

SUS MEDICAL

Community Issue Performance Evaluation

1. State Agency:

Florida International University

2. State Program (or Type of Program):

Education & General

3. Project Title:

The Florida International University Herbert Wertheim College of Medicine (FIU HWCOC)

4. Recipient name and address:

College of Medicine
Florida International University
11200 SW 8th, Street, Miami, FL 33199
Location county/counties: Miami- Dade

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. FUNDING:

FY 2012-13 Recurring
General Revenue

FY 2012-13 Recurring
Trust Funds

FY 2012-13 Recurring
TOTAL FUNDS

GAA Specific Appropriation
Number
(ch. 2012-118, L.O.F.)

\$22,865,243

\$0

\$22,865,243

2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

Not Applicable

8. Project Purpose/Description:

The FIU HWCOC's medical education program in allopathic medicine leading to a medical doctorate (M.D) is a 4 year program designed to integrate the full spectrum of medical education and interdisciplinary research opportunities provided by FIU's other colleges and to utilize existing community based resources in order to educate culturally sensitive physicians who will serve the South Florida Region. FIU's program is based upon a 21st century approach to health care and medical education, employing a community health and patient based model.

9. Number of years this project has received state funding:

Project funded in 2007-08; 2008-09; 2009-10; 2010-11; 2011-12

10. Does this project align with the core missions of the agency or the program area in which it is funded?

(Explain):

The FIU HWCOC is a key component of FIU's mission to provide high-quality teaching, state of the art research and creative activity, and collaborative engagement through its health and medical education initiative and an integrated academic health center which will combine all health and medical science education programs to create a multidisciplinary research and academic consortium for health education focused on community based initiatives.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?**(Explain):**

There exists a critical need to educate and train more physicians in Florida, the country's fourth most populous state. The vast majority of physicians come from other states and abroad. The need for additional physicians is even more compelling in South Florida, home to 30 percent of the state's elders. The Graduates of existing public medical schools in Florida only account for three percent of the licensed physicians in South Florida's four-county area. New strategies are needed to address South Florida's current and projected physician shortages hence the combination of a medical school with residency positions is the most cost-efficient approach to reducing the shortage of physicians.

What are the intended outcomes/impacts and benefits of the project?

- Maximize an effective public-private funding partnership; provide an affordable accessible medical school in South Florida that partners with community hospitals and health care clinics throughout the region
- Enhance the quality of health care in South Florida by increasing the number of culturally competent, under-represented minority physicians serving South Florida
- Graduate 120 medical students each year and assist in the development of residency positions, addressing the region's current and anticipated physician shortages
- Graduate culturally competent medical students who will be able to provide exemplary care to the diverse populations in Florida and the nation
- Improve health awareness and health care indices in the communities served
- Forge biomedical and scientific advances through its existing foundation in the basic sciences

12. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

Instruction

- # of applicants; 3,946 for the class of 2017 which will have 120 positions.
- Diversity metrics for faculty and staff and students; (see table at end of Document)
- Financial aid and Scholarships awarded for FY 12-13 \$1.7 million

Clinical

- Number of patients since the clinic opened in August 2011 is about 7,000
- Over 3,000 household visits since inception of the program

Research

- Since inception, the College of Medicine has generated approximately \$26 million in sponsored research grants

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

- Number of degrees conferred (first class to graduate in 2013); estimated at 33 (out of an entering class of 43).

Improve healthcare in the community measured by:

- # of households doing a physical exam
- # of visits to the hospital ERs as the regular place of health care
- Changes in health literacy rates

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

- Cost per student based on Florida Board of Governors (BOG) Approved Plan

13. How is program data collected and has it been independently validated for accuracy and completeness?

The College of Medicine reports to the AAMC on an recurring basis the following information:

- Financial Information for the College of Medicine annually
- Faculty Roster semi-annually
- Student Affairs reports on an constant basis the number of students admitted and those that enroll, once a year the final incoming class is entered into the Student Record System
- Financial Aid information including loans, grants, educational indebtedness and scholarships are reported on an annual basis (AAMC Part1-B Student Financial Aid Questionnaire)
- Tuition and fees are also reported on an annual basis (Tuition and Student Fees Questionnaire)

In addition, the College of Medicine has submitted databases and self-studies to the LCME for the preliminary, provisional and final accreditation visits.

14. Is there an executed contract between the agency and the recipient?

No. The FIU HWCOM is a college within Florida International University.

15. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not applicable.

16. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

Costs based on BOG Approved Plan.

17. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

The HWCOM is meeting all expectations having passed all accreditation milestones and is pending results for full accreditation in February 2013. In line with the BOG plan, the HWCOM will graduate its first class in 2013.

18. Describe how the information upon which the answer above is based was obtained and validated:

The Proposal for a Program on Allopathic Medicine for Florida International University was submitted to the Board of Governors and approved in 2005 and all targets have been met. The FIU HWCOM also has successfully completed all reviews by the LCME and has received preliminary accreditation.

19. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

Funding for medical education comes from state funds and tuition revenues. Philanthropic funds such as Endowments and Gifts, amounting to \$16 million in Fiscal Year 2011-12, augment the funding available to provide much needed scholarships and support to medical students.

20. List any audits or evaluative reports that have been published for this project (including website links, if available): <http://www.lcme.org/newschoolprocess.htm>

21. Provide any other information that can be used to evaluate the performance of this project:

Not applicable.

22. CONTACT INFORMATION for person completing this form:

Name: Tonja Moore

Title: Associate Vice President, Academic Affairs

Phone number and email address: (305) 348-2168; Tonja.Moore@fiu.edu

Date: 1/17/2013

Information presented in the Section 1: Institutional Setting for LCME medical Education Database for Full Accreditation, 2011-2012

Faculty, Staff and Student Diversity

Category	First-Year Students	All Students	Faculty ^a	Staff ^b
Female	48%	41%	37%	73%
Male	52%	59%	63%	27%
Florida Resident	84%	83%	^c	^c
Out-of-State	16%	17%	^c	^c
Hispanic	28%	34%	29%	53%
Black/African American	11%	10%	3%	17%
Asian/Asian Indian	10%	13%	11%	8%
Caucasian (Non-Hispanic)	50%	43%	33%	22%
Bilingual or Multilingual	67%	67%	^c	^c
Students receiving the AAMC Fee Assistance Program (FAP)	10%	10%	^c	^c
Students receiving need-based grants and scholarships	22%	56%	^c	^c

^a Faculty includes all part-time and full-time faculty included in FA-2, but does not include volunteer clinical faculty. Twenty-four percent of faculty opted not to declare race/ethnicity.

^b Staff includes all full-time and part-time non-faculty employees paid by FIU, including student assistants but excluding federal work study students.

^c Some categories of diversity (residency status, languages spoken, and financial status) apply only to students, not to faculty and staff.

Community Issue Performance Evaluation

1. State Agency:
Florida State University

2. State Program (or Type of Program):
Education & General

3. Project Title:
Florida State University – College of Medicine Regional Campus and Rural Training Sites Completion

4. Recipient name and address:
Location county/counties: The Florida State University College of Medicine in Leon County is the recipient of this funding. Expenditures were made to support FSU COM programs in Bay, Collier, Indian River and Volusia counties.

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. FUNDING: FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$4,374,999	\$0	\$4,374,999	2008-152

7. FY 2012-13 GAA proviso specifically associated with the project (if any):
None

8. Project Purpose/Description:

The Florida State University College of Medicine (FSU COM), the first new medical school of the 21st Century, was established in June 2000 by the Florida Legislature, with the mission of serving the unique needs of Floridians. Specifically the College was established to produce physicians focused on service to elder, rural, minority, and underserved populations. The college is designed as a community-based medical school, where students spend their first two years taking basic science courses on the FSU campus in Tallahassee and are then assigned to one of the regional medical school campuses for their third- and fourth-year clinical training. The educational mission of these regional campuses and rural training sites are fully integrated with the curriculum and oversight of previously established campuses. Studies consistent with a series of articles on the "ecology of medicine" point out that the bulk of patients experiencing health problems in a month seek care in ambulatory settings and a very small percentage (1 out of 1000) ever reach academic medical centers where most medical students and residents were training. The concept of training medical students primarily outside of the hospital with community physicians became the central developmental theme for Florida State's new medical school.

The distributed, community-based model of medical education is uniquely designed to require third- and fourth-year students to fulfill their clinical training rotations in existing hospitals, clinics and doctor's offices around the

state. A key component of the model for third- and fourth-year education is to assign students to outpatient settings for approximately 60% of their clinical experiences. This is achieved by pairing students with faculty members who are physicians practicing primarily in private settings.

The FSU COM welcomed its first 30 students, the Class of 2005, in May 2001. FSU COM developed six regional campuses over the years 2002-2007 where required clerkships in years 3 and 4 of medical school take place. The original plan, in practice today, was for 20 students in each of years 3 and 4 (40 total) to train at each of the regional campuses. The FSU COM's regional campuses originally opened in Orlando, Pensacola, and Tallahassee in 2003, followed by Sarasota in 2005. Additional campuses in Daytona Beach and Fort Pierce opened in July 2007, for the clinical training of students in years three and four. The college's first Rural Educational Program opened in Marianna, Florida, in 2005, offering a limited number of third-year students the option to spend an entire year completing rotations in Marianna, approximately an hour's drive west of Tallahassee. In addition, in 2007, the college opened a rural clinical-training site in Immokalee, a migrant farm community on the edge of the Everglades in south Florida. There, third- and fourth-year students from the six regional campuses have the option to take required or elective rotations in a setting with a strong tie to the college's mission of working with the medically underserved. Also, at the end of the first year of medical school, students are assigned to faculty members for an immersion clinical experience in several rural areas of the state, including Panama City.

The purpose of the 2008-09 special appropriation was to fund the regional campuses in Daytona Beach and Fort Pierce, as well as two rural training sites (Immokalee and Panama City), completing the six regional campuses and rural sites as planned in the founding legislation to accommodate the full class size of 120 students.

9. Number of years this project has received state funding:

The recurring amount of \$4,374,999 identified in this data request was appropriated in the 2008-09 fiscal year. However, it is critical to note that the FSU COM received an appropriation cut of \$3,034,772 in the same fiscal year, followed by an additional funding cut of \$3,564,647 in the 2009-10 fiscal year.

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):

This project strongly aligns with the core mission of the Florida State University College of Medicine to educate and develop exemplary physicians who practice patient-centered health care, discover and advance knowledge and are responsive to community needs, especially through service to elder, rural, minority, and underserved populations. The educational experiences offered during clerkship years include geriatrics, behavioral and cultural content, and training opportunities in community settings including rural communities. This funding enabled the College to complete the development of its six regional campuses, and its rural training sites. With the completion of these regional campuses and rural training sites, the College was able to accommodate its full enrollment of 480 students.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain):

The Florida Legislature demonstrated great foresight when it created the Florida State University College of Medicine in 2000, with a direct goal of training physicians to meet the needs of patients in Florida. Recognizing the state's growing geriatric population and the physician workforce shortages in rural areas, legislators also focused on training students to meet the primary-care needs of those groups. Each of the regional campuses and rural training sites provide infrastructure necessary to educate future physicians in community settings around the state. The goal of the college is for graduates, especially those who are also able to obtain residency training positions in Florida, to stay in the state and become part of the solution to the state's health-care and workforce crisis.

With respect to the Immokalee site, annual appropriations enabled the College (in partnership with Naples Children & Education Foundation) to build out, equip and maintain 13,000 square feet of unfinished space in the Isabel Collier Read Medical Center to provide medical education opportunities in the rural setting of Immokalee.

12. What are the intended outcomes/impacts and benefits of the project?

The intended outcome of the project is to meet primary health care needs of the state, especially the needs of the state's elderly, rural, minority and other underserved populations by preparing physicians to practice primary care, geriatrics and rural medicine.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

Regional Campuses – Daytona Beach and Ft. Pierce regional campuses provide training for approximately 40 third- and fourth-year students annually. Each campus has approximately 250 physicians who serve as clerkship faculty members for the college. Campus support and salaries for physician faculty and preceptors for students bring approximately \$2.5 million of direct payments to each of the regional campuses with an approximate annual economic benefit to each area of \$5 million.

Rural Training Sites – Approximately 135 student rotations have been completed at the Immokalee and Panama City rural sites since academic year 2008-09. Examples of rotations include Community Medicine, Cross Cultural Medicine, Pediatrics, Women's Health Issues, Geriatrics and Family Medicine.

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

Outcomes of student experiences prior to graduation are measured using a variety of evaluation methods including direct observation, performance during small groups, numerous summative Objective Structured Clinical Examinations (OSCEs) and formative OSCEs; performance on simulators,

written reports and reflective writing assessments. Upon completion of the course of instruction, students are able to demonstrate the required clinical skills essential to the delivery of high quality patient care. Graduating students are skilled in eliciting an accurate medical history and in performing a comprehensive and efficient physical examination consistent with the problem presented and appropriate for the setting of the patient care experience. He/she will be also skilled at developing differential diagnoses and choosing appropriate diagnostic and management plans using decision support resources such as clinical guidelines and evidence-based guidelines.

Students must pass the US Medical Licensing Exam (USMLE) Steps 1, 2CK and 2CS in order to graduate. As of December 2012, all students at the Daytona Beach and Fort Pierce campuses have passed all parts of the USMLE at the equivalent pass rate as their colleagues at the other campuses. USMLE pass rates for the College of Medicine have historically been higher than the national average for all components since its inception.

It is still too early to report the impact on number of primary care physicians added to the Florida's workforce specifically from these campuses, as the students from these regional campuses are still in residency programs. However, the following information is helpful in assessing success of the program.

- Since opening, the Fort Pierce regional campus has produced 54 physicians, 20 of whom (37%) have entered residency programs in Florida. Of the 54 graduates, 28 (52%) chose a primary care field and 11 (20%) of those primary care physicians are in Florida residency programs.
- As for the Daytona Beach regional campus, it has produced 66 physicians, 16 of whom (24%) have entered residency programs in Florida. Of the 66 graduates, 39 (59%) chose a primary care field and 14 (21%) of those primary care physicians are in Florida residency programs. (Current residency information available at <http://med.fsu.edu/alumni/alumni.aspx?class=all>)

Outcome information is available related to graduates who have now completed residency requirements. (These physicians attended one of the regional campuses established prior to Daytona Beach and Fort Pierce.) Currently, there are 83 alumni practicing in the state of Florida with 70 percent of those practicing in primary care. Further, 17 percent of FSU COM alumni physicians are practicing in rural areas of Florida such as Blountstown, Crestview, Clermont, Lakeland, etc.

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

Not Applicable – see response in section 17.

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

The US Medical Licensing Exam is a national three-step examination for medical licensure in the United States and is sponsored by the Federation of State Medical Boards (FSMB) and the National Board of Medical Examiners® (NBME®). The USMLE assesses a physician's ability to apply knowledge, concepts, and principles, and to demonstrate fundamental patient-centered skills that are important in health and disease and that constitute the basis of safe and effective patient care. All FSU COM students are required to take and pass Steps 1, 2CK and 2CS of the USMLE exam prior to graduation. Results of the exams are provided to FSU COM by the NBME. FSU COM continuously collects and analyzes USMLE scores.

FSU COM students participate in the National Residency Matching Program (NRMP) for residency selection. The NRMP provides Match data on each student on Match Day annually.

Graduation and residency information is carefully tracked and self-reported by the Division of Public Affairs, Communications and Alumni Relations at the Florida State University College of Medicine.

15. Is there an executed contract between the agency and the recipient? Not applicable

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient? Not applicable

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

Providing clinical training in the offices of practicing physicians and in community hospitals, as opposed to academic health centers, avoids the astronomical overhead costs of operating a teaching hospital and funding an expensive faculty practice plan. The FSU COM is therefore able to focus on the education of its medical students without the additional burden of managing a clinical enterprise.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

This project is successfully meeting and surpassing expected outputs by providing a quality medical education to a full contingent of third- and fourth-year students while immersing them in various medical communities around the state. The ultimate outcome is to produce physicians qualified to meet the primary health care needs of the state, especially the needs of underserved populations; however, it is still too early to assess the success of this outcome from the campuses funded by this appropriation, as graduates from Daytona Beach and Fort Pierce are still fulfilling their residency requirements. Fortunately information from other regional campuses provides insight into the certain success of the Daytona Beach and Fort Pierce campuses. FSU COM graduated its first class in 2005. Through 2012 more than 57% of alumni had matched in one of these primary care specialties: internal medicine, family medicine, pediatrics, or obstetrics-gynecology. As noted earlier, seventy percent of FSU COM alumni now practicing in Florida are in primary care specialties. Including all alumni now in practice (inside and outside of Florida) more than 22 percent are in rural areas.

The medical staff and exam rooms at the Isabel Collier Read Medical Center have increased the availability of preventative chronic care and mental health services for pediatric patients in Immokalee. The college also has faculty in Immokalee who assist in providing mental health services to patients there, while also training medical students in that setting.

19. Describe how the information upon which the answer above is based was obtained and validated:

As described in previous sections, the performance of students on the USMLE exams is provided by the NBME and Match data is provided by the NRMP. The FSU COM Division of Communications and Public Relations tracks the location and specialties of alumni as they progress through residency programs and make their next career decision.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

A one-time gift of \$2 million from the Naples Children & Education Foundation was received by FSU COM in February 2008 in order to "expand access to health care for Immokalee children". These additional funds were used toward renovating and equipping the Isabel Collier Read Medical Center.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

Socio-Economic Impact Study (MGT) (<http://issuu.com/fsumed/docs/mgt.report?mode=window&viewMode=doublePage>)
 FSU COM Annual Reports (<http://med.fsu.edu/index.cfm?page=newsPubs.annualreport>)
 Article from Academic Medicine: Florida State University College of Medicine: From Ideas to Outcomes (http://journals.lww.com/academicmedicine/Abstract/publishahead/Florida_State_University_College_of_Medicine_.99515.aspx?roi=echo4-21016929088-18562516-2c1b3f2cbf2b1fa705717d3bcb7c803b&I)
 Article within AAMC publication : *A Snapshot of New and Developing Medical Schools in the United States and Canada* (https://members.aamc.org/eweb/DynamicPage.aspx?Action=Add&ObjectKeyFrom=1A83491A-9853-4C87-86A4-F7D95601C2E2&WebCode=PubDetailAdd&DoNotSave=yes&ParentObject=CentralizedOrderEntry&ParentDataObject=InvoiceDetail&ivd_formkey=69202792-63d7-4ba2-bf4e-a0da41270555&ivd_prc_prd_key=8CEA15E2-7F4E-4C87-B7E3-0560D51E3226)

The College of Medicine underwent a full accreditation site visit in 2011, including the Daytona Beach and Fort Pierce campuses, receiving a full 8 year accreditation decision and highlighting as a strength the community campus apprenticeship model.

22. Provide any other information that can be used to evaluate the performance of this project: In addition to the successful education of the next generation of medical professionals, the regional campuses also have an important economic impact on local communities and the state. Based on a study by MGT of America, the cumulative effect on the Daytona Beach and Fort Pierce communities for the four year period FY 07 thru FY 10 was an increase in local economic output of \$19.3 million and \$17.3 million, respectively. For more information on the economic impact of FSU COM refer to the MGT Study.
<http://issuu.com/fsumed/docs/mgt.report?mode=window&viewMode=doublePage>

23. CONTACT INFORMATION for person completing this form:

Name: John P. Fogarty, MD

Title: Dean, Florida State University College of Medicine

Phone number and email address: 850-644-1346 john.fogarty@med.fsu.edu

Date: January 14, 2013

Community Issue Performance Evaluation

1. State Agency:

University of Central Florida – Medical School

2. State Program (or Type of Program):

Education & General

3. Project Title:

Medical School – M.D. degree program

4. Recipient name and address:

University of Central Florida
College of Medicine
6850 Lake Nona Boulevard
Orlando, FL 32827

Location county/counties: Orange

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$22,963,376	\$0	\$22,963,376	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

Not applicable

8. Project Purpose/Description:

The approval of the M.D. degree program by the state was the result of more than eight years of planning and action. A feasibility study, completed in late 2004, indicated that UCF and the Orlando medical community would have a strong ability to support a medical school that would help address the future shortage of physicians and have a very high potential economic benefit. In October 2005, the Tavistock Group donated \$12.5 million in cash as a challenge grant and 50 acres of land for the UCF Health Sciences Campus at Lake Nona. The new campus located in Medical City at Lake Nona would have the advantage of attracting other medical and biomedical research institutions and significantly increasing the economic development potential. The M.D. degree program was approved by the Florida Board of Governors in March 2006 as part of a resolution on the future of medical education in the state of Florida. The program was authorized by the Florida Legislature and approved by the governor in May 2006.

At the time the legislature approved the M.D. degree program, it approved the long-range funding plan that would support the growth of the program. The economic impact for the Central Florida region is estimated at \$7.6 billion annually by 2017 with the addition of the Sanford/Burnham Medical Research Institute, The Orlando VA Medical Center, the Nemours Children's Hospital, M.D. Anderson Cancer Center Orlando Cancer Research Institute, and a University of Florida pharmacy education and research facility.

9. Number of years this project has received state funding:

Six consecutive years beginning 2007-08.

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):

The University of Central Florida is a leading research university in the State of Florida. The mission of the medical school aligns perfectly with the mission of UCF in the areas of education, research, service, and partnership.

11. Does the program meet a demonstrated need in the community that is not otherwise being met? (Explain):

The UCF medical school directly addresses critical needs in health professions, specifically in medical science and healthcare, by graduating 120 medical doctors per year by 2017. The UCF medical school will also improve economic development in high-wage, high-demand jobs by bringing much-needed economic diversity to Central Florida as an anchor tenant for the evolving Medical City at Lake Nona.

The UCF medical school was awarded a national grant as part of the American Recovery and Reinvestment Act of 2009 and designated as a Regional Extension Center (REC). The REC is working with regional physician and dentist offices to help them implement and have meaningful use of electronic health records. The REC also plays a vital role in the future by its membership in health exchanges and the implementation of the Affordable Care Act.

In addition, the medical school has begun the development of graduate medical education (GME) programs in

cooperation with Nemour's Children Hospital, Orlando VA Medical Center, and Osceola County Regional Medical Center. The GME programs will bring much-needed residency positions to the Central Florida community and further enhance the physician workforce and economic growth in the region.

12. What are the intended outcomes/impacts and benefits of the project?

The UCF medical school remains steadfast in improving physician workforce needs of the state and playing a major role in enhancing economic growth and development in the region. Based on the 2008 economic impact study by Arduin, Laffer, and Moore Econometrics, by 2017 the UCF medical school, combined with a life sciences cluster located in the Medical City at Lake Nona, could generate:

- 30,000 jobs
- an estimated \$7.6 billion in annual economic activity
- an additional \$2.8 billion in annual wages
- \$460 million in annual tax revenue
- a 1,350% return on investment.

Since the approval of the UCF medical school in 2006, over \$2.0 billion in construction activity has been committed in Medical City. Completed construction projects include the following:

- UCF Burnett School of Biomedical Sciences research building
- UCF medical education building
- Sanford/Burnham Research Institute building
- UF Pharmacy education and research building
- Nemours Children's Hospital

The Orlando Veterans Administration Medical Center is scheduled for completion in late 2013.

By partnering with area physicians and health care systems, the medical school will also improve coordination and quality of medical care, expand clinical research, increase access to health care for all socioeconomic levels, engage the newest technologies, and establish an academic medical community in Central Florida.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

Education

- 279 medical students enrolled in Fall 2012
- The charter class of 36 students will graduate on May 17, 2013
- 3,843 applicants for the class of 2017 to fill 120 slots

Clinical

- 5,271 patient visits since the faculty practice plan opened in November 2011.

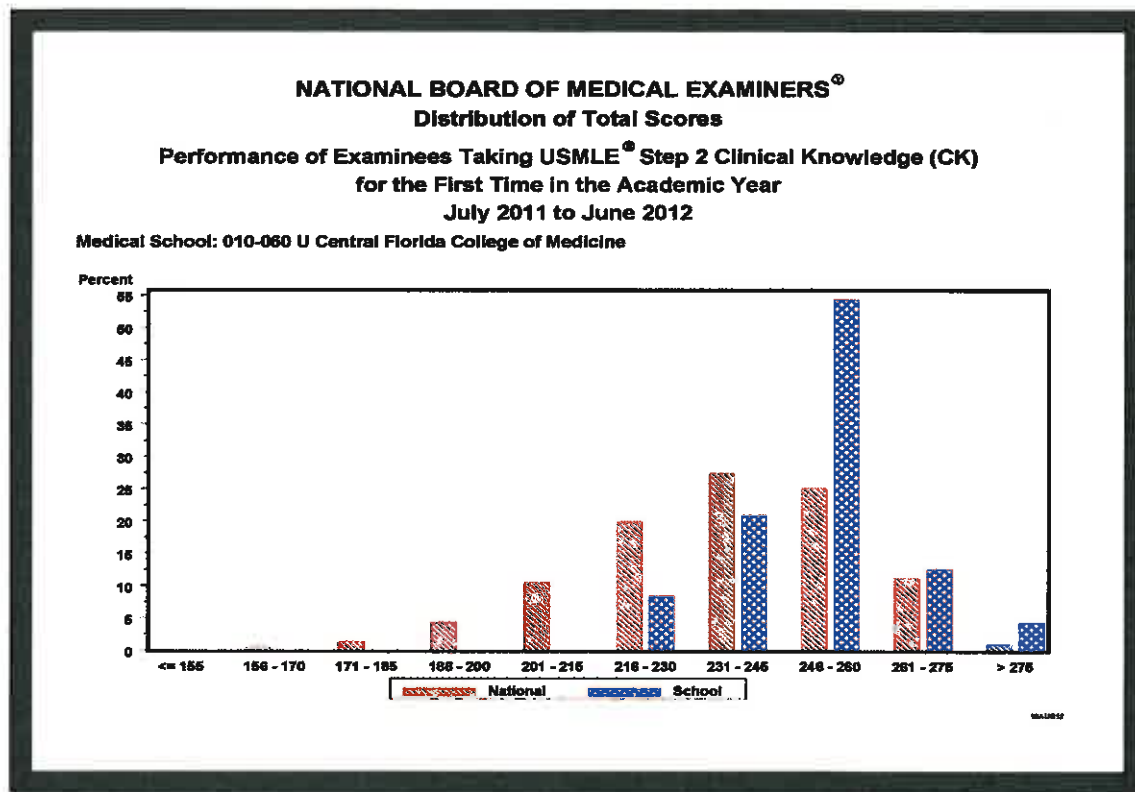
Research

- More than \$10 million in sponsored research grant awards since 2007

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

United States Medical Licensure Exam (USMLE) results

		USMLE Step 1		USMLE Step 2 Clinical Skills		USMLE Step 2 Clinical Knowledge
		Pass Rate	Average Score	Pass Rate	Average Score	Pass Rate
2013 Class	UCF	95%	221	96.6%	250	100%
	National Avg	94%	224	98.0%	237	Not available
2014 Class	UCF	97%	228	Not applicable		Not applicable
	National Avg	Not available	222			



☐ Unit cost data (e.g., cost per unit produced); Enumerate:

The M.D. program is still growing its enrollment and is on target to meet the planned enrollment of 480 medical students in 2017. The cost to the State is \$82,306 per medical student enrolled in the M.D. program based on Fall 2012 enrollment of 279 medical students. The cost to the State is estimated to be \$50,445 per medical student enrolled in the M.D. program in 2017.

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

The United States Medical Licensing Examination (USMLE) is a three-step examination for medical licensure in the United States and is sponsored by the Federation of State Medical Boards and the National Board of

Medical Examiners. The USMLE assesses a physician's ability to apply knowledge, concepts, and principles, and to demonstrate fundamental patient-centered skills that are important in health and disease and that constitute the basis of safe and effective patient care. Each of the three Steps of the USMLE complements the other; no Step can stand alone in the assessment of readiness for medical licensure. The USMLE is independently administered and is the standardized exam used by all medical schools nationally.

15. Is there an executed contract between the agency and the recipient?

The medical school is an operating unit of the University of Central Florida.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not applicable

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

The M.D. program is still growing its enrollment and is on target to meet the planned enrollment of 480 medical students in 2017. The cost to the State is \$82,306 per medical student enrolled in the M.D. program based on Fall 2012 enrollment of 279 medical students. When the program reaches full enrollment in 2017 as planned, the cost to the State is estimated to be \$50,445 per medical student, which is less than the estimated average cost of all public medical schools in the state of Florida.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

Yes. The UCF medical school received provisional accreditation from the Liaison Committee on Medical Education (LCME) on June 20, 2011, which is the second critical step in achieving full accreditation. Accreditation is a voluntary, peer-review process designed to attest to the educational quality of new and established educational programs. To achieve and maintain accreditation, a medical education program leading to the M.D. degree in the U.S. and Canada must meet 127 standards established by the LCME. The 127 standards describe the functions and structure of a medical school across five sections: Institutional Setting (15 standards), Education Program (47 standards), Medical Students (37 standards), Faculty (14 standards), and Educational Resources (14 standards). The accreditation process requires a medical education program to provide assurances that its graduates exhibit general professional competencies that are appropriate for entry to the next stage of their training and that serve as the foundation for lifelong learning and proficient medical care.

The LCME's survey team conducted UCF medical school's full accreditation site survey from October 9 – 12, 2012. The survey team conducted the site survey to verify and update information compiled in the school's medical education database, clarify any issues that are unclear, view the environment and facilities for learning first-hand, and meet with administrators, faculty members, and students. The site visit team compiled a survey report that has been submitted to the LCME for its February 5 – 7, 2013 when it will consider full accreditation status for the UCF medical school. Based on the site visit survey report that has been submitted to the LCME, the UCF medical school expects to receive full accreditation.

Since the approval of the UCF medical school in 2006, over \$2.0 billion in construction activity has been committed in Medical City. Completed construction projects include the UCF Burnett School of Biomedical Sciences research building, UCF medical education building, Sanford/Burnham Research Institute building, UF pharmacy education and research building, and Nemours Children's Hospital. The Orlando Veterans Administration Medical Center is scheduled for completion in late 2013.

19. Describe how the information upon which the answer above is based was obtained and validated:

The accreditation process for new education programs leading to the M.D. degree is a prescribed multi-year, multi-stage process consisting of site survey visits at regular intervals by qualified teams assigned by the Liaison Committee on Medical Education (LCME). The LCME is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree in the United States and Canada. The LCME is sponsored by the Association of American Medical Colleges and the American Medical Association.

The construction activity is based on known project budgets for the new facilities located in Medical City.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

The medical school will receive in fiscal year 2012-13 additional funding from tuition and fees in the amount of \$8,935,240.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

Not applicable

22. Provide any other information that can be used to evaluate the performance of this project:

23. CONTACT INFORMATION for person completing this form:

Name: Scott Sumner

Title: Associate Dean for Administration and Finance

Phone number and email address: 407-266-1201 scott.sumner@ucf.edu

Date: January 16, 2013

Community Issue Performance Evaluation

1. State Agency:

University of Florida

2. State Program (or Type of Program):

Health Science Center

3. Project Title:

Medical School Support. Initially appropriated in fy 08-09 as recurring support. However, subsequent budget cuts in fiscal year 2013 have eliminated this funding provided to the College of Medicine.

4. Recipient name and address:

Location county/counties: Alachua

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$4,500,000	\$0	\$4,500,000	Line Item 132

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

None for 2012-13, however, funding was embedded into HSC base in line item 154 of the GAA but not specifically identified.

8. Project Purpose/Description:

These funds were used to support clinical faculty who were involved in the clinical education and mentoring of our medical students through the Introduction to Clinical Practice Course (ICPC), a formal student mentoring program and expanded support for third and fourth year clinical education as well as the Medical Educator faculty development program. The ICPC course was designed to provide medical students with early clinical exposure to primary care. The student mentoring program was focused on promoting reflective medical practice, life-long professional development, student wellness to address issues of physician burn-out and promote sustained high quality patient care. The Medical Educator program was developed to enhance faculty teaching and mentoring skills. As a result of recent state general revenue budget cuts incurred by the UF-COM we no longer have the resources to support the Medical Educator program, student monitoring program and selected third and fourth year community based clinical experiences. One of the challenges in medical education is that there is increasing pressure to directly compensate faculty and community based physicians for the time they commit to providing patient care learning experiences in their medical practices.

9. Number of years this project has received state funding:

This appropriation was received in fiscal year 2008-09 as a restoration of recurring support provided to the UF College of Medicine which has been in existence for 56 years. However, due to subsequent budget cuts particularly in fiscal year 2012-13, this state support is no longer received by the college.

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):

The appropriation for University of Florida College of Medicine School Support was provided to restore funding for the institution and the base funding for the instructional costs of the Doctor of Medicine Degree Program, which aligns with the core mission of the University of Florida College of Medicine to educate and train medical students.

11. Does the program meet a demonstrated need in the community that is not otherwise being met? (Explain):

The University of Florida College of Medicine educates and trains future physicians and researchers in medicine. These programs provided an opportunity for students to gain increased exposure to primary care and community practice as well as enhanced mentoring. As a result of these experiences it was anticipated that more students would enter primary care specialties and practice in community settings.

12. What are the intended outcomes/impacts and benefits of the project?

Primary outcomes include; increased numbers of students entering primary care specialties, enhanced medical student clinical skills applicable in community practice settings, development of reflective practice skills that will enhance the quality of medical practice and patient care.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

We graduate 135 medical students per year and monitor the number of graduates who enter primary care specialties, student performance on the United States Medical Licensing Examinations (USMLE) and the quality of the residency programs they enter. Our graduates perform well above the national averages on the USMLE examinations and approximately 40% of our graduates entered residencies in top 25 US News and World Report's ranked institutions. This past year approximately 44% of our graduates entered primary care specialties. Of our graduates, more than 90% are state of Florida residents with many ultimately returning to Florida after residency to practice medicine.

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

See above

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

The University of Florida College of Medicine currently receives \$37,000 per medical student per year of state support. This is the lowest per student amount received by any public medical school in Florida. The estimated annual cost to provide the medical education to each medical student is \$90,000 per year, ideally achieved with \$35,000 of tuition from the student and \$55,000 in state support to the medical school. Our current appropriation only provides \$37,000 per medical student, a shortage of \$18,000 per student or \$9.2M for the approved enrollment of 513 medical students. In 2010, the legislature established a goal of providing \$55,000 per medical student of state funding to each Florida

medical school. It achieved this goal for three of the medical schools, but not at UF and USF. UF's state funding for medical student education remains the lowest in Florida at \$37,000 per medical student per year. The low state funding to UF for medical education was cited in the last accreditation report for the UF College of Medicine (2007), which prompted the legislature to provide additional funds in FY 2009 and FY 2010. Unfortunately, cuts in state funding to the medical school the past two years have negated the previous increases, once again creating accreditation concerns.

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

All of our outcome data are collected and reviewed by the Office of Educational Affairs in the University of Florida College of Medicine (UF-COM). The primary outcome data is provided by two external organizations. Residency selection results are provided to the UF-COM by the National Residency Match organization and USMLE licensing examination results are provide by the National Board of Medical Examiners. Internal faculty, course and program evaluations are conducted annually and monitored by the Evaluation Sub-Committee of the Medical School Curriculum Committee. This includes student performance on internal examinations as well as student surveys of the quality of their educational experience. The American Association of Medical Colleges (AAMC) conducts a comprehensive national graduation questionnaire of all graduating medical students and provides each school with the results of their graduates compared to a national mean.

15. Is there an executed contract between the agency and the recipient?

The College of Medicine is a unit within the University of Florida. The appropriation flows to UF and allocated to the College of Medicine by UF. There is no contract.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not applicable.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

The University of Florida College of Medicine currently receives \$37,000 per medical student per year of state support. This is the lowest per student amount received by any public medical school in Florida. The estimated annual cost to provide the medical education to each medical student is \$90,000 per year, ideally achieved with \$35,000 of tuition from the student and \$55,000 in state support to the medical school. Our current appropriation only provides \$37,000 per medical student, a shortage of \$18,000 per student or \$9.2M for the approved enrollment of 513 medical students. In 2010, the legislature established a goal of providing \$55,000 per medical student of state funding to each Florida medical school. It achieved this goal for three of the medical schools, but not at UF and USF. UF's state funding for medical student education remains the lowest in Florida at \$37,000 per medical student per year. The low state funding to UF for medical education was cited in the last accreditation report for the UF College of Medicine (2007), which prompted the legislature to provide additional funds in FY 2009 and FY 2010. Unfortunately, cuts in state funding to the medical school the past two years have negated the previous increases, once again creating accreditation concerns.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

YES – as noted above we graduate 135 medical students per year with a 99% graduation rate. 44% of students enter primary care specialties and 40% enter residencies in top 25 US News & World Report institutions. Students have consistently exceeded national means on board examination scores, and rate their educational experience highly on both internal course and program evaluations as well as the national AAMC graduation questionnaire. This includes the programs noted above (#8).

19. Describe how the information upon which the answer above is based was obtained and validated:

The primary outcome data are provided by two external organizations. Residency selection results are provided to the UF-COM by the National Residency Match organization and USMLE licensing examination results are provided by the National Board of Medical Examiners. Internal faculty, course and program evaluations are conducted annually and monitored by the Evaluation Sub-Committee of the Medical School Curriculum Committee. The American Association of Medical Colleges (AAMC) conducts a comprehensive national graduation questionnaire of all graduating medical students and provides each school with the results of their graduates compared to a national mean.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

The medical education mission is supported by general appropriations and tuition. NIH grants and other restricted funds cannot be used to support this mission. As noted in 13 above current state funding per medical student at UF is less than cost and less than any other medical school in Florida.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

Various accreditation reports, including the Liaison Committee on Medical Education and other peer comparisons.

22. Provide any other information that can be used to evaluate the performance of this project:

As we have implemented the programs noted above (#8) in our medical curriculum we have seen an approximate 15% increase in the number of applications to the College of Medicine, which represents over 3,400 applications for 135 positions.

23. CONTACT INFORMATION for person completing this form:

Name: Dr. Michael L. Good

Title: Dean, UF College of Medicine

Phone number and email address: (352) 273-7500, mgood@ufl.edu

Date: January 11, 2013

Community Issue Performance Evaluation

1. State Agency:
University of Florida

2. State Program (or Type of Program):
Health Science Center

3. Project Title:
Quality Medical School Funding

4. Recipient name and address:
Location county/counties: Alachua

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118 L.O.F.)
\$5,000,000	\$0	\$5,000,000	Line Item 132

7. FY 2012-13 GAA proviso specifically associated with the project (if any):
Included in GAA fiscal year 2009-10 line 139B

8. Project Purpose/Description:
Patient-Centered and Primary Care:

During the past several years, in order to better prepare our medical students to provide high quality patient care, our medical curriculum has become more patient centered with emphasis on preventive, outpatient and primary care. Outpatient and primary care education requires significantly more faculty effort than traditional medical education approaches. Funds have been committed to support physicians who incorporate students in their outpatient and primary care clinical practices as part of their required clinical education.

A major goal of our medical curriculum is to provide students with early exposure to primary care mentors and to foster collaborative and active learning. Each year a group of 8 first year medical students are assigned to meet weekly as a small group led by a primary care physician. These small groups are required and are a critical component of the medical curriculum. Each small group session has specific learning outcomes and the physician group leader evaluates student performance. Emphasis is placed on application and integration of biomedical, social and behavioral sciences in patient care and population health. Additional topics including health economics/policy, patient safety and quality, medical humanities, and health disparities are also incorporated into the learning activities. The groups meet once per week for 2 to 3 hours during the first two years of medical school and faculty group leaders

function both as facilitators of the exercises and as student mentors. The groups will also meet four times during the third year of medical school while students are engaged in their intensive clinical clerkships. All faculty who participate as small group leaders participate in multiple faculty development programs throughout the year as well as weekly debriefing sessions.

Enhanced Clinical and Interdisciplinary Team Training:

In order to better prepare our students to care for patients in a future healthcare environment we have expanded our medical education and assessment programs utilizing standardized patient instructors, human patient simulators and more focused task trainers (e.g. intubation models, suturing station, etc.). These techniques are essential in fostering the development of critical clinical skills by our medical students. In addition we have implemented several specific learning activities that promote interprofessional education (team training). These activities have included students from other health science schools (e.g. dentistry, pharmacy, nursing, public health) and include family home visits and structured team-based learning exercises.

Pathways of Excellence:

As part of our medical curriculum revision we have developed the Discovery Pathway for students. The goal of this program is to promote the development of expertise in a specific area of health care, research or scholarship of professional interest of the student that will be applied in their clinical practices in the future and enhance their ability to provide high quality patient care. This can include:

- Biomedical, clinical and translational sciences
- Patient safety and quality
- Health outcomes and policy
- Population health and health equity
- Medical education
- Medical informatics
- Medical humanities.

Typically students choose a faculty mentor during their first year of medical school and acquire background knowledge of the topic prior to engaging in an intensive 10-week project between their first and second years of medical school. At the end of this time they generate a formal 2-3 page summary of their project and present a formal abstract at a poster sessions later in the year. Subsequently students arrange additional elective time in the third and fourth years to continue with projects related to their area of interest.

9. Number of years this project has received state funding:

This specific appropriation was received in fiscal year 2009-10 as a restoration of previously cut recurring support provided to the College of Medicine, which has been in existence for 56 years.

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):

The appropriation for Quality Medical School funding was provided to increase the base funding for the instructional costs of the Doctor of Medicine Degree Program, which aligns with the core mission of the University of Florida College of Medicine to educate and train medical students.

11. Does the program meet a demonstrated need in the community that is not otherwise being met? (Explain):

The University of Florida College of Medicine educates and trains future physicians and researchers in medicine.

12. What are the intended outcomes/impacts and benefits of the project?

The programs described above (#8) are intended to provide medical students with an educational program that is more patient-centered with early and increased exposure to outpatient and primary care. We expect students to have enhanced communication skills and ability to integrate social and behavioral issues into the care of their patients. With enhanced training and assessment programs we expect our graduates to have higher levels of clinical skills upon graduation including the ability to work as members of a collaborative team in providing the highest quality of patient care.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ **Output data (e.g., number of clients served, students educated, units produced); Enumerate:**

We graduate approximately 135 medical students per year and monitor the number of graduates who enter primary care specialties, student performance on the United States Medical Licensing Examinations (USMLE) and the quality of the residency programs they enter. Our graduates perform well above the national averages on the USMLE examinations and approximately 40% of our graduates entered residencies in top 25 US News and World Report's ranked institutions. This past year approximately 44% of our graduates entered primary care specialties. Of our graduates, more than 90% are state of Florida residents with many ultimately returning to Florida after residency to practice medicine.

☐ **Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:** See above

☐ **Unit cost data (e.g., cost per unit produced); Enumerate:**

The University of Florida College of Medicine currently receives \$37,000 per medical student per year of state support. This is the lowest per student amount received by any public medical school in Florida. The estimated annual cost to provide the medical education to each medical student is \$90,000 per year, ideally achieved with \$35,000 of tuition from the student and \$55,000 in state support to the medical school. Our current appropriation only provides \$37,000 per medical student, a shortage of \$18,000 per student or \$9.2M for the approved enrollment of 513 medical students. In 2010, the legislature established a goal of providing \$55,000 per medical student of state funding to each Florida medical school. It achieved this goal for three of the medical schools, but not at UF and USF. UF's state funding for medical student education remains the lowest in Florida at \$37,000 per medical student per year. The low state funding to UF for medical education was cited in the last accreditation report for the UF College of Medicine (2007), which prompted the legislature to provide additional funds in FY 2009 and FY 2010. Unfortunately, cuts in state funding to the medical school the past two years have negated the previous increases, once again creating accreditation concerns.

☐ **Other (Explain):**

14. How is program data collected and has it been independently validated for accuracy and completeness?

All of our outcome data are collected and reviewed by the Office of Educational Affairs in the University of Florida College of Medicine (UF-COM). The primary outcome data are provided by two external organizations. Residency selection results are provided to the UF-COM by the National Residency Match organization and USMLE licensing examination results are provided by the National Board of Medical Examiners. Internal faculty, course and program evaluations are conducted annually and monitored by the Evaluation Sub-Committee of the Medical School Curriculum Committee. This includes student performance on internal examinations as well as student surveys of the quality of their educational experience. The American Association of Medical Colleges (AAMC) conducts a comprehensive national graduation questionnaire of all graduating medical students and provides each school with the results of their graduates compared to a national mean.

15. Is there an executed contract between the agency and the recipient?

The College of Medicine is a unit within the University of Florida. The appropriation flows to UF and allocated to the College of Medicine by UF. There is no contract.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not applicable.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

The University of Florida College of Medicine currently receives \$37,000 per medical student per year of state support. This is the lowest per student amount received by any public medical school in Florida. The estimated annual cost to provide the medical education to each medical student is \$90,000 per year, ideally achieved with \$35,000 of tuition from the student and \$55,000 in state support to the medical school. Our current appropriation only provides \$37,000 per medical student, a shortage of \$18,000 per student or \$9.2M for the approved enrollment of 513 medical students. In 2010, the legislature established a goal of providing \$55,000 per medical student of state funding to each Florida medical school. It achieved this goal for three of the medical schools, but not at UF and USF. UF's state funding for medical student education remains the lowest in Florida at \$37,000 per medical student per year. The low state funding to UF for medical education was cited in the last accreditation report for the UF College of Medicine (2007), which prompted the legislature to provide additional funds in FY 2009 and FY 2010. Unfortunately, cuts in state funding to the medical school the past two years have negated the previous increases, once again creating accreditation concerns.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

YES – as noted above we graduate approximately 135 medical students per year. 44% of students enter primary care specialties and 40% enter residencies in top 25 USN&WR institutions. Students rate their educational experience highly on both internal course and program evaluations as well as the AAMC graduation questionnaire. This includes the programs noted above (#8).

19. Describe how the information upon which the answer above is based was obtained and validated:

As noted above (#14) we use both internal and external sources of outcomes data collected and reviewed by the Office of Educational Affairs in the UF-COM. The primary outcome data are provided by two external organizations. Residency selection results are provided to the UF-COM by the National Residency Match organization and USMLE licensing examination results are provide by the National Board of Medical Examiners. Internal faculty, course and program evaluation is conducted annually and monitored by the Evaluation Sub-Committee of the Medical School Curriculum Committee. The American Association of Medical Colleges (AAMC) conducts a comprehensive national graduation questionnaire of all graduating medical students and provides each school with the results of their graduates compared to a national mean.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

The medical education mission is supported by general appropriations and tuition. NIH grants and other restricted funds cannot be used to support this mission. As noted above (#13) current state funding per medical student at UF is less than cost and less than any other medical school in Florida.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

Various accreditation reports, including the Liaison Committee on Medical Education and other peer comparisons.

22. Provide any other information that can be used to evaluate the performance of this project:

As we have implemented the programs noted above (#8) in our medical curriculum we have seen an approximate 15% increase in the number of applications to the College of Medicine, which represents over 3,400 applications for 135 positions.

23. CONTACT INFORMATION for person completing this form:

Name: Dr. Michael L. Good

Title: Dean, UF College of Medicine

Phone number and email address: (352) 273-7500, mgood@ufl.edu

Date: January 11, 2013

Community Issue Performance Evaluation

1. State Agency:
University of Florida

2. State Program (or Type of Program):
Health Science Center

3. Project Title:
Substance Abuse Research/Stewart Marchman Act (McKnight Brain Institute Substance Abuse Treatment)

4. Recipient name and address:
Location county/counties: Alachua

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$250,000	\$0	\$250,000	Line Item 132

7. FY 2012-13 GAA proviso specifically associated with the project (if any):
Embedded into to HSC base in line item 132 of the GAA but not specifically identified.
Develop research-driven, original community-based research initiatives which can transform health and addiction knowledge and help re-focus treatment needs and initiatives based on research and clinical based evidence.

8. Project Purpose/Description:
This Substance Abuse Research collaboration between Stewart Marchman Act Behavioral Healthcare, Daytona Beach (SMA) and the University of Florida Department of Psychiatry, Gainesville is the largest translational collaboration of its kind in Florida; applying UF's comprehensive biobehavioral research resources of the Division of Addiction Research to issues relevant to the diverse clinical populations receiving services within the SMA system. This partnership provides a crucial gateway to understanding the psychological, social and neurobiological concomitants of addiction and mental health disorders across a spectrum of treatment-seeking populations. The opportunity for systematic, comparative study of such a heterogeneous population enables meaningful comparisons across groups and thus will facilitate clinical and policy advances. The conduct of each of the following projects has required the development of scientific protocols, survey materials, informed consent forms, and other materials, which require approval of the UF Institutional Review Board (IRB) prior to study initiation. Once projects are sufficiently developed for submission to the IRB, a minimum of one month is generally required before approval is granted.

Ongoing Research Projects:

The Florida Substance Abuse Surveillance and Epidemiology Database (FSASED) – The FSASED is an ongoing databank, gathering questionnaires from patients within the many in-patient SMA substance abuse recovery programs. The data from Project WARM, a recovery program for new mothers and pregnant women, will provide a unique, new insight on the psychosocial factors leading to addiction and substance abuse in this population. An analysis of substance use and family histories between these women and those seeking treatment in more traditional mixed gender settings has revealed unexpected similarities between the two groups. Other data from other in-patient populations of SMA have contributed to our understanding of Florida's recovering substance abusers. These data have provided the foundation for a multi-year federal grant application to the National Institute on Alcohol Abuse and Alcoholism (National Institutes of Health), which is presently under scientific review (PI: Sara Jo Nixon, Ph.D.). (This project began in 2009.)

Do Special Programs Enhance Post Incarceration Adaptation? – Reality House, a component of the Residential Services Division of SMA, is an 85-bed correctional residential substance abuse treatment facility. It is unique as a transitional housing facility because it provides intensive substance abuse treatment in a freestanding, non-prison environment while providing traditional and alternative skills training (i.e., Culinary Skills) to eligible inmates. The collaborative effort with this facility presents an extraordinary opportunity to examine a variety of factors relevant to incarcerated substance abusers. Specifically, this study compares those who participate in the Reality House Culinary Training Program to those who participate in the regular work-release program. The data gathered in this study provide important insight regarding individual and programmatic variables that may influence short and long-term outcome; thus, serving to identify key elements essential for success in other settings. Additionally, the follow-up phone interviews with inmates after release from the program will provide more granular data on reintegration after release. (This project began in 2012.)

Pilot Project: Applying Virtual Reality (VR) in a Clinical Setting – Although VR technology has found some success in the treatment of anxiety-related disorders, its effectiveness in treating alcohol and drug dependent persons has not yet been determined. This pilot study will provide initial data regarding the potential clinical relevance of this technology in treating nicotine dependence in persons seeking treatment for other substance use disorders. Cigarette smoking is highly prevalent among treatment-seekers and is linked to on-going psychiatric and medical disorders. If "quit" efforts can be reinforced through effective biobehavioral strategies, long-term recovery outcomes may also be improved; VR may support such strategies. As a critical preliminary study, we will be exploring whether exposing treatment-seeking substance abusers to smoking cues (cigarettes, cigarette boxes, etc.) in an immersive (VR) environment affects nicotine craving and whether reported craving significantly decreases with repeated sessions. SMA procured the VR equipment for use in this research setting with the intention of examining efficacy of VR in treatment for an array of substance abuse-related diseases. This is the first study in what we hope will be an on-going research program on VR treatment. (This project will begin early 2013. The intent to collect sufficient data for the development and submission of a NIH application using a small grants mechanism by mid-2013.)

This collaboration continues to provide education opportunities for graduate students, undergraduate students, and post-doctoral associates at the University of Florida. Since 2009, these research projects and programs have gathered data from over 340 research subjects, resulting in three scientific presentations at international research conferences as well as published abstracts.

Yearly appropriations are used for the research staff support and appropriate travel (between Gainesville, Palatka, Bunnell, and Daytona) needed to gather and analyze data. Presently, our research efforts on this collaboration result in more staff hours (FTEs) than budgeted, thus requiring support from other funds within the UF Department of Psychiatry.

9. Number of years this project has received state funding:

The collaboration has received five years of support. Initial activity was directed to bringing UF experts to SMA and campus, identifying, recruiting, training and retaining personnel with interpersonal and research skills appropriate for a project of this complexity. During the early period, there were also significant leadership and personnel changes associated with restructuring of substance abuse and mental health service provision in Volusia and Flagler counties. These shifts demanded some revision of initial efforts as the collaborative effort expanded. Fortunately, as reflected in the projects listed above, these hurdles have given way to effective, integrated projects which have direct implications for addressing critical needs among Florida's residents.

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):

The University of Florida is a top-tier research university. Our College of Medicine established Divisions of Addiction Medicine and Addiction Research in 1990. Since that time we have become recognized nationally and internationally for the quality and innovation in their work. Work ranges from basic brain research to new treatment development. The goals of this program clearly enhance the university's translational science, relevance in the very treatment settings that have often been described as not being either up-to-date or evidence-based. SMA is a new leader locally, in Florida in evidence-based treatment based on this collaboration. UF researchers benefit from the real world perspective and SMA has programs that UF does not have or have access to. UF's addiction research group is a national and international force based on their science but our position as a multi-disciplinary scientific institution has been enhanced by providing a unique collaboration with SMA that enables community based efforts to take the best of UF's education, research, and service experiences and use them to help the people living in their catchment area.

11. Does the program meet a demonstrated need in the community that is not otherwise being met? (Explain):

This collaboration provides an important link between scientific assessment of substance abuse treatment populations in Florida and clinical care of these persons. The data gathered will lead to better treatment for and understanding of these populations. The cycle of gathering data from patients today to improve treatments tomorrow is often employed in teaching hospital settings and at large research universities. Notably, the current collaboration goes beyond typical efforts by engaging a large and highly diverse population; thus enabling broader application/generalization than previously afforded.

12. What are the intended outcomes/impacts and benefits of the project?

The intended outcomes, impacts, and benefits of this program are:

- Promote collaborative research between the University of Florida and Stewart Marchman Act to enhance understanding of addiction, substance abuse, and related psychiatric diseases
- Examine the comcominants of addiction, substance abuse, and related psychiatric diseases in diverse populations

- Advance development of new therapies for addictive diseases
- Support science and technology education in Florida and the United States

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

☒ Other (Explain): This translational research effort examines a diverse community of populations in treatment for drug and alcohol substance use disorders by employing methods and procedures used in laboratory settings.

14. How is program data collected and has it been independently validated for accuracy and completeness?

Data collected and published from this collaboration undergo scientific peer review for publication in scholarly journals.

15. Is there an executed contract between the agency and the recipient?

A purchase order/funding agreement is executed annually between the UF Department of Psychiatry and Stewart Marchman Act Behavioral Healthcare. This agreement outlines how the funds will be dispersed for the current fiscal year.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

N/A

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

This project is unique and therefore there are no comparisons available.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

This collaboration is generating a larger amount of data than previously expected. Additionally, two new, successful sub-projects have enabled us to examine a compelling sub-population (inmates in treatment for substance abuse disorders) and explore development of new treatment techniques for addiction (Virtual Reality for nicotine craving). Recently a number of scientific presentations, posters, and published abstracts have resulted from this work. Additionally, though it was not the express intent to directly support trainee education, three graduate students, two undergraduates, and two post-doctoral associates at the University of Florida have benefitted by assisting in analysis and presentation of data from this project. Finally, graduate and postdoctoral trainees have benefitted from being engaged in "hands-on" efforts with the facilities, staff and clients.

19. Describe how the information upon which the answer above is based was obtained and validated:

This information is tracked and presented at regular UF Department of Psychiatry Division Chief meetings as part of the Division of Addiction Research reporting. It is validated by departmental staff.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

This project receives additional support from staff which are paid from federal grants in addition to other support from private foundation funding and indirect cost funds from federal grants.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

None

22. Provide any other information that can be used to evaluate the performance of this project:

See above

23. CONTACT INFORMATION for person completing this form:

Name: Sara Jo Nixon, Ph.D.

Title: Professor & Co-Vice Chair

Phone number and email address: 352-294-4900 – sjnixon@ufl.edu

Date: 1/4/2013

Community Issue Performance Evaluation

1. State Agency:
University of South Florida

2. State Program (or Type of Program):
Education & General

3. Project Title:
Asset Inventory Management System (AIMS) Initiative (Medical School Support)

4. Recipient name and address:
Location county/counties: Hillsborough

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2008-09 Recurring General Revenue	FY 2008-09 Recurring Trust Funds	FY 2008-09 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2008-152, L.O.F.)
\$ 1,715,360	\$0	\$ 1,715,360	153

7. FY 2008-09 GAA proviso specifically associated with the project (if any):
None.

8. Project Purpose/Description:
The goal of the AIMS Initiative has been to align all sources of faculty compensation with primary missions and link faculty pay based on explicit performance criteria. Data is collected from a variety of sources (the state, the practice plan and research) and pulled together centrally for regular review by management and distributed to department chairs, administrators and individual faculty members throughout the year. This initiative allows for the redirection of resources to reward mission-critical contributions as well as funding of mission priorities.

9. Number of years this project has received state funding:
5 Years. 2008-09 through 2012-13

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain): The core mission of the Morsani College of Medicine is to educate professional and graduate students in the medical sciences in a manner which maintains the ideals and traditions of the medical profession while recognizing the changing technologies of education and the changing realities of health care. The AIMS initiative supports this core mission by ensuring appropriate resources are dedicated, in the appropriate proportion, to the activities provided by our faculty

members.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain): Historically, medical schools have not formally acknowledged nor paid for community volunteer faculty. The availability of such voluntary faculty participation is at risk as new models of off-shore schools (and the additional of several new medical schools within the state) compete with USF for these scarce resources. With this initiative, we have been able to very carefully track the participation of such faculty and provide some limited financial support for them to participate in professional development opportunities to enhance their academic readiness to participate as voluntary faculty at the medical school.

12. What are the intended outcomes/impacts and benefits of the project? The intended outcomes of the AIMS initiative is to enhance mission effectiveness, enhance productivity and provide transparent financial tracking based on the three missions of education, research and clinical care.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

Data is collected via faculty and administrators throughout the college. Several town hall meetings and on-going weekly meetings of the AIMS teams and the Faculty Oversight Committee have been used to guide the metrics used and to review data collected and resulting distributions for accuracy, completeness and soundness.

15. Is there an executed contract between the agency and the recipient? No.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient? Not applicable.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY): This initiative is one that has been/is developed and implemented within the College. We have provided a several workshops and academic conference sessions on the initiative and are seen as a leader in the academic medical centers for this initiative.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain): Yes. Previous to this initiative previous budgets and resource allocations did not

specifically take into account the amount, type and quality of the educational activities being delivered – either at the department or the individual level. Subsequent to the implementation of this model, all departmental budgets were readjusted as was support to specific faculty members for the various contributions. As a result, departments and individual faculty members could see, very clearly, the impact and financial support for their participation in various activities.

19. Describe how the information upon which the answer above is based was obtained and validated:

Data is collected via faculty and administrators throughout the college. Several town hall meetings and on-going weekly meetings of the AIMS teams and the Faculty Oversight Committee have been used to guide the metrics used and to review data collected and the resulting financial distributions for accuracy, completeness and soundness.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources? None.

21. List any audits or evaluative reports that have been published for this project (including website links, if available): We have provided several workshops and academic conference sessions on the initiative and are seen as a leader in the academic medical centers for this initiative.

22. Provide any other information that can be used to evaluate the performance of this project:

23. CONTACT INFORMATION for person completing this form:

Name: Dr. Gretchen Koehler

Title: Assistant Vice President for Academic Program Administration
and Institutional Effectiveness, USF Health

Phone number and email address: 813-974-1962/gkoehler@health.usf.edu

Date: January 11, 2013

Community Issue Performance Evaluation

1. State Agency:
University of South Florida

2. State Program (or Type of Program):
Education & General

3. Project Title:
Quality Medical Education

4. Recipient name and address:
Location county/counties: Hillsborough

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2009-10 Recurring General Revenue	FY 2009-10 Recurring Trust Funds	FY 2009-10 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2009-81, L.O.F.)
\$0	\$5,000,000	\$5,000,000	12A

7. FY 2009-10 GAA proviso specifically associated with the project (if any):
From the funds provided in Specific Appropriation 12A, \$5,000,000 is provided to increase the base funding for the instructional costs of the Doctor of Medicine Degree Program. The funds are contingent upon the university submitting an expenditure plan detailing how the funds will be used to support medical education. The plan must be submitted to the Board of Governors prior to the disbursement of the funds.

8. Project Purpose/Description:
QUALITY MEDICAL EDUCATION (MD Program)

The University of South Florida College of Medicine was established by the Florida Legislature in 1965 and enrolled its charter class in Doctor of Medicine (USF MD) program in 1971. The USF MD program has a sustained commitment to educate and graduate outstanding physicians for the state of Florida. To achieve this goal, the USF MD program must provide education and training for the next generation of physicians in a scholarly environment that fosters excellence in education, the lifelong-learning, research activity and compassionate patient care. Since its establishment, the USF MD program has graduated more than 3,000 "practice ready" physicians with the Doctor of Medicine degree. Many of these graduating physicians elect to pursue graduate medical education in the state of Florida and to provide clinical care to Florida's increasingly diverse population. Over the last five years, 53% USF MD students have entered Florida residency programs. Eighty-five percent of these students have pursued primary care specialties; thereby responding to critical workforce needs in Florida.

The USF MD program has been able to attract bright, altruistic students who are committed to improving the health of the Tampa Bay community while they are training to become physicians. USF MD students

contribute over 20,000 hours of community service per year through a variety of service projects. The projects they develop (many award-winning) and participate in, range from clinical to non-clinical settings and include:

- health clinics (e.g., BRIDGE Clinic, Judeo Christian Clinic, and the Brandon Outreach clinic), fairs and screenings for the medically underserved;
- special events that serve senior citizens, children and adults with special health care needs;
- fundraising events that benefit non-profit organizations with a health focus;
- teaching and mentoring activities (e.g., high-school students interested in science and health careers;
- collection/gift drives that benefit low income residents in Tampa; and
- camps for people with special health care needs (e.g., Boggy Creek Gang, Florida Diabetes, etc.)

One specific example that demonstrates our USF MD students commitment to the Tampa Bay community is the BRIDGE (Building Relationships and Initiatives Dedicated to Gaining Equality) Healthcare Clinic:

- In October 2007, USF MD students developed the student-run, free "BRIDGE" clinic located on the USF campus. The free clinic provides multidisciplinary primary care and specialty services for uninsured members of the University Area Community who are primarily of Hispanic and African American descent. Now in its fifth year, the BRIDGE clinic serves over 600 patients per year and provides primary care, women's health services, mammography and HIV screening. In September 2008, the Hillsborough County Board of County Commissioners recognized the clinic's enormous value to the community with a resolution at the Board's publicly televised meeting.

Adequate state funding is essential to assure that the USF MD program can continue to provide high quality education to MD students and graduate high quality physicians for the state of Florida. During the 2007 site visit, the Liaison Committee on Medical Education (LCME), the national accrediting authority for medical education programs, expressed concern relating to the "impact of expansion of medical schools in Florida." The development of new medical schools, "UCF and FIU, presented an unknown impact on the current quality of the USF MD Program." As such, the State of Florida in FY '08-09 sessions recognized the need for "quality medical education" funding for the two oldest state medical colleges (UF and USF) to maintain excellent MD programs and move toward funding alignment for all state supported medical schools.

The "quality medical education" annual appropriations are used to maintain critical USF MD program needs related to the delivery of quality education to our medical students including excellent faculty, necessary infrastructure and essential services to ensure student success. These funds support compliance with changing accreditation standards, on-going program competitiveness and sustainability, shifts in technology and education needs, and the transformational realities of health care. To demonstrate how the funds are being used, we have outlined three primary categories:

1. Quality Student Education

Recruit and retain world-class faculty

- In 2009, a nationally recognized medical educator was successfully recruited to become the Associate Dean of Undergraduate Medical Education to lead the substantive changes required to meet new accreditation standards for integrated courses, increasing active learning and decreasing lectures (i.e., passive learning), and increasing faculty development training.
- In 2009, a nationally recognized health informatics, policy scholar, medical educator and health care leader, with expertise in health policy and health systems, was recruited to develop and teach new course content in health systems and health policy to provide excellent training for medical students

in these content areas.

- In 2010, an internationally recognized senior health systems engineer/physician with expertise in patient safety and health systems improvement was recruited to develop a new course in patient safety, to train medical students and faculty in patient safety and quality improvement, and to develop a scholarly concentration in health systems engineering. Five students participating in the health systems engineering concentration were inspired to pursue additional study culminating in formal degrees (e.g., MD/PhD in engineering, Masters in Public Health, Masters in Engineering)
- In 2010, an outstanding psychologist was recruited to lead our professionalism initiative and serve as a consultant for the learning environment and to assist medical students in consistently demonstrating outstanding professional behavior. The professionalism initiative has attracted national attention and has been shared with medical education professionals across the United States.

Curriculum Redesign and Integration

- To comply with new accreditation standards, the USF MD program curriculum in the first two years was redesigned and integrated. The clinical skills courses were completely redesigned to include more emphasis on communication skills and patient-centered care using a small group format and standardized patients for teaching and assessment in addition to supervised contact with real patients in hospitals and physicians offices. The basic science courses were redesigned from the old department-based courses to seven, new integrated courses that organized and linked basic science content around organ systems. Old course schema (e.g., anatomy, physiology, histology, pathology, etc.) was transitioned to a new course schema (e.g., musculoskeletal, cardiology, pulmonary, renal, etc.) with a greater emphasis on small group and active/engaged learning. These changes required additional faculty instructors, new courses, new course leader responsibilities, and expanded teaching duties which were supported by the quality medical education funding.

Faculty Development—Support Educator Excellence

- A redesigned curriculum with a greater emphasis on active teaching methods and new technologies require training of the faculty to prepare them for new teaching roles.
- Faculty development activities were implemented using seminars, webinars and a new faculty peer coaching program.

Training Categories	Session Topics
Classroom/Clinical Instruction	Advanced Active Learning, Clinical Teaching, Large Group Presentations, Small Group Teaching, Writing Good Exam Questions, Technology in Education, Mindfulness and Balint Training, Narrative Medicine, Audience Response System, Effective Lecture Techniques, Effective Clinical Teaching, Active Classroom Teaching, Small Groups and Standardized Patients
Scholarship	Educational Scholarship
Curriculum	IAMSE Webinar: Flexner 2, Digital Learning, Social Media, Blended Learning, Simulators, E-Learning, MD Selection Program, Promoting Learning over Teaching, VTCSOM, Student-Centered Learning, Basic & Clinical Sciences; Myers-Briggs and Cultural Competency
Team	Team Training, Interprofessional Education
Evaluation	Providing Effective Feedback, Pt 2, Exam Standards and Pass Lines, Introduction to Doctoring and Feedback

Center for Advanced Clinical Learning (CACL), e.g., standardized patients and simulation: The learning of high quality clinical skills is a priority for USF Health. We have developed an internationally recognized training facility (North and South campus), where we teach and evaluate MD students using state-of-the-art educational methods and technology, including simulation (simulators and virtual reality) focusing on

technical cognitive competency, new procedures and emerging technologies. This ensures the proper development and refinement of our MD student's clinical skills, creating "practice ready" physicians. By their fourth year, the USF MD students will have had more than 150 hours of direct clinical skills teaching and assessment within the Centers' simulation space.

- *Standardized Patients (i.e., simulated or sample patient):* The quality of the redesigned clinical education in years one and two was assured by the access to and utilization of standardized patients to teach communication skills and simulation in the clinical skills center to teach procedural and technical skills to promote safe and effective patient care. We annually deliver over 55,000 hours of standardized patient learning to our current MD students (approx. 500) and prospective students.
- *Simulation Centers:* on the North and South campus must be utilized to accommodate the broad scope of training activities and the increasing class size. Our Center for Advanced Clinical Learning, which has presence on both the North and South campus, has achieved national recognition to become a fully accredited simulation center, joining a few select centers internationally-wide to achieve such status. We also have received Level 1 (Comprehensive) accreditation from the American College of Surgeons (ACS) Program for Accreditation of Education Institutes, as well as many others certificates and accreditations.

2. Student Success / Development Essentials

- *Scholarships:* as required by the accrediting body, medical schools must provide adequate institutional funds for grants and scholarships to help minimize student indebtedness. While the cost of tuition has increased over the last three years, USF Health Morsani College of Medicine remains committed to holding down the cost of attendance for students. Our total institutional funding for medical student grants and scholarship has increased; while, the dollar amount of institutional loans has decreased significantly.

Student Academic Support

- *Academic Tutoring:* The USF MD program provides academic tutoring to assist any student who is having academic difficulties free of charge, and a content review course to assist with United States Medical Licensing Exam (USMLE) preparation.
- *Financial Support:* The USF MD program underwrites the cost of practice tests and subsidizes a portion of the cost of test preparation tools for USMLE.
- *Learning Specialist:* The USF MD program provides a learning specialist to work with students on study skills, test preparation, test taking strategies, time management and study plans.
- *Career Counseling:* a formalized and enhanced career advising program assists USF MD students with academic advancement and career planning and decision making. Students are able to work directly with individual career counselors (faculty), Student Affairs Leadership, and specialty advisors. They also have access to the Careers in Medicine website and all of its resources.
- *Professionalism:* as an accreditation requirement the USF MD program must ensure that our learning environment promotes the development of explicit and appropriate professional attributes in its medical students (i.e., attitudes, behaviors, and identity). We convened a Professionalism Work Group to:
 - *identify professional values and identify behavioral correlates of those professional values for the USF College of Medicine (COM);*
 - *develop the components of an event behavior reporting system that would document exemplary professional behaviors as well as behavioral lapses and cultivate a standard for optimal performance through reinforcement of positive behaviors and proactive intervention of behavioral lapses; and*
 - *develop a mechanism by which the event reporting system could enable collection of data that would enable ongoing monitoring of the learning environment, the effectiveness of interventions to support individual students, and the impact of the environment on*

overall student professional behavior.

- **Student Diversity:** the Office of Student Diversity and Enrichment(OSDE) at the University of South Florida, Morsani College of Medicine is committed to: enlarging the pool of qualified under-represented minorities and individuals from disadvantaged backgrounds who are interested in pursuing medicine as a career; retaining admitted minority and disadvantaged medical students through the provision of support services; and coordinating diversity in medical education activities involving USF COM faculty, staff and students. From January 2012 to January 2013 OSDE has advised, presented to and worked with approx. 1,800 Florida students (middle, high school, undergraduate, graduate and medical).
- One specific example of the work OSDE delivers is through the USF Health Mentoring Group. A collaborative effort between OSDE, USF MCOM students and local community partners. The objective of this group is to provide sustainable service to Hillsborough counties disadvantaged students, with the goal of improving the health of the community by supporting the students' educational, wellness and careers goals through near-peer mentoring. 26 MCOM students provided over 130 hours of direct contact and dedicated 960 toward collaborating with community partners and curriculum development.

Student scholarly activity and student research

- *Scholarly Concentration Program (SCP):* an academic elective program for students to focus on areas of interests beyond the Medical School core curriculum that enhances the overall training for medical students. Each concentration includes elements of course work, practical application, scholarly presentations and projects allowing for a 4-year scholarly experience. Approximately 79% of USF MD students are enrolled in the program.
- *Summer Research Program:* provides opportunities for year 1 medical students to participate in areas of inquiry, scholarship and creative research endeavors. The 2012 Summer Program consisted of a 7-week, full time experience, during the break between the first and second year of the MD Program. Seventy-three students, representing 8 of the 10 concentrations, successfully competed for this funding. Funding was awarded and allocated based on a comprehensive review using a rubric designed by our faculty review committee.

3. Infrastructure Standards and Technology Standards

- *Learning Space Renovations:* LCME accreditation requires that MD programs provide adequate teaching space to accommodate the size of the class and the teaching methods employed by the program. This required the investment and renovation of two lecture halls. In addition, the redesign of the year one and two curriculum to include more small group active learning required the renovation and conversion of the old histology labs to flexible group learning space with technological upgrades to support 21st century teaching and learning.
- *Information Technology:* USF MD program has made a substantial investment in the resources needed to create a contemporary information technology infrastructure supporting the all the missions and providing significant benefits for medical student education. Videoconferencing enables students in multiple clinical sites to receive simultaneous faculty lectures in real-time without driving 45-60 minutes. Investments in essential software has enabled the USF MD program to transition to pencil and paper to computer-based testing, web-based evaluation, a paperless admissions process to reduce supply costs and promote efficiencies.

9. Number of years this project has received state funding:

4 Years: 2009-10 through 2012-13

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):

Yes, the "Quality Medical Education" program aligns directly with the University of South Florida's mission. As Florida's leading metropolitan research university, USF is dedicated to excellence in:

- Student access and success in an engaged, and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations

The mission of the Morsani College of Medicine, as aligned to USF's, specifically provides for the education of students and professionals of the health and biomedical sciences through the creation of a scholarly environment that fosters excellence in the lifelong goals of education, research activity and compassionate patient care. We strive to achieve national prominence through excellence, professionalism, diversity, timeliness and strategic growth. We promise aspiring, passionate students an open culture of accessibility to faculty, patients and technology through a challenging curriculum with diverse educational experiences. Transcending old paradigms, we are empowered by a fresh perspective on learning. We foster an environment where students realize their own creativity and innovation to make a difference in the lives of patients and their community. Upon graduation, our students will possess the skills and confidence as leaders in the ever-changing business of healthcare without ever sacrificing their initial inspiration to care for patients.

To assure quality assurance and retain accreditation, the USF MD Program must meet stringent established and changing accreditation standards for function, structure, and performance, as determined by the Liaison Committee on Medical Education (LCME), the national accrediting authority for medical education programs. As such, the USF MD Program must constantly adapt to new accreditation requirements which now include new standards of teaching, small group learning, and simulation; student demand and preferences for technology use and educational systems; integrated curriculum, etc.

Important to Note: Most state boards of licensure require that U.S. medical schools be accredited by the LCME, as a condition for licensure of their graduates.

**11. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain):**

The U.S is facing a physician shortage. The situation is especially acute in the state of Florida due to population growth. A report delivered to the Board of Regents and the state legislature in 1999 concluded the need for additional medical schools to provide more opportunities for Florida residents to study medicine within the state; thereby increasing the supply of physician to server the citizens of our state and improving medical care access. As demonstrated over the last five years, 53% USF MD students have entered Florida residency programs. Eighty-five percent 85% of these students have pursued primary care specialties; thereby responding to both the critical workforce and health needs in Florida.

The Tampa Bay region has been substantially enriched by the medical students and residents who have graduated from USF, many of whom remain in the state to practice, as well as the health and economic

benefits derived from the major academic medical center's discoveries and creative entrepreneurial endeavors. Additionally, as previously mentioned USF MD students contribute over 20,000 hours of community service per year *through a variety of service projects that serve: the medically underserved; senior citizens, children and adults with special health care needs; high-school students interested in science and health careers; low income residents in Tampa; and many others.*

12. What are the intended outcomes/impacts and benefits of the project?

The USF MD Program is creating a pipeline of high-quality graduates for in-state residency programs, who will ultimately become part of Florida's workforce working to meet the healthcare needs of Tampa Bay and the state of Florida.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

Class year	Size of Graduating Class
2012	115
2011	112
2010	121
2009	113
2008	115
2007	116

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

National Resident Match Program (NRMP): places applicants for postgraduate medical training positions into residency programs at teaching hospitals throughout the United States.

USF MD Students Residency Match (Percentage and Number)			
Class Year	Matched to a Residency Program	Matched in Florida Residency Programs	Matched in Primary Care Specialty Residency Programs in Florida
2012	100% (115)	49% (56)	37% (42)
2011	100% (112)	55% (62)	50% (56)
2010	100% (121)	46% (56)	42% (51)
2009	100% (113)	58% (65)	37% (42)
2008	100% (115)	56% (64)	40% (46)

United States Medical Licensing Examination (USMLE): during the MD Program students take two (Step 1 and Step 2) of the three USMLE exams required for medical licensure in the United States. They are

sponsored by the Federation of State Medical Boards (FSMB) and the National Board of Medical Examiners® (NBME®).

- **Step 1 Exam:** assesses whether medical school students or graduates can understand and apply important concepts of the sciences basic to the practice of medicine.

STEP 1 Performance Results (First Attempt)						
Class Year	Year Taken	Annual Pass Percentage Rate		Annual Mean Scores		
		USF	National	USF	National	Pass Line
2014	2012	91%	96%	218	227	188
2013	2011	99%	94%	224	224	188
2012	2010	97%	91%	225	222	188
2011	2009	97%	93%	222	221	185
2010	2008	97%	93%	221	221	185

Step 2: is actually made up of two exams Step 2 Clinical Knowledge and Step 2 Clinical Skills. The two parts assess whether medical school students or graduates can apply medical knowledge, skills and understanding of clinical science essential for provision of medical care under supervision.

- **Step 2 Clinical Knowledge** uses multiple-choice examination format to test clinical knowledge.

STEP 2 Clinical Knowledge Performance Results (First Attempt)						
Class Year	Year Taken	Annual Pass Percentage Rate		Annual Mean Scores		
		USF	National	USF	National	Pass Line
2012	2011	99%	98%	243	237	189/196*
2011	2010	99%	97%	237	233	189
2010	2009	100%	97%	236	230	184
2009	2008	100%	96%	238	229	184
2008	2007	100%	96%	236	226	184

**USMLE adjusted passing rate during the year (timeframe that the test was taken)*

- **Step 2 Clinical Skills** is a Pass/Fail exam that uses standardized patients to test medical students and graduates on their ability to gather information from patients, perform physical examinations, and communicate their findings to patients and colleagues.

STEP 2 Clinical Skills Performance Results (First Attempt)			
Class Year	Year Taken	Annual Pass Percentage Rate	
		USF	National
2012	2011	98%	97%
2011	2010	100%	98%
2010	2009	96%	97%
2009	2008	97%	97%
2008	2007	97%	97%

Medical School Graduation Questionnaire (GQ) 2009-2011: is a national questionnaire administered by the American Association of Medical Colleges that benchmarks all medical schools. It is a survey of all

recent graduates.

**Evaluation of Medical School Experiences
(Average Percent Responding Agree/Strongly Agree, 2009-2011)**

	Basic Science Courses Were Sufficiently Integrated/Coordinated	Basic Science Content Provided Relevant Preparation for Clerkships	Overall I am Satisfied with the Medical Education I Received
USF Health MCOM Mean	86.0%	80.8%	93.3%
National Mean	77.7%	68.3%	87.9%

**Evaluation of Medical School Experiences
(Average Percent Responding Good or Excellent, 2009-2011)**

	Rate the Quality of Educational Experiences in family Medicine Clinical Clerkships	Rate the Quality of Educational Experiences in Internal Medicine Clinical Clerkship	Rate the Quality of Educational Experiences in Pediatrics Clinical Clerkships
USF Health MCOM Mean	87.4%	96.4%	85.5%
National Mean	83.0%	90.2%	85.8%

USF Faculty Development Activities

Training Categories	# Sessions	# Participants
Classroom/Clinical Instruction	38	225
Scholarship	13	88
Curriculum	25	133
Team	7	32
Evaluation	13	93
Total:	96	571

Diversity Measures: Office of Diversity Affairs and Enrichment

Hillsborough County Outreach

OSDE increased its outreach to Hillsborough County School and students and as a result:

- 125 high school students and 17 parents were certified for Basic Life Saving (CPR and AED)
- 5 high school health instructors received training to become Basic Life Saving instructors
- 200 elementary, middle and high school attended Anti-tobacco presentations
- 137 middle and high school students have been paired with mentors as part of the USF Health Mentoring Group.

USF Health Outreach

Cultural Competency across USF Health:

- 180 USF Health staff, students and faculty attended Diversity Learning Lunch seminars
- 122 attendees Cultural Fiesta 2012:
- 23 attendees (MCOM & Nursing) became Safe Zone Certified

Centerfor Advanced Clinical Learning (CACL), e.g., standardized patients and simulation

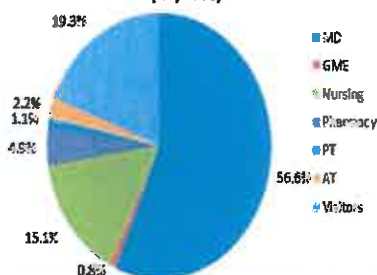
I. CACL – Unique & Total Learners and Encounters Huron Education

Each student accessing the CACL averages 2.7 encounters per month. The majority of CACL live encounters are with MD students.

Month	# Unique Learners/ Visitors/etc	# Total Learners/ Visitors/etc
July	640	1005
Aug	682	1517
Sept	796	1860
Oct	874	2296
Nov	1094	3619
Dec	769	1578
Jan	711	1846
Feb	1086	2885
TOTAL	6652	16606

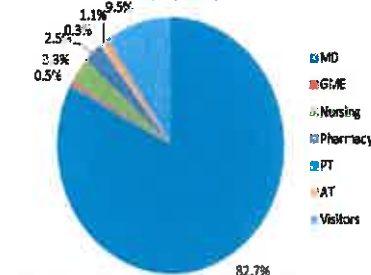
Area/Category	Average Encounters per Month
MD	6 to 15
GME	3 to 4
Nursing	1 to 3
Pharmacy	1 to 5
PT	1 to 2
AT	1 to 7
Visitors	3 to 4

**Total Unique Learners by Area/Category
(July - Feb)**



*CACL Annual Report 2011-2012

**Total Live Encounters by Area/Category
(July - Feb)**



Total encounters do not include Doctoring 1 or 2 encounters in small group learning rooms.

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

\$47,213 per medical student (see question 17 for more details)

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

- USMLE Step 1, Step 2 CK / CS scores provided by the National Board of Medical Education, www.nbme.org/
- Match Data provided by the National Resident Matching Program, www.nrmp.org/
- Association of American Medical Colleges Graduate Questionnaire (GQ), <https://www.aamc.org/data/gq/>
- Huron Consulting Group, external consulting agency, dedicated to serving the higher education industry. We have a large team of professionals with extensive knowledge and experience in the business of higher education and academic medical centers, globally. We deliver the most comprehensive services

to the industry and partner with institutions to improve business performance across the enterprise,
<http://www.huronconsultinggroup.com/>

- o USF Office of Educational Affairs – Offices of Undergraduate Medical Education and Diversity & Enrichment

15. Is there an executed contract between the agency and the recipient? No

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient? NA

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

In December, 2009, the Board of Governors published a cost study on Undergraduate Medical Education in the state of Florida that was prepared in conjunction with OPPAGA and representatives from each of the 4-year Doctor of Medicine degree programs. One of the primary objectives of that report was to determine a base-level cost per MD student that excluded supplemental costs or startup costs. After reviewing national data on costs associated with 4-year Doctor of Medicine degree programs offered by public universities, a final recommendation was made that \$57,500 per funded MD headcount was an appropriate level of state support (not including tuition) as a base-level commitment. As part of the analysis, it was determined that USF's E&G costs per MD headcount (\$36,796) ranked well below the average E&G costs per MD headcount at the newer medical schools in the state (\$60,421) as well as the recommended base-level support from the state (\$57,500). The infusion of \$5,000,000 from the state brought USF closer (+\$10,417/funded MD headcount) to the recommended base funding level, but we are still underfunded as compared to the newer medical schools in the state given the reductions that we have sustained since 2009-10.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

Yes, the "Quality Medical Education" program is meeting all expected outputs and having the intended outcomes as demonstrated through the successful graduation of our "practice ready" physicians with the Doctor of Medicine degree. As mentioned previously, many of these graduating physicians elect to pursue graduate medical education in the state of Florida and to provide clinical care to Florida's increasingly diverse population. Over the last five years, 53% USF MD students have entered Florida residency programs. Eighty-five percent 85% of these students have pursued primary care specialties; thereby responding to critical workforce needs in Florida.

Additionally, we are maintaining our LCME accreditation standards meeting stringent established and changing accreditation standards for function, structure, and performance. This is evident based as outlined above in our three primary domains centered on 1) quality student education, 2) student success / development essentials, and 3) infrastructure and technology standards. It is also evident in our student's exam scores and recent graduate satisfaction measures.

19. Describe how the information upon which the answer above is based was obtained and validated:

- USMLE Step 1 and Step 2 Scores: The National Board of Medical Examiners administers the USMLE licensing exams, scores the exams and provides validated testing results to the examinee and the sponsoring MD program.
- Liaison Committee on Medical Education (LCME) accreditation is obtained and validated by letters sent to the President of the University of South Florida and the Dean of the College of Medicine.
- Association of American Medical Colleges Graduate Questionnaire (GQ), benchmarks of recent graduate satisfaction

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

We have received three grants in support of our MD students:

- 1) Tools & Strategies for Modeling @ Reinforcing Professionalism – (7/1/11 – 6/30/13; **\$50,000**; PI: Alicia D. Monroe, MD; Sponsor: Institute of Medicine as a Profession).
- 2) Modeling Patient-Centered Communication and Empathy in Inter-professional Small Groups- (7/1/11 – 6/30/14; **\$188,800**; PI: Frazier Stevenson, MD; Sponsor: The Arthur Vining Davis Foundations).
- 3) Does Election to GHHS Correlate with a Strong Predilection for Primary Care Residency – (12/15/10 – 12/31/12; **\$10,000**; PI: Steven Specter, PhD; Sponsor: The Arnold P. Gold Foundation.

21. List any audits or evaluative reports that have been published for this project (including website links, if available): NA

22. Provide any other information that can be used to evaluate the performance of this project:

For more information please see the “Medical Education Report: A Report from the Florida Board of Governors,” dated December 2009

23. CONTACT INFORMATION for person completing this form:

Name: Alicia D.H. Monroe, MD

Title: Chief Academic Officer, Vice Dean, Educational Affairs, USF Health Morsani College of Medicine

Phone number and email address: 813-974-7131 / amonroe@health.usf.edu

Date: January 11, 2013

Community Issue Performance Evaluation

1. State Agency:
University of South Florida

2. State Program (or Type of Program):
Education & General

3. Project Title:
Center for Neuromusculoskeletal Research

4. Recipient name and address: University of South Florida, School of Physical Therapy & Rehabilitation Sciences, USF Health Morsani College of Medicine
Location county/counties: Hillsborough

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$500,000	\$0	\$500,000	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):
None.

8. Project Purpose/Description:
The Mission of the **Center of Neuromusculoskeletal Research (CNMSR)** is to: develop and test novel prevention and conservative treatment strategies; clarify the roles of various non-surgical and non-pharmacologic interventions through comparative effectiveness research studies; and translate knowledge and disseminate research findings for best practices for prevention and treatment of neuromusculoskeletal disorders. The CNMSR will utilize evidence-based and interprofessional approaches that will provide a model for research and management of neuromusculoskeletal disorders with the potential of reducing the burden of neuromusculoskeletal disease within society.

9. Number of years this project has received state funding:
The CNMSR (project) has been initially funded for FY 2012-2013.

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):
The CNMSR's mission to advance the scientific knowledge and disseminate research findings related to the conservative management of neuromusculoskeletal disorders closely aligns with the research missions of the University of South Florida (USF), USF Health Morsani College of Medicine, and School of Physical Therapy &

Rehabilitation Sciences. USF is a high-impact, global research university, and one of only four Florida public universities classified as a top tier research university by the Carnegie Foundation. As an integral research component of USF, the CNMSR conducts high-level research for globally-relevant disorders. The CNMSR will enable USF, SPTRS and the State of Florida to be a leader in promoting and optimizing the benefits of an evidence-based and collaborative approach to prevention and conservative treatment of neuromusculoskeletal disorders among its citizens, first responders, warfighters and wounded warriors.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain):

Neuromusculoskeletal disorders, disease, and injury are among the most common health problems affecting populations globally. As the population ages, neuromusculoskeletal disorders are projected to be create an increasing burden. The management of chronic neuromusculoskeletal disorders has become progressively more challenging, as evidenced by the mounting socioeconomic costs, increasing disability, and associated loss of quality of life. Further research is needed to test innovative, promising, and non-invasive diagnostic and treatment method for the impairments and functional limitations emanating from these conditions.

The CNMSR's focus on evidence-based conservative approaches will provide a model for integrative research and conservative care of neuromusculoskeletal disorders through partnerships with clinicians and researchers from various health professions. There is no similar center or institute in the Florida State University System that addresses our state's needs related to neuromusculoskeletal disorders. The CNMSR marks the first commitment of state funds to address the growing burden of neuromusculoskeletal disorders and disease impacting our citizens.

12. What are the intended outcomes/impacts and benefits of the project?

CNMSR faculty intend to leverage current funding to secure additional independent extramural funding to catalyze current research and scholarship. The CNMSR's primary focus will be on "*real world, real people*" solutions for a society struggling with the limitations and loss of quality of life related to neuromusculoskeletal conditions. In conjunction with the SPTRS and proposed PhD degree program in Rehabilitation Sciences, CNMSR faculty will mentor trainees to assure sustainment of an adequately trained research workforce. The CNMSR will be recognized locally, nationally, and internationally for its evidence-based research, solutions and scholarly work.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

XX Planned Output data (e.g., number of clients served, students educated, units produced);

Enumerate:

Number of studies in progress and completed.

Number of subjects studied.

Number and types of conditions under investigation.

Number of scholarly products, including patents, manuscripts, abstracts, presentations, grants, etc.

Number of trainees (graduate students, postdoctoral scholars, visiting scholars).

Amount (\$) of extramural federal and non-federal research grants, contracts, and donations.

XX Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

Scholarly products will be evaluated for their grade of evidence.

Where possible, research outcomes will be evaluated for economic impact in terms of cost utility and efficacy.

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

Not available at this time: The CNMSR is currently in its first year of operations.

14. How is program data collected and has it been independently validated for accuracy and completeness?

The CNMSR is in its first year of operation, thus external validation of data has not been conducted. All subject data collected is collected as part of a USF IRB reviewed and approved research protocol. CNMSR administrators are tracking all output and outcome data (see item 13 above). These metrics are discussed at regular CNMSR leadership meetings and are planned for discussion at annual evaluations.

15. Is there an executed contract between the agency and the recipient?

No. The recipient (CNMSR) operates as a unit within the agency (USF).

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not applicable.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

Unable to determine at this time. The CNMSR is currently in its first year of operations and presently there are no centers from which to draw cost comparisons.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

The CNMSR is meeting its expected outcomes for its first year of operations. For example; design of the 5-year strategic plan is nearly complete, a research administrator has been hired, and a research scientist position has been approved and is currently under search. Prior to official funding the Center has played a critical role in facilitating the completion of training for two clinical researchers (one at the Master's level and one at the PhD level) and the submission of four competitive grant applications (3 Federal, 1 Professional Trade Association). The CNMSR has shown the capacity to garner Florida industry support (MedX) and securing High-Tech Corridor Funding Matches for industry sponsored research.

19. Describe how the information upon which the answer above is based was obtained and validated:

The information in 18 regarding approved hires and open positions was obtained and validated through the USF Human Resources Department. Information regarding the status of the 5-year strategic plan, trainees, and grant applications was obtained based on internal knowledge of CNMSR administrators and has not been externally validated. As indicated in item 13 above, these data are tracked internally.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

Presently, the CNMSR is pursuing funding from multiple federal and non-federal sources to match pilot research projects. Additionally, non-profit foundations have expressed interest in supporting CNMSR research initiatives that align with their respective missions through matched sponsorship.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

No audits or evaluative reports have been published for the CNMSR. The CNMSR is currently in its first year of

operations.

22. Provide any other information that can be used to evaluate the performance of this project:

The CNMSR is currently in its first year of operations and, therefore, no firm long-term metrics are available to document outcomes. The CNMSR is on course to achieve its year 1 goals and, in the long-term to provide a much-needed service for individuals impacted by disabling neuromusculoskeletal disorders.

23. CONTACT INFORMATION for person completing this form:

Name: William S. Quillen, PT, DPT, PhD, FACSM

Title: Executive Director, Center for Neuromusculoskeletal Research

Phone number and email address: 813-974-9863; wquillen@health.usf.edu

Date: January 3, 2013

SUS OPERATING

Community Issue Performance Evaluation

1. State Agency:

Florida Gulf Coast University

2. State Program (or Type of Program):

Education & General

3. Project Title:

Operational Support

4. Recipient name and address:

10501 FGCU Boulevard South
Fort Myers, FL 33965

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$2,250,000	\$0	\$2,250,000	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

8. Project Purpose/Description:

Please see narrative at end of form.

9. Number of years this project has received state funding:

**10. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain):**

**11. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain):**

12. What are the intended outcomes/impacts and benefits of the project?

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

15. Is there an executed contract between the agency and the recipient?

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

19. Describe how the information upon which the answer above is based was obtained and validated:

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

22. Provide any other information that can be used to evaluate the performance of this project:

23. CONTACT INFORMATION for person completing this form:

Name: David Vazquez

Title: Director, University Budgets

Phone number and email address: 10501 FGCU Boulevard South, Ft. Myers, FL 33965 dvazquez@fgcu.edu

Date: 01/14/13

Information on the Operational Support Allocation for Florida Gulf Coast University for FY 12-13

During the FY 12-13 session, the Florida Legislature implemented a \$300 million reduction to the State University System of Florida. The reduction was allocated using a blended methodology partly based upon carry forward balances, prorated share of state funding, and anticipated income of a 15% tuition differential increase. Through that methodology of reduction distribution, Florida Gulf Coast University was charged with a \$5.2 million reduction for FY 12-13. To put that in perspective, at the time of the reduction FGCU had a starting balance in carry forward reserves of \$6.9M.

The analysis of the reduction clearly demonstrated that Florida Gulf Coast University would not be able to maintain the statutorily defined 5% reserve requirement. If the university had elected to use carry forward alone to meet the reduction, the university would fall \$3M below the reserve requirement. Additionally, the university has on-going costs of expanding access to higher education, and meeting basic operational cost influenced by growth and inflation.

Due to the above, the Florida Legislature chose to allocate to Florida Gulf Coast University a \$2.25 million offset to the reductions, to assist in maintaining the integrity of the budget and the requirement to maintain a 5% reserve. However, in spite of the additional funding FGCU still had no choice but to reduce its budget by \$3.0 million in order to meet its mission and provide access to higher education. The utilization of reserves to offset the reduction was not an available option for FGCU, given available funds and the 5% requirement.

Therefore, the funds received were not an enhancement of any current operation or activity, but rather were used to maintain the statutorily mandated 5% reserve. Without the special appropriation, FGCU would have fallen below the requirement, and would be conducting operations in absence of any reserve in the event of a serious economic event.

Community Issue Performance Evaluation

1. State Agency:
New College of Florida

2. State Program (or Type of Program):
Education & General

3. Project Title:
Building Academic & Administrative Support Infrastructure

4. Recipient name and address:
Location county/counties: Sarasota

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2009-10 and FY 12-13 Recurring General Revenue	FY 2009-10 and FY 12-13 Recurring Trust Funds	FY 2009-10 and FY 12-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$500,000 in 09-10 \$1.3 million in 12-13	\$0 \$0	\$ 500,000 <u>\$1,300,000</u> \$1,800,000 Total	GAA 129 GAA 139

7. FY 2012-13 GAA proviso specifically associated with the project (if any):
Not Applicable

8. Project Purpose/Description:

These recurring funds were appropriated to enhance basic academic and administrative support operations and were not program specific. Since both appropriations during the Senate's review period were for the same purpose, this single report is designed to cover both.

New College of Florida was established as the eleventh independent member of the State University System (SUS) in 2001 without benefit of start-up funding normally provided to support a free standing institution. In 2005, the College commissioned a comprehensive, independent evaluation of base operating needs and cost comparisons with other SUS institutions. The report (prepared by MGT of America) concluded that the College was receiving State appropriations for significantly fewer staff and operating support than did other SUS institutions when they operated at similarly low levels of enrollment.

In 2005, with four years of operating experience to draw from as a stand-alone institution and the MGT analysis in hand, the College developed a Legislative Budget Request totaling \$5.4 million in base recurring funding for academic/administrative infrastructure support (\$1.8 million in each of three years) to bring the College's base recurring funding to a more adequate level needed to support a stand-alone institution. The funds were intended to help close gaps in basic academic and administrative support infrastructure, including enhancing

student advising and assessment, bringing teaching technologies/equipment/software and library capacities up to date and closing gaps in basic administrative support infrastructure associated with providing enhanced counseling and wellness, student life, admissions, police, environmental health and safety, business office, legal, administrative computing and academic administration support previously provided through USF Tampa.

The Florida Board of Governors supported this phased multiyear request, as did the Florida Legislature and Governor. The following values do not include year to year changes in recurring base funding appropriations associated with risk management insurance, employee benefits and plant operation & maintenance.

- ✓ In FY 2006-07, the College was appropriated the first \$1.8 million in additional recurring base "start-up" funding.
- ✓ In FY 2007-08, the College received the second \$1.8 million in start-up funding. That same year, the Legislature reduced the College's base appropriations by almost \$1 million because of tax revenue shortfalls, leaving a net increase of approximately \$800,000.
- ✓ In FY 2008-09, the Legislature reduced the College's recurring operating budget another \$500,000.
- ✓ In FY 2009-10 (the second year of specific interest to the Senate's comprehensive review of base budgets/local funding initiatives) the College received \$500,000 in recurring funds toward the third installment of start-up funding. However, the State experienced a significant downturn in revenue and the Legislature reduced the College's base recurring budget by almost \$2.6 million, yielding a net \$2.1 million loss in recurring base funding. \$1.2 million in non-recurring Federal stimulus funds helped soften the blow that year.
- ✓ In FY 2010-11, the Legislature reduced the College's recurring base budget another \$275,000. The \$1.2 million in non-recurring Federal stimulus funds continued for one final year.
- ✓ In FY 2011-12, the Legislature reduced the College's recurring base budget another \$1.1 million.
- ✓ In FY 2012-13, (the most recent year of specific interest to the Senate's review) the College received \$1.3 million in start-up funding. This was the final amount of start-up funding requested.

In summary, during the Senate's five year review period, the College has sustained over \$3.9 million in recurring reductions, partially offset by \$1.8 million in local funding initiatives (for which we are most grateful) leaving a net reduction of just over \$2.1 million. Tuition increases have made up a portion of the reductions, but it is important to note that using FY 2012-13 as the base funding year, a 1% decrease in State appropriations equates to approximately \$150,000 in lost funding, while a 1% increase in differential tuition generates approximately \$31,000 in new revenue for the College. The College has made significant progress over the past five years in reducing operating costs and has positioned itself to emerge from the cuts sustained through FY 12-13, including loss of federal stimulus funds, with its academic program relatively intact. Every aspect of College operations has been adversely impacted, but the \$1.8 million in local initiatives funding during this period certainly softened the impact of the cuts and helped the College maintain its national prominence as one of the nation's top public colleges for the liberal arts and sciences and one of the nation's best values in public higher education.

9. Number of years this project has received state funding:

FY 2006-07 - \$1.8 million – first installment

FY 2007-08 - \$1.8 million – second installment

FY 2009-10 - \$500,000 – third installment (partial)

FY 2012-13 - \$1.3 million – remainder of third and final installment

**10. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain):**

Yes. Legislation in 2001 established New College of Florida as the 4-year residential liberal arts honors college of

the State of Florida. This academic & administrative support start-up funding helped ensure that the College has the very basic academic and administrative infrastructure to stand on its own as the eleventh independent member of the SUS.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain):

Not Applicable.

12. What are the intended outcomes/impacts and benefits of the project?

Not Applicable.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☒ Output data (e.g., number of clients served, students educated, units produced); Enumerate: undergraduate enrollment by level and method of instruction.

☒ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate: retention rates, FTIC and transfer student graduation rates, baccalaureate degrees in areas of strategic emphasis

☒ Unit cost data (e.g., cost per unit produced); Enumerate: state funding per FTE student

☒ Other (Explain):

As is the case with all 12 institutions comprising the State University System, New College has developed a **Strategic Plan** driven by goals and associated metrics that stake out where the College is headed during the planning period. The College provides its Board of Trustees (BOT) and the Board of Governors (BOG) an **Annual Accountability Report** tracking various metrics on how it is progressing toward its goals. The College also prepares an **Annual Work Plan** that provides the opportunity for dialog with the BOT and BOG on how the College contributes to the SUS's overall vision. These three documents assist with strategic planning and with setting short-, mid-, and long-term goals. They also enhance the College's commitment to accountability and improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency and 3) return on investment.

14. How is program data collected and has it been independently validated for accuracy and completeness?

Data are collected and reported following methodology prescribed by the SUS Board of Governors.

15. Is there an executed contract between the agency and the recipient?

Not Applicable.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not Applicable.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

Not Applicable.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

Selected New College Honors and Accolades for 2012:

- a. Princeton Review and USA Today recognized New College of Florida as No. 3 Best Value College in America in *100 Best Value Colleges*. (2012)
- b. U.S. News & World Report named New College of Florida # 5 Ranked Public Liberal Arts College in the U.S. (2012)
- c. Kiplinger's ranked New College of Florida # 5 in its "100 Best Values in Public Colleges" for 2012, the ninth consecutive time that New College of Florida has appeared on their list of the top 20 colleges.
- d. USA News ranked New College of Florida as an over-performer in graduating students receiving Pell grants. New College ranks #5 among public and private national liberal arts colleges in Pell Grant students graduating at higher rates than overall students. (USA News Oct. 4, 2012)
- e. U.S. News ranked New College of Florida 9th in the U.S. for the percentage of graduates who go on to graduate programs within one year of graduation. The national rate of college graduates pursuing advanced degrees within a year is 27%; New College's rate is 55%. (U.S. News-Education, Jan 2, 2013)
- f. Compared with other SUS institutions, New College of Florida has the highest percentage of alumni donors, and the highest percentage of baccalaureate degrees in areas of strategic emphasis. (2010-11 and 2011-12 SUS BOG Annual Accountability Report)
- g. Over the last 10 years, Florida SUS students have been awarded 181 Fulbright Scholarships, and 52 of these have been New College students. With only one third of 1% of the SUS baccalaureate students, New College students were awarded 29% of the SUS Fulbrights.

19. Describe how the information upon which the answer above is based was obtained and validated:

U.S. News and World Report, Princeton Review, and Kiplinger's base their rankings on a national methodology derived from the Common Data Set and IPEDS Data reported by public and private universities and colleges. Comparisons with Florida SUS institutions are based on information reported in each institution's Annual Accountability Report.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

Not Applicable.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

Not Applicable.

22. Provide any other information that can be used to evaluate the performance of this project:

Not Applicable.

23. CONTACT INFORMATION for person completing this form:

Name: John Martin
Title: Vice President for Finance and Administration
Phone number and email address: 941-487-4445, jmartin@ncf.edu
Date: January 16, 2013

Community Issue Performance Evaluation

1. State Agency: **Florida Polytechnic University**

2. State Program (or Type of Program): **Education & General**

3. Project Title: **Polytechnic Operations**

4. Recipient name and address: **Florida Polytechnic University 439 South Florida Avenue, Suite 300 Lakeland, FL 33801 (Polk County)**

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$ 22,043,995 Gen Rev 367,509 Lottery	\$0	\$ 22,411,504	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any): **Not Applicable**

8. Project Purpose/Description: **Expansion of the USF Lakeland campus operations and implementation of a new university, Florida Polytechnic University.**

9. Number of years this project has received state funding: **4 Project funded in 2009-10, 2010-11, 2011-12, and 2012-13**

10. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain):

11. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain):

12. What are the intended outcomes/impacts and benefits of the project?

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

- ☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:
☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:
☐ Unit cost data (e.g., cost per unit produced); Enumerate:
☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

15. Is there an executed contract between the agency and the recipient?

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

19. Describe how the information upon which the answer above is based was obtained and validated:

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

22. Provide any other information that can be used to evaluate the performance of this project:

23. CONTACT INFORMATION for person completing this form:

Name: Ava Parker

Title:

Phone number and email address:

Date:

Community Issue Performance Evaluation

1. State Agency: University of Florida Institute of Food & Agricultural Sciences UF/IFAS
(enter university name here)

2. State Program (or Type of Program):
Education & General

3. Project Title: Workload Formula

4. Recipient name and address: University of Florida Institute of Food & Agricultural Sciences, P.O.
Box 110180 Gainesville, FL 32611-0180
Location county/counties: All 67 Counties

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$1,700,000	\$0	\$1,700,000	2012-118 GAA 5001 line130

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

8. Project Purpose/Description: Provides funds for increased demand for IFAS research and extension activities based on the delivery of research information to IFAS clientele throughout Florida

9. Number of years this project has received state funding: The IFAS Workload formula was approved by the BOG and partially funded by the legislature in three separate budget years from 2005-06 thru 2007-08, when it was cut due to budget constraints. Prior to that, IFAS was the only SUS entity that did not have an annual work load demand formula similar to enrollment increases. The IFAS Workload did not receive funding again until 2012, at which point it was partially funded as we only asked for 1.5% of the formula due to budget constraints.

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain): Yes, this request helps fund extension and research which is part of the IFAS core mission. As a special unit within the SUS, IFAS research and extension funding is non-tuition based (does not benefit from tuition increases) but instead fulfills a unique institutional responsibility with extension offices co-funded and co-located in all 67 counties and at 13 regional research and education centers.

As the primary Land-grant institution in Florida, IFAS provides statewide resources to provide science based solutions to the issues facing Florida's citizens. Programs initiated are based upon direct clientele and stakeholder input from various formal and informal advisory councils' and agricultural organizations' published priorities.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain): Public demand for research and extension programs continues to change and expand as new forces shape and reshape Florida's food and natural resource industries (agriculture, forestry, recreational fishing, aquaculture, landscape management, horticulture and nutritional/health, etc.) IFAS research and extension is unique within the State University System in that it is mission driven based upon clientele and stakeholder needs. The Workload Formula helps provide the resources to meet those needs.

12. What are the intended outcomes/impacts and benefits of the project?

Investments in UF/IFAS Research and Extension programs have shown significant returns that hold great promise for creating jobs and improving the economic vitality of Florida. According to the United States Department of Agriculture, every dollar invested in U.S. agricultural research returns \$10 in benefits from increased productivity by agricultural producers and lower prices for consumers. Agricultural research also improves environmental quality, increases food safety and enhances our health and quality of life. Due to Florida's subtropical climate, the specialized nature of its agriculture, and access to international ports, exports from Florida to domestic and international markets account for almost \$50 billion in revenues. As globalization continues to increase the level of market competition, as well as the influx of invasive pests and diseases, greater demands will be made on the research and extension system to maintain the gains made in agricultural productivity and to develop new technologies that can further increase competitiveness.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

X Output data (e.g., number of clients served, students educated, units produced); Enumerate: SEE ATTACHED FOR COMPLETE EXPLANATION

X Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate: SEE ATTACHED

X Unit cost data (e.g., cost per unit produced); Enumerate: SEE ATTACHED

X Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

Data on workload activities is collected through input received from faculty annual activity/accomplishment reports. Data is processed and analyzed by a separate Program Development and Evaluation Center within IFAS. IFAS also conducts a rolling survey of quality of service for extension programming and receives a 90+% performance rating.

15. Is there an executed contract between the agency and the recipient?

N/A Internal IFAS Programs

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient? N/A

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY): Costs will be reflective of IFAS current Programmatic costs – no comparable programs

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain): Faculty have or are being recruited to meet program goals and gaps identified jointly by IFAS and affected clientele.

19. Describe how the information upon which the answer above is based was obtained and validated: N/A

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources? IFAS provides all facilities and programmatic support needed to accomplish goals from existing GR appropriation

21. List any audits or evaluative reports that have been published for this project (including website links, if available): N/A

22. Provide any other information that can be used to evaluate the performance of this project: Clientele feedback on program delivery through established advisory committees and clientele contacts

23. CONTACT INFORMATION for person completing this form:

Name: Mary Ann Gosa

Title: Director, Government Affairs

Phone number and email address: 850-322-7259, mgosa@ufl.edu

Date: January 2013

Community Issue Performance Evaluation

1. State Agency: University of North Florida

2. State Program (or Type of Program): Education & General

3. Project Title: Operational Support

4. Recipient name and address: University of North Florida; 1 U N F Drive; Jacksonville, FL 32224

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$2,250,000	\$0	\$2,250,000	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

8. Project Purpose/Description:

To provide the funding required for the university to maintain the statutory reserve requirement. The university's budget was reduced \$7.2 million as a part of the State University System's overall reduction of \$300 million. Without this additional allocation, UNF would not have been able to maintain the statutory reserve of 5% without further limiting the class schedule, increasing class sizes and negatively impacting the quality of educational delivery to our students. Even with this allocation, the university had to reduce its overall E&G budget by \$500,000 to maintain the statutory reserve.

9. Number of years this project has received state funding: One year

10. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain):

Yes. This funding is essential for UNF to continue at the same enrollment level, the same level of educational delivery, and to continue on a path toward increasing graduation rates while maintaining the statutorily required reserve.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain):

UNF serves a critically important role in providing affordable access to bachelors, masters and doctoral degree programs in the Northeast Florida region.

12. What are the intended outcomes/impacts and benefits of the project?

The funds received were not an enhancement of any current operation or activity, but rather provided to preserve basic functions and services of the campus, and to avoid a disparate impact to UNF as a result of the distribution of the \$300 million reduction across the institutions.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

X Output data (e.g., number of clients served, students educated, units produced); Enumerate: annual degrees awarded, data on time to degrees, data on employment in Florida, and similar metrics

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

X Other (Explain): budget reports showing required reserve balances

14. How is program data collected and has it been independently validated for accuracy and completeness?

Data is collected by university and Board of Governors staff.

15. Is there an executed contract between the agency and the recipient?

N/A

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

N/A

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

N/A

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

The funding received allowed UNF to be in compliance with the statutory reserve requirement.

19. Describe how the information upon which the answer above is based was obtained and validated:

Schedules are provided to the Board of Governors

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

N/A

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

N/A

22. Provide any other information that can be used to evaluate the performance of this project:

23. CONTACT INFORMATION for person completing this form:

Name: Shari Shuman

Title: Vice President for Administration and Finance

Phone number and email address: 904-620-4727, sshuman@unf.edu

Date: January 16, 2013

SUS R&D

Community Issue Performance Evaluation

1. State Agency:

Florida International University

2. State Program (or Type of Program):

Education & General

3. Project Title:

Center for Ethics and Professionalism

4. Recipient name and address:

College of Law
Florida International University
11200 SW 8th St.
Miami, FL 33199
Location county/counties: Miami-Dade

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$1,000,000	\$0	\$1,000,000	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

Not applicable

Project Purpose/Description:

The Center for Professionalism and Ethics ("the Center") and its programs (i) directly impact hundreds of individuals and entities in South Florida, and (ii) as importantly, indirectly impact the entire community in that the Center's programs reinforce and support the College of Law's emphasis on professionalism among its students and within the profession as a whole.

The Center has existed for just over two years, and made great strides in that time. These include: expanded professionalism/ethics curricular offerings and training; increased experiential learning opportunities providing students with "hands-on" exposure to real clients and legal matters; programs to increase civic engagement; and programs to foster professionalism and ethics in the profession.

The Center has accomplished this through public/private partnerships. Our community has demonstrated both its need and its support through donations in excess of \$735,000.

8. Number of years this project has received state funding:
Project funded in 2010-11; 2011-12; 2012-13

9. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain):

Ethics, professionalism and service to the community align well with FIU and the College of Law's missions. Each program within the Center is designed to further high-quality teaching of professionalism and ethics, to support state of the art research and creative activity on professionalism and ethics, and to collaboratively engage our community to disseminate information on professionalism and ethics. Indeed, many of our programs combine several of these goals, engaging the community through the use of student volunteers while simultaneously teaching those students the importance of professionalism and ethics. Other programs engage the larger community, offering web-based information or symposia on professionalism and ethics to attorneys and to the public at large. This is critical, as well-trained, ethical lawyer through his/her expertise and leadership has the opportunity to make profound and lasting community-wide contributions. The Center's programs are indispensable in FIU Law's ability to address these goals.

10. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain):

The Center includes the following programs: (i) Legal Externships, (ii) Community Service, (iii) Non-Litigation Advocacy Program, (iv) Legal Residency Program – LawBridge, (v) Trial Advocacy, (vi) Legal Clinics, (vii) Professionalism & Ethics Programming, and (viii) Community Engagement and Outreach.

There is demonstrated, un-met need for two reasons. First, as the available funding for legal aid and other forms of help decrease, law student assistance to the community is increasingly important. Over the past year alone, FIU Law students working through the Center

- Provided more than 19,000 hours of free legal services to approximately 75 government agencies (primarily courts, state attorneys' offices or public defenders' offices) and legal entities through the Center's externship program.
- Provided more than 27,000 hours of free legal services to approximately 400 individuals, groups and organizations through the Center's clinical program.

Second, many bar programs that focus on ethics and professionalism have seen a decrease in funding and support. The Center has stepped in to fill this void, and can do so more efficiently by leveraging student time and talent. As an example, the Center is working the Florida Bar's Henry Latimer Center for Professionalism to develop and maintain the Latimer Center's webpage and database on professionalism because the Latimer Center no longer has the staff to support the page.

11. What are the intended outcomes/impacts and benefits of the project?

The Center (i) focuses our law students and our community on the ethical and professional practice of law, (ii) serves members of the community who do not have the ability to access legal representation, and (iii) does this by emphasizing ethics research, programs and events, public externship programs, community lawyering and legal clinics and training in non-litigious solutions to legal issues.

12. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

Many Center programs, such as events and non-litigious legal training are difficult to quantify and we cannot do so. Some Center programs however can be measured through data. One measure of performance data is the

number of hours dedicated by students to government entities (e.g. courts, judges, state attorneys and public defenders offices), to community legal organizations and to the public at large. In summary, in the past year, the Center provided more than 50,000 hours of free legal services to more than 100 courts, state attorneys, public defenders, community organizations or the public. Specifically, 19,000 hours were provided through the Legal Externship program.

These externships teach professionalism, help the courts, state attorneys, public defenders and the community. Also of importance, they are critical to training practical skills that increasingly improve student employment prospects. This year the Center tracked employment of the 2011-2012 graduating externs. More than 15% are employed with the agency, court, or association with which they externed. All externs employed by the offices of the State Attorney and Public Defender served as certified legal interns prior to employment.

The Legal Externship Program data includes:

Placement	Number of Students	Number of Hours Worked
Civil Externship	20	5256
Criminal Externship	18	4839
Judicial Externship	14	3781
Advanced Externship	23	5216
TOTAL	75	19,092

As previously mentioned, students also provided more than 27,000 hours of free legal services through the Center's clinics. Listed below are some of the outcomes of those efforts.

Immigration Issues Addressed:

- 22 children represented;
- 147 additional individuals represented from June 2011 to June 2012;
- 49 cases won, including conviction against torture and asylum matters;
- 95 cases presently opened.

Small Business Entrepreneurs Assisted:

- 94 individuals assisted (includes 15 referrals to other individuals);
- 3,687 hours of assistance helping entrepreneurs. These numbers do not reflect faculty time.

Consumer Bankruptcy Assistance:

- 812 hours of assistance to South Florida residents facing bankruptcy due to unemployment, foreclosures, high medical debt, and insufficient income.

Small Investors Assisted:

- 3,673 hours of assistance to small, underserved investors, primarily on issues of investment fraud. These numbers do not reflect faculty time.

Family and Education Law Assistance to Individuals:

- 25 individuals with education issues.
- 10 individuals with dependency or juvenile matters.

- 26 individuals in other matters, including family disputes, child support and probate.
- 30 individuals in addition referred to others for representation.

Environmental Issues Assistance:

- 3181 hours of assistance on environmental matters.

Health Related Assistance:

Law students worked with medical school students to help (the former provided legal assistance and the later providing medical care) approximately 120 low-income households. Law students provided these households with: (1) individual case representation (49 households); (2) community and professional education; and (3) policy advocacy on systemic issues.

Other program data:

- 16 additional community service events.
- More than 150 law student volunteers logging in excess of 4500 additional hours of community service.

Further programming included, but was not limited to:

- *Diversity Leadership Summit* – In partnership with the Miami-Dade County Bar Association, the PhD Project and the Academic Network.
- *Evaluating Florida Legal Practice: Bench and Bar Perspectives on Professionalism Symposium* – In partnership with the Florida Bar Henry Latimer Center for Professionalism. Symposium topics included the “state of” professionalism with the Florida practice, the legal professional identity, challenges to effective implementation of professionalism practices and initiatives, and the intersection of professionalism, civility, and wellness.
- *Professionalism Matters* (on February 27, 2013) – In partnership with the Florida Bar Henry Latimer Center for Professionalism, to bring together members of the bench and bar on issues related to professionalism.

13. How is program data collected and has it been independently validated for accuracy and completeness?

Data listed is collected and verified by faculty overseeing their particular programs. A Review Committee from the Division of Sponsored Research reviews this data annually pursuant to the Center’s annual report submitted each year. Further, as officers of the court the individuals collecting this data understand the importance of accuracy and reliability of data.

14. Is there an executed contract between the agency and the recipient?

No. The Center for Ethics and Professionalism is a University center approved by the Florida Board of Governors.

15. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not applicable.

16. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

This is difficult to quantify because of the many projects housed within the Center and because there are no similar private sector organizations. At a minimum, the Center provided more than 50,000 hours of free legal services to more than 100 courts, state attorneys, public defenders, community organizations or the public. This does not take into account the Center's other programs and projects.

17. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

Yes, the Center has existed for just over two years. It has seen remarkable growth in the number of student hours dedicated to courts, state attorneys, public defenders, community organizations or the public. It has also seen substantial private support, and it has developed strong partnerships with the Bar.

18. Describe how the information upon which the answer above is based was obtained and validated:

Each program director maintains either a client and/or student management database. Information generated by the databases serve, in part, as the basis for a written, detailed report submitted, reviewed and evaluated by the College of Law Dean, Director of Budget and Center's Director on an annual basis.

A Review Committee from the Division of Sponsored Research reviews the Center's annual report each year.

19. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

2011-12:

- Auxiliary Funds earned - \$5,800
- Grants - \$284,664
 - Florida Bar Foundation (Education Clinic) - \$113,300
 - Financial Industry Regulatory Authority (FINRA) - \$50,000
 - Florida Immigrant Advocacy Center (FIAC) - \$98,864
 - Florida Bar Foundation (Civil Legal Clinic) - \$22,500
- Other Fundraising - \$2,000

2012-13 (Received and expected grants):

- Auxiliary Funds estimated - \$5,800
- Grants - \$445,729
 - Florida Bar Foundation (Education Clinic) - \$73,364
 - FINRA - \$100,000
 - FIAC - \$112,865
 - Catholic Legal Immigration - \$32,500
 - Vital Projects - \$52,000
 - Prospective Action League - \$75,000

- Veteran's Legal Clinic, various donors - \$7,325

20. List any audits or evaluative reports that have been published for this project (including website links, if available):

The Center's annual report is submitted for review to the FIU VP of Sponsored Research and the Evaluation Committee. Copies of the reports are sent to the FIU President. Annual reports on expenditures are filed with the Florida Board of Governors (BOG), Division of Research and related agencies as applicable.

21. Provide any other information that can be used to evaluate the performance of this project:

Not applicable.

22. CONTACT INFORMATION for person completing this form:

Name: Tonja Moore

Title: Associate Vice President, Academic Affairs

Phone number and email address: (305) 348-2168; Tonja.Moore@fiu.edu

Date: 1/17/2013

Community Issue Performance Evaluation

1. State Agency:

Florida International University

2. State Program (or Type of Program):

Education & General

3. Project Title:

Center for Leadership

4. Recipient name and address:

Miami/Dade

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$250,000	\$0	\$250,000	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

Not applicable

8. Project Purpose/Description:

The Center for Leadership (CFL) in the College of Business at Florida International University is focused on becoming an internationally recognized center for leadership research, development, and training by providing leaders with the competencies that will equip them to positively and effectively transform their organizations and societies. To address the ever-growing leadership challenges facing our global economy – in business, education, civic and governmental bodies – CFL develops, multi-disciplinary research methodologies that expand leadership scholarship and lead the way in developing a new generation of ethical, global leaders who will have a positive impact in the communities they serve. CFL also provides innovative leadership development training and applied-research solutions across disciplinary and cultural platforms which engage and energize the global conversation on leadership challenges and opportunities.

The CFL provides education and training programs to professionals in education, business, and the public sector, such as local governments, focusing on best practices in leadership while at the same time addressing issues of values and ethics. In building leadership capacity of leaders across sectors, the CFL provides leadership training that combines traditional leadership training and practice tools, but also emphasizes a skill-set focused on the critical moral, ethical, and personal issues our leaders must face every day.

The CFL's mission is tripartite: conduct state-of the art leadership research, develop and deliver applied and best-in-class training, and provide accessible and broad opportunities for community engagement. The CFL is

among a very small group of leadership practitioners around the country that bring together research, practice, and community engagement into an effective leadership paradigm.

Research – The research mission of the CFL focuses on the practice of leadership, specifically on the importance of self-awareness, values, sound judgment, and implementation. The Center continues to explore new paradigms in leadership with a primary focus on CEO heuristics and decision-making through a number of research presentations, publications and ongoing projects. Along with the Executive Director, an interdisciplinary Academic Advisory Board, Faculty Fellows and associated faculty form a robust cohort that guide and inform the CFL's research agenda.

Education – Applied research has led to the development of the CFL's unique brand of leadership development programs and workshops. Program offerings include flagship programs (educating CEOs, non-profit leaders, women leaders, public school principals, younger leaders, etc.) and company specific workshops including major collaborations with The Miami Foundation in educating their young leaders, SOUTHCOM, the Knight Foundation (securing a \$4M endowment), among others. Within FIU, the Chairman and members of the FIU Board of Trustees, the university president, several vice-presidents and deans, and numerous directors (33 to date) have attended our executive leadership programs as we begin our work at "home." The CFL commitment to the leadership development of FIU students and staff is also demonstrated by providing free lectures, professional development credits, and special training sessions to the university community and the general public.

To date, four flagship programs and numerous workshops have been developed based on faculty research in the area of leadership. The programs serve to

1. build networks with business, academic, and public sector organizations, assisting them in developing leadership potential;
2. provide forums to validate and assess research theories and paradigms;
3. offer opportunities for FIU faculty to teach and collaborate in a multidisciplinary setting; and
4. generate a revenue stream to offset operating costs and enhance faculty and graduate student research and development, along with scholarship opportunities.

Engagement – The CFL is committed to equipping a broad range of individuals across leadership levels and sectors, and to make that training available through a variety of opportunities. To that end, CFL provides numerous sessions that are free and open to the public including lectures, master classes, training workshops, summits, teach-ins and published materials. Only in its second year of quarterly publication, the CFL quarterly newsletter, *Leading*, has gained a broad following of more than 5000 subscribers.

In ensuring that CFL continues to expand the vision of building Better Leaders for a Better World, it annually makes available numerous scholarships to attend professional development programs and provides pro-bono workshops to non-profits, government and academic institutions. For 2011-2012 more than twenty (20) full or partial scholarships were awarded totaling more than \$100,000 (4 Military, 6 Academic, 2 Miami-Dade County Public Schools, 3 County Government, and 7 non-profits). Over the past 12 months, CFL provided eight workshops to the academic and local government sectors with more than 225 participants.

The CFL has recently been included in the Leadership 500 rankings by Leadership Excellence, (#51) in the academic institutions roster and has outpaced some of the nation's leading institutions.

http://www.leaderexcel2.com/edownloads/2012/10october/10le5215478/2012_leadership500.pdf

9. Number of years this project has received state funding:

Project funded in 2010-11; 2011-12; 2012-13

10. Does this project align with the core missions of the agency or the program area in which it is funded?

(Explain):

The Center for Leadership supports Florida International University's mission of providing high-quality teaching, state of the art research and creative activity, and collaborative engagement. Many examples of how the CFL accomplishes this may be cited. A handful are listed below: Providing high-quality teaching and training:

- a. Encouraging innovation and creativity in research and teaching best-practices through the support of faculty research projects and faculty and graduate student development opportunities. During the 2011-2012 year, for example, the CFL provided support for 12 research assistants and interns and collaborated with more than 15 faculty members in building a multidisciplinary leadership cohort to inform scholarship and assist in publication of peer-reviewed articles and conference presentations, boosting the standing of Florida's scholars.
- b. Providing opportunities to bring world class scholars to FIU to visit, lecture, and interact with FIU students, faculty, and staff. Since its recent inception in 2011, The Leadership Lectures (which are free and open to the public) have brought 8 world-renowned leadership scholars from around the world and 2 prominent CEOs to share their expertise and wisdom with the South Florida community. A testament to the value of these lectures, the series attracted the Center's first long-term corporate partnership from the business community, with *Mercantil Commercebank* signing on to co-brand and promote these lectures.
- c. Delivering top rated executive training and development programs which benefit the business and civic community, FIU leadership and beyond. With more than 300 alumni of executive development intensive four and five day programs, the success of the programs in both numbers and caliber of participants and reported impact has been remarkable.
- d. Creating and engaging in collaborative activities with academic, business, and civic/government organizations and individuals and the community-at-large through an external Board of Advisors (composed of 10 members of the community-at-large) and an internal Academic Advisory Board (composed of 14 faculty members from across disciplines including medicine, psychology, business, political science, religious studies, education, public administration and psychology). The CFL has also partnered with the Academy of Management, the most important academic society in the country (and probably the world) and its Network of Leadership Scholars (NLS) to offer a national award which has been extremely well-received (first offered in 2012). This collaboration brings attention to the work doctoral students across the globe are doing in leadership and highlights Florida's role in promoting ethical and effective leadership.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain):

The CFL's commitment to "*Better Leaders. Better World.*" provides a unique paradigm for equipping leaders with the training and tools to build an ethical and successful society. The combination of research, training, and accessibility creates opportunities that inform our vision of building leaders with character. The recently reported lack of public trust in local and national leaders (in both the public and private sectors) and the proliferation of scandals and loss of trust because of failed or flawed leadership have made the work of the CFL even more critical for our communities. It is positioned to become a model for other leadership centers around the country.

The CFL has already made a significant impact in training public school principals in Miami-Dade County. With 89 alumni, and based on their feedback and ratings, the Principals Leadership Development Program (a partnership with the Knight Foundation and Miami-Dade County Public Schools) has made a significant impact for local K-12 educational leaders. The 2011 cohort of principals rated the program a 5.0 (out of 5) and the average rating from all cohorts is 4.8 (out of 5).

12. What are the intended outcomes/impacts and benefits of the project?

Outcomes and benefits of the project include, but are not limited to,

1. Expand the knowledge-base in the emerging field of leadership with the potential to be preeminent in this area of research. A fairly new field in academic study, leadership research is gaining importance as colleges and universities undertake the education of a new sustainable global citizenry. As a result of Center supported student and faculty activities, the Center generated several published papers in major outlets including the Harvard Business Review, contributing in significant ways to the body of knowledge impacting the way ethical and effective leadership is qualified and defined.
2. Provide unique partnerships and training opportunities for governmental bodies and business leaders to impact leadership in Florida and serve as a model for the nation. CFL has started this work with great success, partnering with Miami-Dade County government in training and consulting at the highest executive levels. CFL hosted a pro-bono workshop for the county Mayor and his deputy mayors and executive team and has been requested to provide additional sessions to expand their knowledge base and hone their leadership skills. The success of the Miami Leadership Summit which brought together more than 200 of the region's leaders for three sessions is another measure of the impact the project has already achieved.
4. Serve as a model for leadership training for the state and the nation in the nature and scope of leadership training and responsibility. Though our executive training programs are primarily sourced by corporate clients, the Center's model of leadership taught in these programs has been recognized by The Miami Foundation and The Miami Fellows Program as the model of leadership development necessary to further those organizations own objectives. The Miami Foundation is among the largest philanthropic organizations in the state and is proactively engaged in the development of non-profit leadership and now partners with the Center to ensure our model is taught throughout their own leadership programs.
5. Support the educational mission of colleges and universities by providing models and partnerships to deliver leadership education that will produce a new generation of effective, ethical leaders. As such, the head of talent development for FIU has developed the Leadership Development Institute with substantial contributions from the CFL, using our program modules, assessment tools and drawing heavily on our brand of leadership development.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

Business and Civic leaders: Since offering its first program in Fall 2007, the Center has served more than 750 leaders through our executive leadership development programs or customized workshops, from both the public and private sectors covering industries such as banking and finance, education, non-profit and government, construction, hospitality, healthcare and pharmaceuticals, attracting clients from both local and international markets.

Students and the FIU Community at large— Through lectures, master classes, teach-ins, and research

colloquia, the CFL has provided access to leadership development and engagement opportunities for over 1,500 students, faculty and other members of our community. These events are free of cost and open to the public. During the past year, the CFL also provided full or partial support for 12 undergraduate and graduate students in the form of internships, assistantships, and travel grants.

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

Across all program offerings, program evaluations over the past 3 years, our most active program and events period, the average participant rating was 4.81 (out of 5). Ratings items include applicability of content, format and effectiveness of delivery, logistics and the likelihood to be recommended to a colleague.

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

N/A

☐ Other (Explain):

N/A

14. How is program data collected and has it been independently validated for accuracy and completeness?

Program data are collected at the conclusion of programs and lectures. Participants are asked to rate each program session, presenter and the value of the content they were taught. Scores are tallied independently by staff to get aggregate ratings for presenters, content and overall program quality.

Annual reports are submitted to Sponsored Research and Independent Review committee, which examined the scope and effectiveness of CFL.

15. Is there an executed contract between the agency and the recipient?

No, The CFL is a University Center approved by the Florida Board of Governors.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not Applicable...

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

There are no comparable project data available.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

The CFL has exceeded all desired outcomes as indicated through the rapid expansion of readership and subscription, program attendance, increased student participation, client ratings, and university reviews. The strongest indicator is the increased demand by local government to utilize the Center as a key resource in defining its vision and goals and as a tool for training its leadership team.

19. Describe how the information upon which the answer above is based was obtained and validated:

A Review Committee from the Division of Sponsored Research reviews the CFL's annual report each year and provides feedback.

The CFL external Board of Advisors reviews CFL performance and program success.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

Besides state funding, the Center also generated (for FY 2011-2012) just over \$500,000 in revenue from our open enrollment executive leadership programs and customized workshops; \$255,000 from endowment earnings; and \$100,000 in other gifts and sponsorships.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

CFL's annual report is submitted for review to the FIU VP of Sponsored Research and the Evaluation Committee.

Copies of the reports are sent to the FIU President.

Annual reports on expenditures are filed with the Florida Board of Governors (BOG).

Endowment and gift reports are filed with VP of Advancement, the FIU Foundation, and the Knight Foundation.

CFL Board of Advisors reviews all annual reports.

22. Provide any other information that can be used to evaluate the performance of this project:

Based on the vision of equipping better leaders for a better world, the FIU Center for Leadership continues its commitment to becoming an internationally recognized center for leadership research, development, and training by providing leaders with the competencies that will equip them to positively and effectively transform their organizations and their societies. The vision of the CFL is to create the best leadership training in the world, so that it benefits the local community and in turn, serves as an important leadership nexus for a global community.

CFL continuously engages in research projects, the development and delivery of executive leadership programs, and community engagement initiatives to ensure applicability of our models. CFL leadership development program alumni include organizational leaders from industries including health care, banking and finance, technology, retail, education, government, and the military, with participants from across the United States, Latin America, the Caribbean, Canada, Europe, and Africa who experience best-in-class leadership training in South Florida. The CFL lecture series, *The Leadership Lectures*, features world renowned and distinguished academicians and practitioners and is designed to give our local community access to thought-provoking and diverse perspectives on leadership from around the world. Since 2011, the Lectures have hosted scholars from world-renowned institutions in France and Germany as well as top institutions in the United States. More than 1500 individuals have attended CFL lectures and programs during that time. In addition, the Miami Leadership Summits have attracted more than 200 community leaders and provided a vehicle for practical application and community impact by bringing local leadership together.

Through its work, the CFL is committed to promoting and advancing the study of leadership, based on a model that effective, ethical decision-making and self-awareness are the keys to effective leadership.

- Producing cutting-edge research and supporting faculty and graduate students to inform and contribute to the research community at-large;

- Providing leadership training for executives, CEOs, school principals, FIU leaders, and public servants throughout the region;
- Serving as the catalyst for community action to tackle Miami-Dade's challenges through the Miami Leadership Summits.
- Developing partnerships with government, philanthropic, business, and academic organizations
- Offering educational opportunities for members of the FIU community through lectures and scholarships for professional development opportunities;
- Strengthening the links between FIU and the external community through our Board of Advisors and multiple collaborative partnerships;
- Raising awareness about FIU through our new media initiatives;
- Connecting with leading scholars around the world to bring their knowledge and expertise back to our FIU community.

23. CONTACT INFORMATION for person completing this form:

Name: Tonja Moore

Title: Associate Vice President, Academic Affairs

Phone number and email address: (305) 348-2168; Tonja.Moore@fiu.edu

Date: 1/17/2013

Community Issue Performance Evaluation

1. State Agency:

Florida State University

2. State Program (or Type of Program):

Education & General

3. Project Title:

Pepper Center Long Term Care

4. Recipient name and address:

Location county/counties: Leon

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$500,000	\$0	\$500,000	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

None.

8. Project Purpose/Description:

The Claude Pepper Center at Florida State University was established through an endowment from the Claude Pepper Foundation.

The Center coordinates and facilitates multidisciplinary work at Florida State University on public policy issues concerning the aged and disabled adult populations. The resources of the Center are used to support individual or collaborative research projects, graduate training, and other educational initiatives campus wide (some of which are noted in #12 below).

A core capacity of the Center is the Claude Pepper Data Center. The Data Center maintains a cross-agency database specific to the aged and disabled adult populations (referred to as the Long-Term Care Data Warehouse). The data holdings of the Data Center and the analytic experience of its team are used to complete research and evaluation projects for multiple Agencies and Departments of the State of Florida, including:

- Agency for Persons with Disabilities (APD);
- Agency for Health Care Administration (AHCA);
- Department of Elder Affairs (DOEA);
- Department of Health (DOH).

The goal of the research and evaluation projects is to provide the Agencies and Departments with unbiased research and/or program evaluations which describe and analyze recipient, service, and program characteristics. Deliverables produced from the research and evaluation projects enable the Agencies and Departments as well as

the Florida Legislature and Executive Office of the Governor to monitor state outcomes related to the integration mandate under the Americans with Disabilities Act, and further develop clinically appropriate, fiscally responsible, and effective long term care policies.

The Center has developed a secure Internet portal to facilitate access by Florida Agencies and Departments to timely updates of reports.

Findings are published as reports from the Center and posted on its publicly-accessible Web site.

The Center also publishes periodic *Issue Briefs* to help educate the public on policy-related matters concerning Florida's aged and disabled adult populations.

Funding of this project helps support all of these activities.

9. Number of years this project has received state funding:

2011-12 and 2012-13

10. Does this project align with the core missions of the agency or the program area in which it is funded?

(Explain):

Florida State University is one of leading research universities in the State of Florida. The mission of the Claude Pepper Center, broadly multi-disciplinary in scope, aligns perfectly with the mission of Florida State University with respect to education, research, and service.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain):

The aging adult population in Florida will continue to grow for the next two decades. The costs of care for the aged and disabled adult populations have been and will continue to be of increasing concern for Florida policymakers. A large component of those costs is for long-term care. In the past, long-term care has focused heavily on nursing home placements. Over the past 20 years, however, Florida has developed an extensive system of reduced in-home and community based long-term care services that has reduced the state's reliance on institutional care and helped contain costs. Much of the work of the Pepper Center is focused on helping the state determine the cost-effectiveness of these programs and develop new policies and practices for improving the efficiency of all long-term care programs. As individuals and family expend their assets on long-term care, the State of Florida becomes the principal payer for nursing home care.

The Claude Pepper Center pulls together information resources from multiple Agencies and Departments and adds additional analysis that provides Florida policymakers with answers to critical questions that the individual Agencies and Departments alone cannot answer. The data assets in its Data Center are unique in the country. As a result Florida policymakers have come to rely increasingly on the data resources and analytic expertise offered by the Center.

12. What are the intended outcomes/impacts and benefits of the project?

The core missions of Florida State University are education, research, and service. The funding from the Florida Legislature helps further the efforts of the Claude Pepper Center in all three areas.

Education – the Center funded two graduate assistant positions.

Research – the Center has assisted the State of Florida with program evaluations, outcome reports, and recommendations aim to reduce the costs of long-term care for the aged and disabled adult populations by

transitioning people from nursing home care safely to the community through assisted living and other home and community-based alternatives. The Center has also funded promising research projects in the College of Social Science and Public Policy. Funded research includes the following projects:

- Appraising the “Gold Standard”: The Utility of Medicare and Self-Reports of Disease Diagnosis
- Can Incentive Policies Improve Quality and Financing of Long-term Care for the Frail Elderly?
- Images of Aging: An Analysis of Modern Maturity/AARP Magazine from 1958 to Present
- Florida’s Aging Population, 4th Edition
- Spatial Components of Successful Aging-In-Place and Community-Based Long Term Care

Service – the Director of the Claude Pepper Center served as chairperson and the Data Center provided valuable analysis for the Florida Assisted Living Workgroup. In addition, the Data Center has assisted the Florida Agency of Health Care Administration (AHCA) and the Florida Departments of Elder Affairs (DOEA) and Health (DOH) with analysis and expert testimony in lawsuits relating to nursing home transition.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

- ☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:
- ☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:
- ☐ Unit cost data (e.g., cost per unit produced); Enumerate:
- ☒ Other (Explain):

Number of graduate students funded: 2

Post-Graduates funded: 1

Number of multidisciplinary research projected funded: 5 (see #12 above)

Number of joint research projects: 2 (with FSU College of Medicine)

Number of contracts with Florida Agencies and Departments: 3

14. How is program data collected and has it been independently validated for accuracy and completeness?

The Data Center within the Claude Pepper Center serves as the custodian of nursing home assessment data (MDS II/III) for the Agency for Health Care Administration (AHCA). The originating source is CMS, and the data is provided to AHCA for the purposes of nursing home transition under the Olmstead Act.

The Data Center also receives periodic updates from AHCA (i.e. Medicaid data) and the Florida Departments of Elder Affairs (DOEA) and Health (DOH). The data from these agencies are merged, analysis datasets prepared, and data cubes updated. A quarterly report is published by the Data Center that describes the available resources and updates received.

Funds from this project have been used to purchase five years of Medicare service utilization data for the State of Florida. This data will be used to produce better cost-outcomes estimates and forecasts for the public subsidy for chronic and long-term care for the aged and disabled adult populations in Florida. Upon receipt, those resources will be added to the holdings of the Data Center.

15. Is there an executed contract between the agency and the recipient?

The Claude Pepper Center is a unit within the College of Social Sciences and Public Policy. The only operating budget from the State of Florida for the operation of the Claude Pepper Center is the recurring funding under this special funding. Earnings from an endowment by the Claude Pepper Foundation (through the FSU

Foundation) pays for the salaries of the Center Director, the Office Administrator, the Data Center Director, and the staff of the Claude Pepper Library.

The Claude Pepper Center uses matching contracts with the Florida Agency for Health Care Administration (AHCA) to pay for the computer hardware and software necessary for the Data Center and for the Data Center staff. Absent the funding from this project, the Claude Pepper Center would not have been able to make the considerable capital and staffing investments required to meet the requests for independent evaluations and recommendations from Florida Agencies and Departments.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Through its contract with the Agency for Health Care Administration (MED141), the Claude Pepper Center is able to commit additional resources to this project. The contract is a 1:1 cost-share. Much of the cost-share comes from the salaries and associated expenses of the Center Director and Data Center Director. The recurring funding in this project has assisted with meeting increasing demand for the expertise of the Center.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

The breadth of resources and expertise offered by the Claude Pepper Center is unique.

Staff reductions at Florida Agencies and Departments have left them with insufficient staff and/or unequipped to undertake needed program evaluations and outcome studies. Rather than diverting resources from program administration, partnering with the Claude Pepper Center has proven to be a cost-effective alternative for enhancing data analysis capacities.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

An important measure of beneficial impact is the number and scope of partnerships. The Claude Pepper Center is increasingly viewed as a valuable partner in research and policy related to Florida's aged and disabled adult populations. The Center partnered with one Agency in SFY 2010-11. It now has on-going partnerships with four Agencies and Departments. The same is true for interdisciplinary partnerships at Florida State University. The Center has an active partnership with the College of Medicine that includes multiple projects.

Another important measure of beneficial impact is the increasing number of engagements by the Center to chair State taskforces, present keynote presentations at professional conferences, serve on advisory panels for national research projects, and testify before the Florida Legislature.

19. Describe how the information upon which the answer above is based was obtained and validated:

The Director of the Claude Pepper Center meets periodically with the Dean of the College of Social Sciences to review and discuss the goals and mission of the Pepper Long Term Care Project and provides a monthly financial report which includes a reconciliation, as well as an itemized account of funds received and managed through the Pepper Center. The Data Center publishes period status reports on its activities. The Director of the Claude Pepper Center also meets annually with the Board of Directors for the Claude Pepper Foundation. The operations of the Claude Pepper Center are discussed in detail.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

The Florida Agency for Health Care Administration (AHCA) has contracted with the Claude Pepper Center through SFY 2012-13 to provide independent program evaluations and outcome studies on the aged and disabled adult populations served by Florida Medicaid. AHCA draws down Medicaid funding for research beneficial to Medicaid and the contract requires cost-share commitment from the University from non-federal sources. The current appropriation for this project is the only Florida General Revenue (GR) available to the Claude Pepper Center.

During the current SFY, the Center has received a small contract (\$60,000) from Florida Department of Elder Affairs (DOEA) to assist the Department with the development of an improved risk score for predicting long-term nursing home utilization. This project ends in February 2013. Since the ultimate source for the funding was a federal grant to DOEA, the funds from this project cannot be used for cost-share under the contract with AHCA.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

Reimbursement to ALFs

Quarterly Data Center Report

Quality Control Plan

Evaluation of Long Term Care HCBS Waiver Programs and State Plan Services for the Elderly, SFY 10-11 Report

2011 Nursing Home Transition Summary Report: October 2010 through December 2011

Bi-Annual Data Warehouse, SQL Server DSS and Data Cube Development and Maintenance Report

Assisted Living: What Do We Know, What Should We Do?

22. Provide any other information that can be used to evaluate the performance of this project:

In addition to the activities of the Claude Pepper Center and the Claude Pepper Data Center described above, the appropriation for this project has also been used to fund the following research projects at Florida State University:

Appraising the "Gold Standard": The Utility of Medicare and Self-Reports of Disease Diagnosis

To assess concordance and predictive power of self-reports of chronic disease among older adults versus Medicare reports. To determine whether there are disparities in who underreports disease (or when Medicare underreports) by demographic, social, and health factors and will establish the predictive power of self-reported disease and Medicare reported disease in predicting salient outcomes in later life.

Primary research questions:

- How often do self-reports of chronic disease fail to capture disease diagnoses among older adults compared to Medicare records and how often do Medicare records fail to capture these diseases compared to self-reports?
- Are there disparities in these misreports (discordance) by gender, age, race, functional and cognitive ability?
- Which data source (self-report vs. Medicare) is more predictive for the most salient health outcomes for older adults (mortality, institutionalization, disability, health care and medical equipment utilization)

Can Incentive Policies Improve Quality and Financing of Long-term Care for the Frail Elderly?

Key Elements of the project include the following:

- To seek answers to the most pressing financial and quality calamities that confront the nation's frail seniors, their families and state Medicaid programs: How to pay for nursing homes, and how to improve the quality of both nursing homes and assisted living.
- To seek incentive-based solutions that bring more money into the system, more competition among providers so that poor patients are not concentrated in a few homes, and more effective performance inducements to make sure that quality care is delivered to public patients.
- To inventory, summarize, compare and critique state and federal incentive-based payment initiatives. Methods include extensive document searches and summaries, interviews with federal and state legislative and bureaucratic experts, and assessment of the political feasibility of a package of promising reforms that employ long-term care incentive payments and insurance purchase inducements including tax and subsidy policies. The project has been competitively selected for a special health reform issue of the journal *Public Administration Review*.

Images of Aging: An Analysis of Modern Maturity/AARP Magazine from 1958 to Present

The experience of aging is being altered by the convergence of several social and political trends – in particular, the expansion of longevity, postponement of disability, deinstitutionalization of retirement, and contraction of the welfare state. These trends are often described in popular and academic discourse as transforming images of aging, a construction driven by not only the nature and pace of these trends, but also the magnitude of the cohort experiencing them – the Baby Boomers who have always been viewed as forging social change. However, the discourse on new images of aging is accompanied by relatively few empirical examinations exploring how current representations, whether continuous with or divergent from earlier images, reflect broader social, cultural, and political tensions stemming from intersections of age and other systems of inequality. The project addresses this issue by analyzing representations of older adults and the aging process in a major periodical targeting aging adults – *Modern Maturity/AARP Magazine*, which has the highest subscription of any U.S. magazine.

Florida's Aging Population, 4th Edition

To write, print, and distribute a report that summarizes the impact of the economic recession on Florida's aging population. To update existing research on older Florida residents by using the most current, post-recession data. Special attention given to social disparities (gender, race, rural/urban, income) in the financial and quality of life challenges that result from the recession. Prospects for the future considered in the context of projections for the population as well trends in the costs of health care, insurance coverage, and household incomes.

Spatial Components of Successful Aging-In-Place and Community-Based Long Term Care

The goal is to study Naturally Occurring Retirement Communities (NORCs) in an intermediate-size city, in order to better understand how to support successful aging-in-place in such locations. Intermediate cities are likely to feature lower residential densities and to be more spread out than large cities and therefore deserve a focus of their own. Low density creates a different set of issues than high-density NORCs (and vertical NORCs). To better support successful aging-in-place in intermediate-size cities, information is needed on the characteristics of the NORCs that have evolved in these contexts and the extent to which these features are relied upon by the elderly. The project focuses on Tallahassee-Leon County, an intermediate city in Florida, and address a number of questions. To what extent have older residents of NORCs in Tallahassee-Leon County lived in the same house for decades? What is the walkability, the range of housing and transportation options, and the mix of supportive services within these NORCs? What are the preferences of older adults in these areas, and the actual importance they place on the characteristics of their neighborhood-of-residence? Findings will inform not only efforts to make the built and social environment more supportive, but also decisions about where to locate housing for the elderly population.

23. CONTACT INFORMATION for person completing this form:**Name:** Larry Polivka**Title:** Executive Director**Phone number and email address:** (850) 645-7835**Date:** January 14, 2013

Community Issue Performance Evaluation

1. State Agency:
Florida State University

2. State Program (or Type of Program):
Education & General

3. Project Title:
National High Magnetic Field Laboratory, the "MagLab"

4. Recipient name and address:

Location county/counties: **Leon**

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$3.3 M	\$0	\$3.3 M	Ch. 2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):
N/A

8. Project Purpose/Description:
The National High Magnetic Field Lab (MagLab) at Florida State University is the largest and most scientifically productive interdisciplinary MagLab in the world. Established by the **National Science Foundation** in 1990, the lab is a national resource utilized by a global community of leading scientists and open to curious visitors. Centralizing the country's greatest magnet-related tools, resources and expertise is not only efficient and cost-effective, but also encourages fruitful, collaborative research at the highest level. Every year, more than 1200 visiting scientists and engineers from across the world conduct experiments using our state-of-the-art equipment. MagLab magnets are far larger, far more powerful and far more complex than the everyday magnets most people are familiar with. Many were designed, developed and built by the lab's **magnet engineering and design team**, widely recognized as the finest in the world. These magnets produce tremendous magnetic fields, prized by researchers who use them to study a wide range of materials and processes. The lab's most powerful magnets produce fields more than a million times stronger than the Earth's magnetic field. What happens in experiments under such conditions give scientists important insights that pave the way for advances in physics, biology, bioengineering, chemistry, geochemistry, biochemistry, materials science and engineering. High magnetic fields play a critical role in developing new materials that affect nearly every modern

technology. Electric lights, computers, motors, plastics, high-speed trains and MRI all came about after researchers learned more about materials and living structures through magnet-related research. The vast scope of work currently underway at the lab includes the study of new superconductors with the potential to revolutionize how power is stored and delivered; a search for new medicines; and analysis of petroleum samples that could lead to better oil extraction.

The education mission of the laboratory is fully integrated into the lab's R&D activities. The MagLab's Center for Integrating Research and Learning (CIRL) reaches over 10,000 K-12 students and more than 200 teachers each year. In addition, at any point in time, the MagLab has 35 undergraduates affiliated and engaged in science or R&D projects, for a total of 68 undergraduates in 2011.

Yearly appropriations are used for the most critical needs associated with the lab's continued world leadership in high magnetic field science, the advancement of magnet-related technologies, and the expansion of educational opportunities in science and engineering.

**9. Number of years this project has received state funding:
Project funded in 1991-92, 1992-93, 1993-94, and 1996-97**

**10. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain):**

Florida State University is one of the leading research universities in the State of Florida. The mission of the MagLab, as a broadly multi-disciplinary scientific institution, dovetails perfectly with the mission of FSU, namely education, research and service.

**11. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain):**

The MagLab meets the needs of the local community through increased efforts in the area of STEM education. In particular over 9000 students were reached through CIRL's classroom outreach representing students in 43 schools. Over 70% of these visits were to Title I schools.

The MagLab provides STEM education to the community at large through its Science Café program where monthly scientific programs are given at a local venue. Staff also gives presentations to children and adults at local schools and libraries.

In addition, the MagLab conducts hands-on, extended study programs, including Middle School Mentorship (a semester long program where middle school students are paired with lab scientists), and summer camps that range in duration from 1 to 2 weeks. Research shows that extended programs like these help to increase young people's persistence in STEM careers. Our programs specifically target underrepresented groups in STEM including women and minorities. Of the 97 students that participated in our summer programs, 61% were young women and 42% were either African American, Hispanic, Asian, or Native American.

The MagLab provided research exposure to 68 undergraduates in 2011 alone, in addition to providing a vibrant interdisciplinary research environment for its many graduate students. The MagLab provides service to the greater scientific community with a yearly Summer School for experimental condensed matter physics and a Winter Theory School, both of which cater to graduate students and early career scientists. This is in addition to

the lab's core asset: the scientific user facilities that helped drive the research of 1200 scientists in 2011 alone.

Finally, the MagLab contributes significantly to the economic well being of the region and state. Over the next ten years, the MagLab will generate \$1.66 billion in goods and services and \$689 million in income in the State of Florida, creating more than 15,000 jobs. As an example, the MagLab's scientific visitors account for more than 5500 hotel room nights every year.

12. What are the intended outcomes/impacts and benefits of the project?

The intended outcomes, impacts and benefits of the project are to:

Promote magnet-related research to serve an interdisciplinary scientific user community spanning materials science, condensed matter physics, magnet technology, chemistry, and biology;

Provide unique high-magnetic-field facilities through a competitive and transparent proposal review process;

Advance magnet and magnet-related technology via high-risk, high-reward projects;

Partner with universities, other national laboratories and industry to enhance national competitiveness in magnet and related technologies;

Serve the NSF as a prominent example of its successful stewardship of large research facilities;

Serve as a successful model of:

- *a multi-site national laboratory*
- *a collaboration among our three partner institutions: Florida State University (FSU), the University of Florida (UF) and Los Alamos National Laboratory (LANL)*
- *a partnership of the federal and state government*
- *a partnership of the National Science Foundation and the Department of Energy*

Support science and technology education in the United States;

And increase diversity in the science, technology, engineering and mathematics workforce of today and tomorrow.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

The number of users: 1,299 in 2011;

The number of "magnet days" awarded to users: 11,041 in 2011;

The number of peer-reviewed publications produced: 341 in 2011;

The number of Ph.D.s earned by MagLab users and associates: 69 in 2011;

The number of new principal investigators each year (indicating growth of user community): 81 in 2011;

Outreach to K-12 students: 10,000 per year;

Outreach to K-12 teachers: over 200 per year.

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

The MagLab conducts an annual survey of users;

The MagLab collects post-visit feedback from users;

The MagLab surveys students and teachers participating in educational programs of the laboratory and surveys participants in Winter Theory School and Users Summer School

☐ Unit cost data (e.g., cost per unit produced); Enumerate: n/a

☐ Other (Explain):

The MagLab publishes an Annual Report that showcases the programs and activities at the MagLab and includes the metrics used by lab management, the External Advisory Committee, the User Committee and the NSF Site Visit committees to evaluate the lab's performance. Each Annual Report includes:

- The Year in Review, written by the Director
- Science & Engineering Highlights
- Reports and statistics from the lab's user facilities
- Summaries from the magnet engineering and materials groups
- Summaries of management, administration, education, and diversity programs
- Results of the User Collaboration Grants Program
- Summaries of MagLab industrial partnerships and collaborations
- Lists of publications, presentations, theses and other activities

The MagLab receives expert evaluation of its scientific program by other scientists, including but not limited to reports by the External Advisory Committee, the User Committee and the NSF Site Visit Committees. Numerical metrics that characterize the MagLab's performance are reported in the *Annual Report* including:

- MagLab User Committee's survey of user satisfaction with:
 - Equipment availability
 - Equipment performance
 - MagLab scientist assistance
 - MagLab administrative assistance
 - MagLab training and safety procedures
 - MagLab user proposal submission and evaluation process
- MagLab User Profile report containing the breakdown of the total number of MagLab users by:
 - Senior investigators, postdocs, students and technicians
 - Gender and minority status
 - Affiliation of users: NHMFL, university, industry, national lab, or overseas.
 - Facility utilized: DC, Pulsed, High B/T, NMR/MRI, EMR and ICR.

MagLab Facility Usage Profile report containing the breakdown of magnet days allocated by scientific discipline, affiliation of users, and facility utilized.

- User Collaboration Grants Program (UCGP) report, including:
 - Number of proposals received
 - Proposal acceptance rates
 - Usage of facility enhancements reported from UCGP solicitations
 - Publications reported from UCGP solicitations
- Education Program report that includes the number of participants in:
 - Research Experiences for Teachers
 - Research Experiences for Undergraduates
 - Middle School Mentorships

- High School Mentorships
- MagLab classroom outreach and laboratory tours.
- Science and research productivity statistics, including:
- Publications in peer-reviewed journals
- Publications in prominent peer-reviewed journals, such as *Nature*, *Science*, the *Proceedings of the National Academy of Sciences*, and prominent, discipline-specific journals such as *Physical Review Letters* and *Journal of the American Chemical Society*.
- Ph.D. degrees awarded
- Masters' degrees awarded

Annual Reports are posted on the MagLab website, www.magnet.fsu.edu at <http://www.magnet.fsu.edu/mediacenter/publications/annualreport.aspx>.

(Note that all data is collected on a yearly basis. Our most recent year with complete data is 2011; 2012 data is currently being collected. Please note that the special allocation from the state only started in July of 2012 and therefore the full measure of its impact will be better seen in future years.)

14. How is program data collected and has it been independently validated for accuracy and completeness?

User data, publications and educational statistics are collected through a variety of online systems. The MagLab is reviewed annually by the independent User Committee, the External Advisory Committee, and National Science Foundation. The R&D activities of the Magnet Science & Technology Division are managed via project management tools (GANNT charts, Work Breakdown Structure, formal Project Summary reports, etc.) that undergo formal internal and external, independent reviews.

15. Is there an executed contract between the agency and the recipient?

The MagLab is a department within the operating structure of Florida State University. Because the MagLab is a three-site institution with user facilities at the University of Florida in Gainesville and Los Alamos National Laboratory, there is a Memorandum of Understanding that governs the relationship among these three institutions.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

The MOU governs the outputs and measures. Costs and budgets are decided yearly based upon scientific and educational needs.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY): The MagLab is unique in the world, both in research and technology.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

The MagLab is meeting all desired outcomes as indicated in positive reports from all of its External Advisory and User Committees. Our most recent EAC report detailed the positive performance of all MagLab facilities and gave recommendations for improvements. The User Committee also provided a positive report with specific recommendations for areas in which the MagLab should maximize its scientific output in coming years. In addition, during most years the NSF sends a site visit team to the MagLab to inspect its infrastructure and performance. The site visit reports have been overwhelmingly

positive.

The strongest indicator of the laboratory *exceeding* expectations is that in July 2012, a five-year renewal of the laboratory was awarded by its primary funding agency, the National Science Foundation. The award of \$168M over five years, at a time of significant budgetary constraints, validates the beneficial and lasting partnership between the NSF, the State of Florida, the Department of Energy, and the three partner institutions -- FSU, University of Florida, and Los Alamos National Laboratory. The award followed 18 months of proposal preparation; an extensive external written question and answer period; a rigorous site visit by an external panel of experts selected by the NSF; an NSF recommendation for funding to the National Science Board, and the approval of funding by the NSB.

19. Describe how the information upon which the answer above is based was obtained and validated:

The External Advisory Committee and the User Committee have yearly meetings at the MagLab where these experts assess the performance of the MagLab. These committees submit a written report that details their findings. In addition, during most years, the NSF sends a site visit team to the MagLab to review its facility and recommend future funding.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

The MagLab has a yearly budget of \$30.6M from the National Science Foundation, roughly \$8.9M in other funding from the State of Florida via FSU, and roughly \$5M in other grants from a variety of other funding sources including the US Department of Energy, National Science Foundation, National Institutes of Health, etc.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

The MagLab Annual Reports are published online:

<http://www.magnet.fsu.edu/mediacenter/publications/annualreport.aspx>

The independent NHMFL Users Committee reports are published online:

<http://www.magnet.fsu.edu/usershub/userscommittee/index.html>.

The External Advisory Committee reports is submitted to the President of FSU.

The NSF Site Visit report on the MagLab is a confidential document of the National Science Foundation.

22. Provide any other information that can be used to evaluate the performance of this project:

FSU input

The MagLab provides significant economic stimulus to the State of Florida. A study provided by the Center for Economic Forecasting and Analysis found that for every dollar the state invests in the MagLab from 2005 to 2015 it would realize a return on investment of \$5.50. This significant return is a conservative estimate of the real stimulus provided by the State's only national laboratory. In addition, while the report has focused primarily on the local community around the FSU site of the MagLab, the University of Florida presence of the MagLab provides significant educational and economic benefits to the University of Florida, Gainesville and Alachua County communities.

It is also critical to realize that the next call for the MagLab's NSF grant will be a winner-take-all competition. The state funding provided is essential to ensure that the MagLab maintains its scientific and engineering leadership. Other magnet labs around the world are attempting to replicate the success of the MagLab and have announced plans to build magnets as large as or larger than ours. It is critical for our future success that we maintain the strong state-federal partnership that helped to found Florida's only national laboratory 20 years ago.

23. CONTACT INFORMATION for person completing this form:

Name: Eric Palm

Title: Scholar Scientist

Phone number and email address: 850-644-1325; palm@magnet.fsu.edu

Date: January 8, 2013

Community Issue Performance Evaluation

1. State Agency:

University of Central Florida (UCF)

2. State Program (or Type of Program):

Education & General

3. Project Title:

Institute for Human & Machine Cognition (IHMC)/State University Partnership

4. Recipient name and address:

Location county/counties: Marion County (15 SE Osceola Avenue Ocala Florida 34471)

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity; state university system research institute

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$ 440,000.	\$0	\$440,000.	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

IHMC/SUS Partnership Initiative: The funds will support activities of the IHMC and UCF.

8. Project Purpose/Description:

Funding to stimulate technology, research, and educational partnerships and collaboration in Central Florida

9. Number of years this project has received state funding:

Three (since 2010-11).

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):

Yes, Both UCF and the IHMC have core research missions and this project has the goal of increasing research partnerships between IHMC and state universities and growing and sustaining technology driven innovation in Marion and surrounding counties.

11. Does the program meet a demonstrated need in the community that is not otherwise being met? (Explain):

Yes. Marion county suffers from a lack of technology driven industries and employment opportunities and experienced a higher than normal unemployment (at one point rate exceeded 17%). IHMC location and expansion in downtown Ocala, partnerships with UCF and other state universities is helping Ocala and Marion county develop a broader technology base.

12. What are the intended outcomes/impacts and benefits of the project?

Intended outcomes and benefits of project is to provide seed money to further grow Marion county operations and encourage new research opportunities by means of the following: recruit cutting edge researchers, expand science and technology influence in region, develop technologies that can assist start up companies to access high tech corridor funding, develop youth outreach efforts that stimulate interest in STEM careers, and expose region to science and technology initiatives through strengthened partnerships with state universities.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☒ Output data (e.g., number of clients served, students educated, units produced); Enumerate: See answers below

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

UCF and IHMC are independently audited.

15. Is there an executed contract between the agency and the recipient?

UCF and IHMC maintain a formal affiliation agreement that has been executed by both parties and approved by the Florida Board of Governors. This agreement allows the two organizations to share facilities, jointly hire, co-propose, commercialize technologies and employ students. IHMC also has a formal affiliation agreement with FAU, UWF, USF, FIT and the Moffitt Cancer Center.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not Applicable (N/A)

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

Not Applicable (N/A)

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

The IHMC is a not-for-profit research institute established by the Florida Legislature in 2004. Set within the Florida SUS structure, IHMC maintains formal and productive affiliation agreements with several state universities within the SUS to include: Florida Atlantic University, University of Central Florida, University of South Florida and the University of West Florida. IHMC also maintains formal affiliation agreements with the Moffitt Cancer Center and the Florida Institute of Technology. IHMC maintains its headquarters in Pensacola, Florida, as well as a newer research satellite facility in Ocala, Florida. IHMC is part of the Florida High Tech Corridor initiative, and participates in the Florida Research Consortium. The partnering opportunities for IHMC and UCF have been fruitful. The two organizations have been successful in bringing together their respective research faculty for various brainstorming meetings that

have resulted in several worthwhile initiatives. These meetings alternate between the Ocala IHMC facility and UCF. IHMC has also featured prominent UCF speakers in its Ocala evening lecture series including Dr. Dan Britt, Associate Professor of Astronomy who spoke to hundreds in Marion county and the Villages on the History of Climate.

A natural partner for IHMC is the Institute for Simulation and Training (IST) of UCF with its well-subscribed programs in modeling and simulation, including a track in Industrial Engineering. One initiative developed by IHMC, UCF and UF is a proposed Center for Advanced Space Technologies with two focus areas, 1) Small Satellites and 2) Space Science enabled by small satellites. This investment was proposed as a way to attract, grow, and retain a knowledge-based, income producing, and high impact space industry in Florida in anticipation of the changing environment on the Space Coast. New mobility, sensory, and cognitive enhancement devices developed by the proposed Center would have the potential to significantly advance simulation technology, when used within virtual environments. Both of these offer new opportunities for an expanded curriculum, and would lead IST into new areas of training for simulation technology. This would involve enhancing curricula programs to include courses in human performance enhancement with input from assessment partners and industry. The Center proposal also envisions the development of a career path for faculty, graduate students and undergraduate technicians in human performance enhancement. IHMC's expertise in human performance was an essential piece in this proposal.

Just this year, IHMC Ocala welcomed over 40 invitees from federal agencies such as the Office of Naval Research, the Air Force Research Laboratory, the Army Research Laboratory, and the Federal Aviation Administration, as well as numerous top-tier universities, to its Ocala research facility for a workshop on identifying, discussing and prioritizing basic research issues regarding trust in the human-machine partnership for next generation autonomous systems. Under sponsorship of the Air Force Office of Scientific Research, IHMC Senior Research Scientist Dr. David Atkinson organized the workshop as an interdisciplinary event that brought together experts in diverse fields ranging from computer science to cognitive science to psychology.

Several recent proposals involve IHMC Research Scientist Robert Hoffman and UCF Scientist and Faculty Member Peter Hancock collaborating. One such project involves IHMC assisting IST as a provider of academic input into cultural training for the Marines. IHMC also looks to UCF for graduate students to assist in the research initiatives and has employed UCF students in both its Ocala and Pensacola locations.

This past year, IHMC established a very successful Science Saturdays initiative in Marion County and in the summer of 2012 held a robotics camp. Community outreach is an important focus of IHMC's educational effort, with the goal of making science more accessible. An important part of this effort is targeted at local elementary school students. IHMC began offering a Science Saturdays program at its Ocala location in the 2011-2012 School Year. Each month we hold two Saturday sessions for Marion County students in grades 3-5, conducted by an IHMC scientist. The emphasis of the program is to provide a hands-on, experiential learning session where youth directly engage with scientists on enjoyable exciting activities that engage the mind. Science Saturdays is for students of both genders and all races. Many students who attend are from socio-economically disadvantaged backgrounds. We strive for enrollment that reflects 50-50 gender distribution and a diverse ethnicity, and we feel this is preferable to providing a girls-only or minorities-only experience. Reaching girls and underrepresented minorities requires more aggressive recruiting than merely reaching kids who are typically attracted to science. One strategy for improving diversity is to create relationships with science teachers in the public

schools and invite them to observe sessions. Last year, teachers from several schools in the district became involved and then helped spread the word in their schools. Through this process, we discovered that most local schools don't have budget for passing out our fliers, so we print them and make them available to teachers at no cost. The teachers also contact the parents of students who are likely to benefit, particularly parents of socio-economically disadvantaged students, girls, and under-represented minorities. Teachers we have worked with to date have commented that IHMC's program strengthens their classroom efforts. We collect data at each session about attendance demographics, in order to track our progress in reaching an increasingly diverse set of kids based on both gender and race, as well as in attracting a larger number of kids throughout a larger geographic area in our community. We provide feedback to the schools regarding our progress with respect to this goal, both to the district's science curriculum coordinator and to individual teachers. Science Saturdays was offered by IHMC in Ocala for the first time during the 2011-12 school year, with two sessions offered each month, November through May. Approximately one hundred students attended. By the final sessions, attendance was up to 25 per session, and most students attended during each of several months. At IHMC's Pensacola location, where the program has been ongoing for a number of years, over 700 students have attended -- and more than 3000 have benefitted from IHMC Pensacola's companion program "I Love Science", which takes place in the schools. Our goal is to continue to reach a larger and increasingly diverse number of students. In 2012-13 we plan to increase attendance from 100 to 250+ by expanding outreach, by increasing the maximum number of attendees at each session, and increasing the number of sessions.

IHMC and UCF administrative officers have also strengthened collaborations and opportunities to work closely together. Tico Perez, a former UCF Trustee and a member of the Florida Board of Governors sits on the IHMC Board of Directors. Recently retired, UCF Provost and Executive Vice President Terry Hickey served as an inaugural member of the IHMC Board of Directors. VADM Alfred Harms, a UCF Vice President, currently sits on the IHMC Science Advisory Council where the Board is briefed on new and emerging research and ideas are generated for innovative collaborative research opportunities.

IHMC researchers continue to collaborate extensively with industry and government to develop science and technology that can be enabling with respect to society's broader goals and to bring these national projects to Florida. IHMC researchers receive support from a wide range of government (local, state, and federal) and private sources and look to UCF and other Florida universities to partner in and support those initiatives. IHMC research partners have include: DARPA, NSF, NASA, Army, Navy, Air Force, NIH, IARPA, DOT, IDEO, Raytheon, IBM, Microsoft, Rockwell Collins, Boeing, Lockheed, and SAIC, among others. Many of these groups have met in Marion county for research meetings and have been exposed to the many attributes of this region of Florida.

19. Describe how the information upon which the answer above is based was obtained and validated:
Actual research proposals filed by the respective organizations, employment data, news and media reports, meeting data (including hotel nights and restaurant bookings) and advertisement of science and educational outreach events.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

These partnership initiatives do not receive additional or matching funding.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

<http://www.ihmc.us/news/index.php>; http://www.ihmc.us/ocala_lecture_series.php;
http://www.ihmc.us/science_saturdays.php; <http://www.ihmc.us/aboutIHMC.php>

22. Provide any other information that can be used to evaluate the performance of this project:

<http://www.ocala.com/article/20100131/COLUMNISTS/100139981>;
<http://www.ocala.com/article/20110712/ARTICLES/110719941>;
<http://bcbe.com/IHMC-Ocala-Awarded-LEED-Gold-Certification-Built-by-BCBE-Construction.html>;
<http://ssmileyheight.blogs.ocala.com/13175/ihmc-robotics-camp-is-a-hit-with-youth/>

23. CONTACT INFORMATION for person completing this form:

Name: Julie Sheppard

Title: General Counsel, IHMC

Phone number and email address: 850-202-4400; jsheppard@ihmc.us

Date: 1-16-13

Community Issue Performance Evaluation

1. State Agency:

University of Central Florida

2. State Program (or Type of Program):

Education & General

3. Project Title:

Lou Frey Institute of Politics and Government

4. Recipient name and address:

Location county/counties: Orange

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$400,000	\$0	\$400,000	2012-118

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

Not Applicable

8. Project Purpose/Description:

The Lou Frey Institute promotes the development of enlightened, responsible, and actively engaged Florida citizens. The Institute accomplishes that mission, in part, by working to help strengthen the civic education capacity of Florida's k-12 education system. Beginning in 2008, with support from the Helios Education Foundation and the John S. and James L. Knight Foundation, the Institute launched an effort to provide continuing professional development support to civics teachers throughout the state.

In 2010, the Florida Legislature enacted the Justice Sandra Day O'Connor Civics Education Act. The Act creates a renewed emphasis on civic education in all of Florida's schools. It requires (1) that all students complete at least a semester of civics in middle school; (2) that students pass a statewide civics end-of-course examination in order to be promoted to high school; and (3) that civics content be integrated into English and Language Arts instruction in every grade from kindergarten through 12th grade. Student scores on the 7th grade civics end-of-course examination are required to be used as a factor in assigning school grades. Related legislation, the Student Success Act of 2011, requires that beginning in 2014, student learning progress in civics – as well as other subjects – account for 50 percent of teachers' annual evaluations.

Following the passage of the Justice Sandra Day O'Connor Civics Education Act, the Legislature appropriated \$400,000 from non-recurring dollars and instructed the Institute to work with teachers,

schools and districts to support the Act's intent. The nonrecurring appropriation was renewed in 2011-12 and was authorized as a recurring appropriation in 2012-13.

To carrying out the Legislature's intent, the Institute has sought advice and guidance from the Florida Department of Education and, through the Florida Association of Social Studies Supervisors, from district Social Studies Curriculum Specialists. Three resulting primary areas of effort define the scope of ongoing work to support successful implementation of the Sandra Day O'Connor Civics Education Act. Those areas include providing civics professional development, developing curricular support materials, and building assessment tools. An Institute-led, interdisciplinary statewide team is undertaking this work. That team that includes senior faculty from the University of Florida, the University of Central Florida, the University of South Florida, the University of West Florida, and Lynn University along with experienced social studies educators from Orange, Volusia, Leon, and Hillsborough counties.

Professional Development. The Institute's teacher professional development work includes a blend of face-to-face and online education programs. Principal components developed to date include:

- *Introduction to the Next Generation Social Studies Standards in Civics.* Offered in partnership with Florida Virtual School, this online course provides a five hour introduction to civics instruction and the Florida K-12 civics instructional benchmarks. It may be seen at <http://floridacitizen.org/resources/pd/ngsss>.
- *Teaching Middle School Civics.* Intended to be approximately the equivalent of a one-semester course, Teaching Middle School Civics is a 50+ hour self-paced online/on-demand course covering content and pedagogy for 7th grade civics. It may be seen at <http://mscivics.floridacitizen.org/>.
- *Residential summer Civics Mentor-Teacher Program.* This intensive, residential summer course is designed as a two-summer learning experience, with completion of online Teaching Middle School Civics during the intervening school year. To the extent that staff resources permit, district level Professional Learning Communities meet and are supported during the school year.
- *On demand face-to-face custom programs.* To meet district needs in flexible ways, custom programs range from a three hour "Introduction to Resources" to monthly sessions integrated with teacher completion of online Teaching Middle School Civics.

Curriculum Support. To date, the Institute has developed three major curriculum components that support civics instruction in Florida's schools.

- *Applied Middle Schools Civics.* Based on best practices identified in civics education research, the Applied Middle School Civics curriculum contains lessons to support a full year of 7th grade civics instruction in concert with or without a textbook. It is available online at <http://floridacitizen.org/resources/k12>.
- *K-12 Civics Integration Resource Guide.* This Guide, available to districts in printed form and to teachers as a searchable online database, correlates all civics instructional benchmarks to state adopted ELA instructional materials for reading and literature. Thus, it provides teachers with resources to meet the Act's integrated instruction requirement. It is available online at <http://floridacitizen.org/resources/k12>.
- *K-5 Civics for Language Arts and Reading Classes.* This elementary curriculum support resource was developed in partnership with Just Read! Florida and a team of district language arts and social studies specialists. It provides reading lessons with integrated civics covering all K-5 civics instructional benchmarks. It is available online at <http://floridacitizen.org/resources/k12>.

Assessment

- Currently under development, the Institute's test item bank will include approximately 400 items aligned to tested 7th grade civics benchmarks. The cognitive complexity of items will be distributed from low to high at a frequency to match that anticipated in the end-of-course examination. A secured portion of the bank will be made available to districts for interim assessment purposes. The remaining portion will be freely available to teachers for student progress monitoring. The bank is scheduled to be completed in the spring of 2013.

Additional online professional development and curricular resources are in the planning stages.

9. Number of years this project has received state funding:

Three years (non-recurring in 2010-11 and 2011-12; recurring in 2012-13)

10. Does this project align with the core missions of the agency or the program area in which it is funded?

(Explain): Teacher professional development and the development of instructional support materials – in virtually every discipline – has a strong presence at the University of Central Florida as does pre-service teacher education.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain): The literature in social science education documents a decline of curricular emphasis on civic education throughout the latter half of the last century. That lack of emphasis was accelerated following the passage of the No Child Left Behind Act of 2001. With the growth of standardized testing systems focused on mathematics and reading, social studies, in general, and civics, in particular, were simply squeezed from the curriculum in Florida as well as other states. The 2010 passage of the Justice Sandra Day O'Connor Civics Education Act here in Florida creates a renewed emphasis on the historically important role that public schools have played in supporting engaged and responsible citizenship.

Because civics has not been central to the K-12 curriculum for many years, systems to support effective instruction and the development of highly qualified teachers are simply not in place. The extent of professional development need in civic education is reflected in the Florida Department of Education's most recent report on In-service educational programs by subject. Their results are shown in the table below:

Number of In-service Hours Delivered

Major Subject Areas	2009-2010
Reading	1,594,116
Math	415,044
Computer Science/Tech Ed	374,007
Science	217,557
Language Arts	201,764
Social Studies	129,286

Source: Florida Department of Education: <http://www.fldoe.org/profdev/inserv.asp#providers>

Perhaps not surprisingly given the focus of NCLB, Florida's Reading teachers reported over ten times more

in-service hours in 2009-2010 than did Social Studies teachers. Math teachers reported almost four times more. In fact, Social Studies teachers reported fewer hours of in-service professional development than did any other core subject.

Although funding for professional development in civics and social studies has not been extensive at the national level, even the small amounts that have been available have recently fallen to the wayside in the face of increasing pressure to reduce federal spending. In the most recent Continuation Resolution, funding for the Center for Civic Education – which had been in place for 20 years -- and for National Endowment for the Humanities teacher programs were eliminated from the federal budget.

Beginning in 2014, approximately 200,000 seventh graders will face a high stakes statewide examination that has the prospect of preventing them from promotion to high school. Without highly qualified teachers to guide their learning, many of those students will fail. The lack of an established professional development infrastructure, the absence of alternative funding, and the potential consequences of inadequately prepared teachers make the work of the Lou Frey Institute more than a need; it is essential.

12. What are the intended outcomes/impacts and benefits of the project?

The intended outcomes, impacts, and benefits of the project are:

- Partner with other Florida universities and with school districts to leverage and focus in-state expertise in civic education.
- Partner with selected national organizations to expand professional development opportunities and curricular resources for Florida's civics teachers.
- Develop and offer a range of face-to-face professional development programs that meet district civic education needs.
- Develop and offer a range of online professional development programs that meet district civic education needs.
- In consultation with state and district curriculum specialists, develop and provide curriculum materials that support effective civics instruction.
- In consultation with state and district curriculum specialists, develop and provide assessment tools that that can support continuous improvement of civics instruction.
- Serve as a national model for higher education support of K-12 civics education.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

Number of teachers in face-to-face professional development programs: 2,156 in 2012

Number of teachers in online professional development programs: 1,656 in 2014

Number of teachers creating accounts to access curricular resources: 2,741 in 2012

Number of visits to website providing access to civics education resources: 34,941 in 2012

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

For our residential Civics Mentor-Teacher Program, we have tested the efficacy of the curriculum utilizing a pre-post content knowledge test. Overall, participating teachers showed a 34% gain from pre-to post-test. Importantly, the lowest pre-test quartile showed a 48% gain.

Participating teachers are asked to self-assess:

- the extent to which programs met expectations: 96% in 2012 said they met or exceeded expectations
- the extent to which programs contributed to their ability to teach civics: 82% in 2012 said that they were very helpful in preparing them to teach
- ☐ Unit cost data (e.g., cost per unit produced); Enumerate: n/a
- ☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

Website data are collected by Google Analytics. Account creation data is collected by the Institute's website software and reported by the website manager. Teacher self-assessments are collected by Institute staff at the conclusion of professional development programs. Program data has not been independently validated.

15. Is there an executed contract between the agency and the recipient?

Not Applicable (N/A)

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

Not Applicable (N/A)

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY): Establishing comparable unit costs would be quite difficult and would require a significant investment of resources. In part, this is because the vast majority of the face-to-face work that the Institute does is not standardized, but is designed in response to district requests. Thus, there is great variation with respect to preparation time, content, and delivery time. Additionally, a substantial fraction of the Institute's work involves the delivery of online products for which the development cost and time may be significant, but subsequent delivery costs are miniscule. Finally, other national civics professional development and curricular support organizations function in "niche" markets; that is, their substantive focus covers only a portion of a full civics curriculum and materials are not aligned to Florida's instructional benchmarks. Thus, the Institute's mission and work are quite unique.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain): The Institute has built a strong working partnership with districts and with state social studies professionals. It has also created a strong university partnership that has marshaled virtually all of the civics education expertise in the state. The Institute is not "marketing" services or products; it is responding to articulated district needs. Every indicator currently available suggests that the Institute's work is filling a palpable district need – teachers from every district in the state have participated in either an online or face-to-face Institute program. Indicators also suggest that teachers see the Institute's work as improving their ability to provide high quality instruction. Teacher utilization of online resources is continuing to grow. The Institute has been asked to speak about its work by the Education Commission of the States, the Los Angeles Unified School District, the Illinois Civics Coalition, the Indiana Bar Foundation, and the Civic Mission of Schools. Thus, there is growing national awareness of the work that is being done here.

19. Describe how the information upon which the answer above is based was obtained and validated:
 Indicators were obtained from administrative records as indicated in #14 above. Accuracy was validated by Institute staff. The Institute's work has not been the subject of a formal external evaluation. However, the Institute reports on its work three times per year to the Florida Association of Social Studies Supervisors.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

With the demise of federal funding to support civic education, the prospect for external funding from grants and contracts appears dim. In addition, the prospects for foundation funding are not strong. In part, this is due to the fact that the Institute's work is Florida specific. Thus it is not on the agenda of foundations seeking national impact. The only major foundations in Florida (Helios and Knight) have recently changed their program/geographic focus and civic education is not included in their interests. Because of this funding environment, the Legislature's continued support is essential.

21. List any audits or evaluative reports that have been published for this project (including website links, if available): None

22. Provide any other information that can be used to evaluate the performance of this project: All Institute "products" are available for review at www.loufrey.org.

23. CONTACT INFORMATION for person completing this form:

Name: Dr. L. Douglas Dobson

Title: Executive Director

Phone number and email address: Lou Frey Institute

University of Central Florida

12443 Research Parkway, Suite 406

Orlando, FL 32826

Date: January 4, 2013

Community Issue Performance Evaluation

1. State Agency:

University of Florida

2. State Program (or Type of Program):

Education and General

3. Project Title:

University of Florida Lastinger Center for Learning

4. Recipient name and address:

Location county/counties: The Lastinger Center is based at the University of Florida in Gainesville, Florida and offers programs to improve early learning, child well-being, student achievement K thru 12th grade and teacher development in counties throughout Florida.

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$ 1.2M	\$0	\$ 1.2M	Line Item 129

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

N/A

8. Project Purpose/Description:

The UF Lastinger Center is a formidable research, development and outreach institute focused on designing, building, field-testing and scaling innovations that improve teacher practice, student learning and child wellbeing throughout Florida. An educational innovation incubator, the UF Lastinger Center harnesses the intellectual resources of the state's flagship university to design, build, and disseminate approaches that directly impact the quality of education for children birth through 12th grade. Housed within the UF College of Education, the Center blends the latest research with effective practice to build award-winning learning systems and programs that boost teaching practice and advance student achievement in schools, early learning centers and communities throughout Florida.

Deeply committed to championing teachers and ensuring the successful implementation of the Florida Student Success Act (SB 736), the UF Lastinger Center is increasingly recognized as an emerging leader in the teacher quality movement in the state and the nation. As a leader, the UF Lastinger Center works closely with Governor Rick Scott, legislative leaders, the Florida Department of Education, school systems, early learning coalitions and philanthropies to build learning systems and programs that recharge teaching and learning – and improve student outcomes. The Center leverages the legislative funding it receives to secure additional investments from philanthropic, educational and private-sector entities in order to develop solutions to some of the most critical issues facing children, schools and communities in Florida. Since the Lastinger Center's inception in 2002, the

Center has secured over \$48 million in non-legislative funding.

The Center won the US Department of Education's 2011 Investing in Innovation (i3) award, the 2011 Florida Association for Staff Development's award for the state's top professional development program, and the Association of Teacher Educators' 2011 award for the country's top teacher education partnership program.

The Center's initiatives are designed to produce measurable outcomes that improve student learning, teacher practice and healthy child development, as can be evidenced by a quick summary of some of the Center's major initiatives:

THE FLORIDA MASTER TEACHER INITIATIVE

Through this multifaceted program, the UF Lastinger Center has created a national model for effective, on-the-job professional development focusing on struggling schools' needs. This initiative has built a network of more than 100 schools in several districts to develop master teachers who boost student learning. Named the best teacher development program in the country by a top academic organization, the initiative won a coveted U.S. Department of Education Investing in Innovation (i3) grant. In anticipation of its national rollout, the initiative is undergoing a rigorous three-year study by SRI International (SRI), one of the world's foremost research institutes.

The Teacher Leadership for School Improvement program – the Florida Master Teacher Initiative's graduate component – reinvented graduate education as a powerful on-the-job professional development that ignites teaching and learning. Participants typically spend 60 hours a month improving their practice in support of boosting student achievement in some of Florida's neediest schools. The program brings UF's expertise, resources and faculty into struggling schools. The results: Improvement in teacher instructional practice and student learning. A recent peer-reviewed study (Leite and Jimenez, 2012) found statistically significant improvements in the math and reading scores of students whose teachers participated in the Teacher Leadership for School Improvement program.

UF CERTIFIED COMMON CORE COACHING INITIATIVE

This program offers a powerful strategy for school districts seeking to actualize the vision articulated in the Florida Student Success Act (SB 736), which calls for developing highly effective teachers who can raise student achievement, and for successfully implementing the new Common Core State Standards. UF Certified Common Core Coaches gain extensive expertise in implementing the Common Core and enhancing instruction in key areas, including STEM. They improve instruction and student learning in Florida by embedding professional development in teachers' daily routines. The UF Lastinger Center is rolling out the UF Certified Common Core Coaching initiative in school systems around the state.

ALGEBRA NATION (to be followed by Biology Nation and Geometry Nation)

For Florida's high school students, the Algebra End-of-Course exam (EOC) is as high stakes as it gets. To propel them to success on the spring 2013 test, the UF Lastinger Center has joined forces with Study Edge to build an intensive, online, 24/7, free, online Algebra End-of-Course exam study system to support the more than 250,000 Algebra students and teachers in Florida. Algebra Nation helps students unlock the door to success by giving them access to some of the state's best math teachers and a host of highly effective online learning resources. Algebra Nation responds to Governor Rick Scott and the Florida Legislature's call for universities to harness their STEM prowess to support the educational aspirations of children in schools throughout the state. Algebra Nation launches statewide with Governor Rick Scott in January 2013. This represents the first phase in the creation of a powerful resource that will upgrade learning throughout the state. The next stage includes the creation and rollout of Geometry Nation, Biology Nation and other EOC preparation resources.

UF STEM PROFESSIONAL DEVELOPMENT NETWORK

In partnership with Florida philanthropies, the UF Lastinger Center leveraged legislative funding to form a network of middle and high schools in Florida where it implements a far-reaching, multifaceted program to continuously improve the content knowledge and instructional skills of math and science teachers, in support of boosting student achievement. Teachers in the UF STEM Network have myriad options to support their students' learning, including access to a rigorous on-the-job graduate program, a STEM Teacher Fellows initiative and residencies on the UF campus where they conduct fieldwork and work in research laboratories. Piloted in a large district in Florida, the UF Stem Professional Development Network is rolling out services to various school systems around the state.

ONLINE EARLY LEARNING PROFESSIONAL DEVELOPMENT SYSTEM

In partnership with Florida's Office of Early Learning and early learning coalitions in the state, the UF Lastinger Center is building a prototype online professional development system that offers Florida's 40,000 early learning teachers a robust, easy-to-navigate experience to improve instruction through immediate classroom implementation. The Center is currently field-testing this system in several Florida counties.

READY SCHOOLS FLORIDA

The UF Lastinger Center – in partnership with early learning, community and philanthropic organizations – mounted a multiyear effort to improve the quality of teaching, learning and child well-being across the education continuum from birth through fifth grade. This cost-effective effort has brought together educational, governmental, health and social-sector organizations to share resources and expertise to improve children's access to health services and high-quality learning environments. The project's external evaluator, SRI, has given it high marks, describing it as "radical system reform." This program produced measurable outcomes in improving children's early learning and teacher practice.

CHILDREN'S ORAL HEALTH INITIATIVE

After conducting a study of child well-being in Collier County for the Naples Children and Education Foundation, the UF Lastinger Center brokered an initiative involving local health-care and philanthropic organizations, state government and the UF College of Dentistry that culminated in the building and operation of a Pediatric Dental Clinic that serves more than 14,000 low-income children annually. This innovation has won three awards as the top program of its type in the country.

SHARING THE EXPERTISE OF FLORIDA'S TOP TEACHERS

The UF Lastinger Center joined forces with former Governor Jeb Bush's Foundation for Excellence in Education to study the practice of the teachers whose students had the largest FCAT gains in the state and share these valuable insights with educators through a series of free publications, including *Secrets of Successful Professional Development*, *Secrets for Mentoring Novice Teachers* and *Secrets of Successful Teaching*. The Center has infused these best practices into the Florida Master Teacher Initiative and other programs.

CURRICULUM LEARNING COMMUNITIES

Working in collaboration with the Early Learning Coalition of Miami-Dade and Monroe counties, the UF Lastinger Center developed an innovative strategy to enable early childhood teachers to implement curriculum in a highly effective manner that improved their instructional skills and their children's development. The Center pioneered an approach that created Communities of Practice in which early learning educators and directors work collaboratively to discuss curriculum implementation and share problems of practice and successes.

IMPROVING FLORIDA'S EARLY LEARNING SYSTEM

The UF Lastinger Center conducted a vigorous study of the state's early childhood professional development system and completed an analysis of its strengths and gaps. The study team gathered the opinions of providers and directors in for-profit, nonprofit, faith-based, school-based, Head Start and family childcare programs; trainers; early learning coalitions; provider associations; and higher education institutions. The study team completed an exhaustive review of reports, minutes and other documents about existing work at the state and local levels. The study team identified actionable steps to improve the quality, availability, affordability and access to professional development for early childhood professionals. In a separate study, the Center tested various models of building Classroom Assessment Scoring System (CLASS) capacity and measured the impact these approaches had on early childhood programs. Ten early learning coalitions representing the diversity of Florida participated in the Early Implementation Model as Florida's Office of Early Learning builds statewide capacity on the CLASS instrument. The lessons learned from the Early Implementation Model will be shared statewide to inform coalitions' program assessment and continuous improvement efforts as well as providing initial data on quality improvement efforts that can be shared during the 2013 legislative session.

PARENT AND COMMUNITY ENGAGEMENT TO IMPROVE STUDENT LEARNING OUTCOMES

Community Involvement Specialists (CIS) in partner schools engaged in a yearlong leadership development and share best practices that enhance family and community engagement. The CISs in turn share the strategies with their colleagues throughout the school system. The Community Involvement Specialists are supported by Lastinger Center staff to design and co-facilitate professional development sessions for CISs in all elementary schools throughout the county. These best practices sessions focus on cultivating relationships that support children and families. Participants at the sessions develop meaningful strategies for welcoming family and community members into the school as equal partners and advocates for all children in the building.

9. Number of years this project has received state funding:
2009-2010, 2010-2011, 2011-2012, 2012-2013

10. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain):

The University of Florida is the flagship university of the state. The mission of the Lastinger Center for Learning clearly aligns with the UF mission in providing high-quality education, research and service. It also aligns with the UF mission of innovation.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain):

The UF Lastinger Center's Initiatives to improve educational outcomes in the state's early learning and public school systems are in high demand as they target a critical need to enhance the quality of practicing teachers and improve student learning, particularly in the most vulnerable schools and communities. The Center and the UF College of Education are emerging as leaders in the teacher quality movement that is sweeping the state, country and much of the world. In the United States, the teacher quality movement is primarily focused on new methods of evaluating teachers and on differentiated models of teacher compensation. Missing from this conceptualization of how to improve teacher quality is a frank assessment of the failure of the traditional model of professional development to improve teacher practice and student learning. Into this void steps the Center and the UF College of Education, educational incubators that are designing, building, field-testing and disseminating job-embedded, inquiry-oriented, research-based professional development innovations. Our collective focus on developing master teachers for all children, including those in early learning settings and public education systems, further positions our work for continued expansion.

12. What are the intended outcomes/impacts and benefits of the project?

The UF Lastinger Center's initiatives can be grouped into four categories that build on the Center's strengths: job-embedded professional development, early learning and public education systems, online/blended learning and mobilizing communities to reduce non-academic barriers to learning. The intended outcomes, impacts and benefits of our work include:

- Improving student achievement.
- Developing master teachers who boost student achievement and promote effective teaching.
- Upgrading school performance.
- Improving the quality of Florida's early learning system.
- Creating on-the-job professional development and online learning systems that can transform teacher practice and student learning.
- Providing all of Florida's algebra teachers and students with a free, online, 24/7 study prep system to help students succeed on the End-of-Course exam.
- Developing, implementing, field-testing and disseminating new STEM models to Florida school districts.
- Increasing parent and community engagement in our partner schools.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

The UF Lastinger Center collects and reports performance data on its major initiatives. This data includes:

- Output data (e.g., number of clients served, students educated, units produced): For example, the Center implemented the Florida Master Teacher Initiative in more than 100 Florida schools, serving more than 50,000 students and directly impacting the practice of more than 1,200 teachers. The Lastinger Center has built Algebra Nation to serve more than 250,000 students and their teachers in the state. Our oral health partnership, which is led by the UF College of Dentistry, is on target to serve 17,000 vulnerable children.
- Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment): The Center seeks to measure the impact of its initiatives to improve student learning and teacher performance, specifically examining the learning outcomes of students. For example, in Duval County, the Center implemented its program in a cluster of schools that served about 5,000 teachers. The district evaluation of the Center's program found that it outperformed other intervention programs in improving the performance of the most vulnerable children. A recent study (Leite and Jimenez, 2012) found the Center's Teacher Leadership for School Improvement led to statistically significant improvements in math and reading scores of the students whose teachers participated in the program.
- Unit cost data (e.g., cost per unit produced): The Center's offers unit costs for many of its efforts, particularly its Teacher Leadership for School Improvement. Most recently, the Lastinger Center has started offering a unit-priced UF Certified Common Core Coaching Initiative that provides a cost effective approach for districts to implement Common Core Standards in their districts.

14. How is program data collected and has it been independently validated for accuracy and completeness?

The UF Lastinger Center is continually measuring and evaluating the effectiveness of its programs and initiatives. Evaluations are conducted by independent evaluators (such as SRI International), school systems (such as Duval County), federal agencies (such as the US Department of Education) and university researchers.

Some of the most substantial studies include:

- The US Department of Education and SRI International are evaluating the Florida Master Teacher Initiative, which has been recognized as one of America's most promising educational innovations. The

work of the UF Lastinger Center is being rigorously studied to determine its impact on teachers and students and test how teacher characteristics and participation influence outcomes. Evaluation will involve collecting teacher surveys, conducting classroom observations and analyzing student standardized test data in participating and control schools. Formative data will be collected through interviews with teachers, principals and professors-in-residence and administrative data on counts of participants beginning and completing various components of the program. SRI is conducting a randomized, controlled four-year study of this work. This gold-standard study utilizes drug trial-like methodologies, controlling variables that can affect the program's measurement.

- SRI conducted a three-year longitudinal study of the UF Lastinger Model that evaluated the impact of the model on teacher practice.
- SRI completed an evaluation of Ready Schools Miami in which it examined the implementation of the Lastinger Model in Miami-Dade County Schools.
- A longitudinal (2010-2013) academic study conducted by the University of Florida's Collaborative Assessment and Program Evaluation Services (CAPES) is currently taking place across four Florida school districts. This study examines the impact of the Florida Master Teacher Initiative on school effectiveness, teacher and student outcomes. Components include fidelity of implementation, teaching practice, teacher leadership, student achievement, student achievement motivation, principal leadership, school performance and school culture.

15. Is there an executed contract between the agency and the recipient? N/A

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient? N/A

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

The unit cost compares favorably to other providers of such services, particularly because the UF Lastinger Center consistently leverages support from a variety of educational and philanthropic organizations to keep costs affordable. Most importantly, the Center builds programs that can be sustained by schools, districts and early learning partnerships. For example, the UF Lastinger Center Algebra Nation project will provide a robust, online study prep system to 250,000 algebra students in Florida at no cost to them or school systems in the state. This free resource is yet another example of the UF Lastinger Center utilizing legislative funding to improve student performance outcomes, in this case the end-of-course exam performance for students in Florida. The sustainability of these efforts, without further investment, is a key goal of the Center's work.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

The UF Lastinger Center continues to meet and exceed its goals and desired outcomes annually. The most recent study (Leite and Jimenez, 2012) of the Lastinger Model found statistically significant improvements in reading and math scores. A host of other studies, listed previously (see Section 14 of this report), consistently show improvements in student learning and teacher outcomes. Program assessments also include surveys related to the effectiveness of various programs such as our Teacher Fellows Learning Showcase and Principal Fellows, as well as summaries of data collection sources such as Instructional Practices Inventory. Below are examples of these recent evaluations:

- **The UF Lastinger Center Principal Fellows Survey Results**

The UF Lastinger Center partner school principals across the state participated in a six-part survey to determine the impact of the Lastinger Center model on teacher learning and student achievement. With a return rate of 86 percent, we determined the following:

- Ninety-seven percent of the principals agreed that the Lastinger model develops master teachers and leaders who ignite student learning – an overarching goal of our center.
- A hundred percent of the principals agreed that the principal institutes provide valuable learning opportunities that expand and support collaboration among principals statewide.
- Ninety-five percent of the principals believe that the teachers involved in the Teacher Leadership for School Improvement (TLSI) graduate program have a positive impact on the practice and thinking of other teachers in the school.
- Ninety-two percent of the principals agreed that the school culture surveys and staff development provide useful information and helps staff engage in meaningful conversations.
- Eighty-five percent of the principals agreed that the Teacher Fellows inquiry work leads to improved teacher practice and that public sharing of inquiry projects at the Learning Showcase promotes teacher collaboration within and among schools.

- **Longitudinal Analysis of Instructional Practices Inventory (IPI) Data**

The UF Lastinger Center utilizes the Instructional Practices Inventory (IPI) (Painter and Valentine, 1995, 2005) to collect student engagement data at all our partner schools. The purpose of the IPI data collection profile system is to measure the nature of student engagement within an entire school population. School-wide data is provided to each school, followed by professional development targeted at increasing active teacher-led instruction and increasing student active engaged learning. In general, all of our partner schools have shown an increase in active teacher-led instruction and a slight increase in student active engaged learning. Schools continually focus their professional development efforts on increasing student engagement and measure their progress twice a year using the IPI.

Research summaries from previously completed studies of our model's impact on student learning, teacher practice and school culture are included below as well:

- **Impact on student achievement:** Researchers used three years of FCAT data to study the growth of students in partner schools compared to a control group of schools matched by more than 60 variables, including demographics, previous achievement, teacher characteristics, community poverty and crime statistics. Findings showed significant growth in math achievement for all three years and significant reading growth for two of the three years (Leite, Adams, Ross & Butler, 2008).
- **Impact on school performance:** Research documented the critical elements of school reform in a UF partner school that went from F to A in a single year (Bondy, Mayne, Langley & Williamson, 2005).
- **Impact on teacher practice:** A study demonstrated that participation in school reform efforts in partner schools had a substantial impact on the instructional support provided to children, particularly in teachers' support for the development of students' higher order thinking (Poekert, 2008).
- **Impact on school culture:** Another study revealed a strong predictive relationship between collaborative school culture and positive student outcomes: decreased student suspensions and increased school attendance (Ohlson, 2009).

Together, the number of studies that have been completed during the past decade indicate that the UF Lastinger Center is having measurable, observable impact on schools.

19. Describe how the information upon which the answer above is based was obtained and validated:

The UF Lastinger Center is well grounded in qualitative and quantitative research traditions and utilizes a number of evaluation mechanisms, both quantitative and qualitative in nature, to validate the above study findings. All facets of the Center's innovations and initiatives emerge from the latest educational research, and many of its program developers are nationally known researchers with multiple publications and conference presentations. Most important, the Center engages external evaluators (e.g. school systems, SRI, US Department of Education, et al) to evaluate program outcomes.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

The UF Lastinger Center, which has a yearly budget of \$1.2M from the state, typically secures an additional \$4.8M - \$6M annually from other funding sources such as philanthropic and educational partnerships.

21. List any audits or evaluative reports that have been published for this project (including website links, if available):

- A Study of Child Well-Being in Collier County
- Child Well-Being in Collier County: A 2010 Update
- Early Implementation of Ready Schools Florida: Findings of the First Year Evaluation
- Ready Schools Miami: A Systems Change Effort to Improve Children's Outcomes
- Performance Review for Miami-Dade County Public Schools Partnership
- Performance Review for Duval County Partnership Schools
- Performance Review for Collier County Partnership Schools
- Performance Review for Pinellas County Partnership Schools
- Secrets of Successful Professional Development: Lessons from Award-Winning Teachers
- Secrets for Mentoring Novice Teachers
- Secrets of Successful Teaching: Lessons from Award Winning Teachers
- Using Longitudinal Student Data to Evaluate Teacher Professional Development Programs: An Application of Multilevel Models to Short Interrupted Time Series Designs
- Impact of Comprehensive School Reform on Student Achievement in High Poverty Elementary Schools
- Meeting the Challenge of High-Stakes Testing While Remaining Child-Centered: The Representations of Two Urban Teachers
- Ready Schools Miami: The Impact of a Collaborative Professional Development Initiative on Teacher Practice
- A Study of School Culture, Leadership, Teacher Quality and Student Outcomes Via a Performance Framework in Elementary Schools Participating in a School Reform Initiative
- Preparing Teacher Leaders in a Job-Embedded Graduate Program: Changes Within and Beyond Classroom Walls
- Preparing Teacher Leaders: Perceptions of the Impact of a Cohort-Based, Job-Embedded, Blended Teacher Leadership Program
- University Partnerships for Powerful Professional Development
- A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning
- www.lastingercenter.com

22. Provide any other information that can be used to evaluate the performance of this project:

In partnership with the College of Education's School of Teaching and Learning, the Center won a highly competitive US Department of Education's 2011 Investing in Innovation (i3) award, received the 2011 Florida Association for Staff Development's award for the state's top professional development program and won the Association of Teacher Educators' award for the country's top graduate program. One of the Center's early innovations, the co-conceptualization and brokering of a pediatric oral health initiative in Collier County in partnership with the UF College of Dentistry, won two national awards. Most recently, the Center has joined forces with Governor Rick Scott to support the efforts to improve teacher quality and student outcomes as well as advance the efforts of the Florida Student Success Act (SB 736). The Center is working with Governor Scott and the Florida Department of Education to launch Algebra Nation, a free online resource to help more than 250,000 algebra students in Florida succeed on the End-of-Course exam. The Center is also working with selected districts to launch the UF Certified Common Core Coaching initiative that will be evaluated by the districts.

23. CONTACT INFORMATION for person completing this form:

Name: Dr. Donald Pemberton

Title: Director, University of Florida Lastinger Center for Learning

Phone number and email address: 352-273-4108, dpemberton@coe.ufl.edu

Date: January 14, 2013

Community Issue Performance Evaluation

1. State Agency:

University of Florida Institute of Food and Agricultural Sciences (UF/IFAS)

2. State Program (or Type of Program):

Education & General

3. Project Title:

Animal Agriculture Industry Science and Technology

4. Recipient name and address: UF/IFAS, PO Box 110180, Gainesville FL, 32611

Location county/counties: Alachua County with Statewide application

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$2.24 million	\$0	\$2.24 million	2012-118 HB 5001 line 130

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

8. Project Purpose/Description:

This program is designed to produce new, science-based information and transfer the information to Florida's livestock industries, animal owners, and public to be applied in every county in Florida. It will fill gaps in research, teaching and extension education programs that have been identified by producers in the animal agriculture industry. This industry accounts for **over 233,700 jobs and \$11.3 billion in overall economic impacts to the state's economy annually**. This UF/IFAS program generates data specific to Florida's unique subtropical environment, a setting that presents significant challenges to the animal industries. It also solidifies the development of world-class research, teaching and extension education programs in Florida to benefit producers, consumers and the environment. Data generated by this initiative will have application on a local, state, national and international scale.

9. Number of years this project has received state funding: The Department of Animal Sciences and associated infrastructure has been a component of the University of Florida since the opening of the University. Funding associated with this renewal faculty capacity was made available on July 1, 2012.

10. Does this project align with the core missions of the agency or the program area in which it is funded?

(Explain): Yes, this request helps fund extension and research related to food animal production which is part of the IFAS core mission. As the only Department of Animal Sciences within the entire State University System, we are responsible for research and extension programming to clientele with significant contribution to the state's economy. Further, the department of Animal Sciences provides outreach programs that support farmers and ranchers whose land holdings are vital to Florida's natural systems and ecology. Programs initiated are based upon direct clientele and stakeholder input from various formal and informal advisory councils' and agricultural organizations' published priorities. Florida's dairy, beef and equine industry provide direct and indirect support for programs within the department to augment state support.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain):

Due to the significant impact to Florida's economy, it is important to provide this industry with the advanced tools, technology and information they need to remain competitive on a national and international level. The industry depends on a well-trained work force, including professional managers, veterinarians, and allied industry personnel to support livestock enterprises. UF/IFAS plays a critical role in educating the next generation of that professional work force.

Due to unique challenges created by Florida's tropical/subtropical environment, research is needed to determine optimal forage species for varying climates and specific animal production cycles. Because Florida's environment is not replicated in any other area in the US, we must generate data specific to this setting and evaluate the impact of this environment on animal performance and well-being. In the broader perspective, the data generated in Florida has application on an international scale.

A final facet of this program is applying modern technologies to selection of animals that can best perform under the challenging conditions found in Florida. We are working to produce animals that are better suited to resist pathogens and have behavioral traits that improve performance in the tropical/subtropical environment. Improved pathogen resistance should allow for reduced use of antibiotics to treat disease in our food animals.

Research generated but not disseminated is of little value to the citizens of Florida. Increasing the capacity to serve emerging stakeholder groups is an important component of this initiative. Investment has been made in infrastructure to deliver programming over the internet, and we are working to expand our use of web-based delivery to remain relevant and sustain our presence as the source of unbiased, scientifically sound information.

12. What are the intended outcomes/impacts and benefits of the project?

Under this initiative we will increase our knowledge about livestock and equine production and economics with focus on forage production and quality, animal production efficiency, animal health, and economics. For example we will: a) conduct genetic research on new forage species and crops for livestock feed and grazing systems, b) conduct research on beef/forage integrated production systems, c) conduct basic research on genetics and physiology of animal feed conversion and nutrition to increase production efficiency, d) conduct economic studies on livestock production systems, e) conduct research on livestock and equine nutrition and health, f) conduct research and education programs on livestock waste management, and g) expand education programs, especially for youth, on livestock and equine care, management, and health.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

X Output data (e.g., number of clients served, students educated, units produced); Enumerate: see attached.

X Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate: : see attached.

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

Data on animal related research and extension activities are collected through input received from faculty annual activity/accomplishment reports. Data are processed and analyzed by a separate Program Development and Evaluation Center within IFAS. IFAS also conducts a rolling survey of quality of service for extension programming and receives a 90+% performance rating.

15. Is there an executed contract between the agency and the recipient? No.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient? N/A.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY): Costs will be reflective of IFAS current Programmatic costs – no comparable programs for Animal Sciences research and extension exist in the state of Florida.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain): Faculty have or are being recruited to meet program goals and gaps identified jointly by the Department of Animal Sciences, collaborating units, and affected clientele groups including (but not limited to) the Florida Cattlemen's Association, Southeast Milk Cooperative, and the Florida Thoroughbred Breeders and Owners Association.

19. Describe how the information upon which the answer above is based was obtained and validated:
N/A only 6 months into program funding

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources? IFAS and the Department of Animal Sciences provide facilities and programmatic support needed to accomplish goals from existing GR appropriation. In addition, faculty will compete for external funding from producer organizations including Southeast Milk Co-op Check-off Funds and the Florida Cattlemen's Foundation.

21. List any audits or evaluative reports that have been published for this project (including website links, if available): N/A.

22. Provide any other information that can be used to evaluate the performance of this project: Clientele feedback on program delivery through established advisory committees and clientele contacts.

23. CONTACT INFORMATION for person completing this form:

Name: Geoffrey E. Dahl

Title: Professor & Chair, Department of Animal Sciences

Phone number and email address: (352)392-1981 ext 221; gdahl@ufl.edu

Date: January 2013

Community Issue Performance Evaluation

1. State Agency:
University of Florida Institute of Food and Agricultural Sciences

2. State Program (or Type of Program):
Education & General

3. Project Title:
Bok Tower Educational Partnership

4. Recipient name and address: UF/IFAS P.O. Box 110180, Gainesville, FL, 32601
Location county/counties: Polk County

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity/ private non-profit entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$2 Million	\$	\$2 Million	HB 5001 Line 130

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

8. Project Purpose/Description:

Bok Tower Gardens (BTG) is a National Historic Landmark and Florida's oldest public garden. This 501-c3 non-profit has for 85 years been commitment to conservation and education through its youth and adult education programs, conservation events, a Rare Plant Conservation Program, land preservation efforts, and habitat restoration programs. BTG has embarked on a 25 year long range plan to expand its role in education and community outreach. The Education Partnership between Bok Tower Gardens (BTG) and the University of Florida- IFAS is a long term program that will meet existing the needs of the community to: 1) develop and implement an outreach program to bring food gardening to schools and low income communities; 2) promote native plant and wildlife gardening through display and education programs; 3) provide a base office for the state coordinator of the existing IFAS *Florida Naturist Program*; 4) establish undergraduate and graduate level internship and research positions for horticulture and conservation.

BTG/IFAS staff and community volunteers will work through the public school system to introduce children to food gardening. The program would promote raised bed, hydroponics, or Earth Box gardening at public schools by using the *Gardening for Grades* curricula developed by the Florida Department of Agriculture. Florida is in a unique situation since food gardening can be done during the school year (September to May) A broad range of lessons and curricula will be assembled ranging from: agriculture, science, math, environment, business, nutrition, civic engagement, entrepreneurship, and journaling to life lessons of group activity experience, self-

reliance, problem solving, nurturing, discipline, and healthy lifestyle. This program will be researched and developed so that as the program grows it can be expanded from Polk County, to Central Florida and to a State level. UF/IFAS Extension Staff will have an increasing role as the program grows with the possibility that the Bok Tower School Food Gardening Program be operated in different counties. The program will work with existing UF/IFAS Extension Master Gardener Programs as a source for trained volunteers and be a site for volunteer training.

A BTG Horticultural Internship Program will be created for horticulture, public garden management, conservation, and environmental education university students to gain work experience and contribute to the maintenance of the gardens and/or to participate in education programs. Salary and housing will be provided as part of this program. Building on the BTG Rare Plant Conservation Program there will be funding for offsite research/education positions for undergraduate and graduate level students to work on rare plant research projects.

As part of this partnership funding BTG will develop and build onsite garden areas to demonstrate for: nature education, Florida Friendly Landscaping, food gardening, conservation and horticulture. BTG/UF Staff will coordinate onsite formal and informal public education programs utilizing these gardens as well as off-site gardens (school food gardens). Existing UF programs: Gardening for Grades, Florida School Gardens, Master Naturalist Program, Florida Friendly Landscaping Program, and the Master Gardener Program will be utilized. BTG will provide office space, phone and internet access and fax for UF/IFAS employees operating out of the BTG site.

9. Number of years this project has received state funding:
One year.

10. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain): Yes. UF/IFAS is benefiting from this partnership by utilizing the unique horticultural resources of Bok Tower Gardens and the convenient location of Bok Tower Gardens to serve as a centralized hub within the program area. Successful implementation of this project improves the outreach effectiveness of the Extension Service throughout the State specific to the Gardening for Grades and Florida School Gardens programs, the Master Naturalist Program, the Florida Friendly Landscaping Program and the Master Gardener Program. The Extension Service's strategic goal of growing the Master Naturalist Program is being realized through this program. Bok Tower Gardens, a private, not-for-profit public garden and National Historic Landmark, benefits from augmented staffing resources to implement the educational programming of BTG and the Extension Service, and the infusion of capital to restore and enhance the gardens at BTG.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain): Yes. This project is providing key resources to BTG and UF/IFAS to effectively implement outreach programs to underserved areas and low income communities in central Florida and beyond to teach children about edible gardening, food sourcing, wellness and nutrition. The Florida Department of Agriculture has developed strong and effective curricula for schools (*Gardening for Grades*, the *Farm to School Initiative*,

etc.) and this will provide the materials, staffing and volunteer training that until now have been limited for schools who want to implement these programs. The Extension Service is also able to keep and grow its Master Naturalist program through its new location at Bok Tower Gardens. This program is also enabling BTG to infuse its educational department with additional expertise by UF/IFAS faculty/staff, and is building new garden spaces to showcase and provide a rich and varied teaching environment for adults and children. BTG for its part has also received numerous requests from area schools over the past few years to help establish edible gardens, but until now has been unable to provide the resources.

12. What are the intended outcomes/impacts and benefits of the project?

Through this partnership we are using school gardens as a tool to give thousands of children (beginning locally in Polk County but expanding in subsequent years) hands'-on learning about how food grows. By directly engaging in these schools programs we will positively impact young people's attitudes about nutrition and the environment while helping to build self-esteem and self-confidence, improve test scores, and promote healthy lifestyles. We will also be strengthening the reach and scope of the Master Naturalist Program to provide rich onsite learning for UF horticulture students. Through the expansion of the Master Gardener Program and the renovated garden spaces by creating a satellite Extension site at BTG, more Florida residents will be able to learn and implement more effective and sustainable gardening practices, adopt Florida-Friendly landscaping, and learn how to landscape to attract wildlife.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

- ☐ Output data (e.g., number of clients served, students educated, and units produced); Enumerate: School children served and schools participated will be tallied in the Annual Summary Report to IFAS. All visitor attendance and education program participation number are reported in the BTG Annual Report.
- ☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate: Teacher/school surveys will be done for all participants, production logs for school food gardens will be part of the curricula
- ☐ Unit cost data (e.g., cost per unit produced); Enumerate: n/a
- ☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

This is the first year for the program start up and there is no data at this time. The process for collecting data will be through online summary reports by participating schools (requirement of participation) to be summarized in a Project Summary Reports that will undergo formal internal and external, independent reviews.

15. Is there an executed contract between the agency and the recipient? There is a Memorandum of Understanding contract currently under review

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient? The MOU governs the goals and costs of the program as specified. A 5 year budget

proposal is stipulated, with detail breakdown of capital, salary, and material costs.

A steering committee made up of three representatives each from BTG and the Extension Service (BTGES) will provide oversight and coordination of programs and annual work plans developed under this Memorandum of Understanding.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY): There is currently no alternative projects meeting this need.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain): n/a Since this is the first year for this program

19. Describe how the information upon which the answer above is based was obtained and validated:
n/a

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

Private funds from BTG (501c-3, non-profit) endowment funds horticultural, education, and conservation programs. Those budgets total approximately \$910,000. This program will extend those programs as well as fund IFAS Extension staff.

21. List any audits or evaluative reports that have been published for this project (including website links, if available): n/a

22. Provide any other information that can be used to evaluate the performance of this project: To view more on school food programs and the State of Florida's Gardening for Grades see:
<http://growtolearn.org/view/GardentoSchoolCafe>
http://www.eeweek.org/resources/garden_curricula.htm
<http://www.fldoe.org/bii/cshp/schoolgar.asp>

23. CONTACT INFORMATION for person completing this form:

Name: David Price

Title: President, Bok Tower Gardens

Phone number and email address: 863-676-1408 dprice@boktower.org

Date: 12/28/12

Community Issue Performance Evaluation

1. State Agency:

University of Florida Institute of Food and Agricultural Sciences (UF/IFAS)

2. State Program (or Type of Program):

Education & General

3. Project Title:

Florida Horticulture, Research, Science and Education

4. Recipient name and address: UF/IFAS, PO Box 110180 Gainesville, FL 32611

Location county/counties: Based in Gainesville but provides services statewide

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$1,450,000	\$0	1,450,000	2012-118 HB 5001 Line 130

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

8. Project Purpose/Description:

The agricultural industry in Florida accounts for approximately 1.6 million jobs and \$76.5 billion in value-added impacts to the economy. The horticulture industry accounts for more than 178,000 jobs and \$14.1 billion in economic impacts to the state's economy. This project includes six new tenure track faculty lines and start-up funds for the development of an innovative research partnership between environmental horticulture researchers and social scientists focused on developing environmentally friendly production practices and communicating them more effectively to Florida's horticulture industry and the public. The partners will utilize practical, applied research for issues such as water conservation, environmental impacts, sustainable landscape management, pesticide and fertilizer use as well as how to effectively communicate the results. The goal is 10 new proposals submitted (or \$2 million in new external funding), 10 new doctoral degrees, and 15 master's degrees by June 2015 as well as 8 new extension programs focused on industry sustainability. These new faculty will also secure external funding for integrated research/extension projects.

9. Number of years this project has received state funding: This is a new project that just received funding for the 2012-2013 year.

10. Does this project align with the core missions of the agency or the program area in which it is funded? (Explain):

The University of Florida is one of the leading research institutions in the state. Furthermore, IFAS leads the state in extension education and outreach in agriculture and natural resources. As such, these centers tie into the education, research, and extension/outreach missions of UF.

11. Does the program meet a demonstrated need in the community that is not otherwise being met? (Explain):

Issues like water quality, land use change, nutrient management, etc. are increasingly important to landscape professionals, policy makers, land managers, and also to the general public. The Center for Landscape Conservation and Ecology (CLCE) and the Center for Public Issues Education (PIE) undertake integrated research projects that focus on the horticultural and applied social science needed to address these issues and also to communicate more effectively to and with the public.

. Members of the agricultural industry need proven and trusted recommendations they can use to manage their businesses successfully and increase their productivity. Homeowners also need input on how they can effectively manage their landscapes while adhering to conservation practices. The CLCE utilizes a unique team of interdisciplinary faculty to develop landscape management practices and provide science-based interdisciplinary recommendations about plant choice, plant maintenance, and water and fertilizer use for homeowners, landscape managers, horticultural industry professionals, governmental and community organizations, and other key stakeholders.

The PIE Center provides the link between industry professionals, local communities and the public so they can work together to develop management practices to protect the environment and preserve jobs. The PIE Center is the "go-to" information resource for Floridians designed to equip the public and policy makers with the objective, research-based information they need to make decisions that strengthen local economies, preserve and create jobs and protect the environment.

12. What are the intended outcomes/impacts and benefits of the project?

The partnership between the CLCE and the PIE Center offers an interdisciplinary approach to key issues related to Florida's economy and environment. Through its research, education, and outreach, the CLCE seeks to promote research-based best management practices among landscape professionals and other members of the agricultural industry and to educate homeowners on sustainable landscape practices through its research, education and outreach. CLCE also seeks to train students who will enter careers that allow them to engage in and promote sustainable landscape practices. Potential outcomes and benefits of the center's efforts are wide reaching.

Outcomes

Environmental benefits of CLCE's efforts include:

- reduce water usage
- reduce stormwater runoff
- reduce use of fertilizers and pesticides

- reduce occurrence of exotic invasive pests
- improve water quality

Community benefits of the CLCE's efforts include:

- increase knowledge and behavior change related to sustainable landscape practices
- develop an environmental ethic among target audiences
- facilitate acceptance and use of functional and aesthetic landscapes
- assist with implementation of science-based policies

Economic benefits of the CLCE's efforts include:

- reduce the cost of landscape installations due to proper plant selection and care practices
- reduce the cost to maintain landscapes for homeowners and community managers
- contribute to the long-term economic viability of Florida's landscape industry

Impacts

- create opportunities for responsible economic growth in the state's horticultural industry
- catalyze responsible use of pesticides and fertilizers in the landscape
- allow the widespread implementation of responsible environmental landscape practices
- preserve or improve the state's environmental conditions

The PIE Center works in concert with CLCE to provide trusted social science research, strategies and recommendations on how to more effectively communicate, educate and inform Floridians about important, agricultural and natural resources issues.

The PIE Center seeks to achieve the following impacts and outcomes on behalf of key beneficiaries:

Outcomes

Stakeholders will know how to and develop skills to more effectively:

- identify education/information needs and gaps on agriculture and natural resource issues
- educate and communicate to their audiences more effectively
- increase consistency in information dissemination/educational programming on agriculture and natural resource issues
- examine and create dialog around agriculture and natural resource public issues from multiple perspectives

The public will:

- become more aware of agriculture and natural resource issues of importance to Floridians
- seek out education and communication from both PIE and CLCE when it seeks information about agriculture and natural resource issues and especially those focused on sustainable environmental practices in horticulture.

Impacts

As a result of the PIE Center's efforts, stakeholders:

- resolve conflict
- identify issues and build appropriate communications and education efforts to engage citizen in research-based, informed decision making on agriculture and natural resource issues.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

Output data (e.g., number of clients served, students educated, units produced); Enumerate:

Faculty members of the CLCE conduct research, form recommendations, and develop educational trainings and materials used by the center's three major outreach components: the Florida-Friendly Landscaping Program, the Florida Master Gardener Program, and county Extension agents. The Florida-Friendly Landscaping Program administers programs for homeowners, builders and developers, and members of the landscaping industry. In 2011, representatives of the FFL Program delivered information about sustainable landscaping in several ways:

<u>Outreach Mechanism</u>	<u>Contact Numbers</u>
In person	502,700
Mass media	20,231,548
Workshops delivered	191
Site visits	759

The Green (Horticulture/Landscape) Industries-Best Management Practices (GI-BMP) training program was developed by the Florida Department of Environmental Protection and endorsed by the pest control industry. The training is a product of the UF-IFAS Florida-Friendly Landscaping program with partial funding by FDEP through a Nonpoint Source Management (Section 319h) grant from USEPA. To date the GI-BMP program has trained 22,548 unique individuals and certified 19,189 unique individuals.

In 2012, 182 GI-BMP in-person classes were given with an average class size of 21. 3,894 people attended in-person classes and 3,122 were certified from this method. Combination in-person and online classes resulted in 4,291 attending and 3,505 certified. Finally, online-only classes resulted in 365 certified. The GI-BMP program developed a follow-up survey that is administered annually to track reported behavior change. Online survey results are attached as a .pdf. The GI-BMP program has been approved as CEU providers for FDACS pesticide licenses, the Community Association Management Association, and FNGLA.

Additionally, surveys were provided to GI-BMP trainees to highlight behavior change. Below are 2011's survey results. 2012 results are still being compiled.

GI-BMP – 2011 (408 respondents) – survey highlights of behavior change		
Always take this action	Before training	After training
Reset irrigation controller timers seasonally	33.9%	61.4%
Calibrated rain shut-off devices	24.4%	52.4%
Ensured irrigation rates to prevent leaching and runoff	24.9%	57.3%
Used soil moisture or other sensing devices	12.6%	37.4%
Applied no more than ½ to ¾ inches of water per irrigation event	27.3%	58.8%
Considered over-irrigation harmful to plant and environment	50.7%	77%

The Florida Master Gardener Program trains volunteers who then educate and advise homeowners on environmentally sustainable yard care practices. In 2011, more than 4,200 Master Gardeners interacted with more than 655,000 people across the state and provided \$6.54 million in volunteer time to Florida's economy.

Members of the CLCE faculty conduct in-service trainings in which they train and update county

Extension agents on the latest best management practices. These regular trainings are essential, since some topics like fertilizer application rates are subject to change as new research results become available. The agents then relay this information through workshops and informal interactions with countless local residents.

Since the center's inception, CLCE faculty have trained 32 PhD and 31 MS Students and have produced 48 refereed publications, 36 non-refereed publications, and 2 books all related to urban landscape issues.

☐ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

The CLCE conducts an annual survey of stakeholders;

The CLCE surveys extension program participants at the county and state level;

The CLCE collects volunteer data from Master Gardeners monthly;

The CLCE publishes an Annual Report that showcases the programs and activities of the CLCE. This contains program and faculty accomplishments, metrics used by university administrators and external advisory committees.

14. How is program data collected and has it been independently validated for accuracy and completeness?

The CLCE and PIE Center's programs and data are independently validated through the use of peer-reviewed and refereed publications as well as external advisory committees.

Additionally, clientele demand for the area of urban landscape resource conservation has increased. The 2012 LBR is in addition to the 2005 and 2006 LBRs.

15. Is there an executed contract between the agency and the recipient?

No, the CLCE and PIE are organizational structures within UF and IFAS.

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

The CLCE and PIE Center are unique entities that conduct research and outreach in agriculture and the horticulture/landscape industries in Florida. These units work to provide science-based information to stakeholders and policy makers.

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

Yes, the CLCE and the PIE Center are making strides in educating Florida residents, homeowner associations, and government agencies about sustainable landscape choices and practices and the broad set of agriculture and natural resource issues of importance to Floridians.

19. Describe how the information upon which the answer above is based was obtained and validated: Based on industry feedback, utilization of new technology/science/information and feedback from advisory committees

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

21. List any audits or evaluative reports that have been published for this project (including website links, if available): The latest programmatic report for the center will be available on the center's website: <http://clce.ifas.ufl.edu>.

22. Provide any other information that can be used to evaluate the performance of this project:

Smart Controller Water Savings Research

CLCE faculty have been researching irrigation water savings with the use of smart controllers. Using UF/IFAS irrigation time clock recommendations with an expanding disk rain sensor during rainy periods shows a 30% potential water savings and 15% savings during dry periods. Similarly, Smart Controllers have shown savings potential of 70–90% during normal rainfall periods on research plots and up to 40% during dry weather without compromising turfgrass quality. Studies on cooperating homes indicate 65% cumulative irrigation savings over two years.

In earlier research, we found that homeowners in Central Florida irrigated on average 2–3 times a conservative estimate of plant needs, which was 5.9 inches per month. If all new homes had advanced irrigation control, ranging from a rain sensor to a Smart Controller, reduction in water use could range from 15% (33,000 gal/yr) to as high as 70% (154,000 gal/yr) per home. If this were extended to all new homes constructed from 2000 to 2005, savings would range from 14.5 billion gal/yr to 67.5 billion gal/yr, using a low-tech rain sensor or more advanced controller, respectively. More conservative irrigators (i.e., homeowners) would be expected to save less than these estimates. For example, we have seen in Southwest Florida that homeowners irrigate much less due to a longer history of enforced day of the week water-use restrictions and higher water costs. However, savings could still be as high as 75,000 gal/yr per home with the use of a SMS irrigation controller.

Shrub Establishment Research

CLCE faculty determined how much water typical ornamental shrubs need during and after establishment. Methods included evaluating growth and quality of three shrub species using four irrigation frequencies at three locations. Subsequently, evaluation occurred of 12 additional shrub species at each location (6 native and 6 non-native) using the optimum irrigation frequencies determined in the first phase. Key findings: Three common shrub species could be established in the landscape with as little as 3 L of water applied every eight days in North and Central Florida and every four days in South Florida. This irrigation strategy was validated for 12 additional shrub species at each location.

Water use for shrub establishment can be reduced by about five gallons per shrub per watering event when high-pressure irrigation is replaced with low-volume microirrigation. This reduction would result in a potential savings of 50 gallons for a 500 ft² planting bed of newly installed shrubs in a single watering event. A homeowner with a newly installed 500 ft² landscape planting bed composed of primarily shrubs could potentially save 750 gallons of water in the first two months after installation by following our irrigation

recommendations.

Water use policy based on these data can reduce plant death and replacement costs. This finding is significant considering the high expenditures required to replace shrubs, trees, and sod during the nursery and landscape guarantee period. For example, an Orange County landscape firm reported annual replacement costs of approximately \$25,000 to \$35,000 annually (equivalent to 1 to 1.5% of total income per job).

St. Augustine Beach Community Saves More Than 10 Million Gallons in 2 Years

Ocean Gallery is a 42-acre community with 439 condominiums in St. Augustine Beach. Between 2006 and 2008, Florida-Friendly Landscaping practices were implemented and low-volume irrigation and soil moisture sensors were installed. The community realized a water savings of 10 million gallons in those two years. In addition, Ocean Gallery's maintenance contracts contain Florida-Friendly Landscaping™ Best Management Practices for pest management and fertilizer use, which produced a savings of \$6,500 in one year. In one of the three villages in Ocean Gallery, the Village Las Palmas community realized a 50 percent decline in water use in six months at one well that supplies common areas around four of its nine buildings as a result of installing low volume irrigation.

Flagler County Community is Saving \$50,000

Ocean Hammock, a 1,000-acre beachside gated community in Flagler County, saved thousands of dollars through a common-sense, hands-on approach in a major landscape retrofit during the last four years, and credits the University of Florida/IFAS Master Gardener program as a major catalyst for its improvements. The community is saving \$50,000 a year on annuals and they reduced the cost of the retrofit by \$135,000

Marion County Community Cuts Per Person Water Use from 471 Gallons to 139 Gallons/day

Spruce Creek Golf and Country Club in Marion County is a great example of a collaborative effort to conserve water. A team effort among the homeowners' association, the utility, the St. Johns River Water Management District, UF/IFAS Extension, the garden club, and the residents, resulted in a 40 percent water savings in two years. The association changed its covenants to allow less turf—a minimum of 50 percent in the yard, and they began to allow rain barrels. The utility moved to a one-day per week watering rotation and ran an aggressive water conservation education program. The garden club distributed stickers as reminders about the watering days to roughly half of the 3,600 households and helped residents set irrigation controllers. The garden club also established a Florida-Friendly demonstration garden. The FFL extension agent continues to conduct education classes each month. The utility is pursuing use of reclaimed water for irrigation. This has reduced per person water usage from 471 gallons to 139 gallons/day.

23. CONTACT INFORMATION for person completing this form:

Name: Dr. Michael Dukes

Title: Interim Director, UF/IFAS Agricultural and Biological Engineering Department

Phone number and email address: (352) 392-1864 ext.205; mddukes@ufl.edu

Date: 1/14/13

Community Issue Performance Evaluation

1. State Agency:

University of Florida/Institute of Food & Agricultural Sciences

2. State Program (or Type of Program):

Education & General

3. Project Title: These two projects are the same project

Transfer Ruskin Aquaculture from Department of Agriculture and Consumer Services
Ruskin Aquaculture Increase

4. Recipient name and address: UF/IFAS P.O. Box 110180, Gainesville, FL 32611

Location county/counties: Tropical Aquaculture Laboratory, Hillsborough County, with statewide programming

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:

Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$55,780 \$123,207	\$0	\$55,780 \$123,207	2012-118 GAA 5001 line 130

7. FY 2012-13 GAA proviso specifically associated with the project (if any):

No proviso – But, the source of these funds used to be GR and TF and were transferred from the Department of Agriculture to UF/IFAS. Last session, the line was moved over to the UF/IFAS education line with a 1.5% increase to replace an administrative fee.

8. Project Purpose/Description:

- To provide research and extension educational programs to Florida's aquaculture businesses.
- To directly assist middle and high school aquaculture programs including design and construction of facilities and curriculum development and delivery.
- To conduct disease diagnosis and provide medical treatments for commercial farms and state hatcheries.
- To develop new technologies to support reproductive strategies for aquatic organisms in ornamental and restoration aquaculture.
- To train and assist in certification of aquaculture producers for use of restricted use pesticides and general treatments.
- To provide in-situ educational opportunities for undergraduate, graduate, and veterinarian students.
- To provide support to state agencies (FDACS and FWC) in management decisions for non-native aquatic animals.

9. Number of years this project has received state funding: 14

10. Does this project align with the core missions of the agency or the program area in which it is funded?

(Explain): The Tropical Aquaculture Laboratory is a classic example of a Land Grant program focused on agricultural (i.e. aquaculture) production and includes research, teaching, and extension education programs. It relies heavily upon regular interaction with formal advisory groups and grower associations to determine short, mid, and long-term goals and objectives for programs, especially applied research directives.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?

(Explain): There is no other program or facility, in the state or nation, providing similar offerings to the unique aquaculture community that exists in Florida.

12. What are the intended outcomes/impacts and benefits of the project?

To solve problems and provide opportunities to the state's aquaculture industry that result in increased jobs and revenue, and foster a sustainable use of the natural resources required, through applied research and extension education.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

☐ Output data (e.g., number of clients served, students educated, units produced); Enumerate:

☒ Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

In 2011, just 13 farms known to use the services of the disease diagnostic laboratory and the extension programs of the Tropical Aquaculture Laboratory reported savings and/or new income of over \$8 million.

In the calendar year of 2012;

-332 cases were addressed by the disease diagnostic lab.

-5 veterinary externs (4 – 8 weeks each), from 3 separate US universities were trained.

-2 veterinary interns (6 months each for 2012 calendar year) from two separate universities were trained.

-18 students, including many farm employees, participated in a two-day Fish Health Workshop

-40 upper-level and graduate students participated in a two-week course titled Diseases of Warm Water Fish

-4 graduate students conducted their research.

-In past years, \$25,000 of funding for a focused reproductive research project has resulted in annual sales in excess of \$1,300,000 for a single species of fish (Neon Tetras).

☐ Unit cost data (e.g., cost per unit produced); Enumerate:

☐ Other (Explain):

14. How is program data collected and has it been independently validated for accuracy and completeness?

Data is collected and independently verified by regular interaction with clientele and formal advisory committees and association board members. State surveys of farm-gate values, acreage in production, and employment were discontinued in 2005 due to budget constraints, but are currently being conducted by FDACS and USDA.

15. Is there an executed contract between the agency and the recipient? NO**16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient? N/A****17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY): There is no comparable project or service within the state.****18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):**

The Tropical Aquaculture Laboratory, like other UF/IFAS programs, is based upon clientele input and direction, and would not be able to garner their continued support if it was not performing as expected. During the past three years private funding for focused projects and general operating/salary shortfalls have exceeded \$300,000 and demonstrate the need and importance of this program.

19. Describe how the information upon which the answer above is based was obtained and validated:

Regular meetings and discussions with industry advisory committees and association board of directors, as well as direct communications with individual clientele using the services provided.

20. How much additional funding or matching funding from non-state sources is available for this project and what are the sources?

\$55,000 in federal, \$57,000 in County (Hillsborough), and \$170,000 in Private.

21. List any audits or evaluative reports that have been published for this project (including website links, if available): N/A**22. Provide any other information that can be used to evaluate the performance of this project:**

This program works closely with two of the largest associations in Florida, and their presidents can be contacted directly if needed: Florida Aquaculture Association - Marty Tanner, Aquatica Tropicals, Inc. (813)757-0289, Florida Tropical Fish Farms Association, Art Rawlins, Rawlins Tropical Fish, (813)737-3418.

23. CONTACT INFORMATION for person completing this form:

Name: Craig A. Watson

Title: Director

Phone number and email address: (813)671-5230, ext 107, cawatson@ufl.edu

Date: January 2013

Community Issue Performance Evaluation

1. State Agency:
University of South Florida

2. State Program (or Type of Program):
Education & General

3. Project Title:
Florida Institute of Oceanography (FIO)

4. Recipient name and address:
Location county/counties: Pinellas County

5. Is the recipient a governmental entity, a private non-profit entity, or a private for-profit entity:
Governmental entity

6. <u>FUNDING:</u> FY 2012-13 Recurring General Revenue	FY 2012-13 Recurring Trust Funds	FY 2012-13 Recurring TOTAL FUNDS	GAA Specific Appropriation Number (ch. 2012-118, L.O.F.)
\$1,174,500	\$0	\$1,174,500	Not Applicable

7. FY 2012-13 GAA proviso specifically associated with the project (if any):
Not Applicable

8. Project Purpose/Description:

The Florida Institute of Oceanography (FIO) is an Academic Infrastructure Support Organization (AISO) of the State of Florida approved by the State University System (SUS) Council of Academic Vice Presidents (CAVP), ratified by the presidents and chairs of the boards of trustees of the member institutions and approved by the BOG. The University of South Florida (USF) assumes the role of host university, with the support of participating universities, for the operation of FIO.

The (FIO) serves as the SUS coordinating body for research vessels, equipment, marine laboratories and other shared-use facilities and equipment. FIO provides services that enhance the SUS' shared use of resources, expertise and infrastructure that will elevate Florida into a leadership position in oceanographic and coastal education and research. Currently 18 staff members (including staff in the Keys Marine Lab (KML) located in Layton, Florida) provide services to 11 SUS and 16 other member institutions and agencies across the State of Florida which includes faculty, staff, and scientists conducting research and teaching.

The Gulf of Mexico contains the world's third largest oil and gas reserves. Regardless of whether drilling takes place in Florida's water or not, the impact of drilling could seriously impact the multi-billion dollars tourist and fishing industries. Additional permits are being granted for deep-water drilling and drilling is occurring off Cuba. Both of these activities could have dramatic impacts on Florida's economy. The work of FIO-member researchers is critical to the State of Florida.

Additional funding and resources have enabled the FIO to sustain its current services and future needs in

order to fulfill its mission to serve faculty and students across the State of Florida. We anticipate that the need for the R/V Weatherbird II and R/V Bellows will increase over the next ten years as BP continues to commit funding to support research in the Gulf of Mexico and RESTORE Act funds become available. Yearly appropriations are used for the most critical needs to:

- Provide high standards of safety throughout marine operations. Having adequate and highly experienced skilled crew members aboard the research vessels can assure that faculty and students are not in any imminent danger and prevent occupational injuries or illnesses while faculty and students perform their research at sea aboard the R/V Weatherbird II and R/V Bellows.
- Reinstating subsidized ship days through the competitive process to member institutions for educational purposes. This has been the only source for many students to experience working on a research vessel. This fiscal year 12/13, FIO awarded 40 subsidized days to 10 institutions.
- Maintain a state-of-the-art infrastructure for coastal ocean education and research with centrally maintained assets including research vessels, marine laboratories, and shared-use facilities and equipment at a reduced cost for ship time and laboratory use for FIO member institutions. Support top-notch research and STEM educational facilities at sea for Florida. FIO must prepare for future fundamental maintenance and equipment which includes upgrades of equipment and replacement of the 40 year old R/V Bellows engines. The needed maintenance upgrades are required to continue facilitating the on-going STEM education and research of the FIO-member institutions in a safe manner.
- Introduce state of the art video and satellite-enabled platforms for both research and STEM education. Provide video satellite capabilities at sea to broadcast back to classrooms at shore, post video web-logs to share the sea-going experience with students of all ages who are unable to go to sea. This will address an identified support need by the academic and scientific communities and, as such, will address the mission of FIO. Continuing funding is crucial to the success of this and other FIO projects.

9. Number of years this project has received state funding:
Project funded in 2012-13

10. Does this project align with the core missions of the agency or the program area in which it is funded?
(Explain):

The Florida Institute of Oceanography (FIO) is a global leader in coastal oceanographic research and education. It continues to support, service, and provide a diverse and collaborative statewide forum addressing problems of concern in coastal oceanographic research and education; which aligns with the University of South Florida's mission.

11. Does the program meet a demonstrated need in the community that is not otherwise being met?
(Explain):

The FIO meets the needs of local community through increased efforts in the area of STEM education. The FIO demonstrates STEM education by mentoring the Oceanography Camp for Girls with hands-on experiences during day cruises demonstrating how the various oceanographic equipment operate.

The FIO does an extensive amount of education outreach. Video broadcasting to students in K-12, and

Teachers at Sea programs. This year FIO will be video broadcasting to other public entities such as the Pier Aquarium/Secrets of the Sea. These broadcasting opportunities allow students and the community to see how ocean-going marine science is conducted. It is taking them to sea virtually.

For many years, FIO organized and co-sponsored the Ocean's Day activities in Tallahassee to highlight marine activities around Florida. This year, FIO participated in the St. Petersburg Science Fair. FIO displayed its scientific equipment and gave tours of both research vessels. Furthermore, FIO is currently coordinating and providing vessel services to a new prototype summer course, Marine Science Field Studies. This course is collaboration between the FIO-SUS members (FAU, USF, UNF and FGCU) and will enable students to learn about various marine ecosystems around Florida.

12. What are the intended outcomes/impacts and benefits of the project?

- Sustain positions to support research vessels and Keys Marine Lab.
- Reinstate subsidized shiptime to member FIO institutions.
- Maintain state-of-the-art research vessels at a reduced cost to member institutions.
- Build a reserve for future infrastructure and maintenance of both vessels.
- Provide scientific data to protect Florida's \$25 billion ocean resources.

13. What performance data does the agency/entity regularly collect and report that demonstrates the value of the program to the State of Florida?

X Output data (e.g., number of clients served, students educated, units produced); Enumerate:

- The number of institution users of R/V Bellows in FY 11/12: 7
- The number of days R/V Bellows at Sea in FY 11/12: 95 days
- Projected FY 12/13 number of days R/V Bellows at Sea: 132
- The number of institution users of R/V Weatherbird II in FY 11/12: 5
- The number of days R/V Weatherbird II at Sea in FY11/12: 121 days
- Projected FY 12/13 number of days R/V Weatherbird II at Sea: 133
- The number of new institutional users: FY 11/12: 0; FY 12/13: 2
- The number of total subsidized days awarded each fiscal year:
 - 0 in FY 11/12
 - 40 days in FY12/13
 - Projected subsidized days to be awarded in FY 13/14: 45-55 days
- The number of users of the Keys Marine Lab (KML) in FY 11/12: 146 various institutions nationwide and globally

X Outcome data (data on the effectiveness or quality of services, e.g., percentage of clients successfully completing treatment); Enumerate:

- The FIO conducts post cruise summary report after each completed cruise.

X Unit cost data (e.g., cost per unit produced); Enumerate:

Daily charges for each vessel:

- FY 12/13 Daily Rate: Bellows \$4,815

- FY 12/13 Daily Rate: Weatherbird II \$9,630
- FY 13/14 Daily Rate: Bellows \$5,150
- FY 13/14 Daily Rate: Weatherbird II \$10,000

X Other (Explain):

The FIO Annual Report showcases a summary of activities, accomplishments, actual expenditure and position data, ship time use and includes a work plan for the current fiscal year.

14. How is program data collected and has it been independently validated for accuracy and completeness?

The FIO Director and Associate Director maintain active contact with FIO member institutions by visiting campuses, scheduling and conducting workshops, and conducting needs assessments. The Program Planner Analyst collects data from users of the vessels, review for efficiency of oceanographic equipment and makes recommendations to the FIO Director for improvements.

15. Is there an executed contract between the agency and the recipient?

Under a Memorandum of Understanding (MOU) ratified by the member organizations and approved by the BOG, the University of South Florida (USF) assumes the role of host university, with the support of participating universities, for the operation of FIO. FIO administrative offices are housed on the campus of the College of Marine Science in St Petersburg, Florida and fiscal accounting functions are administered by USF and overseen by the USF Board of Trustees (BOT).

16. If there is a contract, are the outputs, measures and costs specified in a contract between the agency and the recipient?

FIO and USF are governed by the MOU. The host institution USF, will provide administrative and logistical support for the Institute including, but not limited to, reasonable office space with directly related support services, utilities, insurance, personnel services, purchasing, financial, legal, government relations/ advocacy and physical plant services. In the event of any unforeseen or additional costs incurred, the host university and all member institutions agree to provide appropriate support. The budgetary and administrative practices of FIO shall conform to those of the host institution.

17. How do the unit costs compare to those of comparable or alternative projects or services? (EXPLAIN AND SPECIFY):

The FIO is unique in the SUS system. It is the only unit that operates two research vessels that are widely utilized to support all the faculty and students of FIO member institutions (SUS).

18. Based on performance data, is this project meeting the expected outputs and having the intended outcomes? (Explain):

FIO is working to meet the project's intended outputs. An outside independent evaluation has been conducted to assess the needs and efficiencies of FIO's operations. Overall report was presented to the FIO Advisory Council and to the host institution's Provost for review. Some specific recommendations for areas of improvements have been fully executed while others are being evaluated. FIO's post-cruise summaries have also reported positively.

19. Describe how the information upon which the answer above is based was obtained and validated:

The FIO Advisory Council meets twice a year to make recommendations to the FIO's Director. Special meetings are called upon requests of the FIO Director. The Advisory Council tracks the performance of FIO through process of the annual report, social media, newsletters and blogs. A good percentage of the FIO Advisor Council members are also long time users of FIO's resources (R/V Bellows, R/V Weatherbird II and Keys Marine Lab). A few key highlights in FY 12/13 that the FIO Council have utilized and/or been involved in the development of:

- FIO council members actively participate on the FIO Ship Advisory Committee. This committee reviews the RFP proposal and makes its recommendations to award shiptime to the FIO Director. In FY 12/13, this committee recommended 40 days of shiptime to be awarded.
- FIO facilitated collaboration with faculty members of USF, UNF, FGCU, FAU to develop Florida's first multi-institutional marine education field course to allow students the benefits of faculty expertise across the state, thus provide a broader educational experience for Florida students.
- Installed video-teaching capabilities on both research vessels to allow Teachers at Sea program to broadcast back to students in the classroom, to learn from scientists onboard and experience elements of a research cruise remotely.

▪ **How much additional funding or matching funding from non-state sources is available for this project and what are the sources?**

- In addition to the recurring revenue, the FIO was awarded a grant for \$30,000 each year for 2 years from the Guy Harvey Ocean Foundation to continue video broadcasting support on both research vessels. This will enable FIO to broadcast more frequently to various locations.
- FIO member institutions (University of Miami - RSMAS, Florida State University - COAPS and University of South Florida-College of Marine Science) received 3 of the 8 centers awarded by the BP Gulf of Mexico Research Initiative Board. This will result in approximately 2 million dollars in ship time for the two FIO research vessels over the course of 3 years.
- FIO is designated as the Center of Excellence for Florida and will receive 0.5% of the funds allocated through Restore Act.

20. List any audits or evaluative reports that have been published for this project (including website links, if available):

FIO Annual reports, independent study, SUS request for proposals are published online:
www.fio.usf.edu

21. Provide any other information that can be used to evaluate the performance of this project:

- Operate two large Research Vessels for the State University System of Florida that reduces costs of oceanographic research for the State of Florida.
- FIO has been able to continue its education and research support, the recurring funds for this project has also provided significant economic support to sustain skilled positions to operate the research vessels.
- Language was added to the RESTORE Act (part of the Transportation Bill) to establish Centers of Excellence for the five Gulf States. In FY12/13, the RESTORE Act was signed into law by President Obama, and Senator Nelson recognized FIO as the entity that will establish the Center of Excellence for Florida in a statement in the Congressional Record. RESTORE Act passed by Congress will provide some funding to FIO for long-term research in the Gulf of Mexico, but funding will be limited to monitoring and research to protect Florida's tourism businesses as well as the multi-billion dollar fishing industry. Infrastructure needs will be critical to maintain FIO's research vessels.
- Represent Florida interests on behalf of the FIO members in multi-state programs, such as the Gulf of Mexico University Research Collaboration (GOMURC). This improves communications with the 5 Gulf States academic institutions and efficiently provides a voice for all Florida academic institutions.
- FIO executed a Memorandum of Understanding (MOU) with the U.S. Coast Guard (USCG) 7th District in Miami. The USCG is the lead agency in responding to oil spills. This MOU will enable FIO researchers and faculty to work closely with USCG and provide expert advice on critical issues. In addition, FIO will conduct workshops with the USCG, including topics of two-dimensional and three-dimensional analytical models for use in tracking oil spills and for other events, and establishing baseline information for SE Florida.

22. CONTACT INFORMATION for person completing this form:

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Date: Jan. 9, 2013