

# **Florida Department Of Education**

## **LONG-RANGE PROGRAM PLAN FY 2007/08 – FY 2011/12**



**September 30, 2007**



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## **Agency Mission and Goals** **“Raising Student Achievement”**

### **Mission Statement**

As stated in s. 1008.31(3), F.S., “The mission of Florida’s education system shall be to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities. . . .”

### **Goals**

The four statutory goals for Florida’s K-20 education system [s. 1008.31(3), F.S.] are presented below with the associated definitions adopted by the State Board of Education:

*Highest Student Achievement:* Attainment of rigorous academic standards that consistently culminates in timely advancement to high school graduation and, after high school graduation, in qualification without remediation for either post-secondary education leading to a four-year degree or skilled employment.

*Seamless Articulation and Maximum Access:* Compatible curricula and standards that are consistently applied across educational levels and institutions so as to increase students’ interest in and qualification for degree- and certification-oriented postsecondary education.

*Skilled Workforce and Economic Development:* Effective matching of K-20 educational curricula and graduate proficiency standards with primary requirements for qualified employees from industries critical to Florida’s future economic prosperity.

*Quality Efficient Services:* Effective management of K-20 resources (i.e., capital, operating, and human resources), consistently high responsiveness to customers, and accountability for results across the K-20 system.

### **Agency Goals and Objectives**

The Department of Education strategic plan includes the following major performance goals and objectives:

#### ***Strategic Imperative 1: Teachers***

- ***New Hires:*** Increase the number of teachers to meet instructional demands. (1.1.a.)
- ***Teacher Retention:*** Increase the retention of teachers in Florida. (1.2.a.)
- ***Differentiated Pay:*** Annually increase the total bonus earned by teachers based on student achievement. (1.3.a.)
- ***“Highly-Qualified” Teachers:*** Increase the percent of core courses taught by teachers who meet NCLB highly-qualified criteria. (1.1.b.)
- ***High-Performing Teachers:*** Increase the number of high-performing teachers in Florida. (1.3.b.)

**Strategic Imperative 2: Standards**

- **Sunshine State Standards:** Revise Sunshine State Standards on an established cycle. (2.1.a.)
- **Science FCAT:** Include Science FCAT scores as a component of school grades. (2.1.b.)
- **Middle and High School Standards:** Improve student retention and progression rates through middle and high school. (2.2.a.)

**Strategic Imperative 3: Students**

- **Student Proficiency:** Improve the proficiency of grade 3-10 students in reading, math and writing. (3.1.a.)
- **Closing the Gap:** Increase the progress of subgroups toward meeting proficiency at a rate faster than the overall state average. (3.1.b.)
- **High School Graduation:** Increase the percent of high school graduates. (3.2.a.)
- **College Path Success:** Increase the proportion of students in a cohort who have completed an Associate degree or have transferred to another institution in a program leading to a degree, tracked from the point at which they had completed one term of college-level work, reported at annual intervals out to six years. (3.2.c.)
- **Credential Attainment:** Improve credential attainment in adult and career education programs: (1) Adult General Education Programs (GED and Adult High School); and (2) Career-Technical Certificate Programs. (3.2.d.)
- **Blind Services Customers:** Improve the success rates of Blind Services Customers. (3.5.a.)
- **Vocational Rehabilitation Customers:** Improve the number of Vocational Rehabilitation customers who achieve successful employment outcomes after developing a plan for employment. (3.5.b.)
- **VPK Participation:** Increase the VPK participation rates. (3.4.a.)
- **Kindergarten Readiness:** Increase the number and percent of children who are “ready for kindergarten” upon completion of VPK. (3.4.b.)

**Strategic Imperative 4: Leaders**

- **PRE-K-12 School Leadership:** Increase the number of school administrator Leadership Training Opportunities. (4.1.a.)

**Strategic Imperative 5: Choice**

- **Quality Choice Options:** Increase participation in choice options available to students through federal, state and district choice programs: (1) Students Using Options by Program; and (2) Students Using Options by District. (5.1.a.)
- **High Performing Charter Schools:** Increase the number and percentage of high performing charter schools and the students attending them: (1) “A” or “B” Charter School Institutions; and (2) Students in “A” or “B” Charter Schools. (5.2.a.)

**Strategic Imperative 6: Workforce**

- **Workforce Education Program Placements:** Increase the percent of placements from High Skill/High Wage and Targeted Occupations List programs. (6.1.a.)

***Strategic Imperative 7: Return on Investment***

- ***ROI Action Plan:*** Increase the ratio of student achievement relative to financial resources. (7.2.a.)
- ***Disaster Preparedness:*** Ensure all school districts, public schools, workforce centers, community colleges, and DOE have emergency operations plans compliant with National Incident Management System (NIMS). (7.3.a.)
- ***Postsecondary ROI Plans:*** Develop and present to the State Board a plan for collecting and reporting postsecondary ROI data, including baseline data for workforce, community colleges and state universities. (7.2.b.)

***Strategic Imperative 8: Access***

- ***Postsecondary Continuation Rate:*** Increase postsecondary continuation rate of high school standard graduates (within 1 year following high school graduation). (8.1.a.)
- ***Student Transitions in Adult General and Career Education:*** Increase the percentage of Adult General Education and Career Education students who transition to high level educational programs and/or who improve their economic self-sufficiency as measured by employment. (8.1.b.)

## Outcomes with Performance Projection Tables

### GOAL #1: Highest Student Achievement

**OBJECTIVE 1A:** To improve student rates of learning

**OUTCOME 1A.1:** Percentage of grade 3-10 students scoring at Level 3 or above on the FCAT in reading

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
47%	58%	60%	65%	70%	75%

**OUTCOME 1A.2:** Percentage of grade 3-10 students scoring at Level 3 or above on the FCAT in mathematics

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
50%	60%	65%	70%	75%	85%

**OUTCOME 1A.3:** Percentage of grade 10 students tested who score 3.5 or above on the FCAT in writing

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
67%	70%	72%	75%	78%	80%

**OBJECTIVE 1B:** To improve graduation rates

**OUTCOME 1B.1:** Four-year public high school graduation rate, using Florida's graduation rate calculation

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
67.9%	72%	74%	76%	78%	80%

**OUTCOME 1B.2:** Percentage of workforce education students who become full program completers within 2 years of enrollment at community colleges

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
45.4%	50%	52%	54%	56%	58%

**OUTCOME 1B.3:** Percentage of workforce education students who become full program completers within 2 years of enrollment in school districts

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
35.1%	41%	43%	44%	45%	46%

**OUTCOME 1B.4:** Percentage of associate in arts degree students who earn their degrees on time

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
42.5%	46%	47%	49%	50%	51%

**OBJECTIVE 1C:** To ensure readiness of high school graduates

**OUTCOME 1C.1:** Percentage of Florida public high school graduates (standard diploma) who qualify for the Florida Bright Futures Scholarship

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
35.5%	40%	43%	46%	47%	48%

**OUTCOME 1C.2:** Average number of high school credit hours earned through acceleration credits by all high school students; "acceleration credits" include AP, IB, AICE, and Dual Enrollment

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
2.7	3.2	3.5	3.7	3.9	4.0

**OBJECTIVE 1D:** To increase the proportion of A.A. degree transfers granted annually

**OUTCOME 1D.1:** The number of A.A. degrees granted annually

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
30,809	34,516	34,861	35,210	35,562	35,918

**OBJECTIVE 1E:** To increase the proportion of A.A. degree transfers to state universities who successfully complete upper-division coursework

**OUTCOME 1E.1:** Increase the percentage of students who earn a 2.5 GPA or above within 2 years after transfer to the SUS

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
74%	78%	78%	79%	80%	81%

**OBJECTIVE 1F:** To monitor the number/percent of A.A. partial completers transferring to a state university

**OUTCOME 1F.1:** Increase in the number and percent of students who annually transfer to a state university with 45 credit hours or more

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
17,796 61.5%	61%	61%	61%	61%	61%



**OBJECTIVE 1G:** To monitor students' preparation upon entrance into the community college

**OUTCOME 1G.1:** Stabilize or decrease the number of students receiving college preparatory instruction

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
123,527	120,000	120,000	120,000	120,000	120,000

**OBJECTIVE 1H** To increase the percent of A.A. degree transfers to the State University System who started in College Prep and who successfully complete upper-division coursework

**OUTCOME 1H.1:** The percent of A.A. degree transfers who started in College Prep and who earn a 2.5 in the State University System after one year

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
71%	73%	75%	75%	75%	75%

## GOAL #2: Seamless Articulation and Maximum Access

**OBJECTIVE 2A:** To increase the quantity and improve the quality of education options

**OUTCOME 2A.1:** Number of private schools participating in and meeting requirements of the following state scholarship programs:

Corporate Tax Credit Scholarship Program

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
924	973	980	985	990	995

McKay Scholarship Program for Students with Disabilities

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
673	700	705	710	715	720

**Outcome 2A.2** Number of students participating in public school choice options

Opportunity Scholarship Program (Public School Choice Option)

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
35	40	40	40	40	40

**OBJECTIVE 2B:** To measure the quality of private school options  
Percentage of private schools renewing compliance requirements by deadline in order to remain eligible to participate in state scholarship programs

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
82	90	95	100	100	100

**OBJECTIVE 2C:** Annually improve the transfer rate of associate in arts degree students into state universities

**OUTCOME 2C.1:** Increase the Associate in Arts continuation rate into the SUS

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
61%	64%	66%	68%	70%	72%

**OUTCOME 2C.2:** Associate in science continuation rate (does not include associate in applied science degree)

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
8%	10%	12%	14%	16%	18%

**OBJECTIVE 2D:** To provide access to postsecondary education through the Florida Community College System

**OUTCOME 2D.1:** The percentage of prior year high school graduates enrolled in community colleges

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
59%	62%	64%	66%	68%	70%

**OBJECTIVE 2E:** To promote the offering of upper-level courses through concurrent-use agreements with universities on the community college campus and community college baccalaureate degree programs

**OUTCOME 2E.1:** The number of students enrolled in baccalaureate programs offered on community college campuses

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
19,000	23,606	23,842	24,081	24,321	24,565

**OBJECTIVE 2F:** To facilitate the provision of developmental services to blind and visually impaired children.

**OUTCOME 2F.1:** Number/percent of customers (children) successfully rehabilitated/transitioned from pre-school to school

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
116 (62%)	120 (70%)	124(75%)	128 (80%)	131 (80%)	135 (80%)

### GOAL #3: Skilled Workforce and Economic Development

**OBJECTIVE 3A:** To expand the number of quality workforce education programs

: Annually increase the number of high-skill/high-wage programs at technical centers

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
71	70	70	70	70	70

**OBJECTIVE 3B:** Annually expand the percentage of students who enroll in and complete workforce education programs and are placed as a result

**OUTCOME 3B.1:** Technical center enrollments\*

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
27.9%	28%	29%	30%	32%	34%

**OUTCOME 3B.2:** Technical center completions\*

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
29.1%	30%	32%	32%	34%	34%

**OUTCOME 3B.3:** Technical center placements\*

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
32.5%	33%	34%	35%	36%	37%

**OUTCOME 3B.4:** Community college enrollments\*

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
45.7%	47%	49%	50%	52%	52%

**OUTCOME 3B.5:** Community college completions\*

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
35.98%	37%	39%	40%	42%	43%

**OUTCOME 3B.6:** Community college placements\*

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
49.07%	50%	52%	52%	53%	54%

\* High-skill/high-wage enrollment, completion, and placement data are as a percentage of post-secondary adult vocational enrollments, completions, and placements.

**OBJECTIVE 3C:** Increase the literacy rates and employability skills of adult Floridians

**OUTCOME 3C.1:** Number of adult basic education and adult secondary education completion point completers who are found employed or continuing their education

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13

12,893	14,000	14,500	15,000	15,500	16,000
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**OBJECTIVE 3D:** To determine eligibility for services, provide counseling; facilitate the provision of rehabilitative treatment, job training, and independent living services; and provide job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers

**OUTCOME 3D.1:** The percent of rehabilitation customers placed in competitive employment

Baseline FY 2001-02	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
64%	68%	70%	72%	74%	76%

**OBJECTIVE 3E** To improve services and employment opportunities for all customers for the Vocational Rehabilitation Program by closing the gaps in performance and service capacity..

**OUTCOME:** Number/percent of all VR customers gainfully employed (rehabilitated) at least 90 days

Baseline FY 2001-02	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
8,746 (53.5%)	10,000 (60%)	10,000 (60%)	10,000 (60%)	10,000 (60%)	10,000 (60%)	10,000 (60%)

**OBJECTIVE 3F** To improve services and reemployment opportunities for injured workers of the Rehabilitation and Reemployment Services.

**OUTCOME :** Number of program applicants provided reemployment services

Baseline FY 2001-02	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
2,500	2,525	2,550	2,575	2,575	2,575	2,575

**OBJECTIVE 3G** To improve services and reemployment opportunities for injured workers of the Rehabilitation and Reemployment Services.

**OUTCOME:** Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returned to suitable gainful employment

Baseline FY 2001-02	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
66%	80%	82%	84%	84%	84%	86%

## Trends and Conditions

### Pre-K-12 Education System

#### Data Infrastructure Systems

Florida's management information systems undergird the ability to measure student learning throughout the education system, pre-kindergarten through graduate school. Florida is recognized as having the most robust information system in the nation. It is based upon unit records collected at the state level and retained in a data warehouse with capabilities which are unparalleled. Over six years of matched data sets are available for making informed decisions. In another part of Florida's comprehensive information system, the class of 1991 has been tracked from graduation through employment.

In addition to collecting items that support the operation of the state's educational system, the data system conducts longitudinal studies about student progression and supports extensive accountability and public reporting of information about the public schools. The system tracks course offerings, student attendance, and dropouts and is one of the few systems that is completely auditable by replications outside the system. It has allowed Florida to produce a graduation rate calculation that follows students from original entry in grade 9 through their final classification within the four-year cohort.

#### Florida is Ensuring All Students Are Learning

##### National Assessment of Educational Progress (NAEP) – The Nation's Report Card

In 2007, Florida again surpassed the national average in both fourth grade reading and mathematics and, for the first time, matched the national average for eighth grade reading. Florida was one of only four states with significant increases in both fourth and eighth grade reading since 2005. Minority students and students with disabilities also met or exceeded the performance of students nationally.

##### Florida Comprehensive Assessment Test

Florida's uses the Florida Comprehensive Assessment Test to measure student learning. Based on scores for the 2006 test administration, students at the elementary, middle and high school levels all showed improvement compared to scores in 2001.

#### Grades 3 – 10

##### Reading

In 2007, 57 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 47 percent in 2001, 47 percent in 2002, 50 percent in 2003, 52 percent in 2004, 53 percent in 2005, and is equal to 57 percent in 2006. In 2007, 22 percent of all students in Grades 3- 10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 32 percent in 2001, 31 percent in 2002, 29 percent in 2003, 27 percent in 2004, 26 percent in 2005, and is equal to 22 percent in 2006.

##### Mathematics

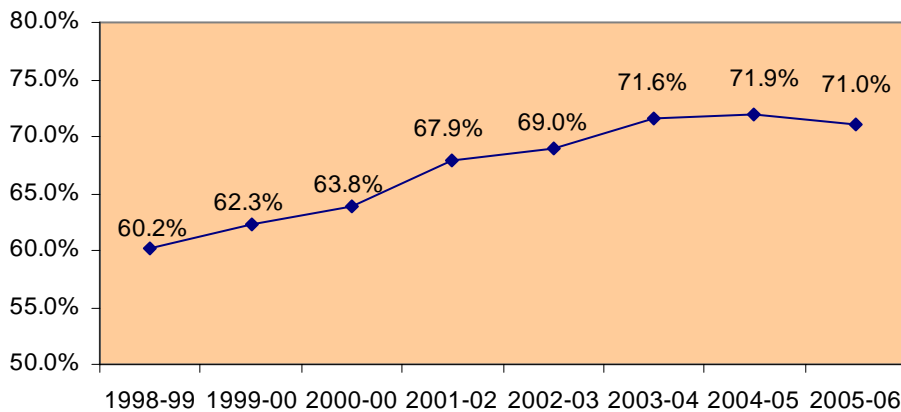
In 2007, 62 percent of all students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 50 percent in 2001, 51 percent in 2002, 54 percent in 2003, 56 percent in 2004, 59 percent in 2005, and 61 percent in 2006. In 2007, 17 percent of all students in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 29 percent in 2001, 27 percent in 2002, 24 percent in 2003, 22 percent in 2004, 20 percent in 2005, and 18 percent in 2006.

### High School Graduation Rate

Probably the most often used measure of academic success is completion of high school requirements resulting in the attainment of a high school diploma. Though there are national rates calculated, due to Florida's thorough data collection and student information systems, Florida can calculate graduation rates with greater accuracy than national rates that must use methods applicable in states with less robust data collection processes.

Florida's high school graduation rate remained fairly constant during the past five years, fluctuating from a low of 67.9 percent in 2001-02 to a high of 71.9 percent in 2004-05. The 2005-06 graduation rate was 71.0, and the 2006-07 rate will be reported in November. Florida's target is to improve above the national average of 73.5 percent by 2007, and by the year 2015 lead the nation at 95%.

The graph below shows Florida's 10-year graduation rate history.



### Florida Continues to Close the Achievement Gap

#### Reading

In 2007, 68 percent of White students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 59 percent in 2001, 60 percent in 2002, 62 percent in 2003, 63 percent in 2004, 64 percent in 2005, and 67 percent in 2006. In 2007, 50 percent of Hispanic students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 35 percent in 2001, 38 percent in

2002, 40 percent in 2003, 42 percent in 2004, 45 percent in 2005, and is equal to 50 percent in 2006. In 2007, 39 percent of African American students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 26 percent in 2001, 28 percent in 2002, 30 percent in 2003, 32 percent in 2004, 34 percent in 2005, and is equal to 39 percent in 2006.

In 2007, 28 percent of Students with Disabilities in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Reading. This is an increase from 19 percent in 2001, 19 percent in 2002, 21 percent in 2003, 23 percent in 2004, 25 percent in 2005, and is equal to 28 percent in 2006. In 2007, 51 percent of Students with Disabilities in Grades 3-10 were performing at Achievement Level 1 on FCAT Reading. This is a decrease from 66 percent in 2001, 66 percent in 2002, 62 percent in 2003, 60 percent in 2004, 57 percent in 2005, and 52 percent in 2006.

\*Students With Disabilities include students determined eligible for special education

### **Mathematics**

In 2007, 73 percent of White students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 63 percent in 2001, 64 percent in 2002, 66 percent in 2003, 68 percent in 2004, 70 percent in 2005, and 72 percent in 2006. In 2007, 57 percent of Hispanic students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 41 percent in 2001, 42 percent in 2002, 46 percent in 2003, 49 percent in 2004, 53 percent in 2005, and 56 percent in 2006. In 2007, 43 percent of African American students in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 26 percent in 2001, 27 percent in 2002, 31 percent in 2003, 34 percent in 2004, 37 percent in 2005, and 41 percent in 2006.

In 2007, 32 percent of Students With Disabilities in Grades 3-10 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Mathematics. This is an increase from 20 percent in 2001, 20 percent in 2002, 23 percent in 2003, 25 percent in 2004, 28 percent in 2005, and 31 percent in 2006. In 2007, 44 percent of Students With Disabilities in Grades 3-10 were performing at Achievement Level 1 on FCAT Mathematics. This is a decrease from 62 percent in 2001, 60 percent in 2002, 56 percent in 2003, 54 percent in 2004, 51 percent in 2005, and 46 percent in 2006.

### **Science**

In 2007, 56 percent of White students in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 39 percent in 2003, 42 percent in 2004, 45 percent in 2005, and 49 percent in 2006. In 2007, 32 percent of Hispanic students in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 20 percent in 2003, 19 percent in 2004, 25 percent in 2005, and 27 percent in 2006.

In 2007, 19 percent of African American students in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 10 percent in 2003, 10 percent in 2004, 13 percent in 2005, and 14 percent in 2006.

In 2007, 22 percent of Students With Disabilities in Grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science. This is an increase from 11 percent in 2003, 11 percent in 2004, 16 percent in 2005, and 18 percent in 2006. In 2007, 48 percent of Students With Disabilities in Grade 5 were performing at Achievement Level 1 on FCAT Science. This is a decrease from 65 percent in 2003, 65 percent in 2004, 53 percent in 2005, and 51 percent in 2006.

\*Students with Disabilities include students determined eligible for special education and related services who are receiving services based on an individual education plan.

**Florida Is Holding the Education System Accountable**

The information summarized on the following table indicates education gains across education sectors:

	Now 2007	Before A+ Plan 1999
<p><b><i>School Grades</i></b> Florida has seen a dramatic increase in school grades, even after raising the bar in 2001 and again in 2004</p>	<ul style="list-style-type: none"> <li>• 1,477 As</li> <li>• 469 Bs</li> <li>• 589 Cs</li> <li>• 219 Ds</li> <li>• 83 Fs</li> </ul>	<ul style="list-style-type: none"> <li>• 202 As</li> <li>• 313 Bs</li> <li>• 1230 Cs</li> <li>• 601 Ds</li> <li>• 76 Fs</li> </ul>
<p><b><i>Florida Comprehensive Assessment Test (FCAT)</i></b> More students are reading on grade level, and Florida is closing the achievement gap</p>	<p style="text-align: center;"><b><i>4<sup>th</sup> Grade Students Reading on or Above Grade Level</i></b> 2007</p> <p>68% of all students 61% of Hispanics 50% of African-Americans</p>	<p style="text-align: center;"><b><i>4<sup>th</sup> Grade Students Reading on or Above Grade Level</i></b> 1999</p> <p>51% of all students 37% of Hispanics 23% of African-Americans</p>



***National Assessment of Educational Progress (NAEP – “the nation’s report card”)***

In 2007, Florida again surpassed the national average in both fourth grade reading and mathematics and, for the first time, matched the national average for eighth grade reading. Florida was one of only four states with significant increases in both fourth and eighth grade reading since 2005. Minority students and students with disabilities also met or exceeded the performance of students nationally.

***4<sup>th</sup> Grade Reading: 2007 Assessment\****

- Average scale score: 224
- Average scale score for Hispanic students: 218
- Average scale score for African-American students: 208

***4<sup>th</sup> Grade Writing: 2002 Administration\****

- Florida 4<sup>th</sup> graders ranked 8<sup>th</sup> in the nation
- Hispanic 4<sup>th</sup> graders ranked 3<sup>rd</sup> in the nation

\* Represents latest data available at publication date

***4<sup>th</sup> Grade Reading: 1998 Assessment***

- Average scale score: 206
- Average scale score for Hispanic students: 198
- Average scale score for African-American students: 186

***4<sup>th</sup> Grade Writing***

- Florida did not participate in 1998

***Number of High School Students taking Advanced Placement (AP) courses***

In Florida, the increase in number of test takers since 1998 is more than twice the national increase

***Spring 2007***

- 103,547 AP test takers
- 22,925 Hispanic AP test takers
- 11,345 African-American AP test takers

***Spring 1999***

- 34,607 AP test takers
- 6,181 Hispanic AP test takers
- 2,595 African-American AP test takers

***Graduation Rate***

Florida counts every student, and the graduation rate is increasing

***2006***

- 71.0% of all students
- 63.7% of Hispanic students
- 56.9% of African-American students

***1999***

- 60.2% of all students
- 52.8% of Hispanic students
- 48.7% of African-American students

***Dropout Rate***

Fewer students dropping out, and the decline is led by minority students

***2006***

- 3.5% among all students
- 4.3% among Hispanic students
- 4.7% among African-American students

***1999***

- 5.4% among all students
- 8.3% among Hispanic students
- 6.6% among African-American students

**Choice Programs**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Florida's choice options include three K-12 scholarship programs that are the largest in the nation, a charter school enrollment that is the second highest in the nation, and the nation's first statewide public virtual school that is a nationally-recognized e-learning model</li> </ul> | <b>2007</b>  | <b>2001</b>  |
|  | <ul style="list-style-type: none"> <li>Opportunity Scholarships: 1,090</li> <li>McKay Scholarships: 18,273</li> <li>Corporate Tax Credit Scholarships: 16,629</li> </ul> | <ul style="list-style-type: none"> <li>Opportunity Scholarships: 51</li> <li>McKay Scholarships: 970</li> <li>Corporate Tax Credit Scholarships: 15,585 (2002-2003)</li> </ul> |
|  | <b>2007</b>  | <b>1999</b>  |
|  | <ul style="list-style-type: none"> <li>Charter school students: 98,755</li> <li>Virtual school half-credit course enrollments: 113,900</li> </ul>                        | <ul style="list-style-type: none"> <li>Charter school students: 9,135</li> <li>Virtual school half-credit course enrollments: 1,100 (1998-99)</li> </ul>                       |

**Bright Futures Funding**

Dramatic increase in funding and number of awards for Bright Futures scholarships since inception in 1997

- |   |   |
|---|---|
| <b>2007</b>   | <b>1999</b>   |
| <ul style="list-style-type: none"> <li>\$398,430,336 FY 2007-08</li> <li>159,301 (estimated) awards in 2007-08</li> </ul> | <ul style="list-style-type: none"> <li>\$93,332,570 FY 1998-99</li> <li>56,065 awards in 1998-99</li> </ul> |

**Community Colleges**

- Nearly half of Florida's community colleges rank in the nation's top 100 (based on the number of associate degrees awarded)
- Four of Florida's community colleges are in the top 10

- |  |  |
|--|--|
| <b>2007</b>  | <b>1999</b>  |
| <ul style="list-style-type: none"> <li>793,517 students enrolled</li> <li>33,836 earned Associate in Arts (AA) degrees</li> <li>19,381 community college students in 2005 were found in the state university system in 2006</li> </ul> | <ul style="list-style-type: none"> <li>716,228 students enrolled</li> <li>25,720 earned Associate in Arts (AA) degrees</li> <li>15,783 community college students in 1998 were found in the state university system in 1999</li> </ul> |

Source: Division of Accountability, Resource, and Measurement, *Then and Now*, September 2007

**Florida is improving the quality of teachers****Teacher Certification Examinations Aligned to Curriculum**

Florida requires that teacher candidates pass a series of rigorous examinations prior to the issuance of certificates. They must not only demonstrate their general knowledge in reading, English/language arts (including a written essay), and mathematics, they also must pass an exam of pedagogy (professional education exam) and an exam in the area of their expertise and desired certification. In addition, the teacher certification exams are aligned to the State's curriculum standards for students, the Sunshine State Standards.

**Barriers to Certification Removed**

The Florida certification system continues to require, as a minimum, a bachelor's degree, a full state certificate, and subject area competency as established in the federal No Child Left Behind Act of 2001. However, the Florida system offers more options to qualify for a full-time certificate than most other states but does not compromise quality. Waivers to certification requirements and "emergency" credentials are against the law.

All school districts offer an alternate route to certification approved by the State Board of Education, and out-of-state certification is reciprocal for teachers moving to Florida from other states.

## **Teacher Recruitment and Professional Development**

The Dale Hickam Excellent Teaching Program provides funds for fees for teachers to become nationally certified and pays some costs of portfolio preparation through the National Board for Professional Teaching Standards (NBPTS). Additionally, payments are made to teachers upon completion of the certification process and completion of 12 mentoring days. In 2006-07, Florida ranked second in the nation in the number of teachers holding national board certification, with 9,234 nationally certified teachers.

Teacher recruitment and professional development activities include support for the on-line web portal ([www.teachinflorida.com](http://www.teachinflorida.com)), the statewide job fair (The Great Florida Teach-In), and statewide conferences of Florida Future Educators of America chapters. A wide range of collaborations and conferences as well as research projects related to teacher professional development is also included.

All 67 districts have implemented a Department of Education approved system of high quality professional development. District site reviews have been completed for all districts using a set of 66 standards adopted as Florida's Professional Development System Evaluation Protocol. Districts have submitted and implemented action plans for improvement for any standard rated less than acceptable to insure continuous improvement in their system of high quality professional development.

### **Increased Emphasis on Reading**

In 2007, the Reading First! Program reported the following gains in teacher preparation. All schools are prepared to improve students' enjoyment and learning from reading:

- 1,500 elementary school principals trained in the science of teaching reading; training available for all elementary principals.
- More than 1,500 elementary reading coaches provided training in the science of reading ~ training available for all elementary reading coaches.
- 584 Reading First schools serving more than 16,000 K-3 teachers and more than 330,000 K-3 students.
- 529 Reading First coaches serving 584 Reading First schools.
- 827 reading coaches serving non-Reading First elementary schools.
- A total of 32,000 K-3 Teachers trained in scientifically based reading instruction in Summer Reading Academies over the course of four years.
- Literacy Essentials and Reading Network (LEaRN) website expanded for principals, reading coaches and principals ~ provides short video clips of effective and research-proven reading instruction in Florida's classrooms.

### **Florida's Voluntary Pre-kindergarten Program Continues Gains**

*Voluntary Prekindergarten Program (VPK)*--Through an amendment to the State Constitution in 2002, Florida voters mandated that "Every four-year old child in Florida shall be provided by the State a high quality pre-kindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high quality, free and delivered according to professionally accepted standards." The Legislature enacted during the Special Session, and Governor Bush subsequently signed into law, legislation to implement the Voluntary Pre-kindergarten (VPK) Education Program.

This legislation assigns responsibilities for the day-to-day management of the program to the Agency for Workforce Innovation (AWI); licensing and credentialing to the Department of Children and Families (DCF); and the creation of standards, curriculum, and accountability to the Department of Education (DOE). All three agencies are working closely together to provide leadership and support to the local early learning coalitions, school districts, and public and private providers to ensure the successful implementation of effective pre-kindergarten education programs for Florida's four-year-old children.

As of August 2007, over 15,000 VPK teachers have participated in standards training

- Over 41,500 have participated in training on the VPK emergent literacy standards
  - Almost 11,000 VPK directors have participated in the on-line VPK director course
- Parents also will have an even greater opportunity to help as over 100,000 copies of our parent guide: It's OK to Play have been distributed to our coalitions

This preparation is paying off. Based on the results of the first VPK graduates, they have outperformed their peers who did not participate in VPK in general readiness skill areas, in recognizing letters of the alphabet, and in recognizing initial sounds – all critical building blocks for future success in reading. Kindergarten readiness is measure by the Florida Kindergarten Readiness Screener which is composed of a subset of the Early Childhood Observational System (ECHOS) and two probes of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Letter Naming Fluency and Initial Sound Fluency. Based on the 2006-07 kindergarten screening results:

- 92% of 2005-06 VPK completers were “ready for kindergarten” as compared to 83% of non-VPK participants as measured by the ECHOS
- 82% of 2005-06 VPK completers were “ready for kindergarten” as compared to 64% of non-VPK participants as measured by the Letter Naming Fluency
- 70% of 2005-06 VPK completers were “ready for kindergarten” as compared to 62% of non-VPK participants as measured by the Initial Sound Fluency

## Vocational Rehabilitation

### Vision

- We will be a high performing organization focused on results.
- We will focus on the needs of our customers.
- We will exemplify the best of public service.

### Mission

Employment and Increased Independence for Floridians with Disabilities

### Major Goals

- To place the eligible individuals served by the VR program in gainful employment
- To return injured workers to suitable, gainful employment.

### Strategic Objectives

**Strategic Objective 1:** To improve services and employment opportunities for all customers of the Vocational Rehabilitation Program by closing the gaps in performance and service capacity.

**Strategic Objective 2:** To embrace opportunities for improving efficiency of service delivery.

**Strategic Objective 3:** To maximize the funding available for the delivery of services through the Vocational Rehabilitation Program.

**Strategic Objective 4:** To maintain an internal system of quality assurance within the Division of Vocational Rehabilitation.

**Strategic Objective 5:** To improve services and reemployment opportunities for injured workers of the Rehabilitation and Reemployment Services Program.

The Florida Division of Vocational Rehabilitation (DVR) assists eligible individuals with disabilities who require rehabilitation services to prepare for, enter, engage in, or retain employment (Rehabilitation Act of 1973, as amended, and Chapter 413, F.S.). Both federal and state guidelines are followed in administering the vocational program. Federal guidelines are used in deciding a person's eligibility to participate in the program. Specifically, the three eligibility criteria are that an individual (1) must have a physical or mental impairment to employment, (2) can benefit in terms of an employment outcome from receiving VR services, and (3) requires VR services to prepare for, retain, or regain employment.

After the passage of House Bill 1825 (now Chapter 2002-2, Laws of Florida), which changed the governance structure of the rehabilitation program in Florida, the Division selected its priorities using a participatory process that involved stakeholders from many levels. As a result of this legislative change, the Division began transitioning to re-structure the organization and improve its key processes to effectively and efficiently provide rehabilitation services to eligible individuals with disabilities who reside in the State. To help guide the transition and

organizational improvement initiative, the Division completed a comprehensive needs assessment in December 2002. The purpose of the needs assessment was to identify the gaps in service capacity and program performance. In the spring of 2007 the Division entered into a contract to obtain a new needs assessment for the purpose of updating the Federal-State Plan and the Five Year Strategic Plan. Results of the study are expected in September, 2007.

The Division has continued to address the five topic priorities developed using findings from the 2002 needs assessment. These topic priorities being addressed include: (1) clients, (2) employers, (3) DVR staff, (4) the rehabilitation process, and (5) vendors and providers and has been successful in closing most of the “gaps”. The findings below show the Division’s efforts in closing the gaps in service capacity and program performance.

- The average time to determine eligibility for a Person with a Disability (PWD) has decreased from 59 calendar days in SFY2002 to 37.1 calendar days in SFY2007.
- The number of Individualized Plans for Employment (IPEs) written for PWDs has increased approximately 13 percent between SFY2002 and SFY2007.
- In the five years since SFY2002 the number of PWDs has increased by more than 20 percent, from 8,574 in SFY2002 to 11,089 in SFY2007 and the percentage is almost 8 percent higher.
- Since SFY2002 the number and percentage of severely and most severely disabled PWDs have also increased. The number is 1,511 higher than in SFY2002; the percentage is more than 6 percent higher.
- The number and percentage of other PWDs who get a job have also increased. In SFY2002, 1,986 were placed in employment; the percentage was 71.6 percent. In SFY2007 the number places was 2,985; the percentage was 82.5 percent.
- The number of PWDs aged 15-24 increased steadily from SFY2003 through SFY2006, then decreased in SFY2007 with the most pronounced decrease in the number placed in employment. The probable explanation is increased use of cooperative agreements with local school districts which has increased referrals and increased the number of community based work experiences for students. Employment, however, is not obtained until after graduation.

During SFY2006, Florida DVR had an average of 36,039 persons with a disability in active status in the rehabilitation program each month. Under both federal and state regulations, the vocational rehabilitation program must give priority to serving clients with significant and most significant disabilities. Of the 11,089 individuals placed into gainful employment 73.1 percent were significantly or most significantly disabled. The projected average annual earnings of VR customers at placement during this period was \$20,706, almost 20 percent above the legislative standard of \$17,500. The SFY2005-06 projected earnings increased approximately 7 percent from the previous fiscal year.

The results of the prior needs assessment study guided the development of a five-year strategic plan that has been used by the Division to improve service delivery and increase the employment outcomes of eligible individuals with disabilities. These goals and strategic objectives are aligned with the goals and priorities presented in the Division’s federal/state plan submitted to the United

States Department of Education, Rehabilitation Services Administration. DVR's priorities and activities align with Goal 3, Strategic Imperatives 3 of the State Board of Education's K-20 Education Strategic Plan as refined by the SBE in May 2006. Additionally, these priorities and activities align with the Governor's Priorities # 2 and # 3 in the Long Range Program Plan Instructions (July, 2007). Most of the strategic objectives and goals in the Five-year Strategic Plan have been met or are on-going activities.

The Florida Rehabilitation Council (FRC) continues to assess customer satisfaction to determine how well the vocational rehabilitation program is addressing the needs of its customers. Two separate client satisfaction surveys are conducted of DVR's customers. The first is of closed client cases and the second is of active clients who participate in the program. For state fiscal year 2005-06, customer satisfaction results show that overall, 84 percent of the customers whose cases were closed and 81 percent of those with active cases are very or mostly satisfied with the services received from the VR Program. Additionally, 84 percent of the customers whose cases were closed and 83 percent of those with active cases felt the services made their lives better. Eighty-seven (87 percent) of both groups surveyed felt that their vocational rehabilitation services were appropriate. Finally, ninety-three (93 percent) responding in both groups surveyed reported that VR staff were respectful and courteous.

The mission of the Bureau of Rehabilitation and Reemployment Services (BRRS) is to act as a safety net in assisting eligible individuals who are injured on the job return to suitable gainful employment when their work injury prevents them from returning to their pre-injury occupation. These services are in accordance with Section 440.491, Florida Statutes and Rule 6A-22, Florida Administrative Code. To achieve this mission, the bureau's services are designed to assist the injured worker return to suitable work through a variety of reemployment services to include employability skills training, job seeking skills training, selective job placement assistance, training and education, job analysis, on-the-job training, labor market information, vocational counseling, and transferable skills analysis. The BRRS has as strategic priorities, improvements in the number of injured workers served by the program and improvements in the number of injured workers returned to suitable gainful employment.

In order to accomplish these strategic initiatives, continuances in collaborations and partnerships with system partners are necessary in the overall workers' compensation system. First, workers' compensation insurance carriers must actively assist in returning injured workers to suitable employment through the provision of timely voluntary services as required by statute. In addition, the BRRS must continue to market the program to appropriate entities and focus on getting more injured workers in the door in order to increase the number of eligible persons provided reemployment services. This is because education and re-training for injuries with dates of accidents of October 1, 2003 and after is inclusive in the injured workers overall indemnity benefit period. Insurance carriers must do their part by referring injured workers to the BRRS when it is determined that their work injuries will not allow them to return to their pre-injury occupation, particularly when the injured worker has been unemployed over 180 days. In addition, the BRRS staff will work to increase its partnership initiatives with employers and other agencies in order to increase the number of eligible persons served by the program. This includes collaboration with municipal governments, state agencies such as Workforce and Unemployment Compensation and major employers in Florida. The BRRS will continue to work closely with health care providers, attorneys, and rehabilitation providers in an effort to encourage them to increase referrals to the program.

**Impact of Desired Strategy Changes and Obstacles to their Implementation:**

## Impact:

- Continue to ensure that all parties in the system understand and actively carryout their roles regarding returning injured workers to suitable gainful employment.
- Make gradual improvement in the overall return to work rate.
- Reduce overall system costs for employers.
- Increase the numbers of injured workers that are provided bureau sponsored reemployment services through education and other marketing initiatives.
- Work collaboratively with system partners to increase the number of injured worker referrals to the program.

DVR also administers the Department of Education's Adults with Disabilities Grant Program. The mission of the program is to support and enhance the educational and recreational opportunities for Floridians with disabilities who may not have employment as a goal and/or senior citizens by providing programs that enhance the individual's quality of life, health and well being, or lifelong learning. To achieve this mission, grants are awarded to school districts and community colleges.

These grants include reading components to help improve the individual's literacy. Benchmarks for each individual are established based on the individual's needs and goals. During the program year, each student is expected to enhance his or her quality of life, health, well being, and/or lifelong learning skills by achieving at least two identified benchmarks. During 2006-2007, 16,724 Floridians with disabilities were successfully served in these education-related activities.



## Division of Blind Services

The table below briefly describes the legal mandates for the Division of Blind Services (DBS) followed by the authority for these tasks.

Mandates	Authority
Ensure the greatest possible efficiency and effectiveness of services to individuals who are blind: <ol style="list-style-type: none"> <li>a. Aid individuals who are blind in gaining employment including the provision of job training s. 413.011(d), F.S.;</li> <li>b. Provide independent living training so individuals who are blind can benefit from their community in the same manner as their sighted peers s. 413.011(f), F.S.;</li> <li>c. Provide library service to the blind and other physically disabled persons as defined in federal law and regulations in carrying out any or all of the provisions of this law s. 413.011 (h), F.S.; and,</li> <li>d. Promote the employment of eligible blind persons, including the training and licensing of such persons as operators of vending facilities on public property s. 413.041, F.S.</li> </ol>	Chapter 413, Florida Statutes
Expand the specialized early intervention services for visually impaired children, birth through 5, and their families on a statewide basis, s. 413.092, F.S.	Chapter 413, Florida Statutes
Aid individuals who are blind toward gaining employment including the provision of job training.	Title I, Rehabilitation Act, as Amended (CFR 34 Part 361)
Serve children who are blind from 6 years through transition to the Vocational Rehabilitation Program s. 413.011(5), F.S.	Chapter 413, Florida Statutes
Provide independent living training so individuals who are blind can benefit from their community in the same manner as their sighted peers.	Title VII, Rehabilitation Act, as Amended (CFR 34 Part 361-367)
Promote the employment of eligible blind persons, including the training and licensing of such persons as operators of vending facilities on public property.	The Randolph-Sheppard Vending Stand Act (PL 74-732) and 34 CFR Part 395
Provide Braille and talking book reading materials in compliance with the standards set forth by the National Library Service for the Blind and Physically Handicapped.	Pratt-Smoot Act (PL 89-522)

The goals and objectives for this Division are logical outcomes of both state and federal mandates. The Division's program and functional objectives are to obtain employment outcomes and maximize independence and integration into the community for individuals of all ages who are blind or visually impaired. Therefore, the scope of the Division's program and its major activities must be to meet the needs of families with infants who are blind, students making the transition from school to work, working aged individuals who are blind, as well as older adults who face age related blindness. The four major program functions listed subsequently were developed for meeting the diverse needs of individuals who are blind or visually impaired.

- Determine eligibility for services, provide counseling; facilitate the provision of rehabilitative treatment, job training, and independent living services; and provide job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.
- Provide Food Service Vending training, work experience, and licensing.
- Facilitate the provision of developmental services to blind and visually impaired children.
- Provide Braille and recorded publications services.

The subsequent table indicates the estimated outputs for each Division function for a period of five years.

Function	Measure	06/07	07/08	08/09	09/10	10/11
Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, and independent living services, and provide job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers	Annual # of customers provided these services	11,700	11,700	11,700	11,700	11,700
Provide Food Service Vending training, work experience, and licensing	Annual # of vending facilities supported	153	153	153	153	153
Facilitate the provision of developmental services to blind and visually impaired children	Annual # of customers provided these services	890	890	890	890	890
Provide Braille and recorded publications services	Annual # of customers provided these services	38,290	38,673 (+1%)	39,060 (+1%)	39,451 (+1%)	39,846 (+1%)

The first function area, (Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, and independent living services, and provide job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.) ensures that individuals who are blind or severely visually impaired are served at any age. These services are provided through the following three program areas.

- Vocational Rehabilitation (VR) Program: Assists individuals who are blind or visually impaired to gain, maintain or retain employment.
- Independent Living Adult Program (ILAP): Enables individuals who are blind or visually impaired to live independently in their homes and communities with the maximum degree of self-direction.
- Children's Program (CP): Facilitates children who are blind or visually impaired in participating fully within family, community and educational settings and ensuring development to the child's full potential.

- Blind Babies (BB) Program: Provides community-based early-intervention education to children from birth to 5 years of age who are blind or visually impaired, and to their parents, families, and through community-based provider organizations.

The Orientation and Adjustment Center, a residential facility in Daytona Beach, offers a variety of services to clients on a statewide basis including: assessment and counseling, training in independent living skills, vocational training. Services are also provided to clients at the local level through contracts with community Rehabilitation Program and Centers for Independent Living.

The Division examined key outcomes for each of these programs as well as for the Braille and Talking Book Library. A recap of customers and key partners, and an examination of strengths and weakness and critical issues were used to develop an action plan and projects for the upcoming year.

While these plans were detailed by programmatic areas a few general trends crossed all areas. First there is a need for more awareness, be it public awareness, employer awareness, or potential customers. There is a limited number of partnerships to assist in the delivery of services (e.g. community rehabilitation programs to provide services to children from birth to five, reduction of subregional library network). There is also a need, specifically in the three rehabilitation programs, to recruit, maintain, and train qualified staff.

The Division is not revising or proposing any new programs and/or services within its plan. No potential policy changes affecting the agency budget request or Governor's Recommended Budget are needed. There are no requested changes which would require legislative action, including the elimination of programs, services and/or activities. There currently are no task forces or studies in progress. Internally, the Division periodically contracts for studies required under its federal funding source.

## Private Colleges and Universities

The independent colleges and universities that have academic contracts and student grant programs funded in the General Appropriations Act are under the purview of the Office of Articulation within the Department of Education pursuant to s. 1005.06(1)(c), F.S. The 28 colleges and universities that are included in the Department of Education’s Long Range Program Plan are identified by having their students eligible for the William L. Boyd, IV, Florida Resident Access Grant (FRAG), a tuition equalization program available to eligible Florida residents who attend a college that meets the following criteria (s.1009.89(3), F.S.):

- Private;
- Not-for-profit;
- Accredited by the Southern Association of Colleges & Schools (SACS) to award baccalaureate degrees;
- Located and chartered in Florida;
- Has a secular purpose, so long as the receipt of state aid by students at the institution would not have the primary effect of advancing or impeding religion or result in an excessive entanglement between the state and any religious sect.

Until the School Code Revision of 2002, these colleges and universities were exempt from licensure but under the purview of the State Board of Independent Colleges and Universities for certain purposes related to fair consumer practices and reporting requirements. In 2002, the Legislature created the Commission for Independent Education to license private postsecondary educational institutions; the colleges and universities included in the Long Range Program Plan were removed from the jurisdiction or purview of the board (s. 1005.06, F.S.). Governmental liaison was provided first by the Division of Colleges and Universities and, in 2006, transferred to the Office of Articulation.

These colleges and universities are members of the Independent Colleges and Universities of Florida (ICUF). The colleges and universities serve more than 120,000 students at over 180 sites around Florida. They offer programs at the main campuses, at satellite sites in communities, on-line and at community colleges. In addition to FRAG, some of these institutions also receive state funds for various academic contracts that include, but are not limited to, tuition assistance for students enrolled in specified programs and research in specified areas. Specific appropriations are also made to three Historically Black Colleges and Universities to boost their access, retention and graduation efforts, and for library resources. Most of these grants are for program improvement and do not have outcomes that can be measured per student.

<p><sup>1</sup> Academic contracts include the following:</p> <ul style="list-style-type: none"> <li>• University of Miami-Medical Training and Simulation Laboratory</li> <li>• University of Miami-First Accredited Medical School – Cancer Research, PhD Program in Biomedical Science, and College of Medicine</li> <li>• University of Miami-Rosenstiel Marine Science and Bachelor of Science, and Master of Fine Arts/Motion Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Florida Institute of Technology– Bachelor of Science-Engineering and Bachelor of Science-Science Education</li> <li>• Barry University-Bachelor of Science– Nursing and Master of Social Work</li> <li>• Nova Southeastern University- Master of Science - Speech Pathology</li> <li>• University of Miami-Regional Diabetes Center</li> <li>• Nova Southeastern University- Osteopathic Medicine</li> <li>• Nova Southeastern University- Pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>• Nova Southeastern University- Optometry</li> <li>• Nova Southeastern University- Nursing</li> <li>• Nova Southeastern University- Rural and Unmet Needs</li> <li>• LECOM (Lake Erie College of Osteopathic Medicine-Health Programs</li> <li>• Historically Black Colleges and Universities include the following:                         <ul style="list-style-type: none"> <li>• Bethune-Cookman University</li> <li>• Edward Waters College</li> <li>• Florida Memorial University</li> <li>• Library Resources</li> </ul> </li> </ul>
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## Community Colleges

The Division of Community Colleges (DCC) is committed to increasing access and student success. DCC has eight priority goals in its strategic plan that align with DOE's Strategic Imperatives. The goals are:

- 1 - Ensure Open-Door Access and Student Success
- 2 - Vitalize Communities Through Workforce Development
- 3 - Align Baccalaureate Growth with Unmet Needs
- 4 - Advocate for Funding Which Meets Growth/Capacity Needs
- 5 - Maintain Affordability
- 6 - Strengthen Facilities Planning and Capital Improvement
- 7 - Expand Learning Via Emerging Technologies
- 8 - Enhance Learning Through Leadership Development

Several projects have been undertaken to further DCC in its commitment and to promote these priority goals.

One such project is Achieving the Dream, a multi-year initiative funded by the Lumina Foundation and partnered with the American Association of Community Colleges. Achieving the Dream is designed to enhance the academic success of low-income and minority students. Four of Florida's community colleges (Broward Community College, Hillsborough Community College, Tallahassee Community College, and Valencia Community College) are among the eighty-two institutions in fifteen states that were selected to participate. According to the reviewers, those colleges selected most effectively demonstrated their commitment to increasing student success and best communicated their vision for accomplishing this at their institutions. Each of Florida's colleges receives \$100,000 annually to implement their plans for addressing the academic success of low-income and minority students.

College Goal Sunday (CGS) is a grant program, funded through the Lumina Foundation, that provides traditionally underrepresented students and their families with information about the availability of financial aid and assistance in completing the paperwork required to qualify for that aid. It is generally held on a Sunday closely preceding or following Super Bowl Sunday, typically in February. According to survey data released by the National Association of Student Financial Aid Administrators and the Institute for Higher Education Policy, 89 percent of our 2007 participants were in the target audience (e.g., low income, first generation in college, or minority). In fact, Florida ranked first among participating states for percentage of target audience members attending the event. At the 2007 event, the Division served approximately 4,600 students who were encouraged and supported with one-on-one advice to seek postsecondary education and financial aid opportunities.

Additionally, all 28 of Florida's community colleges participated in the 2007 statewide Community College Survey of Student Engagement (CCSSE). CCSSE's survey instrument, [The Community College Student Report](#), provides information on [student engagement](#), a key indicator of learning. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The Division of Community Colleges will host a workshop conducted by CCSSE to assist institutions in interpreting and using the results of the survey.

Florida has multiple pathways to teacher certification. Serving as one of these pathways, Educator Preparation Institutes (EPIs) meet the need for increased access for baccalaureate degree holders to become certified teachers. Community colleges play a larger role in preparing teachers, as well as paraprofessionals and in-service training for educators as a result of significant legislative changes. As a result of 2004 legislative action (Section 1004.85, F.S.), community colleges are authorized to create Educator Preparation Institutes with Department of Education approval. These institutes address Florida's pressing needs in professional development for teachers, substitute teacher preparation, paraprofessional training, and alternative teacher certification. They also enhance the ability of community colleges to assist the state in meeting federal No Child Left Behind requirements. During 2005-06, all 28 of Florida's community colleges received approval to begin EPI operations. That year approximately 1,200 students were enrolled in alternative teacher certification programs within the EPIs. By 2006-07 enrollment in alternative teacher certification programs at Florida's community colleges increased to almost 4,000 students.

The Florida Distance Learning Consortium (FDLC) provides valuable services and information to institutions, students, and faculty members. The FDLC hosts multiple web-based tools in use by the faculty, students, members, and the Florida Department of Education that include online delivery of courses and programs, webconferencing software, and a digital repository for a single point of access to content owned by the state of Florida. FDLC hosts an online electronic catalog of courses and programs at [www.distancelearn.org](http://www.distancelearn.org) which lists over 10,000 unique courses. Moreover, the FDLC hosts quarterly meetings which offer access to state, regional, national and international leaders in e-learning. A bi-weekly newsletter, keeps the state informed regarding the latest information in technology delivered learning. State level agreements for software products offer significant cost savings to the institutions based on the aggregated buying power of the educational community. All contracts reflect an identified need of the FDLC membership.

The College Center for Library Automation is a national leader in library and information services for both community college students and institutions. It provides a statewide electronic library management system that supports library operational functions and a content-rich eResources collection that is available to all community college students in Florida regardless of time of day or their location. By acquiring core resources for statewide access, significant cost savings are achieved through major discounts due to the economies of scale involved.

Finally, to continually monitor student access and student success, DCC conducts its own research projects including: program reviews (as required by Sections 1001.02 (6) and 1001.03 (13), F.S.), accountability procedures (as required by Sections 1008.41-45, Florida Statutes), and shorter studies known as Data Trends and Fast Facts.

Florida's community colleges have long provided the main entry point for postsecondary education to all the citizens of Florida. In Fall 2006, the Florida Community College System (FCCS) served 80 percent of all minority students enrolled in public lower division classes and served 79 percent of all Pell Grant recipients in 2005-06. FCCS enrolled one-fourth as many Bright Futures recipients as SUS during 2005-06. In 2005-06, FCCS tuition and fee charges as a percentage of median household income was 4 percent, the lowest of all institution types.

DCC also found that high school students who enroll in community college Dual Enrollment programs are enrolling in colleges and universities at rates significantly higher than students who do not enroll in these accelerated articulation programs. Moreover, Hispanic and African American students who took Dual Enrollment courses are enrolling in higher education at higher rates than whites or any other ethnic group.

Through internal research, student engagement surveys, and external grants, DCC is able to continue its commitment to increase student access to postsecondary education and to strive toward student success.

## Workforce Education

Florida's Workforce Education programs have received additional focus due to the Career Education Task Force chaired by Lt. Governor Toni Jennings and the resulting recommendations. The recommendations centered on six topics: Increasing rigor and relevance in career education; improving career guidance and counseling; maximizing the use of existing resources to support career education using funding to improve capacity; increasing marketing and public awareness of career education and its positive impact on Florida's economy; and increasing accountability in career education.

In response to these recommendations, the Commissioner of Education has announced a four point plan to step up efforts to better prepare students for success. The four point plan includes:

- Better prepare high school students by integrating academic rigor with real world career relevance by increasing the number of quality career education options through a blending of high school and college coursework.
- Better prepare students by ensuring that career education programs meet industry standards and workforce demands by increasing program offerings in high demand, high wage, and high skill careers.
- Better prepare students by enhancing CHOICES and FACTS.org, the statewide advising and planning tools that help them continue their education and climb a progressive career ladder and by supporting students' attainment of the highest level of workforce skills.
- Better prepare students by strengthening Florida's public and private investments that build capacity and modernize the image of career education by redirecting Department of Education resources to the Office of Workforce Education with responsibility to develop private sector partnerships and increase marketing and public awareness campaigns related to all the strategies in the four point plan.

Workforce Education staff members are focusing on improved access to career education programs, improvements to curriculum, and new program development. The following are specific initiatives both in progress and in the planning stages.

**Expansion of Career Cluster concept:** Career Clusters refer to grouping related occupations with similar training and experience requirements to maximize educational efficiency. Aligning career education programs within a designated cluster provides a way for schools to organize instruction and student experience around 14 broad categories that encompass virtually all occupations from entry through professional levels. Moreover, this approach encourages articulation between secondary and postsecondary educational agencies.

**Educational Transition:** Too often, adults who acquire literacy skills do not pursue workforce education options and therefore limit their earning potential. The Adult Education Office is developing programs and advisement strategies to facilitate the ability of ESOL and GED students to enroll in and successfully complete career education programs. One of the expected outcomes of this initiative is to increase the number of students who obtain access High Skill/High Wage training and employment.

**E-Learning:** Over the next year, Workforce Education will continue to expand existing e-learning and other distance educational programs for student education and professional development. By strengthening the collaboration of existing e-learning consortia and



supporting the development of the Orange Grove learning repository project, it is projected that e-learning will become an increasingly viable avenue for secondary and adult students to obtain academic and workforce skills.

**Emerging Occupations:** Through partnerships with business and industry, staff will continue to identify, expand, enhance, and develop opportunities for new emerging occupations in Florida.

**Improvements to Articulation:** Workforce Education staff have placed a major focus on articulation and the development of statewide articulation agreements and models of local agreements that will facilitate the ease of transfer among and between secondary and postsecondary institutions.

**Career Academies:** A focus will be on establishing, maintaining and assessing effectiveness of secondary career academy programs that offer student training for high demand occupations throughout Florida.

### Performance Measures and Standards

<b>Department: Education</b>		<b>Department No.: 48</b>	
Program: Vocational Rehabilitation		Code: 48160000	
Service/Budget Entity:		Code:	
NOTE: Approved primary service outcomes must be listed first.			

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard FY 2006-07 (Numbers)	Prior Year Actual FY 2006-07 (Numbers)	Approved Standards for FY 2007-08 (Numbers)	Requested FY 2008-09 Standard (Numbers)
Number/percent of customers gainfully employed (rehabilitated) at least 90 days	11,500 / 65%	11,089 / 61.1%	10,000 / 59.5%	10,000 / 59.5%
Number/percent of VR significantly disabled gainfully employed (rehabilitated) at least 90 days	9,775 / 58.5%	8,104 / 55.8%	8,000 / 56.0%	8,000 / 56.0%
Number/percent of all other VR disabled gainfully employed (rehabilitated) at least 90 days	2,000 / 77%%	2,985 / 82.7%	2,000 / 77%	2,000 / 77%
Number/percent of VR customers placed in competitive employment	11,213 / 97.5%	11,072 / 99.8%	9,750 / 97.5%	9,750 / 97.5%
Number/percent of VR customers retained in employment after 1 year	6,300 / 67.5%	6,708 / 66.3%	6,300 / 67.5%	6,300 / 67.5%
Average annual earning of VR customers at placement	\$17,500	\$20,706	\$17,500	\$17,500
Average annual earning of VR customers after 1 year	\$18,500	\$20,924	\$18,500	\$18,500
Percent of case costs covered by third-party payers	23%	5.3%	7.00%	Recommend deletion of measure
Average cost of case life (to division) for significantly disabled VR customers	\$3,350	\$3,467	\$4,250	\$4,250
Average cost of case life (to division) for all other disabled VR customers	\$400	\$463	\$475	\$475
Number of customers reviewed for eligibility	29,000	31,031	25,000	25,000
Number of individualized written plans for services	24,500	22,652	19,000	19,000
Number of active cases	37,500	36,039	31,500	31,500
Customer caseload per counselor	125	98	100	100

Approved Performance Measures for FY 2007-08 (Words)	Approved <b>Prior</b> Year Standard <b>FY 2006-07</b> (Numbers)	<b>Prior</b> Year Actual <b>FY 2006-07</b> (Numbers)	<b>Approved</b> Standards for <b>FY 2007-08</b> (Numbers)	<b>Requested</b> <b>FY 2008-09</b> Standard (Numbers)
Percent of eligibility determinations completed in compliance with federal law	95%	96.9%	95%	95%
Number of program applicants provided Reemployment Services	2,525	2,817	2,525	2,525
Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returned to suitable gainful employment projected from two quarters of data.	76%	95%	76%	76%

**Exhibit II: Performance Measures and Standards**

<b>Department: Education</b>		<b>Department No.: 48</b>	
Program: Division of Blind Services		Code: 48180000	
Service/Budget Entity:		Code:	
NOTE: Approved primary service outcomes must be listed first.			

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard FY 2006-07 (Numbers)	Prior Year Actual FY 2006-07 (Numbers)	Approved Standards for FY 2007-08 (Numbers)	Requested FY 2008-09 Standard (Numbers)
Number/percent of rehabilitation customers gainfully employed at least 90 days.	747 / 68.3%	753 / 59.95%	747 / 68.3%	747 / 68.3%
Number/percent rehabilitation customers placed in competitive employment.	654 / 64.3%	728 / 96.68%	654 / 64.3%	654 / 64.3%
Projected average annual earnings of rehabilitation customers at placement.	\$16,500	\$18,610	\$16,500	\$16,500
Number/percent successfully rehabilitated older persons, non-vocational rehabilitation.	1,700 / 55.2%	2,038 / 76.47%	1,700 / 55.2%	1,700 / 55.2%
Number/percent of customers (children) successfully rehabilitated/transitioned from pre-school to school.	100 / 67.3%	117 / 62.23%	100 / 67.3%	100 / 67.3%
Number/percent of customers (children) successfully rehabilitated/transitioned from school to work.	70 / 26.5%	169 / 68.70%	70 / 26.5%	70 / 26.5%
Number of customers reviewed for eligibility	4,000	5,334	4,000	4,000
Number of written plans for services	1,425	4,510	1,425	1,425
Number of customers served	13,100	12,445	13,100	13,100
Average time lapse (days) between application and eligibility determination for rehabilitation customers	60	57	60	60
Customer caseload per counseling/case management team member	114	77	114	114
Cost per library customer served	\$19.65	\$39.37	\$19.65	\$19.65
Number of blind vending food service facilities supported	153	144	153	153
Number of existing food service facilities renovated	5	11	5	5

Approved Performance Measures for FY 2007-08 (Words)	Approved <b>Prior</b> Year Standard <b>FY 2006-07</b> (Numbers)	<b>Prior</b> Year Actual <b>FY 2006-07</b> (Numbers)	<b>Approved</b> Standards for <b>FY 2007-08</b> (Numbers)	<b>Requested</b> <b>FY 2008-09</b> Standard (Numbers)
Number of new food service facilities constructed	5	2	5	5
Number of library customers served	44,290	39,239	44,290	44,290
Number of library items (Braille and recorded) loaned	1.35 m.	1,631,536	1.35 m.	1.35 m.

**Exhibit II: Performance Measures and Standards**

**Department: Education**

**Department No.: 48**

Program: Private Colleges and Universities	Code: 48190000
Service/Budget Entity:	Code:
NOTE: Approved primary service outcomes must be listed first.	

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard FY 2006-07 (Numbers)	Prior Year Actual FY 2006-07 (Numbers)	Approved Standards for FY 2007-08 (Numbers)	Requested FY 2008-09 Standard (Numbers)
<i>Recommend Deletion:</i> Graduation rate of FTIC award recipients, using a 6-year rate (Florida Resident Access Grant - FRAG)	50%	Data not available	50%	
<i>Recommend Addition:</i> Graduation rate of first-time award recipients, reported by sector, using a 6-year rate (Florida Resident Access Grant - FRAG)		61% Overall 57% ICUF 4% SUS		
Number of degrees granted for FRAG recipients and contract program recipients (Florida Resident Access Grant - FRAG)	9,987	8,661	9,987	
Retention rate of award recipients (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)	53.0%	63% FRAG 2-year retention	53.0%	
Graduation rate of award recipients (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)	50.0%	61% Overall 57% ICUF 4% SUS (First-time FRAG recipients)	50.0%	
<i>Recommend Deletion:</i> Of those graduates remaining in Florida, the percent employed at \$22,000 or more 1 year following graduation (Delineate by: Academic Contract; Florida Resident Access Grant; and Historically Black Colleges and Universities)	TBD	N/A	TBD	
<i>Recommend Addition:</i> Percent of FRAG recipients found employed in Florida 1 year following graduation		6,180 / 70%		

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard FY 2006-07 (Numbers)	Prior Year Actual FY 2006-07 (Numbers)	Approved Standards for FY 2007-08 (Numbers)	Requested FY 2008-09 Standard (Numbers)
<i>(Recommended deletion)</i> : Of those graduates remaining in Florida, the percent employed at \$22,000 or more 5 years following graduation (Delineate by: Academic Contract; Florida Resident Access Grant; and Historically Black Colleges and Universities)	TBD	N/A	TBD	
<i>Recommend Addition</i> : Percent of FRAG recipients found employed in Florida 5 years following graduation		<b>FRAG</b> 3,281 or 66.77% Found employed 5+ years after graduation		
<i>(Recommend continue efforts to obtain data)</i> Licensure/certification rates of award recipients, (where applicable), (Delineate by: Academic Contract; Florida Resident Access Grant; and Historically Black Colleges and Universities)	TBD	N/A	TBD	
<i>(Recommended deletion)</i> Number/percent of baccalaureate degree recipients who are found placed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list (This measure would be for each Academic Contract and for the Florida Resident Access Grant)	TBD	N/A	TBD	
<i>(Recommended deletion)</i> Number of prior year's graduates (Delineate by: Academic Contract; Florida Resident Access Grant; and Historically Black Colleges and Universities)	TBD	<b>FRAG</b> 8,661	TBD	
<i>(Recommend addition)</i> Number of prior year's graduates (Florida Resident Access Grant)		<b>FRAG</b> 8,661		
<i>(Recommended deletion)</i> Number of prior year's graduates remaining in Florida (Academic Contracts)	TBD	N/A	TBD	
<i>(Recommended deletion)</i> Number of FTIC students, disaggregated by in-state and out-of-state (Historically Black Colleges and Universities)	TBD	N/A	TBD	

**Exhibit II: Performance Measures and Standards**

**Department: Education**

**Department No.: 48**

Program: <b>Student Financial Aid Program—State</b>	Code: 48200200
Service/Budget Entity:	Code:
NOTE: Approved primary service outcomes must be listed first.	

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard FY 2006-07 (Numbers)	Prior Year Actual FY 2006-07 (Numbers)	Approved Standards for FY 2007-08 (Numbers)	Requested FY 2008-09 Standard (Numbers)
<i>(Recommended deletion)</i> Percent of high school graduates who successfully completed the 19 core credits (Bright Futures)	63%	N/A	63%	
<i>(Recommended addition)</i> Percent of standard diploma recipients eligible for Bright Futures		29.9%	TBD	
<i>(Recommended deletion)</i> Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for community colleges and a 6-year rate for universities (Bright Futures)	TBD	N/A	4.0% CC 3.2% SUS	
<i>(Recommended addition)</i> Retention rate of initial recipients of Bright Futures award, by delivery system, using a 2-year rate		82% CC 90% SUS	TBD	
Graduation rate of FTIC award recipients, by delivery system (Bright Futures)	TBD	48% CC 67% SUS	19.9% CC 48.1% SUS	
<i>(Recommended deletion)</i> Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)	52%	84% (Eligibles disbursed)	52%	
<i>(Recommended Substitute)</i> Percent of students eligible for initial Bright Futures Scholarship who enroll in a Florida postsecondary education institution, reported by award type (Academic Scholarship, Medallion Scholarship, Gold Seal Vocational Scholarship)		47,216 / 55,993 = 84% (All programs) 77% of FAS 86% of FMS 84% of GSV		



Approved Performance Measures for FY 2007-08 (Words)	Approved <b>Prior</b> Year Standard <b>FY 2006-07</b> (Numbers)	<b>Prior</b> Year Actual <b>FY 2006-07</b> (Numbers)	<b>Approved</b> Standards for <b>FY 2007-08</b> (Numbers)	<b>Requested</b> <b>FY 2008-09</b> Standard (Numbers)
Number of Bright Futures recipients	114,315	148,631	149,384	
<i>(Recommended deletion)</i> Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for community colleges and a 6-year rate for universities (Florida Student Assistance Grant)	TBD	N/A	2.4% CC 2.4% SUS	
<i>(Recommended Substitute)</i> Retention rate of initial recipients of Florida Student Assistance Grant, using a 2-year rate		32% CC 58% SUS (Still enrolled after 2 years)		
Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant) -- (Of all disbursements in 2001-02, percent receiving award in 2006-07 or earlier)	TBD	32% CC 59.8% SUS	27.4% CC 31.6% SUS	
<i>(Recommended deletion)</i> Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program)	TBD	100%	100%	
<i>Recommended Addition:</i> Number and percent of Florida Resident Access Grant recipients who also receive Florida Student Assistance Grant (Non-need-based grant recipients who also have need-based grants)		13.8%		
<i>Recommended Addition:</i> Number and percent of Bright Futures recipients who also receive Florida Student Assistance Grant (Merit-based grant recipients who also have need-based grants)		31.4%		

<b>Exhibit II: Performance Measures and Standards</b>				
<b>Department: Education</b>			<b>Department No.: 48</b>	
Program: <b>State Grants/Pre-K-12 Program—FEFP</b>		Code: 48250300		
Service/Budget Entity:		Code:		
NOTE: Approved primary service outcomes must be listed first.				
Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard <b>FY 2006-07</b> (Numbers)	Prior Year Actual <b>FY 2006-07</b> (Numbers)	Approved Standards for <b>FY 2007-08</b> (Numbers)	Requested FY 2008-09 Standard (Numbers)
<i>(Recommended Deletion)</i> Number/percent of teachers with National Teacher's Certification, reported by district	4,853 / 3%	9,234 / 5%	4,853 / 3%	
Number/percent of "A" schools, reported by district	600 / 25%	1,477 / 52.1%	600 / 25%	
Number/percent of "D" or "F" schools, reported by district	300 / 12%	302 / 10.6%	300 / 12%	
Number/percent of schools declining one or more letter grades, reported by district	193 / 8%	757 / 27.6%	193 / 8%	
Number/percent of schools improving one or more letter grades, reported by district	966 / 40%	421 / 32.5%	966 / 40%	
<i>Recommended Addition:</i> Florida's High School Graduation Rate		70.1%		
<i>Recommended Addition :</i> Number of students taking college credit courses in high school (AP, IB, AICE, and Dual Enrollment)		40,436 (05-06) 129,572 (04-05)		
<i>Recommended Addition:</i> Percent of standard high school diploma recipients who enroll in postsecondary education one year after high school graduation, reported by sector (Strategic Initiative 8.1.a, postsecondary continuation rate)		80,894 / 63%		
<i>Recommended Addition:</i> Percent of children served in VPK who were determined "ready" for kindergarten as measured by the ECHOS		92%		
<i>Recommended Addition:</i> Percent of children served in VPK who were determined "ready" for kindergarten as measured by the Letter Naming Fluency		82%		
<i>Recommended Addition:</i> Percent of children served in VPK who were determined "ready" for kindergarten as measured by the Initial Sound Fluency		70%		

### Exhibit II: Performance Measures and Standards

**Department: Education**

**Department No.: 48**

**Program: Workforce Development**

Code: 48250800

Service/Budget Entity:

Code:

**NOTE: Approved primary service outcomes must be listed first.**

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard FY 2006-07 (Numbers)	Prior Year Actual FY 2006-07 (Numbers)	Approved Standards for FY 2007-08 (Numbers)	Requested FY 2008-09 Standard (Numbers)
<i>(Recommend deletion)</i> Number/percent persons earning vocational certificate occupational completion points, at least one of which is within a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at \$4,680 or more per quarter. (Level III)	2,055 / 53%	4,846 / 43.84%	2,055 / 53%	
<i>(Recommended addition)</i> Credential attainment - career education certificate completers, placed in full-time employment, military enlistment, or continuing education at t higher level (Strategic Initiative 3.2.d.1 - data include students completing programs at community colleges and technical centers )		13,603 completers 68% placed		
<i>(Recommended addition)</i> Number and percent of college credit career certificate completers who are placed in full-time employment, military enlistment, or continuing education at t higher level		52,301 completers 75.9% placed		
<i>(Recommend deletion)</i> Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified for new entrants on the Workforce Estimating Conference list and are found employed at \$3,900 or more per quarter, or are found continuing education in a college credit program. (Level II)	4,700 / 60%	25,220 / 61.88%	4,700 / 60%	
<i>(Recommend deletion)</i> Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program not included in Levels II or III and are found employed, enlisted in the military, or continuing their education at the vocational certificate level.	21,115 / 70%	18,284 / 68.4%	21,115 / 70%	

Approved Performance Measures for FY 2007-08 (Words)	Approved <b>Prior</b> Year Standard <b>FY 2006-07</b> (Numbers)	<b>Prior</b> Year Actual <b>FY 2006-07</b> (Numbers)	<b>Approved</b> Standards for <b>FY 2007-08</b> (Numbers)	<b>Requested</b> <b>FY 2008-09</b> Standard (Numbers)
<i>(Recommend continue efforts to obtain data)</i> Number/percent of workforce development programs which meet or exceed nationally recognized accrediting or certification standards for those programs which teach a subject matter for which there is a nationally recognized accrediting body.	TBD	N/A	TBD	
<i>(Recommend continue efforts to obtain data)</i> Number/percent of students attending workforce development programs which meet or exceed nationally recognized accrediting or certification standards.	TBD	N/A	TBD	
<i>(Recommend continue efforts to obtain data)</i> Number/percent of students completing workforce development programs which meet or exceed nationally recognized accrediting or certification standards.	TBD	N/A	TBD	
<i>(Recommend deletion)</i> Number of adult basic education, including English as a Second Language, and adult secondary education completion point completers who are found employed or continuing their education	73,346 / TBD	78,049 / 62.99%	73,346 / TBD	
<i>(Recommend addition)</i> Number and percent of adult basic education completers who are found employed full-time, in the U.S. Armed Forces, or continuing their education		123,925 completers 58.87% placed		

### Exhibit II: Performance Measures and Standards

**Department: Education**

**Department No.: 48**

<b>Program: Community College Programs</b>	Code: 48400600
<b>Service/Budget Entity:</b>	Code:

**NOTE: Approved primary service outcomes must be listed first.**

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard FY 2006-07 (Numbers)	Prior Year Actual FY 2006-07 (Numbers)	Approved Standards for FY 2007-08 (Numbers)	Requested FY 2008-09 Standard (Numbers)
<i>(Recommend deletion)</i> Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at \$4,680 or more per quarter. (Level III)	5,516 / 35%	7,553 / 66.8%	5,516 / 35%	
<i>(Recommend deletion)</i> Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified for new entrants on the Workforce Estimating Conference list and are found employed at \$3,900 or more per quarter, or are found continuing education in a college-credit program. (Level II)	4,721 / 30%	11,468 / 74.27%	4,721 / 30%	
<i>(Recommend deletion)</i> Number/percent of associate in science degree and college-credit certificate program completers who finished any program not included in Levels II or III and are found employed, enlisted in the military, or continuing their education at the vocational certificate level. (Level I)	3,024 / 19%	2,115 / 82.07%	3,024 / 19%	
Percent of Associate in Arts (AA) degree graduates who transfer to a state university within 2 years	62%	59%	62%	
Percent of AA degree transfers to the State University System who earn a 2.5 or above in the SUS after 1 year	75%	76%	75%	

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard FY 2006-07 (Numbers)	Prior Year Actual FY 2006-07 (Numbers)	Approved Standards for FY 2007-08 (Numbers)	Requested FY 2008-09 Standard (Numbers)
<i>(Recommend deletion)</i> Of the AA graduates who are employed full time rather than continuing their education, the percent which are in jobs earning at least \$9 an hour.	59%	3,387 / 84.53%	59%	
Of the AA students who complete 18 credit hours, the percent of whom graduate in 4 years.	33%	34%	33%	35%
Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement	38%	44%	38%	47%
Percent of students exiting the college-preparatory program who enter college-level course work associated with the AA, Associate in Science (AS), Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs	74%	77.6%	74%	75%
Percent of AA degree transfers to the State University System who started in College Prep and who earn a 2.5 in the SUS after 1 year	75%	73%	75%	75%
<i>(Recommend delete and modify)</i> Number/Percent of AA partial completers transferring to the State University System with at least 40 credit hours	17,796 / 61.5%	16,589 / 59%	17,796 / 61.5%	17,800 / 61%
<i>(Recommend modification)</i> Use measure reported for Performance Based Program Budgeting -- for consistency, change threshold to 45 credit hours				
<i>(Recommend deletion)</i> Number/Percent/FTEs of AA students who do not complete 18 credit hours within 4 years	5,346 / 23.3% 2,275 FTE	1,3837 / 35.7% 3016 FTE	5,346 / 23.3% 2,275 FTE	12,234 / 37% / 2,020 FTE
<i>(Recommend deletion)</i> Of the economically disadvantaged AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within 4 years	2,138 / 34%	3,946 / 32%	2,138 / 34%	3,000 / 32%
<i>(Recommend deletion)</i> Of the disabled AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within 4 years	153 / 31%	222 / 30.0%	153 / 31%	180 / 29%
<i>(Recommend deletion)</i> Of the black male AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within 4 years	126 / 18%	267 / 20.9%	126 / 18%	220 / 20%

Approved Performance Measures for FY 2007-08 (Words)	Approved <b>Prior</b> Year Standard <b>FY 2006-07</b> (Numbers)	<b>Prior</b> Year Actual <b>FY 2006-07</b> (Numbers)	<b>Approved</b> Standards for <b>FY 2007-08</b> (Numbers)	<b>Requested</b> <b>FY 2008-09</b> Standard <b>(Numbers)</b>
<i>(Recommend deletion)</i> Of the English as Second Language (college prep) or English for Non-Speaker (college credit) students who complete 18 credit hours, the number and percent who graduate with an AA degree within 4 years	105 / 31%	145 / 28.2%	105 / 31%	187 / 16%
<i>(Recommend deletion)</i> Of the AA graduates who have not transferred to the State University System or an independent college or university, the number/percent who are found placed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list	2,900	2,937 / 73.3 %	2,900	
Percent of prior year Florida high school graduates enrolled in community colleges	31%	56%	31%	34%
Number of AA degrees granted	29,880	33,836	29,880	32,500
Number of students receiving college preparatory instruction	118,471	122,205	118,471	120,000
Number of students enrolled in baccalaureate programs offered on community college campuses <i>(Recommend addition)</i> Number of BA/BS graduates of Community College baccalaureate degree programs	22,000	23,141  398	22,000	20,500

### Exhibit II: Performance Measures and Standards

**Department: Education**

**Department No.: 48**

Program: <b>State Board of Education</b>	Code: 48800000
Service/Budget Entity:	Code:

**NOTE: Approved primary service outcomes must be listed first.**

Approved Performance Measures for FY 2007-08 (Words)	Approved Prior Year Standard <b>FY 2006-07</b> (Numbers)	Prior Year Actual <b>FY 2006-07</b> (Numbers)	Approved Standards for <b>FY 2007-08</b> (Numbers)	Requested <b>FY 2008-09</b> Standard (Numbers)
<i>(Recommend deletion)</i> Percent of program administration and support costs and positions compared to total agency costs and positions - Division of Public Schools	0.09% / 7.89%	12.60%	0.09% / 7.89%	
Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification	90%	99.04%	90%	95%
<i>(Recommend deletion)</i> Number of districts that have implemented a high-quality professional development system, as determined by the Department of Education, based on its review of student performance data and the success of districts in defining and meeting the training needs of teachers.	67	67	67	
<i>(Recommend deletion)</i> Percent of current fiscal year competitive grants initial disbursement made by August 15 of current fiscal year, or as provided in the General Appropriations Act	100%	10.12%	100%	
<i>(Recommend addition)</i> Participant feedback will rate training provided by the Grants Training and Development Office as excellent or very good a minimum of 97% of the time		197 of 201 98%		
<i>(Recommend addition)</i> Issue all audit resolution and management decision letters within six month of receipt of audit findings with 100% accuracy		100% 28 resolution and management decision letters		



<i>(Recommend addition)</i> Issue all non-competitive project applications for state or federal funds without error within an average of 35 calendar days from the date of receipt by the Department of Education		3,464 applications, 114,515 total days to process awards = 33.05 days		
<i>(Recommend addition)</i> Post all formal procurements with 100% accuracy within 3 days of receipt of the final draft from the designated program office		24 formal procurements 100%		
<i>(Recommend addition)</i> Process, with 100% accuracy all contract documents received by Contract Administration within an average of 2 calendar days from the date of receipt from the designated program office		677 contract documents 100%		
Number of certification applications processed	109,275	142,878	109,275	120,000
<i>(Recommend deletion)</i> Percent of program administration and support costs and positions compared to total agency costs and positions	0.10% / 4.15%	0.10%	0.10% / 4.15%	

Exhibit III: Performance Measure Assessment

**Department:** Education  
**Program:** State Grants/Pre-K-12 FEFP  
**Service:** \_\_\_\_\_  
**Measure:** Number/percent of schools declining one or more letter grades, reported by district.

**Action:**  
 Performance Assessment of Outcome Measure  Revision of Measure  
 Performance Assessment of Output Measure  Deletion of Measure  
 Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference

**Factors Accounting for the Difference:**  
**Internal Factors** (check all that apply):  
 Personnel Factors  Staff Capacity  
 Competing Priorities  Level of Training  
 Previous Estimate Incorrect  
 Other (Identify)

**Explanation:**  
 Previous estimate included all schools in the denominator, not just all graded schools. Previous estimate did not control for schools that were graded F in the prior year, which cannot decline and so should be deleted from the numerator and the denominator.

**External Factors** (check all that apply):  
 Resources Unavailable  Technological Problems  
 Legal/Legislative Change  Natural Disaster  
 Target Population Change  Other (Identify)  
 This Program/Service Cannot Fix The Problem  
 Current Laws Are Working Against The Agency Mission

**Explanation:**  
 Florida's schools are performing better than expected, so fewer schools are declining in grade.

**Management Efforts to Address Differences/Problems** (check all that apply):  
 Training  Technology  
 Personnel  Other (Identify)

**Recommendations:**

<b>LRPP EXHIBIT III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b> <u>Education</u>			
<b>Program:</b> <u>State Grants/Pre-12 FEFP</u>			
<b>Service:</b> _____			
<b>Measure:</b> <u>Number/percent of schools improving one ore more letter grades, reported by district.</u>			
<b>Action:</b>			
<input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure		<input type="checkbox"/> Revision of Measure	
<input type="checkbox"/> Performance Assessment of <u>Output</u> Measure		<input type="checkbox"/> Deletion of Measure	
<input type="checkbox"/> Adjustment of GAA Performance Standards			
Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (check all that apply):			
<input type="checkbox"/> Personnel Factors		<input type="checkbox"/> Staff Capacity	
<input type="checkbox"/> Competing Priorities		<input type="checkbox"/> Level of Training	
<input checked="" type="checkbox"/> Previous Estimate Incorrect			
<input checked="" type="checkbox"/> Other (Identify)			
<b>Explanation:</b>			
Previous estimate included all schools in the denominator, not just all graded schools. Previous estimate did not control for schools that were graded A in the prior year, which cannot decline and so should be deleted from the numerator and the denominator.			
<b>External Factors</b> (check all that apply):			
<input type="checkbox"/> Resources Unavailable		<input type="checkbox"/> Technological Problems	
<input type="checkbox"/> Legal/Legislative Change		<input type="checkbox"/> Natural Disaster	
<input checked="" type="checkbox"/> Target Population Change		<input checked="" type="checkbox"/> Other (Identify)	
<input type="checkbox"/> This Program/Service Cannot Fix The Problem			
<input type="checkbox"/> Current Laws Are Working Against The Agency Mission			
<b>Explanation:</b>			
Florida's schools are improving in numbers greater than expected.			
<b>Management Efforts to Address Differences/Problems</b> (check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input type="checkbox"/> Other (Identify)	
<b>Recommendations:</b>			

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**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 1** Number/percent of customers gainfully employed (rehabilitated) at least 90 days

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The Rehabilitation Information Management System (RIMS) data are used. The information is entered into the system for every customer by field associates. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The data are downloaded from the mainframe monthly and a SAS program is used to aggregate the data using well-established operational definitions for gainful employment from the Federal regulations for vocational rehabilitation. The rate is computed as a percentage of all customers who exit the program within the designated time frame after completing an individualized plan for employment (IPE) and receiving services. The numerator is the number of customers who do enter employment; the denominator is all those who completed an IPE, those who do enter employment and those who do not.

**Validity:**

The methodology used was simply to examine the relationship between the measure and the mission of the Division of Vocational Rehabilitation (DVR) and to look for potential threats to validity. The percent and number of customers placed in gainful employment is a logical measure of the effectiveness of the rehabilitation process that has been used at the Federal and state levels since inception of the Vocational Rehabilitation (VR) program. This measure, with its subsets, is directly linked to the mission of the program: Employment and increased independence for persons with disabilities.

One potential threat to validity is selection, e.g., are the customers who are determined eligible for the VR program, compared to all those who apply or are referred, appropriate for services? This threat is largely mitigated by the use of well-developed criteria for selection, assessment of the customer's needs and his/her employment potential. Information from external sources as well as from the customer, coupled with the VR associate's experience and skills, are all used to decide eligibility for services.

Assessment of the customer's incentive to go to work is always difficult; these decisions are subject to the counselor's interpretation to some degree, based on their experience and the evaluations done.

**Reliability:**

This is a reliable measure of the vocational rehabilitation program. Data for this measure are entered into RIMS by associates as cases are closed for individual customers; data entry is likely to be highly reliable because of the edits in the RIMS system. Redefinition of this measure, in 1999, to align it with the definition used by the Federal Rehabilitation Service Administration (RSA) improved the reliability and allows comparison of Florida's performance with that of other states.

Overall consistency and reproducibility would be affected by the fact that RIMS is a “live” database that changes constantly as customers progress through the rehabilitation process. This potential threat is controlled by using a “static” database of data downloaded monthly from RIMS for the performance-based program budgeting measures, and maintained on a server.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 2** Number/percent of VR significantly disabled gainfully employed (rehabilitated) at least 90 days

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

This addresses a subset of the population addressed in the first item---customers who are significantly or most significantly disabled; the same protocols and calculations are used. Data are selected according to the same criteria for gainful employment. The criteria for assigning the significance of the disability are also well established.

**Validity:**

As for the first measure, this is a logical measure of the effectiveness of the rehabilitation process that has been used at the Federal and state levels for many years. Comments on the validity of the measure above are also applicable to this measure.

A second potential threat to validity is the accuracy of the assessment of the significance of a disability. These decisions are subject to the counselor's interpretation to some degree and influenced by the state and Federal mandate to provide services to the most severely disabled. This threat is mitigated to the extent possible by the use of well-established criteria for the levels of significance that are incorporated into policy and frequently discussed in training sessions. A team of Division associates recently addressed the criteria with the goal of simplifying the criteria and standardizing their application as much as possible.

**Reliability:**

Comments on the reliability for this measure, a subset of the first measure above, are equally applicable here. The measure is reliable, e.g., reproducible.

The subjectivity inevitably associated with assessing the severity of the disability may affect the reliability of this indicator. The threat to reliability results from the pressure to serve the most severely disabled, which must be balanced against evidence that rehabilitation is more demanding with this population and thus a lower incidence of success is likely. Consistent and continuing training for staff, coupled with the use of assessment instruments and the counselor's training and experience, assure the reliability of this measure to the extent possible.

*Office of Policy and Budget – July, 2007*

### LRPP EXHIBIT IV: Performance Measure Validity and Reliability

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 3** Number/percent of all other VR disabled gainfully employed (rehabilitated) at least 90 days

**Action** (check one):

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

This addresses a subset of the population addressed in the first item---customers who are not significantly disabled; the same protocols and calculations are used. Data are selected according to the same criteria for gainful employment. The criteria for assigning the significance of the disability are also well established.

**Validity:**

Comments on the validity of the measure above are also applicable to this measure. The same steps to address and control those threats are applied here.

**Reliability:**

Comments on the reliability for this measure, a subset of the first measure above, are equally applicable here. The measure is reliable, e.g., reproducible. The same steps are taken to address possible subjectivity in assessing significance.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 4** Number/percent of VR customers placed in competitive employment

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The Rehabilitation Information Management System (RIMS) data are used. The information is entered into the system for every customer by field associates. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The data are downloaded from the mainframe monthly and a SAS program is used to aggregate the data using well-established operational definitions for competitive employment based on the customer's work status at placement. This is a subset of the first measure, "gainfully employed". The rate is computed as a percentage of all customers who exit the program in gainful employment. The numerator is customers placed in competitive employment; the denominator is customers placed in gainful employment.

**Validity:**

This is a valid measure of vocational rehabilitation. Its validity may be compromised somewhat by the fact that not all individuals who are placed in competitive employment are working full time ( $\geq 36$  hours per week). Validity has been improved by redefining this measure to make it consistent with the definition used by RSA.

As a variant of the first measure---number and percent placed in gainful employment---the same potential threats to validity were considered, and mitigated to the extent possible.

**Reliability:**

Data entry is done by each counselor at the time the customer's case is closed. Results can be duplicated within the current definition of competitive employment.

As for other measures, the potential threat to reliability of a "live" database is controlled by using a "static" database of data downloaded monthly from RIMS for the performance-based program budgeting measures and maintained on a server.

*Office of Policy and Budget – July, 2007*



**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 5** Number/percent of VR customers retained in employment after 1 year

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The Rehabilitation Information Management System (RIMS) data are matched with data from the Division of Unemployment Compensation by another entity within the Florida Department of Education, the Florida Education and Training Placement Information Program (FETPIP). Results from FETPIP are entered into an Excel spreadsheet to be reported for the year in which the "match" is made. "Edits" in RIMS assure the accuracy of data as much as possible without constricting the system unduly. RSA audits the data regularly.

The number of customers retained in employment one year after placement is found for each quarter of the state fiscal year. The rate for each quarter is calculated by dividing the sum of the individuals found employed by the total number of participants found. For the fiscal year the number is computed by summing the individuals found employed for each of the four quarters. The rate is calculated by dividing the sum of the individuals found employed in each of the four quarters (numerator) by the total number of participants found in the four quarters (denominator).

**Validity:**

Given the mission of the Division, this is a valid measure of the quality of outcomes in vocational rehabilitation. Validity is threatened by the lack of information about continuity of employment since closure, e.g., an individual is recorded as employed whether s/he worked 1 week in a quarter, or 13 weeks in the quarter.

Data on employment are obtained from 97% of Florida's employers, but no data are obtained from employers in Georgia or Alabama nor are data collected on those who are self-employed. This may bias results for units located along Florida's borders.

**Reliability:**

This measure has been tracked since 1996. The RIMS data used for the match, and the database from the Division of Unemployment Compensation, is well established and well documented. The reliability of this measure is good.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 6** Average annual earning of VR customers at placement

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The Rehabilitation Information Management System (RIMS) data are used. The information is entered into the system for every customer by field associates. "Edits" in RIMS prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. RSA audits the data regularly. The data are downloaded from the mainframe monthly and a SAS program is used to aggregate the data using well-established operational definitions for gainful employment. Earnings are computed by multiplying the weekly earnings of each customer closed in gainful employment by 52 weeks. These total earnings for all customers, the numerator, is then divided by the number of customers closed in gainful employment.

**Validity:**

This is a valid measure of a quality outcome of vocational rehabilitation and is widely used in the rehabilitation community as an indicator of the return for the cost of services delivered. Validity is threatened to some extent in that earnings of all customers are included without regard to the type or severity of the customers' disabilities, individual abilities, the number of hours worked per week or local economic conditions.

The validity of this as a measure of the quality of the outcome is supported in principle by the use of multiple Federal measures that assess earnings as hourly wages.

**Reliability:**

The lack of available documentation may compromise the reliability of this measure. Earnings are "self-reported" by customers to their counselors. Initial entries for the week prior to the closure of the case may later be corrected in the RIMS data; these changes are not made to the static database. Additionally, earnings may be reported erroneously by the customer, either accidentally or by design. Research on income that is self-reported in situations not related to credit applications shows that self-reported income is usually inflated.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 7** Average annual earning of VR customers after 1 year

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The Rehabilitation Information Management System (RIMS) data are matched with data from the Division of Unemployment Compensation by another entity within the Florida Department of Education, the Florida Education and Training Placement Information Program (FETPIP). Results from FETPIP are entered into an Excel spreadsheet to be reported for the year in which the "match" is made. "Edits" in RIMS prevent erroneous data entries as much as possible without constricting the system unduly. RSA audits the data regularly.

The earnings of customers retained in employment one year after placement is found for each quarter of the state fiscal year. Earnings for each quarter are multiplied by four to project annual earnings for the customers found employed in the quarter. Earnings for the fiscal year are obtained by summing the average earnings for each of the four quarters to obtain the annual projection.

**Validity:**

This is a good measure of the quality of the outcomes of vocational rehabilitation. Follow-up data are wages reported by employers. Validity is threatened to some extent in that earnings of all customers are included without regard to the type or severity of the customers' disabilities, individual abilities, the number of hours worked per week or local economic conditions.

The value of this measure of the outcomes of vocational rehabilitation is supported by the fact that the Federal RSA is exploring its use. RSA has conducted a pilot test to determine whether agencies in all states will be able to conduct the match adequately and report findings in a timely manner.

**Reliability:**

This measure has been tracked since 1996. The RIMS data used for the match and the database from the Division of Unemployment Compensation are well established and well documented. The reliability of this measure is good.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 8** Percent of case costs covered by third party payers

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Figures for expenditures for clients ("client service dollars"), reimbursements from Social Security Insurance / Social Security Disability Insurance (SSI/SSDI) and monies recovered from insurers and legal settlements for VR customers are obtained from the appropriate administrative units. "Edits" have been added to RIMS to protect the accuracy of the data and RSA audits the RIMS data regularly.

The measure is computed by summing the dollars obtained from third party payors, the numerator. This is divided by the total client service dollars to obtain the percentage of direct costs of services recovered.

*This measure should be deleted. The Division has little control because both State and Federal law prohibit deliberately seeking customers most likely to contribute to high performance.*

**Validity:**

This is a valid measure of VR's efforts to coordinate its activities with other programs and agencies to maximize its resources. Reporting the percentage rather than the dollar amount improves validity of this measure by showing the amount obtained relative to direct costs of client services and allows comparison of performance over time.

**Reliability:**

Data on SSI/SSDI reimbursements have been tracked many years and are highly reliable. Figures for other monies recovered by VR's legal unit and tracked by VR's budget office are also highly reliable.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 9** Average cost of case life (to division) for significantly disabled VR customers

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The RIMS data are used; the information is entered into the system by field associates for every customer. "Edits" control accuracy of the data as much as possible without constricting the system unduly and RSA regularly audits the data.

The average cost is computed by first summing the direct costs to the Division of services to all significantly and most significantly disabled customers closed during the time period. This figure is divided by the number of significantly and most significantly disabled customers closed.

**Validity:**

This is a valid measure of the efficiency of the vocational rehabilitation process, although validity may be compromised somewhat by examining the costs according to the severity of the disability rather than using a combination of type and severity of the disability.

**Reliability:**

The life-of-case cost has been tracked by RSA for a number of years and is reproducible.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 10** Average cost of case life (to division) for all other disabled VR customers

**Action** (check one):

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The RIMS data are used as for other measures; the information is entered into the system by field associates for every customer. "Edits" control accuracy of the data as much as possible without constricting the system unduly and RSA regularly audits the data.

The average cost is computed by first summing the direct costs to the Division of services to all other disabled customers closed during the time period. This figure is divided by the number of other disabled customers closed to obtain the average cost of case life.

**Validity:**

This is a valid measure of the efficiency of the vocational rehabilitation program, although validity may be compromised somewhat by examining the costs according to the severity of the disability rather than using a combination of type and severity of the disability.

**Reliability:**

The life-of-case cost has been tracked by RSA for a number of years and is reproducible.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 11** Number of customers reviewed for eligibility

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The RIMS data are used; the information is entered into the system by field associates for every customer. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. RSA audits the data regularly.

The measure is a simple sum, using the SAS program, of the number of eligibility determinations made within the time period. An "eligibility determination" includes all persons determined to be eligible for services as well as a limited number of persons determined to be ineligible. Inclusion of a determination of ineligibility is related to established definitions of the reason for ineligibility.

**Validity:**

Determining whether an applicant is eligible for services in the VR program is an important and often time-consuming portion of the rehabilitation process. This output measure is a valid indicator of productivity.

Validity of this measure has been improved by limiting the measure to the specific statuses recognized by RSA as determination of eligibility or ineligibility by counseling staff rather than including customers who simply leave the program without a formal decision.

**Reliability:**

Determining eligibility may be difficult because of the unique elements associated with the customer's disability, knowledge, skills, etc., but the criteria for eligibility are well defined. These data have been tracked in RIMS and by RSA for a number of years and are reproducible. Periodic case reviews by supervisory staff and by RSA contribute to the reliability of eligibility determination.

In 2003-2004 the Division convened a team to improve standardization of the methodology statewide to the extent possible, given the complexity of the process and the variation in the customers.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 12** Number of Written Service Plans

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

RIMS data are used; the information is entered into the system by field associates for every customer. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The measure is a simple sum, using the SAS program, of the number of plans written within the time period.

**Validity:**

This is a valid measure of productivity for the vocational rehabilitation program. A plan is tailored for individual customers, incorporating specific services needed for the customer to be rehabilitated and prepared for employment. Preparation of a good Individualized Plan for Employment (IPE) is critical to the customer's successful achievement of employment.

**Reliability:**

The criteria for development of a plan are well defined. These data have been tracked in RIMS and by RSA over many years. These data are reproducible and highly reliable.

In 2003-04 the Division convened a team to examine the process and improve standardization of the methodology statewide to the extent possible, given the complexity of the process and the variation in the customers' needs, knowledge, skills and abilities.

*Office of Policy and Budget – July, 2007*



**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 13** Number of active cases

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The measure is a simple sum, using the SAS program, of the number of clients in specific active statuses within the time period. An "active" case is any case that applied in a prior time period and remains open.

The proposed new methodology is also a simple sum that uses the SAS program to count persons exiting the program in one of four closure statuses. Changing the methodology will align the measure of customers served with that of the Federal Rehabilitation Services Administration, making easier to compare Florida's performance to other state vocational rehabilitation agencies.

**Validity:**

This is a valid measure of productivity for the vocational rehabilitation program. Use of the monthly average represents unique customers for the interval measured and reflects the workload of VR personnel. The proposed measure is equally valid, based on well-defined criteria for each of the four closure statuses to be included.

**Reliability:**

The criteria for assigning the status codes for active customers are well defined and the results represent unique individuals. These data have been tracked in RIMS and by RSA over many years. These data are highly reliable; results are reproducible when they are computed from a static database.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 14** Customer caseload per counselor

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

"Caseload" is all active customers and those closed in specified statuses who are affiliated with a counselor. The measure is calculated by the SAS program as the median ("middle") value for all counselor caseloads during the timeframe. The median is computed for each month, then recomputed for quarterly reports and for the fiscal year.

**Validity:**

The median is a valid measure of the efficiency of the vocational rehabilitation program because it is not affected by outliers. The computation also reflects the effect of vacant positions and the role of associates who carry partial caseloads, perhaps because of other responsibilities or to compensate when a position is vacant.

**Reliability:**

This is a reliable measure of the efficiency of the VR program and can be reproduced over time. Reliability is contingent upon recalculation of a true median as time frames shift rather than mathematical computation of the caseload as an arithmetic average.

*Office of Policy and Budget – June, 2005*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 15** Percent of eligibility determinations completed in compliance with federal law

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

RIMS data are used; the information is entered into the system by field associates for every customer. These data are protected, as for other measures, by “edits” added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. These data are also audited regularly by RSA.

“Eligibility determination” is defined in Measure 11. To meet the Federal mandate, the determination must have occurred within 60 days of application, or the customer must have been placed in extended evaluation or trial work, or the customer’s agreement to an extension of the eligibility period must be documented in the customer’s file. The numerator for the measure is the number of eligibility determinations for the timeframe that meet the Federal mandate. The denominator is the total number of eligibility determinations made within the time frame.

**Validity:**

The discussion of validity for the number of eligibility determinations also applies to this measure. The timeliness of the eligibility determination has been validated as an important factor in the likelihood of a customer’s successful completion of the rehabilitation program.

**Reliability:** The reliability for this measure was examined with the same methodology used for the measure of the number of eligibility determinations. Criteria for each of the three categories that meet the mandate are also well established within Federal regulations and incorporated into the Division’s training and policies.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 16** Number of program applicants provided Reemployment services

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data are maintained with the bureau on a database accessed via ARAMIS (Automated Reemployment and Medical Information System). Fiscal year data consists of program participation activity based on closed cases, regardless of the program type, during the fiscal year.

The measure is the sum of all applicants to whom reemployment services are provided.

**Validity:**

Calculations of actual program activity are based on data reported on a District Monthly Operations Report to determine output for the fiscal year. Data are also reflected on a Monthly Feedback Report to District for the fiscal year.

The Bureau is charged to facilitate the gainful reemployment of injured workers at a reasonable cost. Data must be maintained to reflect the percent of eligible workers receiving reemployment services sponsored by the division with closed cases during the fiscal year and returned to suitable gainful employment.

**Reliability:**

Data are collected in a consistent manner, compiled on an annualized basis using the same data sources and applying the same methodology. Analyses can be duplicated to achieve the same results regardless of the time of query.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Department of Education  
**Program:** Division of Vocational Rehabilitation  
**Service:** General Program  
**Activity:** Provide assistance to empower individuals with disabilities to maximize their employment, economic self-sufficiency and independence  
**Measure: 17** Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data are maintained with the bureau on a database accessed via ARAMIS (Automated Reemployment and Medical Information System). Fiscal year data consists of program participation activity based on closed cases, regardless of the program type, during the fiscal year.

The measure is computed by dividing the total number of injured employees returned to work by the sum of the number of injured employees eligible with cases closed.

**Validity:**

Calculations of actual program activity are based on data reported on a District Monthly Operations Report to determine output for the fiscal year. Data are also reflected on a Monthly Feedback Report to District for the fiscal year.

The Bureau is charged to facilitate the gainful reemployment of injured workers at a reasonable cost. Data must be maintained to reflect the percent of eligible workers receiving reemployment services sponsored by the division with closed cases during the fiscal year and returned to suitable gainful employment.

**Reliability:**

Data are collected in a consistent manner, compiled on an annualized basis using the same data sources and applying the same methodology. Analyses can be duplicated to achieve the same results regardless of the time of query.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services

**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.

**Measure 18:** Number / Percent of rehabilitation customers gainfully employed at least 90 days

**Action** (check one):

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data and calculations for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

The Number portion of the measure is calculated as the sum of all Successfully Rehabilitated VR Cases during the reporting period.

The Percent portion of the measure is calculated by dividing the total Successfully Rehabilitated VR Cases by the sum of the Successfully Rehabilitated VR Cases and Unsuccessfully Rehabilitated VR Cases.

A Successfully Rehabilitated VR Case is defined as a Status 26 Closure. This is further defined by 34 CFR Part 361 et al, as maintenance in an acceptable employment outcome for at least 90 days.

An Unsuccessfully Rehabilitated VR Case is defined as a Status 28 Closure during the reporting period.

A Case is defined as services performed for a client to achieve their goals. A client may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.

**Measure 19:** Number / Percent of rehabilitation customers placed in competitive employment.

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data and calculations for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

A Clients Work Status is stored when a VR case is successfully closed, indicating the type of employment:

1 – Competitive Employment	2 – Sheltered Employment	3 – Self Employment
4 – Business Enterprises Worker	5 – Homemaker	6 – Unpaid Family

The Number portion of the measure is calculated as the sum of all VR Cases Closed in Status 26 during the reporting period, with a Work Status of 1, 3, or 4.

The Percent portion of the measure is calculated by dividing the Number portion of the measure by total of all VR Cases Closed in Status 26 with Work Statuses 1-6.

A Case is defined as services performed for a client to achieve their goals. A client may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.



New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.

**Measure 20:** Projected average annual earnings of rehabilitation customers at placement.

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data and calculations for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

To calculate this measure The Total Annual Earnings are divided by the Total Number of Specific VR Cases.

Total Annual Earnings is defined as the sum of the Weekly Earnings of Specific VR Cases multiplied by 52 weeks.

Specific VR Cases are defined as all Successfully Closed VR Cases with a Work Status equal to 1, 2, 3 or 4 in the reporting period.

A Clients Work Status is stored when a VR case is successfully closed, indicating the type of employment:

1 – Competitive Employment	2 – Sheltered Employment	3 – Self Employment
4 – Business Enterprises Worker	5 – Homemaker	6 – Unpaid Family

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.

**Measure 21:** Number/Percent of successfully rehabilitated older persons, non-vocational rehabilitation.

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data for the measures is produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

The Number portion of the measure is calculated as the sum of all Successfully Rehabilitated Independent Living Adult Cases during the reporting period.

The Percent portion of the measure is calculated by dividing the Successfully Rehabilitated Independent Living Adult Cases by the sum of the Successfully Rehabilitated Independent Living Adult Cases and Unsuccessfully Rehabilitated Independent Living Adult Cases.

Successfully Rehabilitated Independent Living Adult Cases are defined as the Total ILAP Cases who were closed in Status 7, 25, or 33 during the reporting period.

Unsuccessfully Rehabilitated Independent Living Adult Cases are defined as Total ILAP Cases who were closed in Status 29 during the reporting period.

An Independent Living Adult Case is defined as services performed for a client to achieve their goals. A client may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.  
**Measure 22:** Number / Percent of customers (children) successfully rehabilitated/transitioned from pre-school to school.

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data and calculations for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

The Number portion of the measure is calculated as the sum of all Successfully Transitioned Early Intervention Cases during the reporting period.

The Percent portion is calculated by dividing Successfully Transitioned Early Intervention Cases by the sum of Unsuccessful Early Intervention Closures and Successfully Transitioned Early Intervention Cases.

Successfully Transitioned Early Intervention Cases are defined as the total number of Status 15's which occurred during the reporting period.

Unsuccessful Early Intervention Closures are defined as Children's Program Clients between the ages of 0 and less than 6 years old that closed as Status 28 or 30 during the reporting period.

An Early Intervention Cases is defined as services performed for a client, between the ages of 0 and less than 6 years old, to achieve their goals. A client may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.

**Measure 23:** Number / Percent of customers (children) successfully rehabilitated/transitioned from school to work.

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data and calculations for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

The Number portion of the measure is calculated as the sum of all Successfully Rehabilitated Children's Cases during the reporting period.

The Percent portion of the measure is calculated by dividing Successfully Rehabilitated Children's Cases by the sum of Unsuccessfully Rehabilitated Children's Cases and Successfully Rehabilitated Children's Cases.

Successfully Rehabilitated Children's Cases are defined as Children's Program Clients Ages 6+ closed in Status 26 during the reporting period.

Unsuccessfully Rehabilitated Children's Cases are defined as Children's Program Clients Ages 6+ closed in Status 28 or Status 30 during the reporting period.

A Children's Program Case is defined as services performed for a child between the ages of 6 and 21 years old, to achieve their goals. A child may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.



New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.  
**Measure 24:** Number of customers reviewed for eligibility

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The definition and methodology for this measure conforms to that of DVR.

Data from the Client Rehabilitation Information System (CRIS) will be used. Data for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

To calculate this measure total all cases for clients that applied for services during the reporting period.

This is done by totaling all cases in Status 2 for Vocational Rehab and the Children's Program and all cases in Status 5 for the Independent Living /Adult Program, that occurred during the reporting period.

A Case is defined as services performed for a client to achieve their goals. A client may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.  
**Measure 25:** Number of written plans for services

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

All Plans entered into the system are assigned a number. The first Plan for each client is assigned the number 1.00. This measure is calculated as the sum total of Plans 1.00, with an approval date falling within the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.  
**Measure 26:** Number of customers served

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated by taking the sum of all cases which were in any open status, at any time during the reporting period.

A Case is defined as services performed for a client to achieve their goals. A client may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.  
**Measure 27:** Average time lapse (days) between application and eligibility determination for rehabilitation customers

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

Data from the Client Rehabilitation Information System (CRIS) will be used. Data for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated by dividing the total number of Days Lapsed by the total number of Eligibility Determinations.

An Eligibility Determination is defined as a Case from any program which was determined "eligible for service" or closed as "ineligible for services" during the reporting period.

Days Lapsed is defined as the number of days between the Eligibility Determination Date that occurred during the reporting period and the Application Date for that specific Eligibility Determination.

The Application Date is the Status Start Date from ILAP Status 5 or VR/CP Status 2.

The Eligibility Determination Date is the Status Start Date from ILAP Status 7 and 9, and the first 11, 13, 15 or 17 that falls within the reporting period. For VR/CP, the Status Start Date from status 8 or 10 that falls within the reporting period.

A Case is defined as services performed for a client to achieve their goals. A client may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports

are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Service customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.  
**Measure 28:** Customer caseload per counseling/case management team member

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

The definition and methodology for this measure conforms to that of DVR.

Data from the Client Rehabilitation Information System (CRIS) will be used. Data for the measures will be produced directly from CRIS using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated by dividing the Average Daily Caseload by the Number of Counselors on Staff.

The Average Daily Caseload is determined by identifying the total number of cases in any open status, for all programs, on the 15<sup>th</sup> of every month and dividing this total by 12. (*The Average Daily Caseload from the 15<sup>th</sup> of every month is used because of seasonal considerations. There is not 1 day in the year which could have been used as the basis for identifying a normal day's caseload.*)

The Number of Counselors on Staff is identified by the DBS Personnel Department. The current breakdown is 14 VR Supervisors, 44 VR Counselors, 22 Independent Living Counselors, and 12 Children's Counselors, for a total of 92.

A Case is defined as services performed for a client to achieve their goals. A client may have more than one case during the reporting period.

**Validity:**

CRIS contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

**Reliability:**

CRIS was developed to track client cases and provided services. CRIS is the sole repository for this type of data. Client information is entered in CRIS by associates in the district offices. Edits in CRIS ensure greater reliability and accuracy of data entered at the field level. CRIS Reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed for validating the integrity of established Performance Based Program Budgeting Measures generated by CRIS. Detailed extract reports are created so that results can be independently validated by the DBS user community.

*Office of Policy and Budget – July, 2007*



**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Provide Braille and recorded publications services.  
**Measure 29:** Cost per library customer served

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

All data related to customer registration and the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

This measure is calculated by dividing the Library's General Revenue (State Funding) allocation for the fiscal year by the Total Number of Library Customers Served.

The Total Number of Library Customers Served is derived by generating the Patron Status Summary report from KLAS which identifies the total number of individuals and institutions registered for service at any time during the past twelve months.

**Validity:**

The Fiscal data for this measure includes only General Revenue funds, because Trust funds provided to the Library consist of nonrecurring, competitive federal grants designated for special projects rather than operating expenses.

KLAS contains consistent data elements there were designed to track library services and usage.

The Library adjusts this data on a daily basis as new copies or titles are added to the collection and copies are deducted for loss or damage.

**Reliability:**

Under the federal regulations governing the Library's services, the Library must retain the original application for service for all registered customers. The service status for each customer reported as receiving service may be verified by examination of the application files.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Provide food service vending training, work experience, and licensing  
**Measure 30:** Number of blind vending food service facilities supported

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

All data related to tracking blind vending food service facilities are maintained in the Randolph-Sheppard Vending Program (RSVP) software program.

This measure is derived by generating the Facility General Report. The total blind vending service facilities supported are the total of Licensed Operator Facility Agreements (LOFA) in place during the reporting period.

**Validity:**

All Blind Business Operators prior to opening a facility must have a signed LOFA with DBS. RSVP tracks this information by maintaining the current status of the Facility. Those statuses are: Available, Closed Temporarily, Development, LOFA in Place or Opened.

**Reliability:**

Strict business rules are programmed into the RSVP which do not allow operator/facility linkages to occur without a valid LOFA. The system also does not allow operators to have more than one Type I LOFA, therefore, an attempt to link an operator with two Type I LOFAs would fail.

There are two types of LOFAs: a) Type I is used with the primary facility operated under a five-year agreement with a food service manager; and b) Type II is used with a secondary facility under an agreement of twelve months or less. For this output measure, only Type I LOFAs are counted along with those operators having a Type II LOFA only. Some operators may have both a Type I and Type II at the same time.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Provide food service vending training, work experience, and licensing  
**Measure 31:** Number of existing food service facilities renovated

**Action** (check one):

- Requesting Revision to Approved Measure
- Change in Data Sources or Measurement Methodologies
- Requesting New Measure
- Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

All new food service facilities that are constructed during the reporting period have been planned for prior to actual construct by the Business Enterprise Program (BEP). The number of facilities renovated are tracked manually in a Microsoft Excel Spreadsheet.

**Validity:**

On site visits by Regional Sales Managers ensures the project has been completed, the facility is open and is providing service.

**Reliability:**

These totals are derived from documents approving the renovation of the facilities, and from on site progress reports from Regional Sales Managers.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Provide food service vending training, work experience, and licensing  
**Measure 32:** Number of new food service facilities constructed

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

All new food service facilities that are constructed during the reporting period have been planned for prior to actual construct by the Business Enterprise Program (BEP). The number of facilities constructed are tracked manually in a Microsoft Excel Spreadsheet.

**Validity:**

On site visits by Regional Sales Managers ensures the project has been completed, the facility is open and is providing service.

**Reliability:**

These totals are derived from documents approving the construction of the facilities, and from on site progress reports from Regional Sales Managers.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Provide Braille and recorded publications services.  
**Measure 33:** Number of library customers served

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

All data related to customer registration and the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

This measure is derived by generating the Patron Status Summary report from KLAS which identifies the annual number of library customers served. This is defined as the total number of individuals and institutions registered for service at any time during the past twelve months.

**Validity:**

KLAS contains consistent data elements there were designed to track library services and usage.

The Library adjusts this data on a daily basis as new copies or titles are added to the collection and copies are deducted for loss or damage.

**Reliability:**

Under the federal regulations governing the Library's services, the Library must retain the original application for service for all registered customers. The service status for each customer reported as receiving service may be verified by examination of the application files.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Department:** Department of Education  
**Program:** Division of Blind Services  
**Service:** Blind Services  
**Activity:** Provide Braille and recorded publications services.  
**Measure 34:** Number of library items (Braille and recorded) loaned

**Action** (check one):

- Requesting Revision to Approved Measure  
 Change in Data Sources or Measurement Methodologies  
 Requesting New Measure  
 Backup for Performance Outcome and Output Measure

**Data Sources and Methodology:**

All data related to customer registration and the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

Items loaned by the Library include reading materials in Braille, cassette, disk, large type, and descriptive video formats.

This measure is calculated by adding the Total Number of Monographs (Books) and the Totals Number of Serials (Magazines) loaned during the reporting period. The two Totals are extracted by generating Circulation Reports from KLAS.

**Validity:**

KLAS contains consistent data elements there were designed to track library services and usage.

The Library adjusts this data on a daily basis as new copies or titles are added to the collection and copies are deducted for loss or damage.

**Reliability:**

Under the federal regulations governing the Library's services, the Library must retain the original application for service for all registered customers. The service status for each customer reported as receiving service may be verified by examination of the application files.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:** ACT1962  
**Measure 35:** Graduation rate of FTIC (first time in college) award recipients, using a 6-year rate (Florida Resident Access Grant – FRAG)

**Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

Data source: PK20 Education Data Warehouse.

**Methodology:**

Data on Independent Colleges and Universities residing in the PK20 Education Data Warehouse do not include a first-time in college indicator. Therefore, a proxy was used to identify any student who received a FRAG disbursement in one year but not in the prior year.

Denominator– All 2000-2001 FRAG initial recipients

Numerator – Of the denominator, those who are found as earning a bachelors degree from any sector in 2005-06.

**Validity:**

One purpose of the Florida Resident Access Grant is to enable students to access the higher education system and graduate. Therefore, graduation from any sector by those who initially receive a FRAG award is a measure toward achieving that goal. Therefore, this is a valid measure of the positive outcomes of providing assistance to Florida residents to enroll in private colleges and universities.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free..

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:**  
**Measure 36:** Number of degrees granted for FRAG recipients and contract program recipients (Florida Resident Access Grant – FRAG)

**Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

**Data Source:** Data are reported by Florida Education and Training Placement Information Program through a data-sharing agreement with the Independent Colleges and Universities of Florida.

**Methodology:**

Florida Education and Training Placement Information Program linked student records of bachelor degree recipients (2005-06) from ICUF institutions to the last 6 years of Florida Resident Access Grant.

Graduates are reported only for FRAG recipients; contract program graduates are not included. Data on contract programs are not available, and most contract programs are not intended to aid students to graduate.

Denominator: All FRAG recipients in 2005-06

Numerator: Of the denominator, those who earned a degree in 2005-06.

**Validity:**

As an indicator of the effectiveness of the Florida Resident Access Grant in increasing the number of college graduates, this measure has validity. It would not be a valid measure for contract program recipients, and data are not available or reported.

This measure requires clarity.

In general, the contract program funds are program-specific and not student-specific. However, in some cases, funds are provided to institutions for research and purchase of equipment.

We recommend revising this measure to 'Number of degrees granted for Florida Resident Access Grant recipients.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.



**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:** ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960

**Measure 37:** Retention rate of award recipients (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)

**Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

This measure requires clarity.

In general, the contract program funds are program-specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (Degrees include B.S. M.S., MSW, Ph.D., and M.D.). As a result, data cannot be generalized for all students. Additionally, in some cases, funds are provided to institutions for research and purchase of equipments. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

Students in the three Historically Black Private Colleges and Universities are not the direct recipients of the state funds. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access, retention and graduation efforts.

We recommend deleting this measure for contract programs and revising it to 'Retention rate of students who receive a Florida Resident Access Grant, using a 2-year rate.

**Data Source:**

Data to report this measure for recipients of the Florida Resident Access Grant are compiled by the K20 Education Data Warehouse.

**Methodology:**

**Denominator** =Number of students who received a FRAG initial award in 2005-06, excluding those who graduated.

**Numerator** = Of the denominator, those found enrolled in 2006-07.

**Validity:**

Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the Florida Resident Access Grant in increasing the number of college graduates, this measure has validity. It would not be a valid measure for contract program recipients, and data are not available or reported. Also, it is not recommended to report on the HBCUs separately..

**Reliability:** This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:** ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960  
**Measure 38:** Graduation rate of award recipients (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)

**Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:****Data Sources and Methodology:**

Data source: PK20 Education Data Warehouse.

**Methodology:**

Data on Independent Colleges and Universities residing in the PK20 Education Data Warehouse do not include a first-time in college indicator. Therefore, a proxy was used to identify any student who received a FRAG disbursement in one year but not in the prior year.

Denominator– All 2000-2001 FRAG initial recipients

Numerator – Of the denominator, those who are found as earning a bachelors degree from any sector in 2005-06.

**Data are reported for FRAG recipients only.**

In general, the contract program funds are in general program-specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (Degrees include B.S. M.S., MSW, Ph.D., and M.D.). As a result, data cannot be generalized for all graduates. Additionally, in some cases, funds are provided to institutions for research and purchase of equipment. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

Students in the three Historically Black Private Colleges and Universities are not the direct recipients of the state funds. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access, retention and graduation efforts. Consequently, it is important that we track the graduation rate of students enrolled in the three Historically Black Private Colleges and Universities.

The standard measure for graduation rates is based on the number of students completing a program within 150% of the normal time. Thus, for a 4-year baccalaureate degree program, the standard is the number graduating in 6 years.

The Integrated Postsecondary Education Data System (IPEDS) defines normal time as the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years for a bachelor's degree in a standard term-based institution.

**Validity:**

One purpose of the Florida Resident Access Grant is to enable students to access the higher education system and graduate. Therefore, graduation from any sector by those who initially receive a FRAG award is a measure toward achieving that goal. Therefore, this is a valid measure of the positive outcomes of providing assistance to Florida residents to enroll in private colleges and universities.

The measure would not be a valid measure of the success of state spending on education if it were reported on HBCUs and colleges participating in contract programs, as students are not the direct beneficiaries of those programs.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free..

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department:** Education**Program:** Private Colleges and Universities**Service/Budget Entity:** ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960**Measure 39:** Of those graduates remaining in Florida, the percent employed at \$22,000 or more 1 year following graduation (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)**Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

Student records on graduates are obtained from database of the Independent Colleges and Universities of Florida as part of the PK20 Education Data Warehouse. Data are available through an agreement with the Florida Education and Training Placement Information Program.

Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases. Data on employment and earnings are available for employers who report to the Florida unemployment insurance wage report.

Data are reported in the aggregate for ICUF colleges and cannot be delineated as required in the measure. In general, the contract program funds are program-specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (Degrees include B.S. M.S., MSW, Ph.D., and M.D.). As a result, data cannot be generalized for all graduates. Additionally, in some cases, funds are provided to institutions for research and purchase of equipments. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

We recommend deleting this measure for contract programs and revising it to reflect all ICUF graduates who remain in Florida. Because the dollar figure for employment may become obsolete, that variable should be removed.

**Methodology:****Denominator:** Total number of 2005-06 graduates.**Numerator:** Of those, the number who were found in full-time employment in Florida in 2006-07.**Validity:**

Having graduates who remain in Florida to work is one of the main contributions of private colleges and universities to the workforce (statutory goal 3). However, the earnings threshold of \$22,000 was established some time ago and should be removed. The main goal is to have graduates remain in Florida rather than moving to another state. The measure of graduates found in full time employment in Florida 1 year after graduation is a valid measure of the success of state support of independent colleges and universities.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department:** Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:** ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960  
**Measure: 40** Of those graduates remaining in Florida, the percent employed at \$22,000 or more 5 years following graduation (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)

**Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

Student records on graduates are obtained from database of the Independent Colleges and Universities of Florida as part of the PK20 Education Data Warehouse. Data are available through an agreement with the Florida Education and Training Placement Information Program.

Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases. Data on employment and earnings are available for employers who report to the Florida unemployment insurance wage report.

Data are reported in the aggregate for ICUF colleges and cannot be delineated as required in the measure. In general, the contract program funds are program-specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (Degrees include B.S. M.S., MSW, Ph.D., and M.D.). As a result, data cannot be generalized for all graduates. Additionally, in some cases, funds are provided to institutions for research and purchase of equipments. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

We recommend deleting this measure for contract programs and revising it to reflect all ICUF graduates who remain in Florida. Because the dollar figure for employment may become obsolete, that variable should be removed.

**Methodology:**

**Denominator:** Total number of 2001-02 graduates from ICUF institutions.

**Numerator:** Of those, the number who were found in full-time employment in Florida in 2006-07.

**Validity:**

Having graduates who remain in Florida to work is one of the main contributions of private colleges and universities to the workforce (statutory goal 3). However, the earnings threshold of \$22,000 was established some time ago and should be removed. The main goal is to have graduates remain in Florida rather than moving to another state. The measure of graduates found in full time employment in Florida 5 years after graduation is a valid measure of the success of state support of independent colleges and universities.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department: Education****Program: Private Colleges and Universities****Service/Budget Entity: ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960****Measure 41: Licensure/certification rates of award recipients, (where applicable), (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)****Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

Data bases on licensure and certification shared with the Department of Education are not sufficiently complete to report data on this measure.

This measure requires clarity.

We recommend revising this measure to 'Pass rate on licensure/certification exams (where applicable), for the first sitting (Delineate by Academic Contract; and Historically Black Colleges and Universities)'.

Data Source: Historically Black Colleges and Universities and institutions that receive contract program funds shall report this measure directly to the Office of Articulation.

Methodology: Not yet established.

**Validity:**

Methodology not yet implemented; validity not yet established.

**Reliability:**

Methodology not yet implemented; reliability not yet established.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department: Education****Program: Private Colleges and Universities****Service/Budget Entity: ACT1901, ACT1906, ACT1946, and ACT1956****Measure 42: Number/percent of baccalaureate degree recipients who are employed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list (This measure would be for each Academic Contract and for the Florida Resident Access Grant)****Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

This measure requires clarity.

Only a few of the contract program funds are baccalaureate degree-specific. As a result, data cannot be generalized for all students. An aggregation of performance data would thus be misleading.

A baccalaureate degree does not qualify a person to obtain employment in an occupation identified as high wage/high skill on the Workforce Estimating Conference Targeted Occupations list. Those occupations all require a technical education at the certificate- or degree-level.

We recommend deleting this measure.

Data Source: N/A

Methodology: N/A

**Validity:**

Not valid. If any ICUF graduates were found employed in an occupation requiring a technical certificate or AS degree, that employment would not be related to the baccalaureate degree.

**Reliability:**

N/A

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department: Education****Program: Private Colleges and Universities****Service/Budget Entity: ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960****Measure 43: Number of prior year's graduates (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)****Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

Note: This is the same as measure # 36 for the Florida Resident Access Grant

**Data Source:** Data are reported by Florida Education and Training Placement Information Program through a data-sharing agreement with the Independent Colleges and Universities of Florida.**Methodology:**

Florida Education and Training Placement Information Program linked student records of bachelor degree recipients (2005-06) from ICUF institutions to the last 6 years of Florida Resident Access Grant.

Graduates are reported only for FRAG recipients; contract program graduates are not included. Data on contract programs are not available, and most contract programs are not intended to aid students to graduate.

Denominator: All FRAG recipients in 2005-06

Numerator: Of the denominator, those who earned a degree in 2005-06.

**Validity:**

As an indicator of the effectiveness of the Florida Resident Access Grant in increasing the number of college graduates, this measure has validity. It would not be a valid measure for contract program recipients, and data are not available or reported.

This measure requires clarity.

In general, the contract program funds are program-specific and not student-specific. However, in some cases, funds are provided to institutions for research and purchase of equipment.

We recommend revising this measure to "Number of degrees granted for Florida Resident Access Grant recipients."

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*



**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department: Education****Program: Private Colleges and Universities****Service/Budget Entity: ACT1901, ACT1906, ACT1946, and ACT1956****Measure 44: Number of prior year's graduates remaining in Florida (Academic Contract)****Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

This measure requires clarity.

In general, the contract program funds are program-specific. However, in some cases, funds are provided to institutions for research and purchase of equipments.

Additionally, Historically Black Colleges and Universities should also report this measure.

We recommend revising this measure to Number of graduates remaining in Florida 1 year following graduation [Academic Contract (where applicable) and Historically Black Colleges and Universities].

Data Source: The institutions that receive contract program funds and Historically Black Colleges and Universities shall report this measure directly to the Office of Articulation.

Methodology: Not yet established.

**Validity:**

Methodology not yet implemented; validity not yet established.

**Reliability:**

Methodology not yet implemented; reliability not yet established. Last performance measures data was compiled in March, 2005. At the time, 2003-04 data was reported. State-level data for private colleges and universities has not be updated due to organizational restructuring leading to transfer of responsibility from the Division of Colleges and Universities to the Office of Articulation in January 2006.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department: Education****Program: Private Colleges and Universities****Service/Budget Entity: ACT1936, ACT1938, ACT1940, and ACT1960****Measure 45: Number of FTIC students disaggregated by in-state and out-of-state  
(Historically Black Colleges and Universities)****Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

Data are not available to report this measure. The ICUF data residing in the PK20 Education Data Warehouse do not indicate in-state or out-of-state status.

**Data Source:** The Historically Black Colleges and Universities should report this measure directly to the Office of Articulation.

**Methodology:** The number of First Generation in College students and the number of First Time in College students enrolled in Historically Black Colleges and Universities.

**Validity:**

As an indicator of the extent to which HBCUs are providing access to Florida residents, this is a valid measure. However the measure should include First Generation in College students as well. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access in addition to retention and graduation efforts. Consequently, it is important that we track First Generation in College students enrolled in the three Historically Black Private Colleges and Universities.

We recommend revising this measure to 'Number of First Time in College (FTIC) students and First Generation in College students disaggregated by in-state and out-of-state and gender (Historically Black Colleges and Universities)'.  
 Methodology not yet implemented; validity not yet established.

**Reliability:**

Methodology not yet implemented; reliability not yet established. Last performance measures data was compiled in March, 2005. At the time, 2003-04 data was reported. State-level data for private colleges and universities has not be updated due to organizational restructuring leading to transfer of responsibility from the Division of Colleges and Universities to the Office of Articulation in January 2006.

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department Program Service/Budget Entity Measure # 46</b>	<b>Education Student Financial Aid Program  Percent of high school graduates who successfully completed the 19 core credits (Bright Futures)</b>
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
The data are not available to report on the measure as written. (The 19 core credits is unclear, as Bright Futures requires 15 credits.) Therefore, the data reported are for the number of standard high school graduates who were eligible for Bright Futures.	
Data Source: PK20 Education Data Warehouse	
<b>Methodology</b>	
- Denominator: Number of High School standard diploma recipients in academic year - Numerator: Of the denominator, the number who were eligible for Bright Futures in following academic year	
<b>Validity:</b>	
The percent of high school graduates who are eligible for a merit-based scholarship is a valid indicator of progress toward the statutory goal of highest student achievement.	
<b>Reliability:</b>	
Data in the student transcript database form the basis for evaluating a student's eligibility for a Bright Future award. Therefore, the data are carefully edited and reliable. However, the term used in the measure "19 credits" is not defined. Also, it is not clear what is intended by "successfully completed" the courses, because the student can earn high school credit in all fifteen courses but not be eligible for scholarship because of GPA in those courses. Therefore, the computation is not accurately described by the measure.	
The department calculated the percent of high school graduates who were eligible for a Bright Futures scholarship.	
<b>Recommendation:</b>	
Restate the measure.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Education</b>
<b>Program</b>	<b>Student Financial Aid Program</b>
<b>Service/Budget Entity</b>	
<b>Measure #47</b>	<b>Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for community colleges and a 6-year rate for universities (Bright Futures)</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input checked="" type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p><b>Data Source:</b> Data to report this measure for recipients of the Bright Futures Scholarship are compiled by the K20 Education Data Warehouse. The measure was calculated using a two-year retention rate. Please see "validity" below for an explanation.</p> <p><b>Methodology:</b> <b>Denominator</b> =Number of students who received a Bright Futures initial award in 2005-06, excluding those who graduated.  <b>Numerator</b> = Of the denominator, those found enrolled in 2006-07.</p> <p><b>Validity:</b> Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the Florida Bright Futures Scholarship in increasing the number of college graduates, this measure has validity.  However, the measure requires a report of retention two additional years after expected graduation. Remaining in college long for such an extended time is not a desirable outcome, and it is not comparable to other measures of retention reported in other systems. Therefore, a two year retention rate is recommended and reported for both community colleges and state universities.</p> <p><b>Reliability:</b> This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department Program Service/Budget Entity Measure #48</b>	<b>Education Student Financial Aid Program  Graduation rate of FTIC award recipients, by delivery system (Bright Futures)</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<ul style="list-style-type: none"> <li>- Data Sources: Education Data Warehouse (EDW)</li> <li>- Data Availability: Annually in October</li> <li>- Methodology: Student records of all Bright Futures initial disbursements in a given academic year are linked to student enrollment records at community colleges and state universities during the most recent academic year for which enrollment records are available. The initial year is identified as 4 years prior to the current year for community colleges, and 6 years prior to the current year for state universities.</li> </ul>	
<b>Denominator:</b> All Bright Futures initial disbursements in a given academic year. Report separately those who enroll in a community college vs. a state university..	
<b>Numerator:</b> Of the denominator, the percent who earned a degree at any time in the following 4 years (community colleges) or 6 years (state universities). Numerator includes community college initial enrollments who graduate from a state university within 6 years.	
<b>Validity:</b>	
<p>As an indicator of progress toward the goal of increasing postsecondary continuation rates, the calculation of the graduation rate of recipients of a state grant is a valid measure. However, graduation is not the only positive outcome for recipients of a state grant who enroll in community colleges. A community college student who transfers to a university prior to graduation is a successful student.</p>	
<b>Reliability:</b>	
<p>The data accurately reflect the percent of Bright Futures students who have graduated after 4 or 6 years. The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. However, the Legislature reviews a number of accountability reports, each having a different method of calculating the graduation rate. Although each method may be reliable according to its definitions, the fact that there are a number of different rates may be confusing.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Education</b>
<b>Program</b>	<b>Student Financial Aid Program</b>
<b>Service/Budget Entity</b>	
<b>Measure #49</b>	<b>Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)</b>

**Action** (check one):

Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

**Data Source:**  
SSFAD

**Methodology:**  
 Numerator: Bright Futures Initial students disbursed at Florida postsecondary eligible institutions 2005-06.  
 Denominator: Total number of Bright Futures initial eligible students.

**Calculation:**  
 There were 46,150 students with a status of Eligible Initial for Bright Futures in 04-05. Of these, 38,910 students received a disbursement in 04-05. An additional 982 received their first disbursement in 05-06.

$39,892 / 46,150 = 86.4\%$

The percent of students who accept an award for which they are eligible is higher for the Florida Medallion Scholarship than for the Florida Academic Scholarship:

**Validity:**  
 The established standard appears to mirror the percent of high school graduates who enroll in postsecondary education in Florida the fall following high school graduation (standard 52% and actual 61%). However, the calculation measures only the number of students who accept the Bright Futures Scholarship offered to them (88.6%). The measure is valid only if it is intended to evaluate whether the Bright Futures program decreases the "brain drain" to out of state institutions. In that case, it is meaningful only if displayed clearly as a trend line. One year of data is not meaningful. Also, the data would be more meaningful as a measure of the "brain drain" if broken down by the type of scholarship. The Florida Academic Scholarship has more rigorous eligibility standards than the Florida Medallion Scholarship or the Florida Gold Seal Vocational Scholarship. The percent of students who accept their Florida Academic Scholarship is less than those who accept the less rigorous award. Presumably, these students could be receiving scholarships to attend out-of-state colleges.

**Reliability:**  
 The data reported are reliable as the number deemed eligible and accept their scholarship during a given window of time is documented through funds disbursed.

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Education</b>
<b>Program</b>	<b>Student Financial Aid Program</b>
<b>Service/Budget Entity</b>	
<b>Measure # 50</b>	<b>Number of Bright Futures recipients</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
- Data Source: SSFAD	
- Date Availability: Annually in September	
-	
<b>Validity:</b>	
An increase to the number of Bright Futures recipients indicates that more students are achieving the high school requirements for the program. One positive outcome of the Bright Futures program is increased high school achievement.	
<b>Reliability:</b>	
The calculation is reliable because Bright Futures funding per educational institution is documented at the student record level.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Education</b>
<b>Program</b>	<b>Student Financial Aid Program</b>
<b>Service/Budget Entity</b>	
<b>Measure #51</b>	<b>Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for community colleges and a 6-year rate for universities (Florida Student Assistance Grant)</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Source:</b>	
Data to report this measure for recipients of the Florida Student Assistance Grant are compiled by the K20 Education Data Warehouse. The measure was calculated using a two-year retention rate. Please see "validity" below for an explanation.	
<b>Methodology:</b>	
<b>Denominator</b> =Number of students who received a Florida Student Assistance Grant initial award in 2005-06, excluding those who graduated.	
<b>Numerator</b> = Of the denominator, those found enrolled in 2006-07.	
<b>Validity:</b>	
Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the Florida Student Assistance Grant in increasing the number of college graduates, this measure has validity.	
However, the measure requires a report of retention two additional years after expected graduation. Remaining in college long for such an extended time is not a desirable outcome, and it is not comparable to other measures of retention reported in other systems. Therefore, a two year retention rate is recommended and reported for both community colleges and state universities.	
<b>Reliability:</b> This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Education</b>
<b>Program</b>	<b>Student Financial Aid Program</b>
<b>Service/Budget Entity</b>	
<b>Measure #52</b>	<b>Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
- Data Sources: Education Data Warehouse (EDW) - Data Availability: Annually in October - Methodology: Student records of all Florida Student Assistance Grant initial disbursements in a given academic year are linked to student enrollment records at community colleges and state universities during the most recent academic year for which enrollment records are available. The initial year is identified as 4 years prior to the current year for community colleges, and 6 years prior to the current year for state universities.	
<b>Denominator:</b> All Florida Student Assistance Grant initial disbursements in a given academic year. Report separately those who enroll in a community college vs. a state university..	
<b>Numerator:</b> Of the denominator, the percent who earned a degree at any time in the following 4 years (community colleges) or 6 years (state universities). Numerator includes community college initial enrollments who graduate from a state university within 6 years.	
<b>Validity:</b>	
As an indicator of progress toward the goal of increasing postsecondary continuation rates, the calculation of the graduation rate of recipients of a state grant is a valid measure. However, graduation is not the only positive outcome for recipients of a state grant who enroll in community colleges. A community college student who transfers to a university prior to graduation is a successful student.	
<b>Reliability:</b>	
The data accurately reflect the percent of Florida Student Assistance Grant students who have graduated after 4 or 6 years. The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. However, the Legislature reviews a number of accountability reports, each having a different method of calculating the graduation rate. Although each method may be reliable according to its definitions, the fact that there are a number of different rates may be confusing.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Education</b>
<b>Program</b>	<b>Student Financial Aid Program</b>
<b>Service/Budget Entity</b>	
<b>Measure #53</b>	<b>Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program)</b>
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
- Data Sources: State Student Financial Aid Database.	
- Numerator: Record of all Critical Teacher Program recipients who worked in the Critical Teaching Field	
- Denominator Records of all Critical Teacher Program recipients in a given academic year.	
<b>Validity:</b>	
Not valid. The measure cannot be other than 100 percent. The program requires a recipient of the Critical Teacher Program to work in the field of teaching as a prerequisite for the program.	
<b>Reliability:</b>	
The data accurately reflect the percentage of participants working in the field of teaching, however, all participants in program must be teaching to receive program award.	
This measure should be deleted, as it is meaningless.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>State Grants/PRE-K-12 Program—FEFP Code: 48250300</b>
<b>Service/Budget Entity</b>	<b>Number/percent of teachers with National Teacher's Certification, reported by district</b>
<b>Measure 54</b>	
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Source:</b>	
National Board of Professional Teaching Standards <a href="http://www.nbpts.org/">http://www.nbpts.org/</a>	
Funding is available through a Federal Subsidy grant from the United States Department of Education and the Dale Hickam Excellent Teacher Program. Data on the state funds distribution are maintained for accounting purposes. National data are used as teachers may relocate without notifying the Department of Education.	
<b>Methodology:</b>	
Denominator: Number of teachers in Florida (2006-07 data) Numerator: Number of teachers in Florida who hold National Board Certification	
Number = 9,234 Percent = 5 percent	
<b>Validity:</b>	
Validity of this measure cannot be determined because the Department of Education has not adopted an objective whose progress is measured by an increase in the number of teachers with national board certification. The department keeps track of the state funding provided but has no other program responsibilities related to national board certification of teachers.	
<b>Reliability:</b> This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Public Schools</b>
<b>Service/Budget Entity</b>	<b>Curriculum and Instruction (ACT0565)</b> <b>School Improvement (ACT0605)</b> <b>Assessment and Evaluation (ACT0635)</b>
<b>Measure 55</b>	<b>Number/percent of "A" schools, reported by district</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Sources:</b>	
Evaluation and Reporting data base. Available in Excel format (searchable) on the World Wide Web at:	
<a href="http://schoolgrades.fldoe.org/xls/0607/SGschool20062007.xls">http://schoolgrades.fldoe.org/xls/0607/SGschool20062007.xls</a>	
District level school grades are available at:	
<a href="http://schoolgrades.fldoe.org/pdf/0607/School_Grades_07_PressPacket12-13.pdf">http://schoolgrades.fldoe.org/pdf/0607/School_Grades_07_PressPacket12-13.pdf</a>	
<b>Methodology:</b>	
Denominator = Number of graded schools (A-F)	
Numerator = Of those, the number of schools with grade of A in 2006-07	
<b>Calculation 2006-07:</b>	
Number of graded schools – 2,837	
Number of schools with grade of A – 1,477	
Percent of A schools (state level) – 52.1 percent	
<b>Validity:</b>	
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i> , Strategic Imperative 3, <i>Student proficiency: Improve the proficiency of Grade 3-10 students in reading, math, and writing.</i>	
Schools are assigned a grade based primarily upon student achievement data from the Florida Comprehensive Assessment Test (FCAT). School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of Sunshine State Standards, the progress of the lowest quartile of students, and the meeting of proficiency standards.	
<b>Reliability:</b>	
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Public Schools</b>
<b>Service/Budget Entity</b>	<b>Curriculum and Instruction (ACT0565)</b> <b>School Improvement (ACT0605)</b> <b>Assessment and Evaluation (ACT0635)</b>
<b>Measure 56</b>	<b>Number/percent of <i>D</i> or <i>F</i> schools, reported by district</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Sources:</b>	
Evaluation and Reporting data base. Available in Excel format (searchable) on the World Wide Web at:	
<a href="http://schoolgrades.fldoe.org/xls/0607/SGschool20062007.xls">http://schoolgrades.fldoe.org/xls/0607/SGschool20062007.xls</a>	
District level school grades are available at:	
<a href="http://schoolgrades.fldoe.org/pdf/0607/School_Grades_07_PressPacket12-13.pdf">http://schoolgrades.fldoe.org/pdf/0607/School_Grades_07_PressPacket12-13.pdf</a>	
<b>Methodology:</b>	
Denominator = Number of graded schools (A-F)	
Numerator = Of those, the number of schools with grade of <i>D</i> , plus the number with a grade of <i>F</i> , in 2006-07	
<b>Calculation 2006-07</b>	
Number of graded schools – 2,837	
Number of schools with grade of <i>D</i> or <i>F</i> – 302	
Percent of <i>D</i> or <i>F</i> schools (state level) – 10.6 percent	
<b>Validity:</b>	
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i> , Strategic Imperative 3, <i>Student proficiency: Improve the proficiency of Grade 3-10 students in reading, math, and writing</i> . The measure is negative, in that low percentages of <i>D</i> or <i>F</i> schools is better than high percentages.	
Schools are assigned a grade based primarily upon student achievement data from the Florida Comprehensive Assessment Test (FCAT). School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of Sunshine State Standards, the progress of the lowest quartile of students, and the meeting of proficiency standards.	
<b>Reliability:</b>	
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Public Schools</b>
<b>Service/Budget Entity</b>	<b>Curriculum and Instruction (ACT0565)</b> <b>School Improvement (ACT0605)</b> <b>Assessment and Evaluation (ACT0635)</b>
<b>Measure 57</b>	<b>Number/percent of schools declining one or more letter grades, reported by district</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Sources:</b>	
Evaluation and Reporting data base. Available in Excel format (searchable) on the World Wide Web at: <a href="http://schoolgrades.fldoe.org/xls/0607/SGschool20062007.xls">http://schoolgrades.fldoe.org/xls/0607/SGschool20062007.xls</a>	
District level school grades are available at: <a href="http://schoolgrades.fldoe.org/pdf/0607/School_Grades_07_PressPacket12-13.pdf">http://schoolgrades.fldoe.org/pdf/0607/School_Grades_07_PressPacket12-13.pdf</a>	
<b>Methodology:</b>	
Denominator = Number of schools that earned a grade of A-F in both 2006 and 2007, minus the schools graded F in 2006 that also earned a grade in 2007 (unable to decline one or more grades)	
Numerator = Of those, the number of schools that declined one or more grades	
<b>Calculation 2006-07:</b>	
Number of schools that earned a grade of A-F in both 2005-06 and 2006-07, minus schools graded F in 2006 that also received a grade in 2007– 2,742	
Number of schools declining one or more grades - 757	
Percent of schools declining one or more grades (state level) – 27.6 percent	
<b>Validity:</b>	
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i> , Strategic Imperative 3, <i>Student proficiency: Improve the proficiency of Grade 3-10 students in reading, math, and writing.</i>	
Schools are assigned a grade based primarily upon student achievement data from the Florida Comprehensive Assessment Test (FCAT). School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of Sunshine State Standards, the progress of the lowest quartile of students, and the meeting of proficiency standards.	
<b>Reliability:</b>	
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Public Schools</b>
<b>Service/Budget Entity</b>	<b>Curriculum and Instruction (ACT0565)</b> <b>School Improvement (ACT0605)</b> <b>Assessment and Evaluation (ACT0635)</b>
<b>Measure 58</b>	<b>Number/percent of schools improving one or more letter grades, reported by district</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Sources:</b>	
Evaluation and Reporting data base. Available in Excel format (searchable) on the World Wide Web at: <a href="http://schoolgrades.fldoe.org/xls/0607/SGschool20062007.xls">http://schoolgrades.fldoe.org/xls/0607/SGschool20062007.xls</a>	
District level school grades are available at: <a href="http://schoolgrades.fldoe.org/pdf/0607/School_Grades_07_PressPacket12-13.pdf">http://schoolgrades.fldoe.org/pdf/0607/School_Grades_07_PressPacket12-13.pdf</a>	
<b>Methodology:</b>	
<b>Denominator</b> = Number of schools that earned a grade of A-F in both 2006 and 2007, minus the schools graded A in 2006 that also earned a grade in 2007 (unable to improve because already at the top)	
<b>Numerator</b> = Of those, the number of schools that improved one or more grades	
<b>Calculation 2006-07:</b>	
<b>Denominator</b> – 2,756 graded schools in both 2006 and 2007, minus 1,460 schools graded A in 2006 that also received a grade in 2007 = 1,296	
<b>Numerator</b> - Number of schools improving one or more grades - 421	
<b>Percent of schools improving one or more grades (state level) – 32.5 percent</b>	
<b>Validity:</b>	
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i> , Strategic Imperative 3, <i>Student proficiency: Improve the proficiency of Grade 3-10 students in reading, math, and writing.</i>	
Schools are assigned a grade based primarily upon student achievement data from the Florida Comprehensive Assessment Test (FCAT). School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of Sunshine State Standards, the progress of the lowest quartile of students, and the meeting of proficiency standards.	
<b>Reliability:</b>	
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>State Grants/K-12 Program—FEFP Code: 48250300</b>
<b>Service/Budget Entity</b>	
<b>Measure</b>	<b>Florida's High School Graduation Rate</b>

**Action** (check one):

Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:**

**Data Source:**  
 Florida's Automated Student Data Base, maintained by the Department of Education, Office of Education Information and Accountability Services, is a unit record level data base of student information maintained at the Northwest Regional Data Center. It is a nationally recognized data resource that is capable of following individual student records over time and across reporting centers, such as different schools and school districts. This data base enables Florida to report a bona fide cohort

**Methodology:**  
 The calculation is designed to account for students who transfer out of the school population by removing them from the group of students (cohort) for which the school district is held responsible. Likewise, students who transfer into the school population are added to the cohort by being included in the count of the class with which they were initially scheduled to graduate (i.e., upon entry). For example, a 10th grader who transfers into the district will be included with the 4-year cohort of students who entered ninth grade for the first time during the previous year.

Determining the denominator for the formula involves the following steps: determine the cohort of students who enrolled as first-time ninth-graders four years prior to the year for which the graduation rate is to be measured; add to this group any subsequent incoming transfer students who are on the same schedule to graduate; and subtract students who transfer out for various reasons, or who are deceased.

The numerator consists of the number of graduates from this group (diploma recipients, excluding certificates of completion).

**Validity:** Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*, Strategic Imperative 3: Student Learning and Independence, 3.2.a. High School Graduates.

**Reliability:** This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

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**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department: Department of Education****Program: Bureau of Contracts, Grants, and Procurement****Service/Budget Entity: Office of Contracts and Leasing****Measure: Process with 100% accuracy all contract documents received by Contract Administration within an average of 2 calendar days from the date of receipt from the designated program office.****Action** (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure.
- Backup for performance measure.

**Data Sources and Methodology:****Data Source:**

- Contract Management System – an electronic tracking system maintained by the Department of Education

**Methodology:**

- **Denominator** – Total number of contracts issued within the Department annually
- **Numerator** – Of the total number of contracts received annually in Contract Administration, those completed 100% accurate and within 2 days from the date received by the Office.

**Validity:**

As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of awarding timely contracts to procure commodities and services has validity.

**Reliability:**

- This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*



<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b> <b>Program</b> <b>Service/Budget Entity</b> <b>Measure #59</b>	<b>Department of Education</b> <b>Workforce Development</b>  <b>Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at \$4,680 or more per quarter (Level III)</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Sources:</b>	
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned vocational certificates or occupational completion points.	
Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report.	
The Workforce Estimating Conference Targeted Occupations List for 2004-05 identified the high wage/high skill occupations.	
The 2005 4 <sup>th</sup> quarter Unemployment Insurance Wage Report file identified employment and earnings for the targeted occupations. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed and earning at the threshold established in the measure.	
The criteria for high wage/high skill occupations are set annually. In addition, the links between education programs and occupations were updated for the 2004-05 reporting year. These changes explain why a larger number of students were found in related occupations on the Targeted Occupations List than in previous years.	
<b>Methodology:</b>	
<b>Denominator:</b> In 2004-05, the number of persons earning an occupational completion point in a program on the targeted occupations list; data obtained by Florida Education and Training Placement Information Program from the 2004-05 CCTMIS file.	
<b>Numerator:</b> Of those, the number found employed at \$4,680 or more per quarter in the 4 <sup>th</sup> quarter of 2005.	
Note: Those found employed at Level II were subtracted from both the numerator and the denominator. Level II is reported in Measure 60 of the Long Range Program Plan.	
<b>Calculation 2006:</b> 6,792 / 50 percent	

**Validity:**

As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for skilled workers in high wage/high skill areas.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data.

The criteria for high wage/high skill occupations are set annually. In addition, the links between education programs and occupations were updated for the 2004-05 reporting year. These changes explain why a larger number of students were found in related occupations on the Targeted Occupations List than in previous years.

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Workforce Development</b>
<b>Service/Budget Entity</b>	
<b>Measure #60</b>	<b>Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified for new entrants on the Workforce Estimating Conference list and are found employed at \$3,900 or more per quarter, or are found continuing education in a college credit program</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Sources:</b>	
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned vocational certificates or occupational completion points.	
Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report.	
The Workforce Estimating Conference Targeted Occupations List for 2004-05 identified the high wage/high skill occupations.	
The 2005 4 <sup>th</sup> quarter Unemployment Insurance Wage Report file identified employment and earnings for the targeted occupations. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed and earning at the threshold established in the measure.	
<b>Methodology:</b>	
<b>Denominator:</b> In 2004-05, the number of persons earning vocational certificates in a program on the targeted occupations list for 2004-05; data obtained by Florida Education and Training Placement Information Program from the 2004-05 CCTMIS file.	
<b>Numerator:</b> Of those, the number found employed at \$3,900 or more per quarter in the 4 <sup>th</sup> quarter of 2005, plus the number who were found enrolled in a program at a higher level.	
Note: Those found employed at Level III (\$4,680 or more per quarter) were subtracted from both the numerator and the denominator. Level III is reported in Measure 59 of the Long Range Program Plan.	
<b>Calculation 2006:</b> 16,213 / 62%	
<b>Validity:</b>	

As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for skilled workers in high wage/high skill areas.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Data collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data.

The criteria for high wage/high skill occupations are established annually. In addition, the links between education programs and occupations were updated for the 2004-05 reporting year. These changes explain why a larger number of students were found in related occupations on the Targeted Occupations List than in previous years.

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Workforce Development</b>
<b>Service/Budget Entity</b>	
<b>Measure #61</b>	<b>Number/percent of persons earning vocational certificate completion points, at least one of which is within a program not included in Levels II or III and are found employed, enlisted in the military, or are continuing their education at the vocational certificate level (Level I)</b>
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources:</b>	
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned occupational completion points.	
Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report. Data on military enlistment are obtained from federal reports.	
The 2005 4 <sup>th</sup> quarter Unemployment Insurance Wage Report file identified employment. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed and earning at the threshold established in the measure.	
<b>Methodology:</b>	
<b>Denominator:</b> In 2004-05, the number of persons earning an occupational completion point in any career and technical education; data obtained by Florida Education and Training Placement Information Program from the 2004-05 CCTMIS file. Note: This calculation excludes former students who earned completion points in a program identified as level II or II on the Targeted Occupations List; they are included in the calculation for measures 59 and 60 in the Long Range Program Plan.	
<b>Numerator:</b> Of those, the number found employed at any level of earnings, plus the number who were found enrolled in a program at a level higher than the vocational certificate level, and the number found enlisted in the United States Armed Forces.	
<b>Calculation 2006:</b> 13,603 / 68%	
<b>Validity:</b>	
As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for trained workers and for continuing education of those at the entry level.	
<b>Reliability:</b>	

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Data collected on continuing education, earnings, and military enlistment is the best available at this time. However, there are some gaps in the data.

**Request for change:** As the measure is stated, continuing education must be at the vocational certificate level; the calculation should be changed to include continuing education only if it is at a higher level. That calculation is used for all other reporting measures for state and federal purposes. Excluding vocational certificate-level education accounts for the lower number reported in the 2006 Long Range Program Plan compared to previous years.

*Office of Policy and Budget – July, 2007*



<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Workforce Development</b>
<b>Service/Budget Entity</b>	
<b>Measure #62</b>	<b>Number/percent of workforce development programs which meet or exceed nationally recognized accrediting or certification standards for those programs that teach a subject matter for which there is a nationally recognized accrediting body</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
Data Source: No database is currently available.	
Methodology: N/A	
<b>Validity:</b> This is a valid measure of the quality of career-technical technical programs for which national accreditation or certification standards are available. If technical centers offer programs that meet the industry standards required by employees, students who complete those programs will be able to meet or exceed the requirements of local business and industry. However, some career and technical programs may not have standards established by a nationally recognized accrediting body.	
<b>Reliability:</b>	
For reliability, it is necessary to update annually the information on all career and technical education programs. Data are not available. Collection of data on this measure requires collection of self-reported information on program accreditation or certifications for all career and technical programs.	

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Workforce Development</b>
<b>Service/Budget Entity</b>	
<b>Measure #63</b>	<b>Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
Data Source: No database is currently available.	
Methodology: N/A	
<p><b>Validity:</b> This is a valid measure of the quality of career-technical technical programs for which national accreditation or certification standards are available. Students enrolled in accredited or certified programs should be the most prepared for the current requirements of local business and industry. However, some career and technical programs may not have standards established by a nationally recognized accrediting body.</p>	
<b>Reliability:</b>	
N/A	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Workforce Development</b>
<b>Service/Budget Entity</b>	
<b>Measure #64</b>	<b>Number/percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
Data Source: No database is currently available.	
Methodology: N/A	
<p><b>Validity:</b> This is a valid measure of the quality of career-technical technical programs for which national accreditation and/or certification standards are available. Students enrolled in accredited or certified programs should be the most prepared for the current requirements of local business and industry. However, some career and technical education programs may not have standards established by a nationally recognized accrediting body.</p>	
<b>Reliability:</b>	
N/A	

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department Program</b>	<b>Department of Education Workforce Development</b>
<b>Service/Budget Entity Measure #65</b>	<b>Number of adult basic education, including English as a Second Language, and adult secondary education completion point completers who are found employed or continuing their education</b>
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned literacy completion points.	
Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report.	
The 2005 4 <sup>th</sup> quarter Unemployment Insurance Wage Report file identified employment. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed at any level. Linkages with postsecondary education files identified those who were found continuing their education at any level.	
<b>Calculation 2006:</b>	
<b>Denominator:</b> All students who earned any literacy completion point during the reporting year (2003-2004).	
<b>Numerator:</b> Of those, the number who were found employed at any level or who were found enrolled in any level of education, including those who were enrolled in adult basic education.	
<b>Validity:</b>	
This measure is not a valid indicator of the effect of education on employability. The number who earn a completion point does not reflect the quality of the education program, and the employment prospects are likely to improve only if a student completes an entire program and earns a GED or adult high school diploma. The denominator includes all types of Literacy Completion Points, from a two-year learning gain to completion of the GED. Not all LCPs have the same impact on employability and continuing education. The lowest level of learning gain will likely have a much less significant impact on employability than a higher level learning gain.	
<b>Reliability:</b>	
The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	

**Request for change:** The measure should include only those students who earn a GED or adult high school diploma. It should include the percent as well as the number.

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b> <b>Program</b> <b>Service/Budget Entity</b> <b>Measure #66</b> <b>To Be Deleted</b>	<b>Division of Community Colleges</b> <b>Community College Programs</b> <b>Postsecondary Educational Services</b> <b>Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at \$4,680 or more per quarter (Level III)</b>
<b>Action</b> (check one):  <input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b> Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a> . A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.  As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.  Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.  Information on the students in programs identified as high wage/high skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.	
<b>Methodology:</b> <b>Denominator</b> = Number of AS and college-credit certificate program completers who finished programs identified as high wage/ high skill <b>Numerator</b> = Number of those found by FETPIP to be employed for at least \$4,680 per quarter	
<b>Validity:</b> The objective seeks to annually expand the percentage of students who enroll in and complete workforce education programs and are placed as a result. This measure identifies students who complete the programs and are currently working. Therefore, this is a valid measure of the objective.	
<b>Reliability:</b> This measure is not a reliable measure because the occupations on the Workforce Estimating Conference list as high wage/high skill may change from year to year. The data, therefore, cannot be tracked longitudinally.	

*Office of Policy and Budget – July, 2006*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Division of Community Colleges</b>
<b>Program</b>	<b>Community College Programs</b>
<b>Service/Budget Entity</b>	<b>Postsecondary Educational Services</b>
<b>Measure #67</b>	<b>Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified for new entrants on the Workforce Estimating Conference list and are found employed at \$3,900 or more per quarter, or are found continuing education in a college-credit level program (Level II)</b>
<b>To Be Deleted</b>	
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p>Information on the students in programs identified as high wage/high skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>• Denominator = Number of AS and college-credit certificate program completers who finished programs identified for new entrants</li> <li>• Numerator = Number of those found by FETPIP to be employed for at least \$3,900 per quarter and number of those found continuing education in a college-credit level program</li> </ul>	
<b>Validity:</b> The objectives do not address college continuation for AS or college-credit certificate students. Therefore, this is not a valid measure of the objective.	
<b>Reliability:</b> This measure is not a reliable measure because the occupations on the Workforce Estimating Conference list as new entrants may change from year to year. The data, therefore, cannot be tracked longitudinally.	

*Office of Policy and Budget – July, 2006*



<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Division of Community Colleges</b>
<b>Program</b>	<b>Community College Programs</b>
<b>Service/Budget Entity</b>	<b>Postsecondary Educational Services</b>
<b>Measure #68</b>	<b>Number/percent of associate in science degree and college-credit certificate program completers who finished any program not included in Levels II or III and are found employed, enlisted in the military, or continuing their education at the vocational certificate level (Level I)</b>
<b>To Be Deleted</b>	
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p>Information on the students in programs identified as high wage/high skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>• Denominator = Number of AS and college-credit certificate program completers who finished programs not identified as high wage/high skill and not identified as new entrants</li> <li>• Numerator = Number of those found by FETPIP to be employed and number of those found to be enlisted in the military and number of those found continuing their education at the vocational certificate level</li> </ul>	
<b>Validity:</b>	
The objective only addresses the placement portion of this measure. Therefore, this is not a valid measure of the objective.	
<b>Reliability:</b>	
This measure is not a reliable measure because the occupations on the Workforce Estimating Conference (WEC) list as high wage/high skill may change from year to year. Since this measure	

looks at programs not on the WEC list, those programs will change as the WEC list changes.  
The data, therefore, cannot be tracked longitudinally.

*Office of Policy and Budget – July, 2006*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #69</b>	Percent of Associate in Arts (AA) degree graduates who transfer to a state university within two years.
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p><b>Methodology:</b></p> <ul style="list-style-type: none"> <li>•<b>Denominator</b> = Number of students enrolled in a Florida Community College who earned the AA degree in an academic year</li> <li>•<b>Numerator</b> = Of those, the number found enrolled in a Florida public baccalaureate program in the year of graduation or the year following.</li> </ul> <p><b>Validity:</b></p> <p>The objective seeks to increase the transfer rate of AA degree students into four-year programs. Research shows that most AA degree student transfers occur within the first two years of earning the degree. Therefore, this is a valid measure of the transfer of AA degree students.</p> <p><b>Reliability:</b></p> <p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.</p>	

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #70</b>	Percent of Associate in Arts (A.A.) degree transfers to the State University System who earn a 2.5 or above in the SUS after one year
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p>Methodology:</p> <p style="padding-left: 40px;"><b>Denominator</b> = Number of students who earned the AA degree in one academic year and transferred to the State University System in the next year</p> <p style="padding-left: 40px;"><b>Numerator</b> = Of those, the number who earned a 2.5 or above GPA in the SUS</p> <p><b>Validity:</b></p> <p>The objective seeks to increase the proportion of AA degree transfers to state universities who successfully complete upper-division coursework. A GPA of 2.5 or above is used to define "successful completion of coursework". Therefore, this is a valid measure of the successful completion of coursework by AA transfer students.</p> <p><b>Reliability:</b></p> <p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b> <b>Program</b> <b>Service/Budget Entity</b> <b>Measure #71</b> <b>To Be Deleted</b>	<b>Division of Community Colleges</b> <b>Community College Programs</b> <b>Postsecondary Educational Services</b> <b>Of the Associate in Arts (A.A.) graduates who are employed full time rather than continuing their education, the percent who are in jobs earning at least \$9 an hour</b>
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input checked="" type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p>Information on students' employment is from Florida Education and Training Placement Information Program's (FETPIP) databases.</p> <p>Methodology:</p> <ul style="list-style-type: none"> <li>•<b>Denominator</b> = Number of students enrolled in a Florida Community College who earned the AA degree</li> <li>•<b>Numerator</b> = Of those, the number found by FETPIP to be employed and earning at least \$9/hour.</li> </ul> <p><b>Validity:</b> The objective seeks to monitor the percentage of non-transfer AA graduates employed in high skill/high wage jobs. This measure defines high wage jobs as those earning \$9/hour or more. Therefore, this is a valid measure.</p> <p><b>Reliability:</b> This measure currently uses \$9/hour, while the Performance Based Program Budgeting and the objective linked to this measure both use \$10/hour. This measure is not currently reliable because this is creating an inconsistency in reporting. However, if this correction is made, this measuring procedure will yield the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #72</b>	Of the Associate in Arts (A.A.) students who complete 18 credit hours, the percent of whom graduate in four years
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p>Methodology:</p> <ul style="list-style-type: none"> <li>•<b>Denominator</b> = Number of students enrolled in a Florida Community College AA program who earned at least 18 credit hours</li> <li>•<b>Numerator</b> = Of those, the number who earned an AA within four years of entering the program</li> </ul> <p><b>Validity:</b></p> <p>The objective seeks to increase the proportion of AA students with 18 credit hours who graduate in four years. However, graduation is only one goal of students who attend the community college. This measure should be changed to include the retention of students in the community college system. Measure 1, Part 2 of the Community College Accountability Reports currently calculates a retention rate as the percentage of students who graduated or are still enrolled after 4 years. This calculation should be used for Measure #72 to provide consistency among reporting mechanisms.</p> <p><b>Reliability:</b></p> <p>Reliability of the current measure - While 18 hours has been used for more than a decade in the Florida Community College System's accountability system, recent work with the Achieving the Dream states has indicated a need to change to 12 hours in order to compare across the states. We have incorporated the 12 hour cutoff in our latest Strategic Imperative measure. Therefore, changing this measure to 12 hours would promote consistency between the LRPP and Strategic Imperative measures.</p> <p>Reliability of the proposed measure – This is a reliable measure because the Accountability Reports have been calculated from the Community College Student Data Base and are reported annually.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #73</b>	Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of degree requirement
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>•Denominator = Number of students enrolled in a Florida Community College who earned the AA degree in an academic year</li> <li>•Numerator = Of those, the number who earned 72 credit hours or less</li> </ul>	
<b>Validity:</b>	
<p>The objective seeks to improve graduation rates. An Associate in Arts degree is 60 credit hours. Students who are able to complete their degree with 12 or fewer additional hours are able to do so in a more time efficient manner and thereby save themselves and the State monies that can be used to finance upper-division work. Therefore, analyzing this measure annually is a valid method of determining the improvement of the hours to graduation rate.</p>	
<b>Reliability:</b>	
<p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Division of Community Colleges</b>
<b>Program</b>	<b>Community College Programs</b>
<b>Service/Budget Entity</b>	<b>Postsecondary Educational Services</b>
<b>Measure #74</b>	<b>Percent of students exiting the college-preparatory program</b>
<b>To Be Deleted</b>	<b>who enter college-level course work associated with the Associate in Arts (A.A.), Associate in Science (A.S.), Postsecondary Vocational Certificate (PVC), and Postsecondary Adult Vocational programs</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
<p>•<b>Denominator</b> = Number of students enrolled in a Florida Community College who exited the College Preparatory program</p> <p>•<b>Numerator</b> = Of those, the number found who enrolled in college-level coursework associated with the AA, AS, PSVC, or PSAV programs</p>	
<b>Validity:</b>	
<p>The objective seeks to increase the proportion of college preparatory students who continue on to college-level coursework. Once students who take courses associated with AA, AS, PSAV, and PSVC programs have finished College Prep work, they are participating in the next level and thereby meeting this objective.</p>	
<b>Reliability:</b>	
<p>There is a code in the Community College Student Data Base for exiting college preparatory classes. However, in the past the institutions have not used this code consistently. In recent years, there has been an effort to improve the quality of the data for this data element, but it is still not 100% accurate. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from</p>	

the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #75</b>	Percent of Associate in Arts (A.A.) degree transfers to the State University System (SUS) who started in College Prep and who earn a 2.5 in the SUS after one year
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>•<b>Denominator</b> = Number of students who took at least one College Prep course, earned the AA degree and transferred to the State University System in the year following graduation</li> <li>•<b>Numerator</b> = Of those, the number who earned a 2.5 or above GPA in the SUS</li> </ul>	
<b>Validity:</b>	
<p>The objective seeks to increase the percentage of AA degree transfers to state universities who started in College Prep and who successfully complete upper-division coursework. A GPA of 2.5 or above is used to define "successful completion of coursework". Therefore, this is a valid measure of the successful completion of coursework by AA transfer students.</p>	
<b>Reliability:</b>	
<p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #76</b>	Number/Percent of Associate in Arts (A.A.) partial completers transferring to the State University System (SUS) with at least 45 credit hours
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input checked="" type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>•<b>Denominator</b> = Number of students who transferred to the State University System prior to earning an AA degree</li> <li>•<b>Numerator</b> = Of those, the number who transferred at least 45 credit hours</li> </ul>	
<b>Validity:</b>	
<p>The objective seeks to monitor the proportion of AA partial completers transferring to the SUS. Partial completers are defined as those transferring but not earning the degree. Therefore, this is a valid measure of the transfer of AA partial completers.</p>	
<b>Reliability:</b>	
<p>The credit hours on this measure should be changed to 45 credit hours to match the Performance Based Program Budget measure. Once this is done, this measuring procedure will yield the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Division of Community Colleges</b>
<b>Program</b>	<b>Community College Programs</b>
<b>Service/Budget Entity</b>	<b>Postsecondary Educational Services</b>
<b>Measure #77</b>	<b>Number/Percent/FTEs of Associate in Arts (A.A.) students who</b>
<b>To Be Deleted</b>	<b>do not complete 18 credit hours within four years</b>
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p>Methodology:</p> <ul style="list-style-type: none"> <li>•<b>Denominator</b> = Number of students in the AA program for four years</li> <li>•<b>Numerator</b> = Of those, number who did not complete 18 hours</li> <li>•<b>FTE</b> calculated using total number of credit hours earned divided by 30.</li> </ul> <p><b>Validity:</b></p> <p>This measure is not a valid indicator of AA students not reaching the 18 hour threshold due to the problems inherent in defining an AA student. For example, oftentimes students will declare themselves an AA degree-seeking student, but after taking one course determine this is not what they want to do and leave. This type of student should not be held against an institution. We request this measure be deleted.</p> <p><b>Reliability:</b></p> <p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Division of Community Colleges</b>
<b>Program</b>	<b>Community College Programs</b>
<b>Service/Budget Entity</b>	<b>Postsecondary Educational Services</b>
<b>Measure #78</b>	<b>Of the economically disadvantaged Associate in Arts (A.A.)</b>
<b>To Be Deleted</b>	<b>students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within four years</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input checked="" type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>• <b>A cohort of students who are economically disadvantaged:</b></li> <li>• <b>Denominator</b> = Number of students enrolled in a Florida Community College who earned at least 18 credit hours</li> <li>• <b>Numerator</b> = Of those, the number who earned an AA within four years of entering the program</li> </ul>	
<b>Validity:</b>	
<p>The cohort needed to calculate this measure is too small to provide meaningful information. This measure, its objective, and its outcome should be eliminated. Measure #72 should be used instead.</p>	
<b>Reliability:</b>	
<p>The cohort needed to calculate this measure is too small to provide meaningful information. This measure should be eliminated. Measure #72 should be used instead.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Division of Community Colleges</b>
<b>Program</b>	<b>Community College Programs</b>
<b>Service/Budget Entity</b>	<b>Postsecondary Educational Services</b>
<b>Measure #79</b>	<b>Of the disabled Associate in Arts (A.A.) students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within four years</b>
<b>To Be Deleted</b>	
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input checked="" type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
A cohort of students who are disabled:	
<ul style="list-style-type: none"> <li>•<b>Denominator</b> = Number of students enrolled in a Florida Community College who earned at least 18 credit hours</li> <li>•<b>Numerator</b> = Of those, the number who earned an AA within four years of entering the program</li> </ul>	
<b>Validity:</b>	
The cohort needed to calculate this measure is too small to provide meaningful information. This measure, its objective, and its outcome should be eliminated. Measure #72 should be used instead.	
<b>Reliability:</b>	
The cohort needed to calculate this measure is too small to provide meaningful information. This measure should be eliminated. Measure #72 should be used instead.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Division of Community Colleges</b>
<b>Program</b>	<b>Community College Programs</b>
<b>Service/Budget Entity</b>	<b>Postsecondary Educational Services</b>
<b>Measure #80</b>	<b>Of the black male Associate in Arts (A.A.) students who</b>
<b>To Be Deleted</b>	<b>complete 18 credit hours, the number and percent who</b>
	<b>graduate with an A.A. degree within 4 years</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input checked="" type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>•A cohort of students who are black males:</li> <li>•<b>Denominator</b> = Number of students enrolled in a Florida Community College who earned at least 18 credit hours</li> <li>•<b>Numerator</b> = Of those, the number who earned an AA within four years of entering the program</li> </ul>	
<b>Validity:</b>	
<p>The cohort needed to calculate this measure is too small to provide meaningful information. This measure, its objective, and its outcome should be eliminated. Measure #72 should be used instead.</p>	
<b>Reliability:</b>	
<p>The cohort needed to calculate this measure is too small to provide meaningful information. This measure should be eliminated. Measure #72 should be used instead.</p>	

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<p><b>Department</b> <b>Program</b> <b>Service/Budget Entity</b> <b>Measure #81</b> <b>To Be Deleted</b></p>	<p><b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b> <b>Division of Community Colleges</b> <b>Community College Programs</b> <b>Postsecondary Educational Services</b> <b>Of the English as Second Language (college prep) or English for Non-Speaker (college credit) students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within 4 years</b></p>
<p><b>Action</b> (check one):</p> <p><input type="checkbox"/> Requesting revision to approved performance measure.</p> <p><input type="checkbox"/> Change in data sources or measurement methodologies.</p> <p><input checked="" type="checkbox"/> Requesting new measure.</p> <p><input type="checkbox"/> Backup for performance measure.</p>	
<p><b>Data Sources and Methodology:</b> Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p><b>Methodology:</b> •A cohort of English as Second Language (college prep) or English for Non-Speaker (college credit) students: •<b>Denominator</b> = Number of students enrolled in a Florida Community College who earned at least 18 credit hours •<b>Numerator</b> = Of those, the number who earned an AA within four years of entering the program</p> <p><b>Validity:</b> The cohort needed to calculate this measure is too small to provide meaningful information. This measure, its objective, and its outcome should be eliminated. Measure #72 should be used instead.</p> <p><b>Reliability:</b> The cohort needed to calculate this measure is too small to provide meaningful information. This measure should be eliminated. Measure #72 should be used instead.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b> <b>Program</b> <b>Service/Budget Entity</b> <b>Measure #82</b> <b>To Be Deleted</b>	<b>Division of Community Colleges</b> <b>Community College Programs</b> <b>Postsecondary Educational Services</b> <b>Of the Associate in Arts (A.A.) graduates who have not transferred to the State University System or an independent college or university, the number/percent who are found placed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list</b>
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input checked="" type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p><b>Data Source:</b> All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm">http://www.firm.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Community Colleges a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p> <p>Information on the students employed in occupations identified as high wage/high skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.</p>	
<b>Methodology:</b>	
<p>•<b>Denominator</b> = Number of students enrolled in a Florida Community College who earned the AA degree in an academic year</p> <p>•<b>Numerator</b> = Of those, the number found by FETPIP to be employed in a high skill/high wage occupation and not enrolled in the SUS or an independent college or university; the threshold used for this calculation is \$10.74 per hour.</p>	
<b>Validity:</b>	
<p>This measure is linked with the objective to monitor the number of AA graduates who have not transferred to a state university or an independent college or university who are found placed in an occupation identified as high skill/high wage. However, this is not a valid measure because the AA degree does not equip a person for occupation on the Targeted Occupations List. Those occupations all require a technical education at the certificate- or degree-level. The AA degree is intended to be a transfer degree to a four-year university.</p>	

**Reliability:**

This measure is not a reliable measure because the occupations on the Workforce Estimating Conference list as high wage/high skill may change from year to year. The data, therefore, cannot be tracked longitudinally.

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #83</b>	Percent of prior year Florida high school graduates enrolled in community colleges
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>• <b>Denominator</b> = Number of students who graduated from a Florida high school in an academic year</li> <li>• <b>Numerator</b> = Of those, the number found enrolled in a Florida community college in the following year</li> </ul>	
<b>Validity:</b>	
<p>The objective seeks to increase the percentage of prior year high school graduates who enroll in the community colleges. This measure is calculated on an annual basis and compared to previous years. Therefore, this is a valid measure of the increase of the percentage of prior year high school graduates who enroll in the community colleges.</p>	
<b>Reliability:</b>	
<p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #84</b>	Number of Associate in Arts (A.A.) degrees granted
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input checked="" type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
•Number of students enrolled in a Florida Community College who earned the AA degree in an academic year	
<b>Validity:</b>	
The objective seeks to increase the number of AA degrees granted annually. This measure is calculated on an annual basis and compared to previous years. Therefore, this is a valid measure of the change in the number of AA degrees granted.	
<b>Reliability:</b>	
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #85</b>	Number of students receiving college preparatory instruction
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
<ul style="list-style-type: none"> <li>•Number of students enrolled in a Florida Community College who are enrolled in a College Prep course</li> </ul>	
<b>Validity:</b>	
<p>While this measure provides a valid indication of the number of students receiving College Prep instruction, it is not appropriate to hold the institution accountable for changes due to (1) College Prep increases as enrollment increases; (2) College Prep increases as more non-traditional students who have been out of school for more than 2 years increases; and (3) as the economy decreases the number of students (and thus the number of students needing College Prep) increases. This measure and its corresponding objective and outcome should be removed from the LRPP.</p>	
<b>Reliability:</b>	
<p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the DCC Accountability Program or specifically for the LRPP.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #86</b>	Number of students enrolled in baccalaureate programs offered on community college campuses
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating this measure are contained in the Community College and Technical Center MIS (CCTCMIS) databases and collected in the Concurrent-Use and Joint-Use Report. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
Number of students enrolled in community college baccalaureate programs and the number of students enrolled in concurrent-use baccalaureate programs.	
<b>Validity:</b>	
The objective seeks to promote the offering of upper-level courses on the community college campus. Students currently have two avenues for taking upper-level courses on the community college campus: concurrent-use program, which is housed on a community college campus, or community college baccalaureate program. This measure combines the enrollment for both programs to show if it is increasing.	
<b>Reliability:</b>	
This is currently not a reliable measure. Information on the number of students enrolled in concurrent-use baccalaureate programs is gathered on the Concurrent-Use Report submitted by community colleges each spring. However, the community colleges must gather this information from their university contacts for each concurrent-use program and this has not always been possible. Efforts are currently being taken to increase the number of programs reporting enrollment, but it is not currently 100%.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	Division of Community Colleges
<b>Program</b>	Community College Programs
<b>Service/Budget Entity</b>	Postsecondary Educational Services
<b>Measure #NEW</b>	Number of BA/BS graduates of community college baccalaureate degree programs
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input checked="" type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>Data Source: All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida Community College System (FCCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary distributed each summer at the Annual Reports Workshop (ARW) and posted to <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a>. A regular component of the ARW is a discussion of the changes in the elements of the SDB from the previous year.</p> <p>As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.</p> <p>Information from the twenty-eight institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.</p>	
<b>Methodology:</b>	
Number of BA/BS graduates of community college baccalaureate degree programs.	
<b>Validity:</b>	
This measure reports the completion of students in the community college baccalaureate programs. Therefore, this is a valid measure of participation in upper-level courses offered by community colleges on the community college campus.	
<b>Reliability:</b>	
This is a reliable measure. Information on the number of students who graduated from community college baccalaureate programs is reported in the Fact Book available at <a href="http://www.fldoe.org/arm/cctcmis/pubs/factbook/default.asp">http://www.fldoe.org/arm/cctcmis/pubs/factbook/default.asp</a> .	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>State Board of Education (4880)</b>
<b>Program</b>	<b>PK 20 Executive Budget</b>
<b>Service/Budget Entity</b>	<b>Executive Direction (ACT0010)</b>
<b>Measure 87</b>	<b>Percent of program administration and support costs and positions compared to total agency costs and positions (Division of Public Schools)</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data source:</b> Department of Education Office of Budget Management, compilation of positions and expenditures by activity code. Data used are for 2004-05; data updated with 2005-06 numbers will be available in September 2006.	
<b>Methodology:</b>	
<b>Costs:</b>	
Denominator = Costs for executive direction (ACT0010), Department of Education Numerator = Costs for executive direction (ACT0010), Division of Public Schools (data reported do not include costs for the teacher quality offices)	
<b>2004-05 calculation:</b>	
Costs: $\$2,821,159 / \$18,336,180 = 15.4$ percent	
<b>Positions:</b>	
Denominator = Total positions for Department of Education, executive direction Numerator = Total positions for Division of Public Schools, executive direction (data reported do not include positions for the teacher quality offices)	
<b>2004-05 Calculation</b>	
Positions: $14.0 / 97.9 = 14.3$ percent	
<b>Validity:</b> It is not a valid measure of the department's objectives to compare administrative workload (costs or positions) of the department as a whole to the administrative workload of the Division of Public Schools. Since 2002, the Department of Education has organized to emphasize a "seamless K20 education accountability system (s. 1008.31, F.S.)."	
<b>Reliability:</b> This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Due to reorganization, however, the benchmarks and standards established by previous reports reflect different employees from the current report.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department Florida Program Service/Budget Entity Measure 88</b>	<b>Florida Department of Education Bureau of Educator Certification Teacher Certification (ACT0630) Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
Bureau of Educator Certification Databases housed at the Department of Education Turlington Building, Tallahassee, Florida	
<p>The bureau reports the percentage of certificates that were issued within 30 days of receiving the mandatory fingerprint clearance notification and not 30 days from receiving the initial application. This measure most accurately reflects the workload and efficiency of the bureau in completing this phase of the certification process where it has control.</p> <p><b>Denominator:</b> Number of certification applications that are designated as complete, and fingerprint clearance notification received</p> <p><b>Numerator:</b> Of those, the number that are issued certificates within 30 days 2005-06 calculation: 99.42%</p>	
<b>Validity:</b>	
As an indicator of progress toward the statutory goal of quality efficient services, the prompt processing of certification is a valid indicator of progress toward the objective of increasing the number of teachers to meet instructional demands.	
<b>Reliability:</b>	
The data are complete, reliable, and sufficiently error free.	
<p>The logical construct methodology of the Lag Time Statistics component within the BEC Database was designed to specifically calculate the time (in days) required for completion of certification files for which the mandatory fingerprint clearance has been received.</p> <p>Construct: Upon receipt, a data entry record for the fingerprint clearance is made in the BEC Database and the fingerprint hold is cleared. At this time, a system date/timestamp is automatically captured within the database as the clock start date and the applicant file is scheduled for work as a hold release work type. When the applicant file has been processed to completion by Bureau staff, the system captures a second date/timestamp as the clock end date.</p> <p>The lapse between the clock start date and the clock end date is then calculated to determine the number of days required for completion. Percentages are calculated based on the total files of this hold release work type completed within a specified date range.</p> <p>The only perceived threat factor to data reliability comes from human error in data entry of the fingerprint clearance record and hold clearance.</p>	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>State Board of Education (48800)</b>
<b>Program</b>	<b>Teacher Quality</b>
<b>Service/Budget Entity</b>	<b>Professional Training (ACT0610)</b>
<b>Measure 89</b>	<b>Number of districts that have implemented a high quality professional development system, as determined by the Department of Education, based on its review of student performance data and the success of districts in defining and meeting the training needs of teachers</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
Bureau of Educator Recruitment and Professional Development	
<p>Districts report to the bureau an annual assessment of data indicating the linkage between student achievement and instructional personnel. The bureau assures that professional development activities focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject matter expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement and school safety, as required by s. 1012.98, F.S.</p> <p>All 67 districts have implemented a Department of Education approved system of high quality professional development. District site reviews have been completed for all districts using a set of 66 standards adopted as Florida's Professional Development System Evaluation Protocol. Districts have submitted and implemented action plans for improvement for any standard rated less than acceptable to insure continuous improvement in their system of high quality professional development.</p>	
<b>Validity:</b>	
<p>The number of districts with high quality professional development systems is a valid indicator of progress toward Strategic Objective 1.1, Acquire Effective Teachers. Research proves that effective teachers are the most important variable in improved student rates of learning, and Florida's professional development system is based on research and the identification of the type of training that will be tailored to the needs of the school and the instructor.</p>	
<b>Reliability:</b> This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	

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<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education</b>
<b>Program</b>	<b>Office of Grants Management</b>
<b>Service/Budget Entity</b>	<b>Grants Management (ACT0190)</b>
<b>Measure 90</b>	<b>Percent of current fiscal year competitive grant initial disbursements made by August 15 of the current fiscal year, or as provided in the General Appropriations Act</b>

Action (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure.
- Backup for performance measure.

**Data Sources and Methodology:**

**Data Sources:**

- Grants Management System – an electronic tracking system maintained by the Department of Education
- Comptroller's payment records – an accounting system that records payments from the Department of Education to grant recipients

**Methodology:**

- Denominator: Number of competitive state grants for which funds are appropriated in the annual General Appropriations Act; count each individual grant referenced in a Specific Appropriation as a separate grant
- Numerator: Of that number, the number that had initial disbursements by the date specified in the General Appropriations Act, or, if not specified, by August 15 of the fiscal year

**Validity:**

As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of awarding and disbursing funds for competitive state grants has validity. However, the measure is of minor importance when compared to other types of grants awarded. For instance, of approximately 4,000 grants managed by the Department of Education, fewer than 25 percent are in this category. At least 75 percent of grants are in the federal category, and 90 percent of state grants are noncompetitive.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department: Department of Education****Program: Bureau of Contracts, Grants, and Procurement****Service/Budget Entity: Office of Contracts and Leasing****Measure: Process with 100% accuracy all contract documents received by Contract Administration within an average of 2 calendar days from the date of receipt from the designated program office.****Action** (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure.
- Backup for performance measure.

**Data Sources and Methodology:****Data Source:**

- Contract Management System – an electronic tracking system maintained by the Department of Education

**Methodology:**

- **Denominator** – Total number of contracts issued within the Department annually
- **Numerator** – Of the total number of contracts received annually in Contract Administration, those completed 100% accurate and within 2 days from the date received by the Office.

**Validity:**

As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of awarding timely contracts to procure commodities and services has validity.

**Reliability:**

- This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department: Department of Education****Program: Bureau of Contracts, Grants, and Procurement****Service/Budget Entity: Office of Auditing and Monitoring Resolution****Measure: Issue all audit resolution and management decision letters within six months of receipt of the audit reporting package with 100% accuracy**

Action (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure.
- Backup for performance measure.

**Data Sources and Methodology:****Data Sources:**

- Federal and State Funds Subrecipient Listing – an electronic tracking system maintained by The Office of Audit Resolution And Monitoring at the Department of Education

**Methodology:**

- Denominator: Number of subrecipients that expended \$500,000 of Federal or State funds during the previous fiscal period minus the number for which audits reports have not been received.
- Numerator: The number audit reporting packages with a resolution and a management decision letter issued on the audit report within six months of the receipt of the audit report.

**Validity:**

As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of resolving audit finding timely and monitoring the grant awards activity has validity.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2007

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department:** Department of Education**Program:** Office of Grants Management**Service/Budget Entity:** Grants Management (ACT0190)**Measure:** Issue all non-competitive project applications for state or federal funds without error within an average of 35 calendar days from the date of receipt by the Department of Education.**Action** (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure.
- Backup for performance measure.

**Data Sources and Methodology:****Data Sources:** Grants Management System – an electronic tracking system maintained by the Department of Education**Methodology:**

1. Calculate the sum of the number of days for each non-competitive application received having the minimum components for approval. The sum consists of the date in which the office receives an application to the date in which the office notifies recipients of the project award. A separate calculation identifies the number of days a non-competitive application underwent programmatic review within the assigned program office.
2. Determine the average turnaround rate for the office by dividing the sum of days for processing awards for all non-competitive applications by the total number of non-competitive applications that were received having the minimum components for approval.

**Validity:**

As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of awarding federally and state funded projects has validity. Awarding projects on a timely basis affects the delivery of services and products that will result in high student achievement. Although the office administers the awards for all applications (entitlement, discretionary, competitive, and non-competitive) in an efficient and error-free manner, the majority of applications are non-competitive. For 2006-07, the office processed approved 444 pre-approvals and 5,179 approved projects.

**Reliability:**

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*

**LRPP EXHIBIT IV: Performance Measure Validity and Reliability**

**Department: Department of Education**

**Program: Bureau of Contracts, Grants, and Procurement**

**Service/Budget Entity: Office of Procurement Services**

**Measure: \_Post all formal procurements with 100% accuracy within an average of 3 days of receipt of the final draft from the designated program office**

**Action** (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure.
- Backup for performance measure.

**Data Sources and Methodology:**

**Data Source**

Purchasing Agent's e-mail communications and hardcopy documents as appropriate from program office and approving authorities -

Excel Spreadsheet compiled from Purchasing Agent records (e-mails and hardcopy) – this spreadsheet compiles data summarizing draft approvals and timeliness.

**Methodology**

Denominator: Number of formal procurements posted; count each procurement posted.

Numerator: Of that number, the number of formal procurements posted within 3 days after final approval of draft.

**Validity:**

As an indicator of progress toward meeting the Department of Education's goal of quality efficient services, there is validity in the efficiency of posting accurate and timely formal procurements.

**Reliability:**

This process of collecting data and measuring timeliness and efficiency of posted formal procurements is complete and accurate.

*Office of Policy and Budget – July, 2007*



**LRPP EXHIBIT IV: Performance Measure Validity and Reliability****Department:** Department of Education**Program:** Office of Grants Management**Service/Budget Entity:** Grants Training & Development**Measure: 90** Participant Feedback will rate training provided by the Grants Training and Development Office as excellent or very good a minimum of 97% of the time.**Action** (check one):

- Requesting revision to approved performance measure.  
 Change in data sources or measurement methodologies.  
 Requesting new measure.  
 Backup for performance measure.

**Data Sources and Methodology:****Data Sources:**

Training evaluations completed by participants.

**Methodology:**Denominator: Number of participants that fill in and return training evaluationsNumerator: Of that number, the number of Training Evaluations that receive an overall assessment of excellent or very good.**Validity:**

As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the assessment of the quality of training, e.g. grants management, grants reviewer, proposal development, and targeted technical assistance has validity.

**Reliability:**

The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>Department of Education 48800</b>
<b>Program</b>	<b>Bureau of Educator Certification</b>
<b>Service/Budget Entity</b>	<b>Teacher Certification (ACT0630)</b>
<b>Measure 91</b>	<b>Number of certification applications processed</b>
<b>Action (check one):</b>	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Source:</b>	
Bureau of Educator Certification Databases housed at the Department of Education Turlington Building, Tallahassee, Florida	
<b>Methodology:</b>	
The system collects summary data on all certification files, applications, and transactions processed. Upon request, the system generates reports and user-defined inquiries to supply the data requested.	
The count reported is of the number of certification transactions (files) processed. The data reported is for the measure of total work load of the Bureau of Educator Certification, the number of certification files processed.	
<b>Validity:</b>	
As an indicator of progress toward the objective of increasing the number of teachers to meet instructional demands, an increase in the number of transactions processed is a valid workload measure. However, an increase in the number of transactions does not necessarily mean an increase in educator supply, because some educators maintain certification without seeking employment in a public school district.	
<b>Reliability:</b>	
The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.	
The continuous processing completion of certification files of all types limits the perceived reliability for such data calculations. Because certification files are processed on a relatively continuous basis, the specific data is constantly in flux and is not static in nature. However, the construct of the data collection (as above) is believed to yield accurate results over repeated trials.	
Though the data may fluctuate, the system programming ensures that each time the program reports these statistics, it is including the same data on repeated trials.	

*Office of Policy and Budget – July, 2007*

<b>LRPP EXHIBIT IV: Performance Measure Validity and Reliability</b>	
<b>Department</b>	<b>State Board of Education (4880)</b>
<b>Program</b>	<b>PK 20 Executive Budget</b>
<b>Service/Budget Entity</b>	<b>Executive Direction (ACT0010)</b>
<b>Measure 92</b>	<b>Percent of program administration and support costs and positions compared to total agency costs and positions</b>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input type="checkbox"/> Requesting new measure. <input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p><b>Data source:</b> Department of Education Office of Budget Management, compilation of positions and expenditures by activity code. Data used are for 2004-05; data updated with 2005-06 numbers will be available in September 2006.</p> <p><b>Methodology:</b></p> <p><b>Costs:</b>            Denominator = Total costs for Department of Education            Numerator = Costs for State Board of Education (unit code 4880) executive direction (activity code 0010)</p>	
<p><b>Validity:</b> As a measure of the statutory goal of quality efficient services, a valid indicator could be the ratio of administrative to program costs and positions. However, research does not establish the most efficient and effective ratio. It would not be valid to conclude that less administration means greater efficiency; the point of diminishing returns has not been established. Also, it would be best to establish new benchmark data because of the department's extensive restructuring to provide K20 rather than sector-specific accountability. Additional restructuring occurred in 2003 when the Board of Governors began independently governing the State University System, and the Divisions of Blind Services and Vocational Rehabilitation are now within the Department of Education.</p>	
<p><b>Reliability:</b> This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. However, as a result of governance mandates, the actual employees used in the calculation differ from year to year. As a result of the emphasis on K20 administration, many employees who have some administrative responsibilities also have program responsibilities.</p>	

*Office of Policy and Budget – July, 2007*

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Division of Vocational Rehabilitation</b>	
<b>#</b>	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
1	Number / percent of customers gainfully employed (rehabilitated) in at least 90 days	Vocational Rehab – General Program (ACT1625)
2	Number/percent of VR significantly disabled who are gainfully employed (rehabilitated) at least 90 days	Vocational Rehab – General Program (ACT1625)
3	Number/percent of all other VR disabled who are gainfully employed (rehabilitated) at least 90 days	Vocational Rehab – General Program (ACT1625)
4	Number/percent of VR customers placed in competitive employment	Vocational Rehab – General Program (ACT1625)
5	Number/percent of VR customers retained in employment after 1 year	Vocational Rehab – General Program (ACT1625)
6	Average annual earning of VR customers at placement	Vocational Rehab – General Program (ACT1625)
7	Average annual earning of VR customers after 1 year	Vocational Rehab – General Program (ACT1625)
8	Percent of case costs covered by third-party payers	Vocational Rehab – General Program (ACT1625)
9	Average cost of case life (to division) for significantly disabled VR customers	Vocational Rehab – General Program (ACT1625)
10	Average cost of case life (to division) for all other disabled VR customers	Vocational Rehab – General Program (ACT1625)
11	Number of customers reviewed for eligibility	Vocational Rehab – General Program (ACT1625)
12	Number of written service plans	Vocational Rehab – General Program (ACT1625)
13	Number of active cases	Vocational Rehab – General Program (ACT1625)
14	Customer caseload per counselor	Vocational Rehab – General Program (ACT1625)
15	Percent of eligibility determinations completed in compliance with federal law	Vocational Rehab – General Program (ACT1625)
16	Number of program applicants provided reemployment services	Workers Compensation (ACT0561)

17	Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment	Workers Compensation (ACT0561)
<b>Division of Blind Services</b>		
#	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
18	Number/percent of rehabilitation customers gainfully employed at least 90 days	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
19	Number/percent rehabilitation customers placed in competitive employment	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
20	Projected average annual earnings of rehabilitation customers upon placement	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
21	Number/percent successfully rehabilitated older persons in non-vocational rehabilitation	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
22	Number/percent of customers (children) successfully rehabilitated/transitioned from pre-school to school	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
23	Number/percent of customers (children) successfully rehabilitated/transitioned from school to work	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
24	Number of customers reviewed for eligibility	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
25	Number of written plans for services	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
26	Number of customers served	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
27	Average time lapse (days) between application and eligibility determination for rehabilitation customers	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)

28	Customer caseload per counseling/case management team member	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
29	Cost per library customer served	Provide Braille and recorded publications services (ACT0770)
30	Number of blind vending food service facilities supported	Provide food service vending training, work experience, and licensing (ACT0750)
31	Number of existing food service facilities renovated	Provide food service vending training, work experience, and licensing (ACT0750)
32	Number of new food service facilities constructed	Provide food service vending training, work experience, and licensing (ACT0750)
33	Number of library customers served	Provide Braille and recorded publications services (ACT0770)
34	Number of library items (Braille and recorded) loaned	Provide Braille and recorded publications services (ACT0770)

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
#	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
<b>Private Colleges and Universities</b>		
35	Graduation rate of FTIC (first time in college) award recipients, using a 6-year rate (Florida Resident Access Grant - FRAG)	Florida Resident Access Grants (ACT1962)
36	Number of degrees granted for FRAG recipients and contract program recipients (Florida Resident Access Grant - FRAG)	Florida Resident Access Grants (ACT1962)
37	Retention rate of award recipients (Delineate by: Academic Contract*; Florida Resident Access Grant; Historically Black Colleges and Universities**)	<ul style="list-style-type: none"> <li>• Academic Contract* (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1932, 1935, 1944, 1946, 1956, 1964, 1966, 1968)</li> <li>• Florida Resident Access Grants (ACT1962)</li> <li>• Historically Black Colleges and Universities** (Activities 1936, 1938, 1940, 1960)</li> </ul>
38	Graduation rate of award recipients (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1932, 1935, 1944, 1946, 1956, 1964, 1966, 1968)</li> <li>• Florida Resident Access Grants (ACT1962)</li> <li>• Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
39	Of those graduates remaining in Florida, the percent employed at \$22,000 or more 1 year following graduation (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1932, 1935, 1944, 1946, 1956, 1964, 1966, 1968)</li> <li>• Florida Resident Access Grants (ACT1962)</li> <li>• Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
40	Of those graduates remaining in Florida, the percent employed at \$22,000 or more 5 years following graduation (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1932, 1935, 1944, 1946, 1956, 1964, 1966, 1968)</li> <li>• Florida Resident Access Grants (ACT1962)</li> <li>• Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>

41	Licensure/certification rates of award recipients, (where applicable), (Delineate by Academic Contract; Florida Resident Access Grant; and Historically Black Colleges and Universities	<ul style="list-style-type: none"> <li>• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1932, 1935, 1944, 1946, 1956, 1964, 1966, 1968)</li> <li>• Florida Resident Access Grants (ACT1962)</li> <li>• Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
42	Number/percent of baccalaureate degree recipients who are employed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list (This measure would be for each Academic Contract and for the Florida Resident Access Grant)	<ul style="list-style-type: none"> <li>• Academic Contract (Activities 1901,1904, 1906, 1914, 1918, 1920, 1922, 1932, 1935, 1944, 1946, 1956, 1964, 1966, 1968)</li> <li>• Florida Resident Access Grants (ACT1962)</li> </ul>
43	Number of prior year's graduates (delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1932, 1935, 1944, 1946, 1956, 1964, 1966, 1968)</li> <li>• Florida Resident Access Grants (ACT1962)</li> <li>• Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
44	Number of prior year's graduates remaining in Florida (Academic Contracts)	Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1932, 1935, 1944, 1946, 1956, 1964, 1966, 1968)
45	Number of FTIC students, disaggregated by in-state and out-of-state (Historically Black Colleges and Universities)	Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)

\*Academic contracts include the following:

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Barry University/Bachelor of Science – Nursing and Master of Social Work (ACT1901)</li> <li>• University of Miami Medical Training and Simulation Laboratory (ACT1904)</li> <li>• Florida Institute of Technology – Bachelor of Science— Engineering and Bachelor of Science --Science Education (ACT1906)</li> <li>• University of Miami First Accredited Medical School – CancerResearch PhD Program in Biomedical Science, College of Medicine, and Sylvester Cancer Center (ACT1914)</li> <li>• Nova Southeastern University / Osteopathic Medicine (ACT 1918)</li> </ul> | <ul style="list-style-type: none"> <li>• Nova Southeastern University / Pharmacy (ACT1920)</li> <li>• Nova Southeastern University / Optometry (ACT1922)</li> <li>• Nova Southeastern University/ Nursing (ACT1935)</li> <li>• Nova Southeastern University / Rural and Unmet Needs (ACT1932)</li> <li>• University of Miami / Regional Diabetes Center (ACT1944)</li> <li>• University of Miami /Rosentiel Marine Science Center and Bachelor of Science, and Master of Fine Arts / Motion Pictures (ACT1946)</li> </ul> | <ul style="list-style-type: none"> <li>• Nova Southeastern University / Master of Science - Speech Pathology (ACT1956)2+2 Partnership Baccalaureate Incentive (ACT1964)</li> <li>• LECOM (Lake Erie College of Osteopathic Medicine / Health Programs (ACT1966)</li> <li>• University of Tampa / Critical Training Needs Equipment (ACT1968)</li> </ul> <p>**Historically Black Colleges and Universities include the following:</p> <ul style="list-style-type: none"> <li>• Bethune Cookman (ACT1936)</li> <li>• Edward Waters College (ACT1938)</li> <li>• Florida Memorial College (ACT1940)</li> <li>• Library Resources (ACT 1960)</li> </ul> |
|--|---|---|



<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Student Financial Aid Program</b>	
<b>#</b>	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
46	Percent of high school graduates who successfully completed the 19 core credits (Bright Futures)	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
47	Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for community colleges and a 6-year rate for universities (Bright Futures)	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
48	Graduation rate of FTIC award recipients, by delivery system (Bright Futures)	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
49	Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
50	Number of Bright Futures recipients	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
51	Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for community colleges and a 6-year rate for universities (Florida Student Assistance Grant)	<ul style="list-style-type: none"> <li>• Postsecondary Student Assistance Grant (ACT2038)</li> <li>• Private Student Assistance Grant (ACT2042)</li> <li>• Public Student Assistance Grant (ACT2044) Leadership and Management – State Programs (ACT2001)</li> </ul>
52	Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)	<ul style="list-style-type: none"> <li>• Postsecondary Student Assistance Grant (ACT2038)</li> <li>• Private Student Assistance Grant (ACT2042)</li> <li>• Public Student Assistance Grant (ACT2044)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
53	Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program)	Critical Teacher Shortage Program (ACT2008)

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Public Schools, State Grants / PRE-K-12 FEFP</b>	
<b>#</b>	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
54	Number/percent of teachers with National Teacher's Certification, reported by district	<ul style="list-style-type: none"> <li>• State Grants to School Districts / Non-Florida Education Finance Program (ACT0695)</li> </ul>
55	Number/percent of A schools, reported by district	<ul style="list-style-type: none"> <li>• Curriculum and Instruction (ACT0565)</li> <li>• School Improvement (ACT0605)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>
56	Number/percent of D or F schools, reported by district	<ul style="list-style-type: none"> <li>• Curriculum and Instruction (ACT0565)</li> <li>• School Improvement (ACT0605)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>
57	Number/percent of schools declining one or more letter grades, reported by district	<ul style="list-style-type: none"> <li>• Curriculum and Instruction (ACT0565)</li> <li>• School Improvement (ACT0605)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>
58	Number/percent of schools improving one or more letter grades, reported by district	<ul style="list-style-type: none"> <li>• Curriculum and Instruction (ACT0565)</li> <li>• School Improvement (ACT0605)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>

### LRPP Exhibit V: Identification of Associated Activity Contributing to Performance

<b>Workforce Development</b>		
#	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
59	Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at \$4,680 or more per quarter (Level III)	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
60	Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified for new entrants on the Workforce Estimating Conference list and are found employed at \$3,900 or more per quarter, or are found continuing education in a college credit program	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
61	Number/percent of persons earning vocational certificate completion points, at least one of which is within a program not included in Levels II or III and are found employed, enlisted in the military, or are continuing their education at the vocational certificate level (Level I)	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
62	Number/percent of workforce development programs which meet or exceed nationally recognized accrediting or certification standards for those programs that teach a subject matter for which there is a nationally recognized accrediting body	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> </ul>
63	Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> </ul>
64	Number/percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> </ul>
65	Number of adult basic education, including English as a Second Language, and adult secondary education completion point completers who are found employed or continuing their education	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>

## LRPP Exhibit V: Identification of Associated Activity Contributing to Performance

### Community Colleges

#	Approved Performance Measures for FY 2006-07 (Words)	Associated Activities Title
66	Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at \$4,680 or more per quarter (Level III)	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
67	Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified for new entrants on the Workforce Estimating Conference list and are found employed at \$3,900 or more per quarter, or are found continuing education in a college-credit level program (Level II)	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
68	Number/percent of associate in science degree and college-credit certificate program completers who finished any program not included in Levels II or III and are found employed, enlisted in the military, or continuing their education at the vocational certificate level (Level I)	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
69	Percent of Associate in Arts (AA) degree graduates who transfer to a state university within 2 years	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
70	Percent of AA degree transfers to the State University System who earn a 2.5 GPA or above in the SUS after 1 year	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
71	Of the AA graduates who are employed full time rather than continuing their education, the percent which are in jobs earning at least \$9 an hour	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>

#	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
72	Of the AA students who complete 18 credit hours, the percent of whom graduate in 4 years.	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
73	Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
74	Percent of students exiting the college-preparatory program who enter college-level course work associated with the AA, Associate in Science (AS), Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
75	Percent of AA degree transfers to the State University System who started in College Prep and who earn a 2.5 GPA in the SUS after 1 year	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
76	Number/Percent of AA partial completers transferring to the State University System with at least 40 credit hours	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
77	Number/Percent/FTEs of AA students who do not complete 18 credit hours within 4 years	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
78	Of the economically disadvantaged AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within 4 years	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
79	Of the disabled AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within 4 years	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
80	Of the black male AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within 4 years	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
81	Of the English as Second Language (college prep) or English for Non-Speaker (college credit) students who complete 18 credit hours, the number and percent who graduate with an AA degree within 4 years	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>

#	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
82	Of the AA graduates who have not transferred to the State University System or an independent college or university, the number/percent who are found placed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
83	Percent of prior year Florida high school graduates enrolled in community colleges	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
84	Number of AA degrees granted	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
85	Number of students receiving college preparatory instruction	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
86	Number of students enrolled in baccalaureate programs offered on community college campuses	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
<b>State Board of Education</b>		
<b>#</b>	<b>Approved Performance Measures for FY 2006-07 (Words)</b>	<b>Associated Activities Title</b>
87	Percent of program administration and support costs and positions compared to total agency costs and positions - Division of Public Schools	Executive Direction (ACT0010)
88	Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification	Teacher Certification (ACT0630)
89	Number of districts that have implemented a high quality professional development system, as determined by the Department of Education, based on its review of student performance data and the success of districts in defining and meeting the training needs of teachers	Recruitment and Retention (ACT0560) Professional Training (ACT0610)
90	Percent of current fiscal year competitive grant initial disbursements made by August 15 of the current fiscal year, or as provided in the General Appropriations Act	Grants Management (ACT 0190)
91	Number of certification applications processed	Teacher Certification (ACT0630)
92	Percent of program administration and support costs and positions compared to total agency costs and positions	Executive Direction (ACT0010)

EDUCATION, DEPARTMENT OF		FISCAL YEAR 2006 07	
SECTION I: BUDGET		OPERATING	FIXED CAPITAL OUTLAY
TOTAL ALL FUNDS GENERAL APPROPRIATIONS ACT		19,132,403,730	3,898,756,694
ADJUSTMENTS TO GENERAL APPROPRIATIONS ACT (Supplementals, Vetoes, Budget Amendments, etc.)		167,866,778	107,105,996
FINAL BUDGET FOR AGENCY		19,300,270,508	4,005,862,690

SECTION II: ACTIVITIES * MEASURES	Number of Units	(1) Unit Cost	(2) Expenditures (Allocated)	(3) FCO
<i>Executive Direction, Administrative Support and Information Technology (2)</i>				3,690,843,654
Food And Nutrition/Operations And Services * <b>Meals served</b>	355,040,047	0.01	4,487,401	
Educational Facilities * <b>Students served</b>	2,662,701	1.54	4,111,564	
Funding And Financial Reporting * <b>Students served</b>	2,662,701	0.78	2,084,857	
School Transportation Management * <b>Students transported</b>	1,032,951	1.13	1,172,352	
Recruitment And Retention * <b>Students who graduate from teacher prep programs</b>	7,592	229.53	1,742,610	
Workers' Compensation * <b>Number of Program Applicants Provided Reemployment Services</b>	2,817	3,179.93	8,957,864	
Curriculum And Instruction * <b>Students served</b>	2,662,701	3.31	8,820,273	
Community College Program Fund * <b>Number of students served.</b>	764,068	1,555.83	1,188,763,042	
Early Childhood Education * <b>Students served</b>	124,284	3,138.68	390,087,419	
Instructional Materials * <b>Students served</b>	2,662,701	0.19	517,561	
Safe Schools * <b>Students served</b>	2,662,701	1.12	2,982,256	
Professional Training * <b>Approved teacher preparation institutions</b>	127	8,310.66	1,055,454	
Education Practices Commission * <b>Complaints reviewed</b>	480	1,032.26	495,483	
Professional Practices Services * <b>Investigations completed</b>	530	4,514.62	2,392,748	
Teacher Certification * <b>Subject area evaluations processed</b>	142,878	42.01	6,002,726	
Assessment And Evaluation * <b>Total tests administered</b>	2,250,500	33.07	74,427,865	
Exceptional Student Education * <b>Number of ESE students</b>	517,602	11.17	5,783,151	
Multicultural Student Language Education * <b>Number of English Language Learners</b>	317,972	1.80	571,042	
State Board Of Independent Colleges And Universities * <b>Number of institutions</b>	786	4,275.54	3,360,571	
Family Involvement * <b>Number of personnel receiving training</b>	1,500	859.57	1,289,356	
Florida Education Finance Program * <b>Number of students served</b>	2,662,701	3,631.95	9,670,792,480	
State Grants To School Districts/ Non-florida Education Finance Program *	2,662,701	177.14	471,666,076	
Determine Eligibility, Provide Counseling, Facilitate Provision Of Rehabilitative Treatment, And Job Training To Blind Customers * <b>Customers served</b>	13,100	3,568.30	46,744,789	
Provide Food Service Vending Training, Work Experience And Licensing * <b>Facilities supported</b>	144	18,179.01	2,617,778	
Provide Braille And Recorded Publications Services * <b>Customers served</b>	44,290	48.34	2,140,940	
Federal Funds For School Districts *	2,662,701	775.39	2,064,629,662	
Capitol Technical Center * <b>Number of students served</b>	2,662,701	0.03	88,959	
Federal Equipment Matching Grant *	12	93,084.25	1,117,011	
Florida Information Resource Network * <b>Local education agencies supported</b>	95	92,747.31	8,810,994	
Instructional Technology *	2,662,701	1.21	3,214,220	
Public Broadcasting * <b>Stations supported</b>	26	454,825.69	11,825,468	
Radio Reading Services For The Blind * <b>Visually Impaired Floridians</b>	500,000	0.82	407,907	
Florida Education And Training Placement Information Program/ Workforce Development Management Information System * <b>Number of students served</b>	3,286,500	0.06	189,725	
Florida Alliance For Assistive Service And Technology * <b>Number of clients served</b>	26,690	34.27	914,701	
Independent Living Services * <b>Number of clients served</b>	23,000	261.27	6,009,129	
Migrant Worker Initiative * <b>Number of clients served</b>	164	916.55	150,314	
Vocational Rehabilitation - General Program * <b>Number of individualized written plans for services</b>	22,652	9,371.83	212,290,620	
Barry University/Bachelor Of Science - Nursing * <b>Students served</b>	391	416.52	162,858	
Able Grant * <b>Grants disbursed</b>	3,693	925.94	3,419,487	
Medical Training And Simulation Laboratory * <b>Students served</b>	7,586	395.47	3,000,000	
Florida Institute Of Technology/ Science Education * <b>Students served</b>	25	12,000.00	300,000	
First Accredited Medical School * <b>Students served</b>	500	32,003.31	16,001,657	
Southeastern University Osteopathy * <b>Students served.</b>	397	8,938.29	3,548,500	
Southeastern University Pharmacy * <b>Students served.</b>	382	4,092.28	1,563,250	
Southeastern University Optometry * <b>Students served.</b>	140	8,237.14	1,153,200	
Southeastern University Nursing * <b>Students served</b>	140	2,148.57	300,800	
Bethune Cookman * <b>Students served</b>	3,090	1,460.90	4,514,195	
Edward Waters College * <b>Students served</b>	839	4,182.13	3,508,807	
Florida Memorial College * <b>Students served</b>	1,945	2,009.75	3,908,956	
University Of Miami/Regional Diabetes Center * <b>Students served</b>	180	3,311.63	596,094	
University Of Miami/Bachelor Of Science/Motion Pictures * <b>Students served</b>	55	10,752.18	591,370	
Nova University/Master Of Science/Speech Pathology * <b>Students served</b>	39	2,342.77	91,368	
Library Resources * <b>Students served</b>	5,874	28.61	168,042	
Florida Resident Access Grants * <b>Students served</b>	36,295	2,608.87	94,688,849	
Children Of Deceased/Disabled Veterans * <b>Number of students receiving support</b>	307	1,817.86	558,083	
Critical Teacher Shortage Scholarship And Tuition Reimbursement * <b>Students served</b>	4,593	538.55	2,473,544	
Ethics In Business Scholarship * <b>Students served</b>	179	973.98	174,343	
Florida Bright Futures Scholarship * <b>Students served</b>	148,000	2,340.15	346,342,471	
Florida Education Fund * <b>Students served</b>	25	70,400.00	1,760,000	
Florida Work Experience Scholarship * <b>Students served</b>	298	1,606.26	478,665	
Jose Marti Scholarship Challenge Grant * <b>Students served</b>	55	1,909.09	105,000	
Mary Mcleod Bethune Scholarship * <b>Students served</b>	246	2,756.10	678,000	



Minority Teacher Scholarships * <a href="#">Students served</a>	589	4,770.12	2,809,600	
Postsecondary Student Assistance Grant * <a href="#">Students served</a>	11,580	877.81	10,165,058	
Prepaid Tuition Scholarships * <a href="#">Students served</a>	12,589	633.49	7,975,000	
Private Student Assistance Grant * <a href="#">Students served</a>	1,589	9,637.94	15,314,693	
Public Student Assistance Grant * <a href="#">Students served</a>	91,679	1,033.85	94,782,273	
Rosewood Family Scholarship * <a href="#">Students served</a>	21	2,854.19	59,938	
Robert C. Byrd Honors Scholarship *	1,553	1,435.03	2,228,602	
Leveraging Educational Assistance Partnership *	115,848	17.55	2,032,678	
First Generation In College - Matching Grant Program *	7,508	803.74	6,034,465	
Funding And Support Activities * <a href="#">Students served</a>	3,286,500	0.61	2,019,436	
Instruction And Assessment *	3,286,595	6.14	20,178,663	
<b>TOTAL</b>			<b>14,866,404,313</b>	<b>3,690,843,654</b>
<b>SECTION III: RECONCILIATION TO BUDGET</b>				
PASS THROUGHS				
TRANSFER - STATE AGENCIES				
AID TO LOCAL GOVERNMENTS				
PAYMENT OF PENSIONS, BENEFITS AND CLAIMS				
OTHER			505,207,763	
REVERSIONS			1,341,152,054	296,258,415
<b>TOTAL BUDGET FOR AGENCY (Total Activities + Pass Throughs + Reversions) - Should equal Section I above. (4)</b>			<b>16,712,764,130</b>	<b>3,987,102,069</b>
<b>SCHEDULE XI: AGENCY-LEVEL UNIT COST SUMMARY</b>				

- (1) Some activity unit costs may be overstated due to the allocation of double budgeted items.
- (2) Expenditures associated with Executive Direction, Administrative Support and Information Technology have been allocated based on FTE. Other allocation methodologies could result in significantly different unit costs per activity.
- (3) Information for FCO depicts amounts for current year appropriations only. Additional information and systems are needed to develop meaningful FCO unit costs.
- (4) Final Budget for Agency and Total Budget for Agency may not equal due to rounding.

## GLOSSARY OF TERMS

Academic Year: The time period containing the academic sessions held during consecutive Summer, Fall, and Spring semesters.

Accreditation: Certification by an official review board that specific requirements have been met, such as institutional accreditation by the Southern Association of Colleges and Schools (SACS).

Activity: A set of transactions within a budget entity that translates inputs into outputs using resources in response to a business requirement. Sequences of activities in logical combinations form services. Unit cost information is determined using the outputs of activities.

Actual Expenditures: Includes prior year actual disbursements, payables and encumbrances. The payables and encumbrances are certified forward at the end of the fiscal year. They may be disbursed between July 1 and December 31 of the subsequent fiscal year. Certified forward amounts are included in the year in which the funds are committed and not shown in the year the funds are disbursed.

Adult Basic Education (ABE): Education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to procure or retain employment commensurate with their ability. Courses at or below a fifth grade level in the language arts, including English for Speakers of Other Languages (ESOL), mathematics, natural and social sciences, consumer education, and other courses that enable an adult to attain basic or functional literacy.

Adult Literacy: The level at which an adult must be able to read, write, compute, and otherwise use the skills of schooling in order to operate successfully in the workplace and society.

Apprenticeship Training: Structured vocational skill training in a given job through a combination of on-the-job training and classroom instruction.

Appropriation Category: The lowest level line item of funding in the General Appropriations Act which represents a major expenditure classification of the budget entity. Within budget entities, these categories may include: salaries and benefits, other personal services (OPS), expenses, operating capital outlay, data processing services, fixed capital outlay, etc. These categories are defined within this glossary under individual listings. For a complete listing of all appropriation categories, please refer to the ACTR section in the *LAS/PBS User's Manual* for instructions on ordering a report.

Articulation: The bringing together of the various parts (levels) of the educational system to facilitate the smooth transition of students through the system.

At-Risk Student: Any identifiable student who is at risk of not meeting the goals of an educational program, completing a high school education, or becoming a productive worker.

Baseline Data: Indicators of a state agency's current performance level, pursuant to guidelines established by the Executive Office of the Governor in consultation with legislative appropriations and appropriate substantive committees.

**Basic Skills:** Skills in reading, writing, math, speaking, listening, and problem solving that are necessary for individuals to succeed in vocational and applied training programs.

**Base Funding:** The product of Component A, FTE; times Component B, Program Cost Factors as adjusted by capping; times Component C, Base Student Allocation; times Component D, District Cost Differential.

**Board of Trustees:** The corporate body of persons appointed by the governor as the operating board for a community college or university.

**Budget Entity:** A unit or function at the lowest level to which funds are specifically appropriated in the appropriations act. “Budget entity” and “service” have the same meaning.

**College Preparatory Instruction:** Courses through which vocational and academic education are integrated and which directly relate to both academic and occupational competencies. The term includes competency-based education and adult training or retraining that meets these requirements.

**Competency-Based Education:** An educational approach based on a predetermined set of knowledge, skills, and abilities that the student is expected to accomplish.

**Contracts and Grants:** Budget entities which deal primarily with sponsored research activities and federally funded educational grants.

**Corridor Funding:** A university is funded to generate specific numbers of annual FTEs at each level: Lower, Upper, Graduate Classroom, and Thesis/Dissertation. Florida Statutes provide that if the actual enrollment for any university is less than the funded enrollment by from zero to five percent for a fiscal year, the university shall receive full funding as allocated. If the actual enrollment for a university is less than the planned enrollment by more than five percent for any two consecutive fiscal years, the university’s plan for the next year shall be reduced. If actual enrollment exceeds planned enrollment by more than five percent, an explanation of the excess shall be provided with the next year’s enrollment plan.

**D3-A:** A legislative budget request (LBR) exhibit which presents a narrative explanation and justification for each issue for the requested years.

**Demand:** The number of output units which are eligible to benefit from a service or activity.

**Designated State Agency:** The sole State Agency designated in accordance with federal regulations (CFR 361.13 (a) to administer, or supervise the local administration of, the State plan for vocational rehabilitation services.

**Designated State Unit:** In the case of the State of Florida, the division that is primarily concerned with vocational rehabilitation or vocational and other rehabilitation of individuals with disabilities and that is responsible for the administration of the vocational rehabilitation program of the State Agency (CFR 361.13 (b)).

**Dual Enrollment:** Enrollment in two institutions at the same time, such as a college and a high school, whereby a student can earn both high school and college credit simultaneously.

Early Admission: Enrollment full-time in a college before graduating from high school.

Educational and General: Budget entities which provide instructional programs leading to formal degrees, research for solving problems, and for public service programs.

Estimated Expenditures: Includes the amount estimated to be expended during the current fiscal year. These amounts will be computer generated based on the current year appropriations and adjusted for vetoes and special appropriations bills.

First-Time-in-College (FTIC): A student enrolled for the first time in any post secondary institution.

Fixed Capital Outlay: Real property (land, buildings including appurtenances, fixtures and fixed equipment, structures, etc.), including additions, replacements, major repairs, and renovations to real property which materially extend its useful life or materially improve or change its functional use, and including furniture and equipment necessary to furnish and operate a new or improved facility.

Full-Time-Equivalent (FTE) Faculty: A budgetary term that represents one full-time faculty position. (Note that two people each serving in half-time faculty positions would together equal one F.T.E. faculty.)

Full-Time-Equivalent (FTE) Student: A student enrolled for 900 hours of instruction.

Full-Time Student: A graduate student enrolled for 9 or more semester credit hours in a term, or an undergraduate student enrolled for 12 or more semester credit hours in a term.

General Education: Basic liberal education in communications, mathematics, natural sciences, social sciences, and humanities.

Grants and Aids: Contributions to units of governments or nonprofit organizations to be used for one or more specified purposes, activities, or facilities. Funds appropriated under this category may be advanced.

Indicator: A single quantitative or qualitative statement that reports information about the nature of a condition, entity or activity. This term is used commonly as a synonym for the word "measure."

Information Technology Resources: Includes data processing-related hardware, software, services, telecommunications, supplies, personnel, facility resources, maintenance, and training.

Input: See Performance Measure.

Instruction and Research: A program component which contains the objective of transmitting knowledge, skills, and competencies that allow eligible individuals to become practicing professionals or to pursue further academic endeavors and to enhance the store of knowledge and technology.

Judicial Branch: All officers, employees, and offices of the Supreme Court, district courts of appeal, circuit courts, county courts, and the Judicial Qualifications Commission.

LAS/PBS: Legislative Appropriation System/Planning and Budgeting Subsystem. The statewide appropriations and budgeting system owned and maintained by the Executive Office of the Governor.

Legislative Budget Commission: A standing joint committee of the Legislature. The Commission was created to: review and approve/disapprove agency requests to amend original approved budgets; review agency spending plans; issue instructions and reports concerning zero-based budgeting; and take other actions related to the fiscal matters of the state, as authorized in statute. It is composed of 14 members appointed by the President of the Senate and by the Speaker of the House of Representatives to two-year terms, running from the organization of one Legislature to the organization of the next Legislature.

Legislative Budget Request: A request to the Legislature, filed pursuant to s. 216.023, F.S., or supplemental detailed requests filed with the Legislature, for the amounts of money an agency or branch of government believes will be needed to perform the functions that it is authorized, or which it is requesting authorization by law, to perform.

Level of Student: The student's level of progress toward a degree. Freshmen and Sophomore students are categorized in the Lower Level; Junior and Senior students are categorized in the Upper Level; Graduate students are categorized in the Graduate Level.

Limited Access Program: A community college vocational program or university upper-division program in which enrollment is limited due to space, equipment, or faculty limitations, or other limitations.

Long-Range Program Plan: A plan developed on an annual basis by each state agency that is policy-based, priority-driven, accountable, and developed through careful examination and justification of all programs and their associated costs. Each plan is developed by examining the needs of agency customers and clients and proposing programs and associated costs to address those needs based on state priorities as established by law, the agency mission, and legislative authorization. The plan provides the framework and context for preparing the legislative budget request and includes performance indicators for evaluating the impact of programs and agency performance.

Lower-Division Student: A student who has earned less than 60 semester credit hours.

Matriculation Fee: The instructional fee paid by both resident and non-resident students per credit or credit equivalent.

Narrative: Justification for each service and activity is required at the program component detail level. Explanation, in many instances, will be required to provide a full understanding of how the dollar requirements were computed.

Nonrecurring: Expenditure or revenue which is not expected to be needed or available after the current fiscal year.

Occupational Completion Point: A group of competencies/skills that are needed in order to obtain proficiency in a specific occupation.

Outcome: See Performance Measure.

Output: See Performance Measure.

Outsourcing: Describes situations where the state retains responsibility for the service but contracts outside of state government for its delivery. Outsourcing includes everything from contracting for minor administration tasks to contracting for major portions of activities or services which support the agency mission.

Part-Time Student: A graduate student enrolled for less than 9 semester credit hours in a term or an undergraduate student enrolled for less than 12 semester credit hours in a term.

Pass Through: Funds the state distributes directly to other entities, e.g., local governments, without being managed by the agency distributing the funds. These funds flow through the agency's budget; however, the agency has no discretion regarding how the funds are spent and the activities (outputs) associated with the expenditure of funds are not measured at the state level. ***NOTE: This definition of "pass through" applies ONLY for the purposes of long-range program planning.***

Performance Ledger: The official compilation of information about state agency performance-based programs and measures, including approved programs, approved outputs and outcomes, baseline data, approved standards for each performance measure and any approved adjustments thereto, as well as actual agency performance for each measure.

Performance Measure: A quantitative or qualitative indicator used to assess state agency performance.

- Input means the quantities of resources used to produce goods or services and the demand for those goods and services.
- Outcome means an indicator of the actual impact or public benefit of a service.
- Output means the actual service or product delivered by a state agency.

Perkins Act: The federal vocational education funding act,.

Policy Area: A grouping of related activities to meet the needs of customers or clients which reflects major statewide priorities. Policy areas summarize data at a statewide level by using the first two digits of the ten-digit LAS/PBS program component code. Data collection will sum across state agencies when using this statewide code.

Privatization: Occurs when the state relinquishes its responsibility or maintains some partnership type of role in the delivery of an activity or service.

Program: A set of activities undertaken in accordance with a plan of action organized to realize identifiable goals based on legislative authorization (a program can consist of single or multiple services). For purposes of budget development, programs are identified in the General Appropriations Act for FY 2001-2002 by a title that begins with the word "Program." In some instances a program consists of several services, and in other cases the program has no services delineated within it; the service is the program in these cases. The LAS/PBS code is used for purposes of both program identification and service identification. "Service" is a "budget entity" for purposes of the LRPP.

Program Purpose Statement: A brief description of approved program responsibility and policy goals. The purpose statement relates directly to the agency mission and reflects essential services of the program needed to accomplish the agency's mission.

Program Component: An aggregation of generally related objectives which, because of their special character, related workload and interrelated output, can logically be considered an entity for purposes of organization, management, accounting, reporting, and budgeting.

Reliability: The extent to which the measuring procedure yields the same results on repeated trials and data are complete and sufficiently error free for the intended use.

Service: See Budget Entity.

Standard: The level of performance of an outcome or output.

Student Financial Aid: Appropriations by the Legislature for student financial aid are used to support need- and merit-based student grants, scholarships, and loans to provide access and attract high achieving and talented students.

Transfer Student: A student who attended one or more colleges as a regular student in addition to the one in which currently enrolled, as opposed to a native student.

Tuition Fee: The instructional fee paid by non-resident students per credit or credit equivalent in addition to the matriculation fee.

Unclassified Student: A student not admitted to a degree program.

Unit Cost: The average total cost of producing a single unit of output – goods and services for a specific agency activity.

Upper Division: Baccalaureate junior and senior levels.

Upper-Division Student: A student who has earned 60 or more semester credit hours or has an Associate in Arts degree or is working toward an additional baccalaureate degree.

Unweighted Full-Time Equivalent Student Membership (UFTE): Membership in the regular school term. The regular term for Department of Juvenile Justice schools is 240 to 250 days; the regular term for all other schools is 180 days.

Validity: The appropriateness of the measuring instrument in relation to the purpose for which it is being used.

Weighted Full-Time Equivalent Student Membership (WFTE): Unweighted FTE times program cost factors.

## Explanation of Acronyms

**A&P** - Administrative and Professional

**A.A.** – Associate in Arts degree

**A.A.S.** – Associate in Applied Science

**AAUP** - American Association of University Professors

**ABE** – Adult Basic Education

**ACE** - Arts for a Complete Education

**ACT** - American College Testing Assessment

**ADA** – Americans with Disabilities Act

**AHS** – Adult High School

**AITF** – Academic Improvement Trust Fund

**AP** – Advanced Placement

**AS** – Associate in Science degree

**ATC** – Advanced Technical Certificate

**ATD** – Advanced Technical Diploma

**BA** – Bachelor of Arts

**BOG** – Board of Governors

**BRRS** – Bureau of Rehabilitation and Reemployment Services

**BSA** – Base Student Allocation

**CBO** – Community-Based Organization

**CCLA** – College Center for Library Automation

**CCPF** – Community College Program Fund

**CIL** – Center for Independent Living

**CIO** - Chief Information Officer

**CIP** - Capital Improvements Program Plan



**CIS** – Communities in Schools

**CLAST** – College-Level Academic Skills Test

**CLEP** – College-Level Examination Program

**CPT** – College Placement Test

**CROP** – College Reach-Out Program

**CTO** – Chief Technology Officer

**CWE** – Continuing Workforce Education

**DCCWE** – Division of Community Colleges and Workforce Education

**DCD** – District Cost Differential

**DCU** – Division of Colleges and Universities

**DSA** – Designated State Agency

**DSO** – Direct Support Organization

**DSU** – Designated State Unit

**DVR** – Division of Vocational Rehabilitation

**DWD** – Division of Workforce Development

**ECS** – Education Commission of the States

**EDC** Education Data Center

**EH** – Emotionally Handicapped

**EOG** - Executive Office of the Governor

**EPC** – Education Practices Commission

**EPI** – Educator Preparation Institute

**ESC** – Education Standards Commission

**ESE** – Exceptional Student Education

**ESEA** – Elementary and Secondary Education Act

**ESOL** – English for Speakers of Other Languages

**FAAST** – Florida Alliance for Assistive Services and Technology, Inc.

**FAC** – Florida Administrative Code

**FACTS** – Florida Academic Counseling and Tracking for Students

**FASTER** – Florida Automated System/Transfer Education Records

**FBOE** – Florida Board of Education

**FCAT** – Florida Comprehensive Assessment Test

**FCO** - Fixed Capital Outlay

**FDLN** – Florida Distance Learning Network

**FDLRS** – Florida Diagnostic and Learning Resource System

**FEFP** – Florida Education Finance Program

**FETC** – Florida Educational Technology Corporation

**FETPIP** – Florida Education Training and Placement Information Program

**FFMIS** - Florida Financial Management Information System

**FFY** – Federal Fiscal Year

**FIRN** – Florida Information Resource Network

**FISH** – Florida Inventory of School Houses

**FLAIR** - Florida Accounting Information Resource Subsystem

**FPMS** – Florida Performance Measurement System

**FRAG** – Florida Resident Access Grant

**FRC** – Florida Rehabilitation Council

**F.S.** - Florida Statutes

**FTCE** – Florida Teacher Certification Examination

**FTE** – Full-Time Equivalent

**FTIC** – First-Time-in-College

**GAA** - General Appropriations Act

**GED** – General Education Development test

**GPA** – Grade Point Average

**GR** - General Revenue Fund

**GTAT** – Grade Ten Assessment Test

**HSCT** – High School Competency Test

**ICUF** – Independent Colleges and Universities of Florida

**IFAS** - Institute of Food and Agricultural Sciences

**IL** – Independent Living

**IOE** - Itemization of Expenditure

**IPE** – Individualized Plan for Employment

**IPEDS** – Integrated Postsecondary Education Data System

**IT** - Information Technology

**LAN** - Local Area Network

**LAS/PBS** - Legislative Appropriations System/Planning and Budgeting Subsystem

**LBC** - Legislative Budget Commission

**LBR** - Legislative Budget Request

**LCP** – Literacy Completion Point

**LD** – Learning Disabled

**LEA** – Local Education Agency

**LEP** – Limited English Proficiency

**L.O.F.** - Laws of Florida

**LRPP** - Long-Range Program Plan

**MAN** - Metropolitan Area Network (information technology)

**MIS** – Management Information Systems

**MSFW** – Migrant and Seasonal Farm Worker

**NAEP** – National Assessment of Education Progress

**NASBO** - National Association of State Budget Officers

**OCO** – Operating Capital Outlay

**OCP** – Occupational Completion Point

**OJT** – On-the-Job Training

**OPB** - Office of Policy and Budget, Executive Office of the Governor

**OPPAGA** – Office of Program Policy Analysis and Government Accountability

**OPS** – Other Personnel Services

**OSFA** – Office of Student Financial Assistance

**PAEC** – Panhandle Area Educational Consortium

**PBPB/PB2** - Performance-Based Program Budgeting

**PECO** – Public Education Capital Outlay

**PSAV** – Postsecondary Adult Vocational Program

**PSAVC** – Postsecondary Adult Vocational Certificate

**PSV** – Postsecondary Vocational Program

**PSVC** – Postsecondary Vocational Certificate

**PWDs** – Persons with Disabilities

**RSA** – Rehabilitation Services Administration

**SAT** – Scholastic Assessment Test

**SAC** – School Advisory Council

**SBCC** – State Board of Community Colleges

**SBE** – State Board of Education

**SCNS** – Statewide Course Numbering System

**SDA** – Service Delivery Area

**SGE** – Suitable Gainful Employment

**SOLAR** – Student On-Line Advisement and Articulation System

**SPD** – Staff and Program Development

**STO** - State Technology Office

**SUS** – State University System

**SWOT** - Strengths, Weaknesses, Opportunities and Threats

**TANF** – Temporary Assistance to Needy Families

**TCS** - Trends and Conditions Statement

**TF** - Trust Fund

**TRW** - Technology Review Workgroup

**USPS** - University Support Personnel System

**VR** – Vocational Rehabilitation

**WAGES** - Work and Gain Economic Self-Sufficiency (Agency for Workforce Innovation)

**WAN** - Wide Area Network (information technology)

**WC** – Worker’s Compensation

**WD** – Workforce Development

**ZBB** - Zero-Based Budgeting