

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA
APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Senator Galvano, Chair
Senator Montford, Vice Chair

MEETING DATE: Wednesday, February 12, 2014
TIME: 10:00 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	Discussion and Review of Postsecondary Performance Funding		Discussed

Other Related Meeting Documents



BOARD *of* GOVERNORS

State University System of Florida

Senate Appropriations Subcommittee on Education

February 12, 2014

www.flbog.edu



Topics to be Discussed

- **University Incentives for Technology Programs**
- **High-Demand Programs of Emphasis using the Board's Gap-Analysis**
- **2013-2014 Performance Funding Implementation**
- **2014-2015 Board of Governors' Performance Funding Model**



University Incentives for Technology Programs



HB 7135 University Incentives for Technology Programs

Rank Scoring Categories

- **Two from Legislature weighted for 25% each**
 - Percentage of employed graduates who have earned degrees in targeted programs.
 - Percentage of graduates who have earned baccalaureate degrees in targeted programs and who earned industry certifications in a related field prior to graduation.
- **Board of Governors for remaining 50%**
 - **Cooperative Education** – A degree program that combines classroom study with paid work experience directly related to a student’s academic major.
 - **Internships** – Academic courses that allow students to apply classroom theory in a practical work setting.
 - **Collaborative Partnerships with Business and Industry** - Joint agreements between the university and one or more partners to provide instruction and/or research in a realistic work environment.
 - **Industry Employment Scholarship Programs** - Provide a guarantee of employment upon graduation or offer paid summer internship opportunities in the related industry as a part of the scholarship program.
- Rank Scored by number of partnership agreements and number of students who participated, 25% each.



HB 7135 University Incentives for Technology Programs – Final Rank Scores

University	SECTION 1 Employment	SECTION 2 Certifications	SECTION 3 (i) University Agreements	SECTION 3 (ii) Student Participation	Final Rank Score	Overall Rank
	Rank	Rank	Rank	Rank		
FIU	3	1	1	5	10	1
UCF	2	4	4	1	11	2
UWF	1	2	6	7	16	3
UF	8	5	2	2	17	4
USF	6	3	5	4	18	5
FAMU	5	5	3	6	19	6
FSU	7	5	8	3	23	7
FAU	4	5	7	8	24	8



HB 7135 University Incentives for Technology Programs

Post Award Tracking

- **Top four universities awarded \$3.75 M each**
- University decided split between program departments
- Funding cannot supplant existing E&G for departments
- No specification in statute for how funds could be used

- **Board of Governors tracking of awards**
- Current budget for each department was provided with the application to establish a baseline
- Universities certified to Board budget office regarding distribution of funds by department
- Universities provided a narrative describing how the funds would be used
- End of second year analysis will be conducted to ensure compliance



HB 7135 University Incentives for Technology Programs

Types of Activities Funded

- Expand program capacity through partnerships with other educational institutions
- Expand program capacity by hiring additional faculty and increasing course offerings
- Increase industry partnerships that support program instruction and research
- Increase opportunities for students to earn industry certifications, including cyber security and data analytics
- Increase student internships, cooperative education, and industry employment scholarship programs
- Increase student professional development opportunities to attend industry workshops, conferences, etc.
- Improve program instructional technology infrastructure
- Improve program labs and update equipment



HB 7135 University Incentives for Technology Programs – Students are Direct Beneficiaries



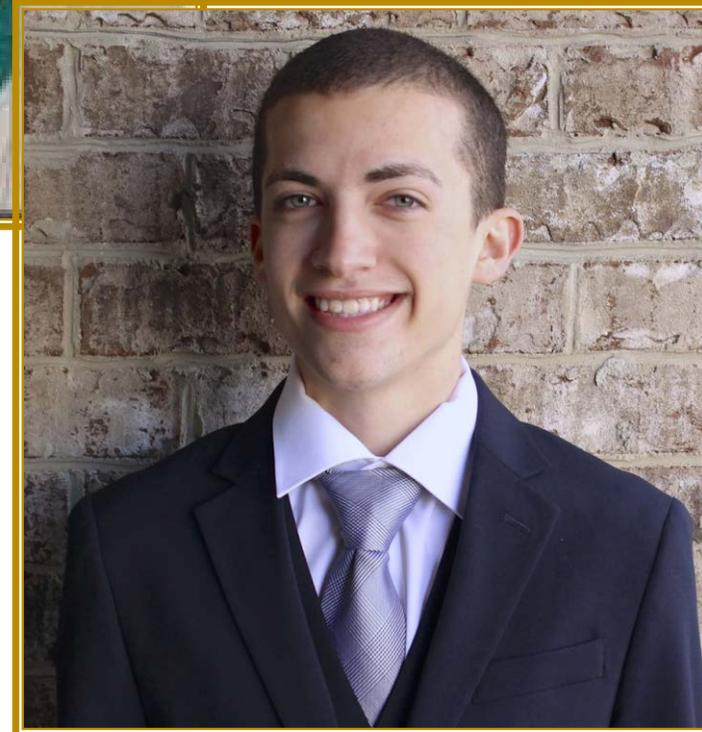
Brian Ramirez at UCF



Paula Eily at UCF



Isaac Valme at UCF



Tavio Guarino at UF



SB 1076 High Demand Programs of Emphasis using the Board's Gap- Analysis



SB 1076 High Demand Programs of Emphasis

GAP Analysis

- Final Report of the Commission on Florida Higher Education Access and Degree Attainment approved Nov. 2013 by Board of Governors
- Gap Analysis identified areas of ~1,000+ annual unfilled job openings at the bachelor's degree level
- \$15 M Legislative Appropriation--Solicitation for Grant Applications
 - Targeted **E**ducational **A**ttainment (TEAm) Grant Program



TEAm Grant Status

- Applications were due Monday, February 3, 2014
- Applications will be reviewed and scored by Feb. 28
- Award recipients will be approved at the March 20 Board meeting at FSU
 - 12 applications, all had partnerships
 - 11 Universities (FGCU did not submit an application)
 - 10 Florida College System Institutions
 - 4 Independent Colleges & Universities



SB 1076 High Demand Programs of Emphasis – Performance Metrics

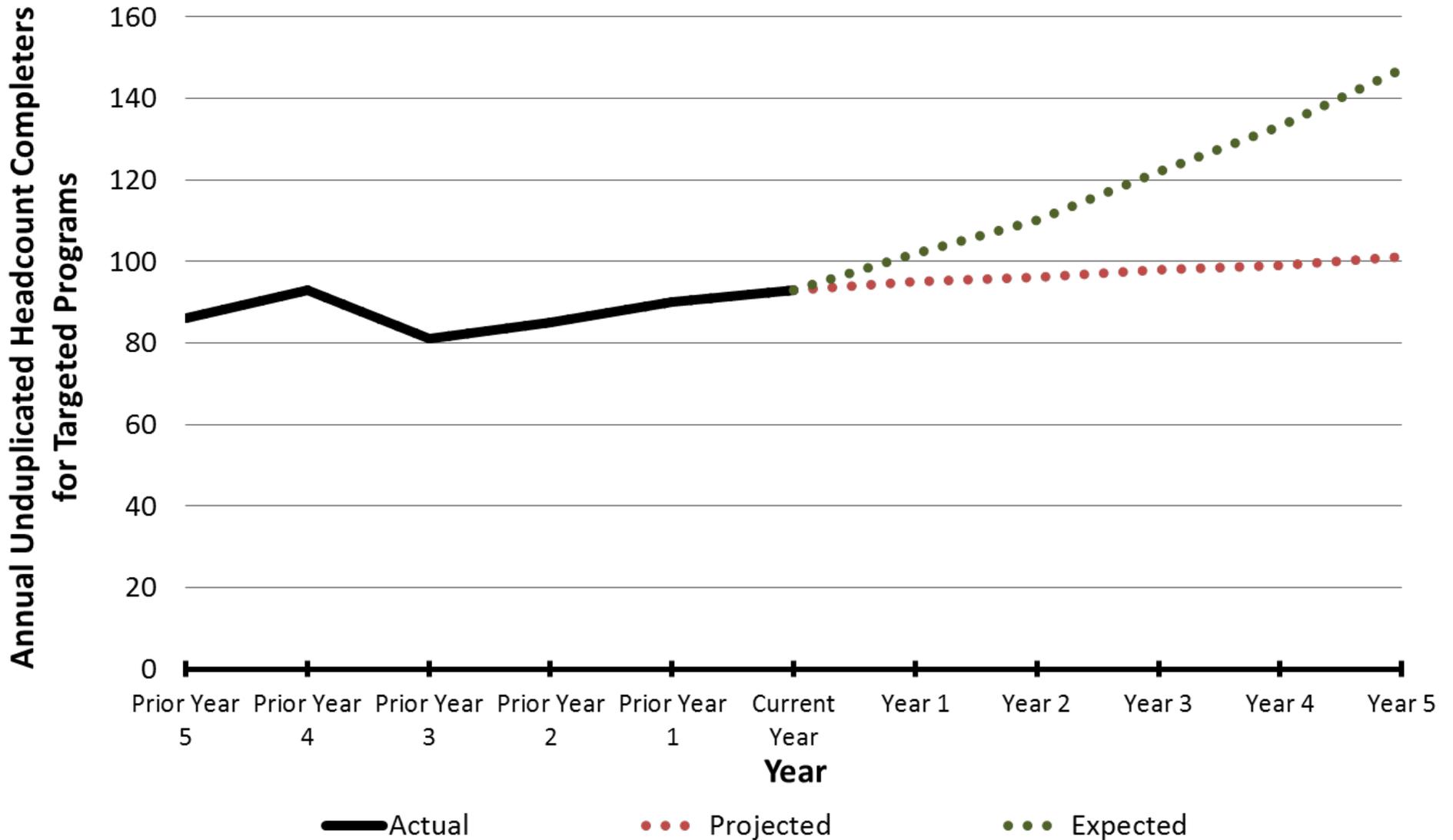
TABLE 1c: Unduplicated Completers in Targeted Programs

Institution Name	Data Type	Academic Year										
		Prior Year 5	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		(2007-08)	(2008-09)	(2009-10)	(2010-11)	(2011-12)	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Institution – Targeted Program (Insert here)												
Actual		0	0	0	0	0	0					
Projected							0	0	0	0	0	0
Expected							0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
Actual		0	0	0	0	0	0					
Projected							0	0	0	0	0	0
Expected							0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
Actual		0	0	0	0	0	0					
Projected							0	0	0	0	0	0
Expected							0	0	0	0	0	0
Totals	Actual	0	0	0	0	0	0	0	0	0	0	0
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Expected Impact (Expected minus Projected values)							0	0	0	0	0	0
[FOR GRANTEES ONLY] Actual Impact (Actual minus Projected values)							0	0	0	0	0	0

If there are additional Targeted Programs, please add four rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.



SB 1076 High Demand Programs of Emphasis – Performance Metrics





SB 1076 High Demand Programs of Emphasis

Reporting

- An Evaluation Committee monitors grantees
- The grantee is required on January 10th and July 10th of every year from receipt of grant funds through the 2017-2018 academic year to provide:
 - Narrative reports
 - Updated performance metric data
 - Budget documents



2013-14 Performance Funding Implementation



2013-14 Performance Funding

SB 1076

- By October 31, 2013 required the Board of Governors to recommend a methodology for allocating performance funding for SUS institutions, based on the percentage of graduates employed or enrolled in further education, the average wages of employed graduates, and the average cost per graduate.

SB 1500 (GAA):

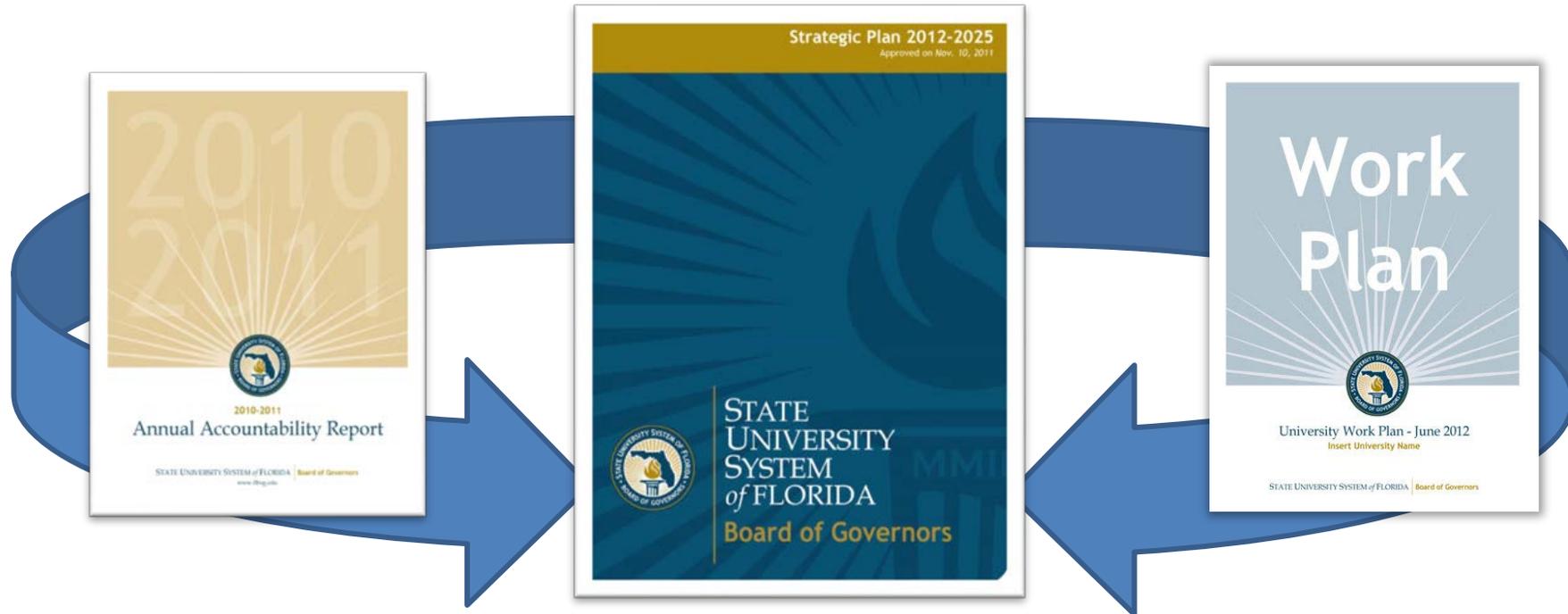
- \$20 Million was appropriated for performance funding.
- Proviso required the Board of Governors to allocate these funds by December 31, 2013 based on the percentage of graduates employed or enrolled in further education, the average wages of employed graduates, and the average cost per graduate.



2014-15 Board of Governors' Performance Funding Model



Three-Part Accountability Framework



**ANNUAL
ACCOUNTABILITY REPORT:**
Tracks performance on key metrics
(past five years)

**SYSTEM-WIDE
STRATEGIC PLAN:**
Provides a long-range
roadmap for the System

**UNIVERSITY
WORK PLAN:**
Provides a short-term plan of
action (next three years)



Board of Governors Performance Funding Model for 2014-15

4 Guiding Principles:

- Use metrics that align with Strategic Plan goals
- Reward excellence or improvement
- Have a few clear, simple metrics
- Acknowledge the unique mission of the different institutions

Key Components:

- Funds allocated based on 10 metrics
- One metric chosen by the Board of Governors and one by the Board of Trustees
- Institutions evaluated on the excellence or improvement for each metric
- Data based on one year



Performance Funding Model - Metrics

Points	EXCELLENCE (Achieving System Goals)					IMPROVEMENT (Recognizing Annual Improvement)				
	5	4	3	2	1	5	4	3	2	1
1 Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation	75%	70%	65%	60%	55%	5%	4%	3%	2%	1%
2 Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation	\$40,000	\$35,000	\$30,000	\$25,000	\$20,000	5%	4%	3%	2%	1%
3 Average Cost per Undergraduate Degree to the Institution	\$20,000	\$22,500	\$25,000	\$27,500	\$30,000	5%	4%	3%	2%	1%
4 Six Year Graduation Rate <i>Full-time and Part-time FTIC</i>	70%	67.5%	65%	62.5%	60%	5%	4%	3%	2%	1%
5 Academic Progress Rate 2nd Year Retention with GPA Above 2.0	90%	87.5%	85%	82.5%	80%	5%	4%	3%	2%	1%
6 Bachelor's Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	50%	45%	40%	35%	30%	5%	4%	3%	2%	1%
7 University Access Rate Percent of Undergraduates with a Pell-grant	30%	27.5%	25%	22.5%	20%	5%	4%	3%	2%	1%
8 Graduate Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>	50%	45%	40%	35%	30%	5%	4%	3%	2%	1%
Institution-Specific Metrics										
9 Board of Governors choice	Varies by metric					Varies by metric				
10 Board of Trustees choice	Varies by metric					Varies by metric				



Performance Funding Model – Basic Operation

New Appropriated Funds:

- Maximum of 50 points (5 points per metric)
- Must have 26 points or more to be eligible for new funds
- A university with 25 points or less, or the three lowest scoring universities are not eligible for new funds
- Eligible universities receive new funds allocated proportional to their recurring state base budget
- Highest scoring eligible universities will receive additional new funds



Performance Funding Model – Basic Operation

Base Recurring Funds:

- A proportional amount, equal to the amount of new appropriated funds, would come from each university's recurring state base budget
- For the first year a university would only have 1% at risk
- A university with 26 points or more would have base funding restored
- A university with 25 points or less would have all but 1% of the base funding restored
- Funds would be reallocated proportional to the universities with more than 25 points, with the highest scoring universities eligible for more



2013-14 Performance Funding Model Example

Metrics	Data	Points
1: Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation	60%	2
2: Median Average Wages of Undergraduates Employed in Florida 1 Yr after Graduation	\$25,000	2
3: Average Cost per Undergraduate Degree to the Institution	\$27,500	2
4: Six Year Graduation Rates (Full-time and Part-time FTIC)	62.5%	2
5: Academic Progress Rate (2nd Year Retention with GPA above 2.0)	82.5%	2
6: Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	35%	2
7: University Access Rate (Percent of Undergraduates with a Pell Grant)	30%	5
8: Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	35%	2
9: Percent of Bachelor Degrees without Excess Hours	65%	2
10: Board of Trustees Choice		5
	Total	26



BOARD *of* GOVERNORS

State University System of Florida

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STATE
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Board of Governors

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September 20, 2013

Honorable Don Gaetz, President
Florida Senate
Room 212, Senate Office Building
Tallahassee, FL 32399-1100

Honorable Will Weatherford, Speaker
Florida House of Representatives
Room 420, Capitol
Tallahassee, FL 32399-1300

Re: Methodology for the distribution of performance funding

Dear Mr. President and Mr. Speaker:

The 2013 Legislature passed Senate Bill 1076, which was signed by the Governor on April 22, 2013. Section 61 of the bill requires the Board of Governors to recommend a methodology for allocating performance funding to the Legislature:

By October 31, 2013, the State Board of Education shall recommend to the Legislature a methodology for allocating performance funding for Florida College System institutions, and the Board of Governors shall recommend to the Legislature a methodology for allocating performance funding for State University System institutions, based on the percentage of graduates employed or enrolled in further education, the average wages of employed graduates, and the average cost per graduate.

The 2013 General Appropriations Act includes \$20 million for performance based incentives:

From the general revenue funds in Specific Appropriation 142, \$20,000,000 shall be allocated by the Board of Governors for performance funding by December 31, 2013, based on the percentage of graduates employed or enrolled in further education, the average wages of employed graduates, and the average cost per graduate.

At the September 12, 2013 meeting of the Board of Governors, the Board approved the definitions of the three metrics identified in SB 1076 and the methodology for the distribution of the \$20 million in performance funding.

September 23, 2013

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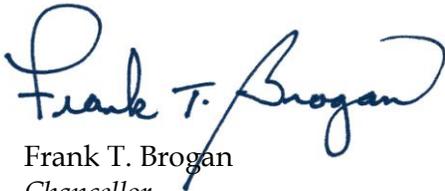
The three metrics presented a challenge to the Board as some data for two of the metrics are not fully available. We will continue to gather the best data possible to implement the metrics.

The Board also continues to be committed to a comprehensive performance funding model for the future that includes ten metrics that will measure universities on a variety of key indicators, including the three identified in SB 1076. Nine of the metrics have been established, and we are waiting on university boards of trustees to each choose one metric of their own. At our November 21, 2013 meeting we anticipate finalizing all ten metrics. We look forward to discussing this comprehensive model with you and other members of the Legislature.

These efforts are tied directly to the Board's Legislative Budget Request seeking an additional \$50 million in base funding to distribute using the ten-metric performance funding model. The Board is proud of the partnership it has created with the universities, the Legislature and the Governor in our effort to make Florida's university system the most accountable system in America.

The Board of Governors values its relationship with the Legislature and its staff and appreciates your support as we move our universities forward to help grow Florida's knowledge-based economy.

Sincerely,

A handwritten signature in blue ink that reads "Frank T. Brogan". The signature is fluid and cursive, with a large initial "F" and "B".

Frank T. Brogan
Chancellor

Attachments

- C: Honorable Seth McKeel, Chair, House Appropriations
- Honorable Joe Negron, Chair, Senate Appropriations
- Mr. Dean Colson, Chair, Florida Board of Governors
- Mr. Mori Hosseini, Vice-Chair, Florida Board of Governors
- Mr. Tom Kuntz, Chair, Florida Board of Governors Budget & Finance Committee

State University System of Florida
Performance Based Incentives
Three Metrics Identified in Senate Bill 1076

The appropriation of \$20 Million of recurring dollars in the General Appropriations Act (GAA) proviso requires the Board to allocate the funds by December 31 based on the percentage of graduates employed or enrolled in further education, the average wages of employed graduates, and the average cost per graduate. Further, Senate Bill 1076 requires the Board of Governors to recommend to the Legislature by October 31 a methodology for allocating performance funding for the SUS institutions based on the three metrics. Thus, it is necessary to define and create a performance funding model to meet the needs of both acts of legislation and sets a standard for rewarding performance by the universities. The following definitions and allocation meet the needs set forth in the GAA proviso and the Senate Bill, but also are a part of the larger performance funding model that the Board has been developing.

Considerations for Metrics

When defining the metrics there were considerations regarding institutional mission uniqueness and setting the benchmarks. The State University System of Florida is comprised of institutions that vary greatly from each other in terms of history, mission, curricular offerings and student body. Though these differences exist, there is not a standard method to address this within the confines of the three prescribed metrics and the limited data available to address them. The Board of Governors' full performance-based funding model, which includes 10 metrics, provides more flexibility to address the differences among the System's institutions by allowing a Board of Governors' choice metric chosen for each individual institution and a Board of Trustees' choice metric chosen for each institution by their own board.

Benchmarks for each metric were set by assigning two points to the system average and then assigning three points for reasonably exceeding the system average, one point for being below the system average, and no points for falling well below the system average.

Definitions of Metrics

1. Percent of Bachelor's Graduates Employed and/or Continuing their Education Further:

This is a measure of the percentage of bachelor's graduates from one graduating class who are employed (and earning at least minimum wage) and/or continuing their education inside and outside of Florida. Students who are both employed and continuing their education are only counted once. Enrollment data is based on 14 months after graduation, and employment data is based on the fourth fiscal quarter following graduation.

Notes: Students are only counted as employed if they are not continuing their education and their wages are above the minimum wage threshold. Students who do not have valid social security numbers are excluded. Board staff members are in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2)) to this metric for future evaluation.

Benchmarks: 3pts = 75%; 2pts = 65%; 1pt = 55%

2. Average Wage of Full-time Employed Baccalaureate Graduates in Florida, One Year After Graduation:

This is the median wage one year after graduation for bachelor's recipients found employed in Florida, who are not continuing their education.

Notes: This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number, or making less than minimum wage.

Benchmarks: 3pts = \$40,000; 2pts = \$30,000; 1pt = \$20,000

3. Cost per Undergraduate Degree to the Institution:

This is the cost of an undergraduate degree to the institution as derived from the SUS Expenditure Analysis report.

Notes: This metric is based on undergraduate expenditures and credit hours from the SUS Expenditure Analysis report for 2011-12, 2010-11, 2009-10, and 2008-09. Total undergraduate expenditures are divided by total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour for each year is then multiplied by 30 credit hours (120 credit hours is standard catalog number) to derive a 4-year average cost per undergraduate degree.

Benchmarks: 3pts = \$20,000; 2pts = \$25,000; 1pt = \$30,000

Allocation of Funding

Allocation of the funding starts with the scoring of each university on the three metrics previously defined. Scores are then tallied and summed to create a total score. The scores are then converted into percentages of the total and multiplied by the pool of funding.

State University System
Performance Funding Model - \$20 M

Benchmarks	Metric 1			Metric 2			Metric 3			Total Score	%	Allocation
	Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year After Graduation			Median Average Full-Time Wages of Undergraduates Employed in Florida 1 Year After Graduation			Average Cost per Undergraduate to the Institution					
	3	2	1	3	2	1	3	2	1			
	75%	65%	55%	\$40,000	\$30,000	\$20,000	\$20,000	\$25,000	\$30,000			
	Score			Score			Score					
FAMU	63%	1		\$28,864	1		\$37,074	0		2	4%	\$869,565
FAU	69%	2		\$34,808	2		\$33,117	0		4	9%	\$1,739,130
FGCU	70%	2		\$32,996	2		\$29,792	1		5	11%	\$2,173,913
FIU	68%	2		\$35,264	2		\$26,791	1		5	11%	\$2,173,913
FSU	63%	1		\$30,396	2		\$24,902	2		5	11%	\$2,173,913
NCF	49%	0		\$22,366	1		\$74,832	0		1	2%	\$434,783
UCF	69%	2		\$33,428	2		\$20,281	2		6	13%	\$2,608,696
UF	63%	1		\$32,176	2		\$25,028	1		4	9%	\$1,739,130
UNF	71%	2		\$33,466	2		\$28,562	1		5	11%	\$2,173,913
USF	69%	2		\$33,466	2		\$23,276	2		6	13%	\$2,608,696
UWF	60%	1		\$30,688	2		\$30,679	0		3	7%	\$1,304,348
										46	100%	\$ 20,000,000

Notes:
Metric 1: Students who are both employed and continuing their education are only counted once. We will only count students as employed if they are not continuing their education and their wages are above the minimum wage threshold. Students who do not have a valid social security number are excluded. Board staff are in discussions with Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from WRIS2) to this metric for future evaluation.
Metric 2: This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number, or making less than minimum wage.
Metric 3: This metric is based on undergraduate expenditures and credit hours from the SUS Expenditure Analysis report for 2011-12, 2010-11, 2009-10, and 2008-09. Total undergraduate expenditures are divided by total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour for each year is multiplied by 30 (120 credit hours is the standard catalog number) to derive a 4-year average cost per undergraduate degree.

Board of Governors

Performance Funding Model Overview – February, 2014

The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans.

The model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
- The Board is requesting \$50 million in the 2014-2015 legislative budget request which will be the pilot year of implementation. In addition, a proportional amount to total \$50 million would come from each university's recurring state base appropriation.

Metrics Common to all Institutions:

Seven metrics apply to all eleven institutions. The eighth metric, graduate degrees awarded in areas of strategic emphasis (8a), applies to all institutions except New College. The alternative metric for New College (8b) is "freshman in the top 10% of graduating high school class."

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed and/or Continuing their Education Further	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
2. Average Wages of Employed Baccalaureate Graduates	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Cost per Undergraduate Degree	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (NCF Excluded) 8b. Freshman in Top 10% of Graduating High School Class (NCF Alternative Metric)
4. Six Year Graduation Rate (Full-time and Part-time FTIC)	9. Board of Governors Choice
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

Board Choice Metric - The Board has approved metrics that focuses on areas of improvement and the distinct missions of each university. UF and FSU have a metric measuring faculty awards to represent the research focus of these institutions. New College has "national ranking for institutional and program achievement." The remaining eight institutions all have the "percentage of students graduating without excess hours".

Board of Trustees Choice Metric - Each Board of Trustees has chosen a metric from the remaining metrics in the University Work Plans that are applicable to the mission of that university and have not been previously chosen for the model.

Board of Governors

Performance Funding Model Overview – February, 2014

How will the funding component of the model work?

To ensure each university is striving to excel and improve on key metrics, there must be a financial incentive. That financial incentive will not only be new state funding, but an equal reallocation of a portion of the base state funding.

New Funding versus Base Funding:

The amount of new state funding appropriated by the Legislature for performance funding will be matched by an equal amount reallocated from the university system base budget. These “base” funds are the cumulative recurring state appropriations the Legislature has appropriated to each institution. For example, if \$50 M is appropriated, the same amount of recurring base state funds would be reallocated, for a total performance funding allocation of \$100 M. The \$100 M would be allocated as follows:

New Funding of \$50 M

1. Each university metric is evaluated based on Excellence or Improvement and has five benchmarks ranging from low to high. The lowest benchmark receives one point, while the highest receives five points. The highest points for Excellence or Improvement are counted in the university’s total score.
2. New funding will be allocated based on points earned, with a maximum of 50 points possible.
3. A university must earn more than 25 points in order to be eligible to receive new funds.
4. A university scoring 25 points or less, or the three lowest scoring universities, would not receive any new funds.
5. A university earning more than 25 points would receive new funds proportional to their existing base funds with the highest scoring universities eligible for additional new funds.

Example Distribution of New Funds

	A	B	C	D	E	F	G
	Points	2013-14 Base Funding	Univ. Base % of Total	Allocation of New Funds	Additional Allocation to Top 3	Total New Funds	Total Univ. % of New Funds
Univ A	25	\$75,000,000	7.89%	\$0	\$0	\$0	0%
Univ B	23	\$100,000,000	10.53%	\$0	\$0	\$0	0%
Univ C	38	\$125,000,000	13.16%	\$6,578,947	\$5,809,524	\$12,388,471	24.78%
Univ D	24	\$130,000,000	13.68%	\$0	\$0	\$0	0%
Univ E	28	\$60,000,000	6.32%	\$3,157,895	\$0	\$3,157,895	6.32%
Univ F	34	\$180,000,000	18.95%	\$9,473,684	\$5,197,895	\$14,671,679	29.34%
Univ G	33	\$280,000,000	29.47%	\$14,736,842	\$5,045,113	\$19,781,955	39.56%
Total		\$950,000,000	100%	\$33,947,368	\$16,052,632	\$50,000,000	100%

Base Funding of \$50 M

1. A prorated amount would be deducted from each university’s base recurring state appropriation and redistributed based on points earned under the 10 metrics.
2. In the first year, a floor would be established so that no university receives more than a 1 percent reduction.
3. A university earning more than 25 points will have their base funding restored and be eligible to receive additional funding proportional to their existing base funds with the highest scoring universities eligible for more.
4. A university scoring 25 points or less would incur a 1 percent reduction.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- **Did the Board establish guiding principles in the development of the model?**
 - Early in the process the Board established 4 guiding principles that were the basis for the development of the model:
 - i. Use metrics that align with Strategic Plan goals;
 - ii. Reward Excellence and Improvement;
 - iii. Have a few clear, simple metrics; and
 - iv. Acknowledge the unique mission of the different institutions.
- **Universities have numerous metrics that are tracked and reported on in the annual accountability report. Why were only 10 chosen?**
 - One of the Board's guiding principles was to have a 'few clear, simple metrics'. This was a common theme when discussing models with systems around the country.
 - With approximately 40 metrics included in the annual accountability report, 10 metrics were identified as follows:
 - i. 3 metrics were identified in the 2013 General Appropriations Act.
 - ii. 5 metrics were identified by the Board based on key Strategic Plan initiatives.
 - iii. 2 metrics were 'choice' metrics that were picked by the Board and local boards of trustees. These 2 metrics focused on areas of improvement or the specific mission of the university.
- **What is the maximum number of points available?**
 - Each of the 10 metrics are weighted the same and the highest point value for each is 5 points. Thus the total number of points available is 50.
- **Will any of the metrics be weighted differently?**
 - At this time all 10 of the metrics have equal weight.
- **Why reward 'Excellence' or 'Improvement'?**
 - Due to numerous reasons (university age, student demographics, regional location, funding, etc.) university metrics vary. It was important to recognize those universities that have 'Excellence' metrics, but it was also important to recognize those universities who are making improvements from one year to another.
- **How are the scores calculated for Improvement?**
 - Improvement is current year performance minus previous year performance. The result is generally a percentage change and is scored 1 point for 1% up to 5 points for 5%. A couple of boards of trustee choice metric have hard improvement numbers instead of percentage change. In the case of all metrics, except Cost per Undergraduate Degree, to earn points there should be positive improvement from the previous year to the current year.
- **To be eligible for new funding a university must score higher than 25 points and not be in the bottom three. How were these minimums determined?**
 - To make this model truly a performance funding model, then funds should be awarded to the top performing institutions. Since this is the first year of implementing the model it was determined that a university should be able to score 26 points or more to be eligible and not be in the bottom three. These thresholds can be adjusted in the future to make the model more rigorous.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- **Current funding per full-time equivalent (FTE) student is well below the national average. Why implement a performance model when many universities are funded so low?**
 - The amount of funding provided by the state and students through the appropriations process and tuition payments should not be an impediment to utilizing funds in a manner that ensures a university is performing at the highest levels. Students and parents expect the best no matter the funding levels. Waiting to implement performance funding until additional resources are provided would be a disservice to our students and other stakeholders.
- **Why weren't regional differences taken into account when calculating the metrics?**
 - Board staff considered how regional differences in the state of Florida impact various performance metrics. At the request of the Legislature, the Bureau of Economic and Business Research (BEBR) at the University of Florida produces an annual Florida Price Level Index (FPLI), which measures the cost differences between Florida's counties. The FPLI serves as the basis for the District Cost Differential (DCD) in the Florida Education Finance Program for K-12. For example, the 2012 FPLI reports a 12% difference between Palm Beach and Leon counties. For some of the metrics regional differences would not be appropriate.
- **Were the universities involved in the development of the performance model?**
 - The development of the performance funding model began in the fall of 2012. At each Board meeting there has been discussion and updates provided on the status of developing the model. Discussions have been held with universities through phone calls and face-to-face meetings. The final metric, the board of trustee choice metric, involved the universities as their own boards made the recommendation of the metric and benchmarks for Excellence and Improvement.
- **Why not use expected graduation rates instead of actual graduation rates?**
 - The Board of Governors does not collect data on expected graduation rates. One of the issues with calculating an expected graduation rate is that it is difficult to determine whether differences between estimates and actual data are due to university performance or model error. The performance funding model accounts for student differences at each university by awarding points equally for 'Excellence' and 'Improvement'.
 - Actual graduation rates are a standard measure of performance used by IPEDS and other national reporting agencies.
- **Why is the data based on one-year and not 2, 3 or 5-year averages?**
 - The data used to drive the model is from the annual accountability report which focuses on yearly data. A yearly snap-shot also allows for comparison with other systems and/or states. For some metrics, historical data is not available and in other cases the metric definitions have been revised recently, thus the use of averages would not be appropriate.
- **Why wasn't the standard deviation used when setting benchmarks?**
 - This was considered for each metric but it was decided to set the benchmarks close to the data for Year 1 and therefore ensure that schools were rewarded for reasonable performance above, at, and just below the system average.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- **How can the universities improve their performance on the metrics?**
 - Universities have not been viewed as having much control over several of the post-graduation metrics; however, they do have control over others. Universities will need to be strategic in the investment of performance funds to focus on improving metrics. For example, a university could choose to invest in improving internship opportunities within the disciplines that perform the best on these post-graduation metrics, and other career center efforts. For other metrics, there are many initiatives the universities have and can undertake to improve graduation rates, retention rates, degrees awarded, etc.
- **Will Florida Polytechnic University (FPU) be included in performance funding?**
 - FPU has not enrolled students yet and therefore they need at least two years, possibly more in order to have performance to be evaluated. At that point there will be adequate data available in order to add FPU to the model.
- **Are there guidelines on how the universities will spend their allocations?**
 - This is still undecided but could be included in part of the university work plans.
- **For Percent of Bachelor's Graduates Employed and/or Continuing their Education Further metric, why was a different methodology used than what is in FETPIP's standard reports and why were recent graduates used instead of data on graduates three or more years post-graduation? ¹**

- SUS institutions produce graduates with a national scope, yet FETPIP's reports only include data for alumni who are found within Florida – missing about one-quarter of our bachelor's graduates. To get a more complete picture, Board staff have merged FETPIP's Florida data with the National Student Clearinghouse data to include enrollment outside of Florida.
- Board staff is working with FETPIP and the Department of Economic Opportunity (DEO) to add out-of-state employment information in future years. Florida has recently joined the national Wage and Record Information System (WRIS2) data system that will provide data on whether graduates are employed across state lines.
- In contrast to FETPIP's methodology of only looking at the October-December fiscal quarter for employment data, Board staff recommends that each graduate be given a full year to find employment or re-enroll. A year for each graduate provides a better standard than the October-December fiscal quarter because of the variation among universities regarding when degrees are awarded (year-round or only in May). In addition, by allowing for a full year, students who are sitting for licensure exams (i.e., CPA exam) will have time to take their post-graduation exams and look for work.

Percentage of 2010-11 Baccalaureates Found

UNIV.	FETPIP	BOG
FAMU	73%	90%
FAU	76%	90%
FGCU	77%	91%
FIU	75%	87%
FSU	66%	88%
NCF	40%	72%
UCF	76%	94%
UF	63%	89%
UNF	80%	92%
USF	78%	91%
UWF	73%	86%
SUS	73%	90%

¹ The Florida Education & Training Placement Information Program (FETPIP) is a data collection and consumer reporting system within the Florida Department of Education that was established to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida.

Board of Governors' Performance Funding Model (10 Metrics)

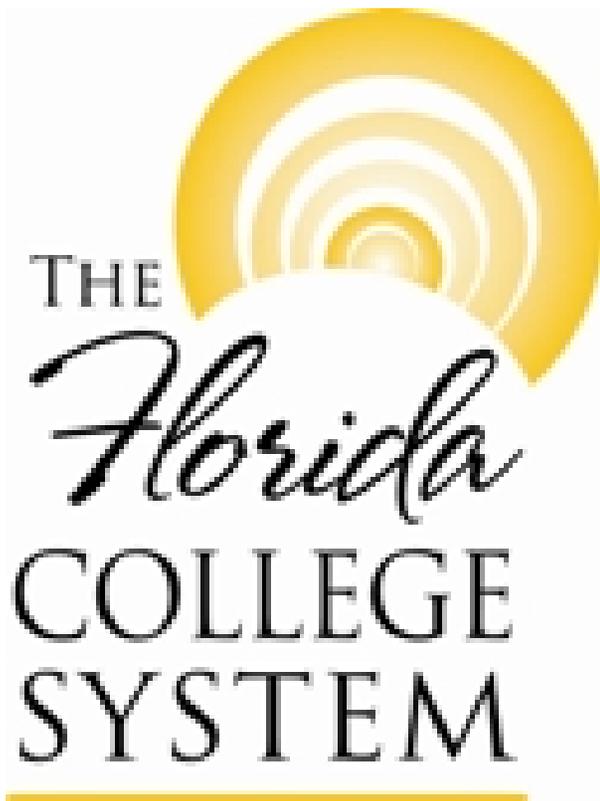
Questions and Answers

- The decision was made to use data from one year out so students (and their parents) will know what their prospects are immediately after graduation. Board staff plan to study longer-term (three to five years) employment data and publish the information in the future.
- **For Percent of Bachelor's Graduates Employed and/or Continuing their Education Further metric, what is the impact for institutions that have graduates living and working overseas?**
 - Graduates who live and work abroad are not currently included in the data except for a few from New College. The small number of NCF graduates makes it necessary to account for every single graduate or their percentages are disproportionately affected.
- **For Median Average Wage of Full-time Employed Baccalaureate Graduates in Florida, One Year After Graduation metric, why was a different methodology used than what is in FETPIP's standard reports?**

- Median wage, rather than the mean wage used in FETPIP's standard reports was recommended. Mean wages are potentially skewed by outliers. As an example, the State University System's median wage (of \$33,044) for 2010-11 baccalaureates is lower than the mean wage (of \$35,820) used in FETPIP's reports.
- Each graduate should be given a full year to find employment or re-enroll, which is in contrast to FETPIP's methodology of only looking at the October-December fiscal quarter for employment data. By allowing for a full year, students who are sitting for licensure exams such as the CPA exam will have time to take their post-graduation exams and look for work.

UNIV.	Percent of Baccalaureates Included
FAMU	35%
FAU	48%
FGCU	48%
FIU	43%
FSU	36%
NCF	17%
UCF	48%
UF	28%
UNF	54%
USF	47%
UWF	40%
SUS	42%

- **Why are only 42% of baccalaureates included in the Median Average Wage?**
 - Unemployment insurance wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number, or making less than minimum wage. This also does not include students who are continuing their education.
- **Why was the Cost per Degree Work Group report not utilized for the Cost per Undergraduate Degree metric?**
 - The Cost per Degree report completed by the Chancellor's Work Group in June of 2013 calculated the cost per degree to the student, state and institution based on state appropriations and tuition. While this report was considered, it was determined that actual expenditures from the SUS Expenditure Analysis, instead of appropriations, should be used.
 - The cost per degree to the institution calculated in the Cost per Degree report and those calculated from the Expenditure Analysis are very similar and the difference between the two for the SUS is only \$334.



Florida College System Council of Presidents

Appropriations Subcommittee on Education

February 12, 2014

Guiding Principles

- Use metrics that align with FCS Strategic Plan
- Recognize the uniqueness of each institution regarding its mission, size, and service region
- Reward sustained excellence and continuous improvement
- Award amounts will be meaningful to drive institutional improvements for student success

Key Components

- Funds allocated based on 7 metrics
- Institutions evaluated on excellence **and** improvement for each metric
- Performance funds by college will be determined each year based on performance from the following year
- Establish 2014-15 as a “pilot” year for performance funding

Measures with Benchmarks

Points	EXCELLENCE (Achieving System Goals)					IMPROVEMENT (Recognizing Annual Improvement)									
	5	4	3	2	1	5	4	3	2	1					
1	Student Transfer Rates (associate degree graduate students transferred within 2 years to a FCS institution or state university)					60.5%	55.5%	50.5%	45.5%	40.5%	5%	4%	3%	2%	1%
2	Student Retention Rates (3-yr average):										5%	4%	3%	2%	1%
	AA Degree					67.5%	62.5%	57.5%	52.5%	47.5%					
	AAS/AS Programs					59.7%	54.7%	49.7%	44.7%	39.7%					
3	Completion Rates (Full-Time FTIC cohort – 4yr)					43.5%	38.5%	33.5%	28.5%	23.5%	5%	4%	3%	2%	1%
4	Graduates Employed (within State of Florida in one year)					66.6%	61.6%	56.6%	51.6%	46.6%	5%	4%	3%	2%	1%
5	Average Entry Level Wages (FCS graduate entry level wage versus average entry level wage by service area)					92.4%	87.4%	82.4%	77.4%	72.4%	5%	4%	3%	2%	1%
6	Cost per graduate Cost over 5-year average					95%	100%	105%	110%	115%	5%	4%	3%	2%	1%
7	Time to Degree Completion:										5%	4%	3%	2%	1%
	With Acceleration					2.76	2.90	3.04	3.20	3.35					
	Without Acceleration					4.36	4.58	4.81	5.05	5.30					

\$40 Million New Total Performance Funding Scenario



College	Total Points All (70 points)	Distribution Index Numeric Weight	Weighted Points	Perf. Funding Allocation %	*Potential Award	Total Performance Funding	Difference Potential Award & Performance Funding
Miami Dade College	50.0	26.1	1305.0	15.6%	5,094,129	6,244,094	1,149,965
Seminole State College of Florida	47.5	8.4	399.0	4.8%	1,647,159	1,909,114	261,955
Saint Petersburg College	47.0	12.2	573.4	6.9%	2,375,182	2,743,573	368,392
Valencia College	44.5	17.1	761.0	9.1%	3,337,599	3,640,953	303,354
Eastern Florida State College	43.5	8.1	352.4	4.2%	1,585,859	1,685,905	100,046
Tallahassee Community College	43.5	7.2	313.2	3.7%	1,401,797	1,498,583	96,785
Lake-Sumter	42.5	2.5	106.3	1.3%	480,962	508,379	27,417
Broward College	42.0	17.9	751.8	9.0%	3,491,389	3,597,172	105,783
North Florida Community College	41.5	1.1	45.7	0.5%	221,994	218,424	(3,571)
College of Central Florida	41.0	4.4	180.4	2.2%	851,539	863,168	11,629
Pasco-Hernando Community College	39.5	4.1	162.0	1.9%	799,499	774,890	(24,609)
Pensacola State College	39.5	5.2	205.4	2.5%	1,016,473	982,787	(33,686)
Daytona State College	39.0	6.8	265.2	3.2%	1,323,217	1,268,915	(54,302)
Chipola	38.5	1.4	53.9	0.6%	266,873	257,898	(8,975)
FL State College at Jacksonville	38.5	12.8	492.8	5.9%	2,490,294	2,357,923	(132,371)
SCF, Manatee-Sarasota	38.5	5.3	204.1	2.4%	1,036,676	976,327	(60,348)
Saint Johns River State College	38.0	2.6	98.8	1.2%	499,144	472,733	(26,412)
Edison State College	37.5	7.1	266.3	3.2%	1,387,712	1,273,939	(113,773)
Florida Gateway College	36.5	2.3	84.0	1.0%	440,047	401,679	(38,367)
Santa Fe College	36.0	6.4	230.4	2.8%	1,252,588	1,102,406	(150,183)
South Florida State College	36.0	2.2	79.2	0.9%	422,540	378,952	(43,588)
Gulf Coast State College	35.5	1.5	53.3	0.6%	295,892	254,788	(41,104)
Indian River State College	34.5	6.6	227.7	2.7%	1,293,112	1,089,487	(203,625)
Palm Beach State College	34.5	12.5	431.3	5.2%	2,450,449	2,063,422	(387,027)
Florida Keys Community College	33.5	1.0	33.5	0.4%	195,263	160,289	(34,974)
Polk State College	33.0	4.5	148.5	1.8%	880,925	710,535	(170,391)
Northwest Florida State College	30.5	3.6	109.8	1.3%	697,434	525,365	(172,069)
Hillsborough Community College	30.0	14.2	426.0	5.1%	2,764,253	2,038,302	(725,951)
Totals	1092.0		8359.9	100.0%	40,000,000	40,000,000	0

*Potential award = amount if distributed through funding formula

Model Process

- Maximum of 70 points (10 points per metric)
- College's earn points for each of the measures based on excellence (5 points) and improvement (5 points)
- Potential award amounts are determined by using the distribution index from FCS funding formula
- Points earned are weighted using the numeric value of the distribution index from funding formula
- Funds are distributed using the weighted allocation percentage
- Funds for college's not earning up to the potential award amount are allocated to higher performing colleges



Florida College System Council of Presidents

Appropriations Subcommittee on Education

February 12, 2014

District Postsecondary Performance Based Incentive Funds

Senate Appropriations Subcommittee on Education
February 12, 2014

Rod Duckworth, Chancellor
Division of Career and Adult Education

Overview

- **2013-14 Performance Based Incentive Funding for District Career and Technical Education**
 - Industry Certifications in Targeted Occupational Areas
 - Methodology for Calculation and Process for Disbursement
- **Additional Targeted Areas for 2014-15 Funding**

2013-14 Performance Based Incentive Funds for Districts

- **Districts: Specific Appropriation 115 = \$4,982,722**
- Proviso Requirements
 - For students who earn industry certifications during the 2013-2014 fiscal year
 - Limited to students in certain occupational areas
 - On June 1, 2014, if any funds remain, **the balance of funds will be allocated based on each district's share of the targeted career and technical education funding** provided in Specific Appropriation 117A to be spent for the purpose of that appropriation

Targeted Occupational Areas

- **Industry certifications in the following areas:**
 - Automotive Service Technology
 - Cyber Security
 - Cloud Virtualization
 - Advanced Manufacturing
 - Welding
 - Federal Aviation Administration airframe mechanics and power plant mechanics
 - Pharmacy technicians
 - Heating, ventilation and air conditioning technicians

Postsecondary Industry Certification Funding

- Initial List adopted by the State Board of Education in **November 2013 in Rule 6A-6.0574**
- Includes **152** certifications that are eligible for funding in 2013-14

Industry Certifications

Occupational Area	Certifications	Employment Outlook
Welding	Certified Welder (AWELD001)	Welders, Cutters, Solderers, Brazers Entry: \$24,480 Mean: \$35,700
Cybersecurity	Cisco Certified Network Associate (CISCO004) CompTIA Network+ (COMPT006) CompTIA Security+ (COMPT008)	Information Security Analyst (15-1122) Entry Wage: \$47,480 Mean Wage:\$75,900
FAA airframe mechanics and power plant mechanics	FAA Aviation Mechanic General (FEDAA002) FAA Airframe Mechanic (FEDAA004) FAA Powerplant Mechanic (FEDAA010)	Aircraft Mechanics and Service Technician Entry Wage: \$33,500 Mean Wage:\$50,500

District Allocation

- \$1,000 per eligible certification earned
- **Student must have been enrolled in the 2013-14 year**
- Program Enrollments must be in the following areas:
 - Career Certificate
 - Applied Technology Diploma
 - Apprenticeship
 - Continuing Workforce Education
- **Certification must have been reported for the first time in 2013-14**
 - If the same certification was reported as being earned in 2011-12 or 2012-13, it is not included in the funding calculation
- **To date, no allocations to districts have been made**
 - Only data available is for **Summer 2013**

Additional Targeted Occupational Areas

- District technical directors have identified the following areas for consideration for inclusion for performance funding in 2014-15:
 - **Health Science:** Surgical Technology, Orthopedic Technology, Dental Assisting Technology, Practical Nursing, Medical Coder/Biller, Medical Assisting
 - **Architecture and Construction:** Drafting
 - **Transportation and Logistics:** Automotive Collision Repair/Refinishing

Governor's Recommendations

- **The Governor's 2014-2015 Budget which:**
 - **Performance Funding** – Provides \$2.5 million new funds for adult general education programs.
 - **Performance Incentives** – Continues \$5 million for students earning industry certifications, but expands the program to any certification in high-skill/high-wage occupational areas.

Adult General Education Performance Funds – Proposed Formula

- **Based on 2012-13 completions and placements**
- Allocations determined by each district's **proportionate share of completions, special populations served and placements** in the following programs:
 - High School Equivalency Diploma
 - Adult High School
 - Adult Literacy - Adult Basic Education (ABE)
 - Adult Literacy - ESOL programs
- Funding allocation for each of the four program areas **based on the unduplicated count of students** in these programs (those eligible for a completion outcome)

Adult General Education Performance Funds – Proposed Formula

- Measure I – For **High School Equivalency** and **Adult High School, diplomas earned**; for literacy programs (ABE and ESOL), learning gains as measures by **literacy completion points** (70% of funds)
- Measure II - Special populations served (10%)
 - Special populations include the following:
 - Economically disadvantaged, disabled, Black males, limited English proficient (ABE only)
- Measure III - Program outcomes such as **employment and continuing education** (20%)

THE FLORIDA SENATE APPEARANCE RECORD

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

2-12-14
Meeting Date

Topic Performance Funding

Bill Number _____
(if applicable)

Name Marshall Criser

Amendment Barcode _____
(if applicable)

Job Title Chancellor

Address 325 W. Gaines St.
Street

Phone 245.0466

Tallahassee 32399
City State Zip

E-mail _____

Speaking: For Against Information

Representing Board of Governors

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.

THE FLORIDA SENATE

APPEARANCE RECORD

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

2/12/14

Meeting Date

Topic University Incentive Technology (I.T.) Programs

Bill Number 7135

(if applicable)

Name Jan Ignash & GAP ANALYSIS - update

Amendment Barcode

(if applicable)

Job Title Vice Chancellor

Address 325 W. Gaines, Board of Govs

Phone 245-9716

Street

State Univ. System, Tallahassee

E-mail jan.ignash@flbog.edu

City

State

Zip

Speaking: For Against Information

Representing Bd of Governors, SUS

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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THE FLORIDA SENATE APPEARANCE RECORD

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

2-12-14
Meeting Date

Topic Performance Funding

Bill Number _____
(if applicable)

Name Tim Jones

Amendment Barcode _____
(if applicable)

Job Title Chief Financial Officer

Address 325 W. Gaines St.

Phone 245-9397

Street

Tallahassee FL 32303

City

State

Zip

E-mail tim.jones@flbog.edu.

Speaking: For Against Information

Representing Board of Governors

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.

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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)

4/12/14

Meeting Date

Topic Performance Funding - Industry Certifications Bill Number _____
(if applicable)

Name Dr. John Holdnack Amendment Barcode _____
(if applicable)

Job Title Executive Vice Chancellor

Address 35 West Gaines St. Suite 1544 Phone 850-245-0448

Street

Tallahassee FL 32399-0900 E-mail john.holdnack@fldoe.org
City State Zip

Speaking: For Against Information

Representing Florida College System / Department of 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.

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

S-001 (10/20/11)

5

THE FLORIDA SENATE

APPEARANCE RECORD

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

2/12/14

Meeting Date

Topic POSTSECURARY PROF. FUNDING

Bill Number (if applicable)

Name Jim HENNINGS

Amendment Barcode (if applicable)

Job Title PRESIDENT, COLLEGE OF CENTRAL FL

Address 722 SE 12th Ave

Phone 321-377-6044

Street City State Zip Ocala FL 34471

E-mail Jim.Hennings@cf.edu

Speaking: For Against Information

Representing COUNCIL OF PRESIDENTS

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)

6

THE FLORIDA SENATE

APPEARANCE RECORD

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

2/12/14

Meeting Date

Topic Workforce Performance Funding Bill Number N/A
(if applicable)

Name Rod Duckworth Amendment Barcode N/A
(if applicable)

Job Title Chancellor

Address 325 W. Gaines street Phone 850-245-9633
Street

Tallahassee, FL 32399 E-mail Rod.Duckworth@flda.org
City State Zip

Speaking: For Against Information

Representing DOE

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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did not speak

THE FLORIDA SENATE

APPEARANCE RECORD

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

2.12.14
Meeting Date

Topic performance funding

Bill Number _____
(if applicable)

Name Gina Doeble

Amendment Barcode _____
(if applicable)

Job Title Vice President, Administrative Services

Address 11301 8099 College Pkwy
Fort Myers, FL 33919
Street City State Zip

Phone (941) 661-1583
E-mail gdoeble@edisson.edu

Speaking: For Against Information

Representing FCS Council President

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.

CourtSmart Tag Report

Room: KN 412

Case:

Caption: Appropriations Subcommittee on Education

Type:

Judge:

Started: 2/12/2014 10:00:21 AM

Ends: 2/12/2014 11:25:04 AM

Length: 01:24:44

10:00:24 AM Meeting called to order
10:00:33 AM Roll call
10:00:59 AM Opening Remarks
10:01:38 AM Tab 1A, 1B, and 1C: State University System - Performance Funding
10:02:06 AM Chancellor Marshall Criser, III, State University of Florida
10:03:51 AM Jan Ignash, Vice Chancellor & Chief Academic Officer, Board of Governors
10:11:48 AM Senator Montford Question
10:15:16 AM Senator Bullard Question
10:22:16 AM Tim Jones, Chief Financial Officer, Board of Governors
10:26:19 AM Chair Galvano Question
10:28:41 AM Senator Montford Question
10:31:16 AM Jan Ignash, Vice Chancellor
10:32:22 AM Tim Jones, CFO
10:37:25 AM Senator Bullard Question
10:39:30 AM Chancellor Criser
10:41:30 AM Senator Simmons Question
10:43:38 AM Senator Sachs Question
10:47:15 AM Senator Montford Question
10:49:41 AM Senator Thrasher Comment/Question
10:54:11 AM Tab 1D: Florida College System - Performance Funding
10:54:40 AM John Holdnak, Executive Vice Chancellor, Florida Division of Colleges, Department of Education
10:57:40 AM Jim Henningsen, President, College of Central Florida
11:06:28 AM Senator Montford Question
11:13:37 AM Senator Richter Question
11:16:17 AM Tab 1E: School District Postsecondary Programs - Performance Funding
11:16:33 AM Rod Duckworth, Chancellor, Division of Career and Adult Education, Department of Education
11:24:22 AM Chair Galvano Comments
11:24:55 AM Meeting Adjourned



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Commerce and Tourism, *Vice Chair*
Environmental Preservation and
Conservation, *Vice Chair*
Appropriations Subcommittee on Education
Appropriations Subcommittee on Finance and Tax
Communications, Energy, and Public Utilities
Military Affairs, Space, and Domestic Security

JOINT COMMITTEE:

Joint Legislative Auditing Committee, *Chair*

SENATOR JOSEPH ABRUZZO

25th District

February 11th, 2014

The Honorable Bill Galvano
The Florida Senate
326 Senate Office Building
404 S. Monroe Street
Tallahassee, FL 32399

Dear Chair Galvano:

Please accept this letter as my formal request to excuse myself from the Appropriations Subcommittee on Education meeting on Wednesday, February 12th, 2014.

Please let me know if I can provide any further information. Thank you for your time.

Sincerely,

A handwritten signature in cursive script that reads "Joseph Abruzzo".

Joseph Abruzzo
Florida State Senator
District 25

Cc: Tim Elwell, Staff Director

REPLY TO:

- 12300 Forest Hill Boulevard, Suite 200, Wellington, Florida 33414-5785 (561) 791-4774
- 222 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5025

Senate's Website: www.flsenate.gov

DON GAETZ
President of the Senate

GARRETT RICHTER
President Pro Tempore