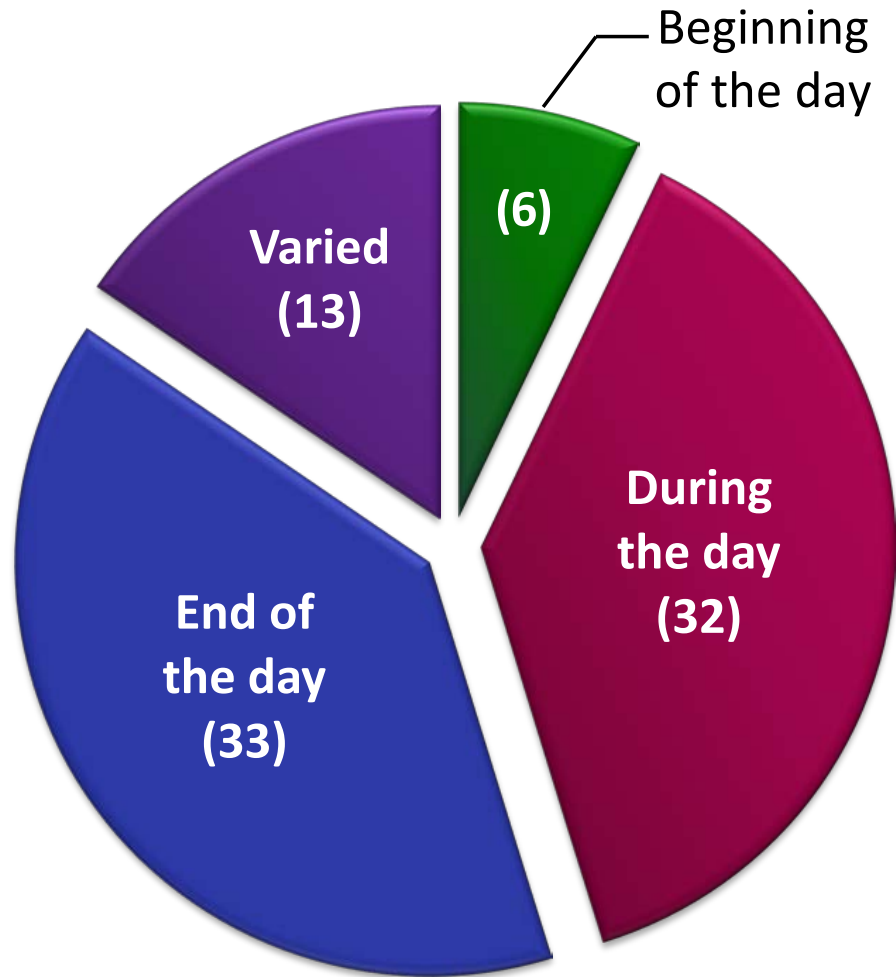
# Surveyed Principals of All Extra Hour Schools

- Responses from 83 schools
- Analyzed overall responses
- Identified whether there were differences between more and less successful schools

# Interviewed Principals From a Sample of Extra Hour Schools

- Learn more about program implementation
  - Selected based on the results of the peer analysis
  - 11 principals from schools that were among the most successful
  - 10 principals from schools that were among the least successful

# The Time of Day During Which Schools Implemented the Extra Hour Varied

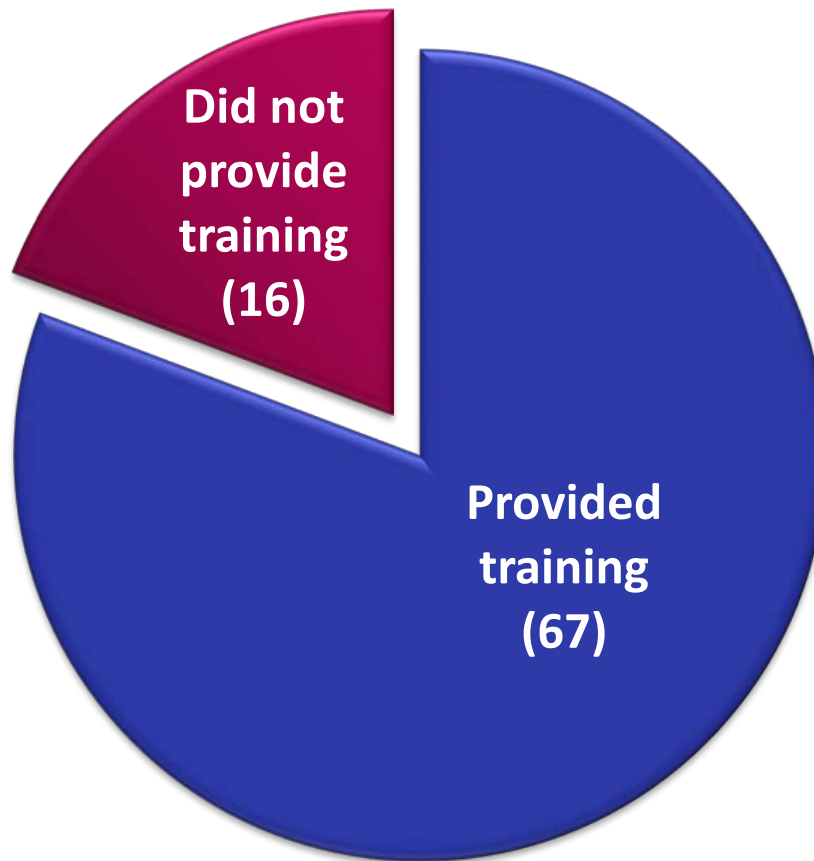


- Most schools offered the extra hour during or at the end of the school day
- The most successful schools were more likely than the least successful schools to offer the extra hour at the end of the day
- However, time of day might not relate to success—opinions varied on the best time of day to implement the extra hour

# Schools Reported Compliance with the Statutory Components of the Extra Hour

- Research-based instruction
- Instruction differentiated based on student reading proficiency
- Integrated phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Incorporated guided practice, error correction, and feedback
- Integrated social studies, science, and mathematics-text reading; text discussion; and writing in response to reading

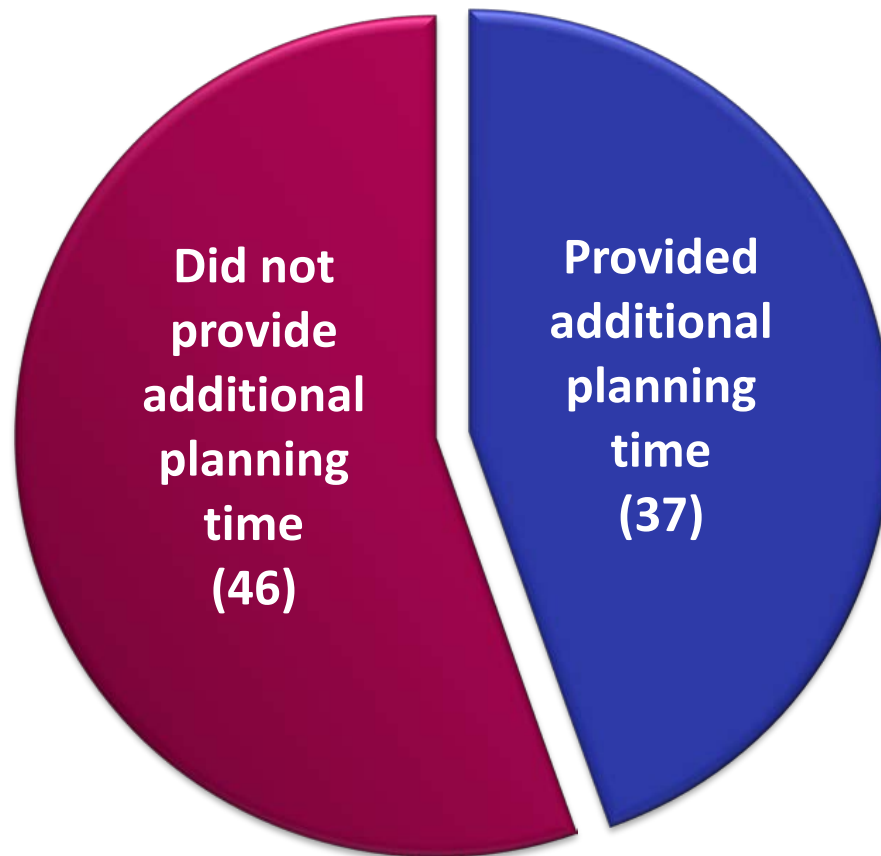
# Teachers at Most Schools Received Training to Implement the Extra Hour



- There was virtually no difference between the most successful and the least successful schools in whether they provided training

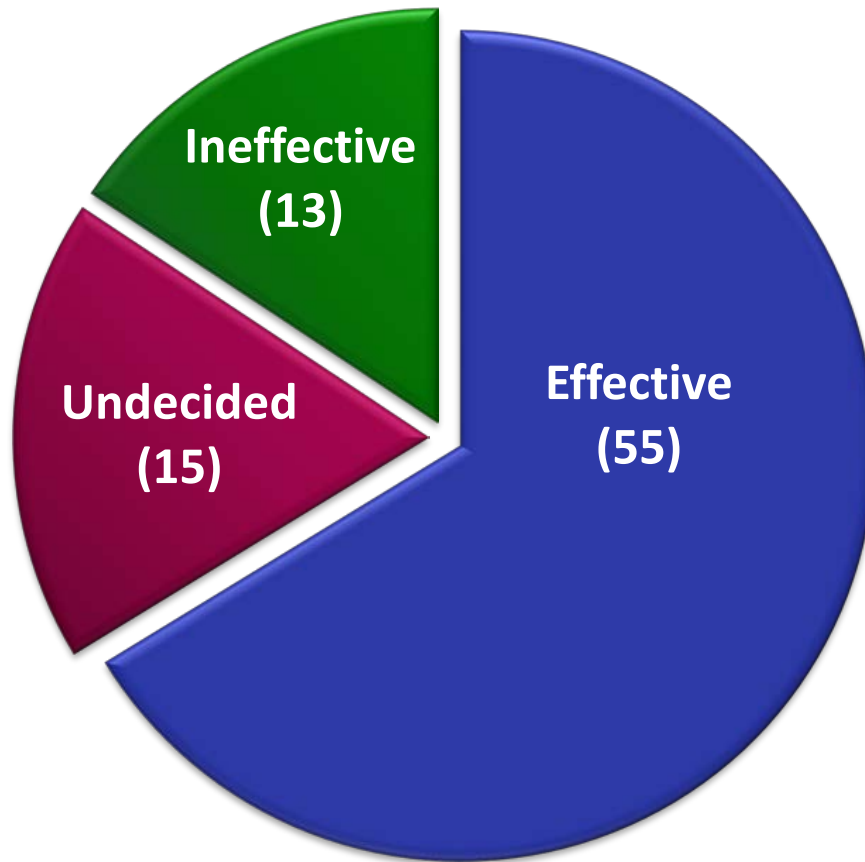


# Less than Half of Schools Provided Teachers With Additional Planning Time



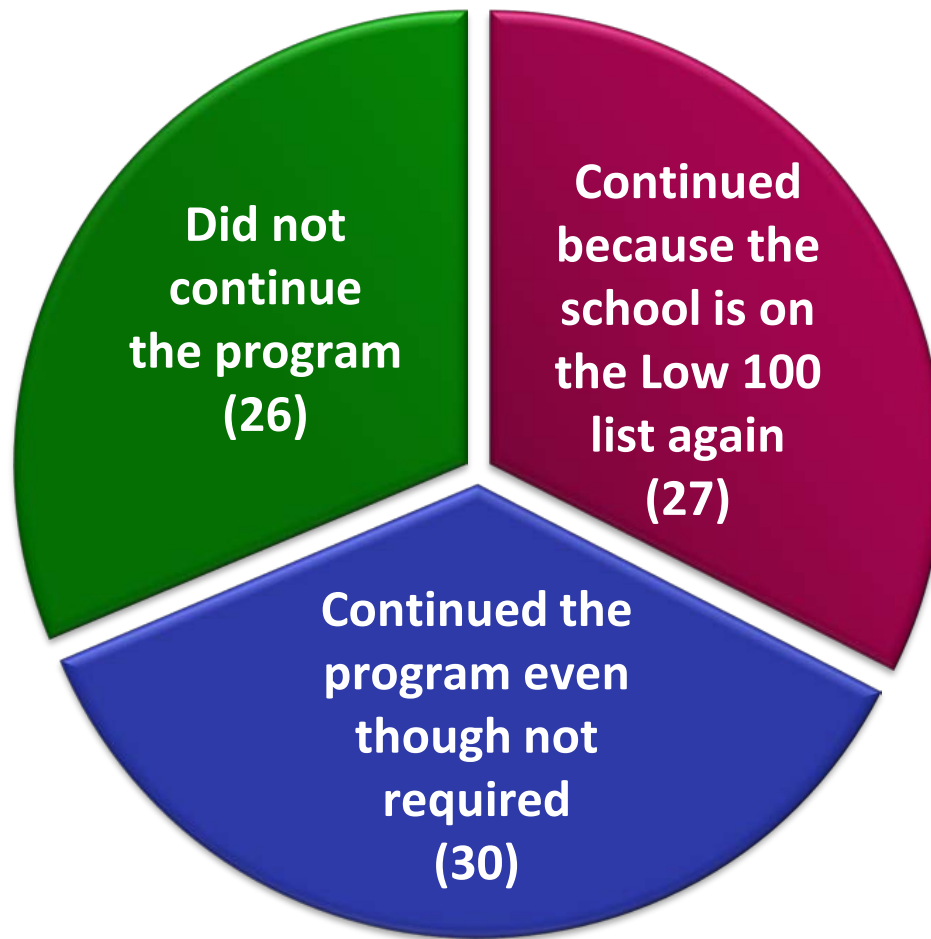
- Planning time did not appear to be a major factor. Principals we interviewed were mixed in their opinions on whether they thought lack of teacher planning time affected success

# The Majority of Principals Thought the Extra Hour Was Effective



- Principals at the most successful schools were more favorable about program effectiveness
- Perception of effectiveness/ineffectiveness were likely influenced by FCAT results

# A Third of Schools Are Continuing with an Extended School Day Even Though Not Required



- 30 of the 57 schools that continued an extended school day are no longer on the Low 100 list

# Local Implementation Issues That Affected School Success

- Some districts were less prepared with curriculum, guidance, and support for the schools prior to the start of the school year
  - Despite this challenge, 4 of the 7 principals who mentioned this issue were from the most successful schools

# Local Implementation Issues That Affected School Success

*(continued)*

- For some of the least successful schools, principals said that their district's chosen curriculum did not meet the needs of all students or did not focus on FCAT-tested reading skills
  - 5 of the 10 principals from the least successful schools mentioned this issue; it was not cited by principals from the most successful schools
  - Districts we contacted have adjusted their choices after seeing first year results

# Local Implementation Issues That Affected School Success

*(continued)*

- Some teachers at the least successful schools lacked recent experience teaching reading, a proven track record of effectiveness in teaching reading, and/or teaching experience in general
  - Four of the 10 principals from the least successful schools mentioned this issue; it was not cited by principals from the most successful schools



# Local Implementation Issues That Affected School Success

*(continued)*

- The most successful schools were more likely to have had school-wide buy-in for the extra hour
  - Principals from a majority of the most successful schools were enthusiastic and described a high level of support for the extra hour from their staff, which was not as evident from our interviews with principals from the least successful schools

# Principals' Suggestions for Program Improvement

- Provide more notice and preparation time prior to the start of the school year
  - Districts were not given the list of schools required to participate until mid-July
    - ▶ Schools were selected based on school grade calculations
  - Some schools received less than two weeks' notice, which, according to principals, affected their ability to have a program in place when their school year started in mid-August

# Principals' Suggestions for Program Improvement

*(continued)*

- Make the program multi-year
  - The majority of principals interviewed said that schools would benefit from more than one year of the Extra Hour Program
    - ▶ One year might not be a sufficient amount of time to see substantial improvements in reading
    - ▶ Would allow for the reinforcement of student learning gains and continued additional support for students who need it
    - ▶ Schools might be able to improve implementation based on experience gained during their initial year of participation

# OPPAGA Contacts

Mark West  
Staff Director, Methodology  
(850) 717-0534  
[west.mark@oppaga.fl.gov](mailto:west.mark@oppaga.fl.gov)

Becky Vickers  
Chief Legislative Analyst  
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[vickers.becky@oppaga.fl.gov](mailto:vickers.becky@oppaga.fl.gov)

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David Summers  
Education Staff Director  
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[summers.david@oppaga.fl.gov](mailto:summers.david@oppaga.fl.gov)



**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

1-9-14

*Meeting Date*

Topic University Preeminence

Bill Number \_\_\_\_\_  
*(if applicable)*

Name J. "Bernie" Machen

Amendment Barcode \_\_\_\_\_  
*(if applicable)*

Job Title President

Address Tiger Hall  
*Street*

Phone (352)392-1311

Gainesville, FL 32301  
*City State Zip*

E-mail jbmachen@ufl.edu

Speaking: ☒ For ☐ Against ☐ Information

Representing University of Florida

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)

THE FLORIDA SENATE  
**APPEARANCE RECORD**

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

1/9/14

Meeting Date

Topic Preeminence Update

Bill Number \_\_\_\_\_  
(if applicable)

Name Eric Barron

Amendment Barcode \_\_\_\_\_  
(if applicable)

Job Title President, FSU

Address Westcott

Phone \_\_\_\_\_

Tallahassee FL 32306  
City State Zip

E-mail \_\_\_\_\_

Speaking: ☒ For ☐ Against ☐ Information

Representing Florida State University

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)



③

**THE FLORIDA SENATE**  
**APPEARANCE RECORD**

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

1/9/14

*Meeting Date*

Topic Extra Hour Initiative Bill Number \_\_\_\_\_  
*(if applicable)*

Name Becky Vickers Amendment Barcode \_\_\_\_\_  
*(if applicable)*

Job Title Chief Legislative Analyst

Address 111 West Madison Street Phone 717-0515  
*Street*  
Tallahassee, FL E-mail vickers.becky@oppaga.fl.gov  
*City State Zip*

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)

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THE FLORIDA SENATE  
**APPEARANCE RECORD**

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

1/9/14

*Meeting Date*

Topic Extra Hour Initiative Bill Number \_\_\_\_\_  
(if applicable)  
Name Mark West Amendment Barcode \_\_\_\_\_  
(if applicable)  
Job Title Staff Director, OPPAGA

Address 111 West Madison Street Phone (850) 717-0534  
*Street*  
Tallahassee E-mail west.mark@oppaga.fl.gov  
*City State Zip*

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:** 1/9/2014 1:03:29 PM

**Ends:** 1/9/2014 2:40:31 PM **Length:** 01:37:03

1:03:30 PM	Call to order
1:05:05 PM	Roll Call
1:06:36 PM	Chair Montford
1:06:57 PM	Dr. Bernie Machen, President, University of Florida
1:08:39 PM	Dr. Bernie Machen, President, University of Florida
1:16:23 PM	Senator Bean comment
1:16:54 PM	Senator Richter question
1:18:08 PM	Chair Montford question
1:19:46 PM	Senator Thrasher question
1:21:55 PM	Chairman
1:22:05 PM	Dr. Eric Barron, President, Florida State University
1:50:07 PM	Senator Simmons question
1:57:04 PM	Senator Richter questions
2:01:52 PM	Chair Montford question
2:04:41 PM	Senator Simmons
2:14:25 PM	Becky Vickers, Chief Legislative Analyst, OPPAGA
2:15:35 PM	Mark West, Staff Director, Methodology, OPPAGA
2:21:19 PM	Becky Vickers, Chief Legislative Analyst, OPPAGA
2:28:52 PM	Senator Bean question
2:29:28 PM	Chair Montford comments
2:30:34 PM	Senator Detert comments
2:31:51 PM	Senator Bullard question
2:32:44 PM	Becky Vickers
2:33:02 PM	Senator Bullard
2:33:32 PM	Becky Vickers
2:34:23 PM	Senator Bullard
2:35:33 PM	Senator Simmons comments
2:39:40 PM	Chair Montford comments
2:40:10 PM	Meeting Adjourned

## THE FLORIDA SENATE

**Senator Maria Lorts Sachs**  
**Minority Leader Pro Tempore**  
District 34

Committees:

Gaming  
Vice Chair

Agriculture

Education

Appropriations  
Subcommittee on  
Education

Appropriations  
Subcommittee on  
Finance and Tax

Military Affairs, Space,  
and Domestic Security

Regulated Industries

**STAFF:**

Joshua Freeman  
Legislative Assistant

Matthew Damsky  
Legislative Assistant

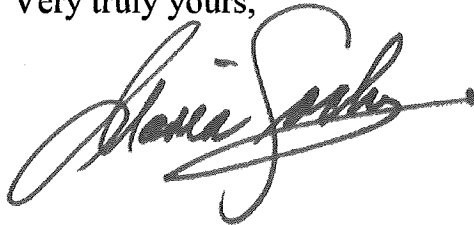
January 8, 2014

The Honorable Bill Galvano  
326 Senate Office Building  
404 South Monroe Street  
Tallahassee, FL 32399-1100

Dear Chair Galvano,

I will not be able to attend the Appropriations Subcommittee on Education meeting taking place at 1:00 PM on January 9<sup>th</sup>, 2014, due to unfavorable weather conditions and cancellation of my plane flight.

Very truly yours,



Senator Maria Sachs  
District 34

CC: Tim Elwell, *Staff Director*

100 NW 1st Avenue, Delray Beach, Florida 33444 (561) 279-1427  
216 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5091

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

Don Gaetz  
President of the Senate

Garrett Richter  
President Pro Tempore



## THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:  
Appropriations Subcommittee on Education, *Chair*  
Agriculture  
Appropriations  
Appropriations Subcommittee on Health  
and Human Services  
Education  
Gaming  
Health Policy  
Regulated Industries  
Rules

**SENATOR BILL GALVANO**

26th District

January 9, 2014

Senator Don Gaetz  
President Florida Senate  
409 Capitol  
404 South Monroe Street  
Tallahassee, FL 32399

Dear President Gaetz:

I am writing to request approval to be excused from the Subcommittee on Education Appropriations meeting scheduled for today, Thursday, January 9, 2014.

I appreciate your consideration in this matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bill", is written in dark ink.

Bill Galvano

Cc: Tim Elwell  
Joanne Bennett

REPLY TO:

- ☐ 1023 Manatee Avenue West, Suite 201, Bradenton, Florida 34205
- ☐ 326 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5026

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

**DON GAETZ**  
President of the Senate

**GARRETT RICHTER**  
President Pro Tempore