

HIGHER EDUCATION COORDINATING COUNCIL

A Report to the

Florida Legislature
Office of the Governor
State Board of Education
Florida Board of Governors

December 2013



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BACKGROUND

The Higher Education Coordinating Council (HECC) was established in 2010 for the purpose of identifying unmet needs; facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers (see Appendix A for full text of Section 1004.015, Florida Statutes) The council serves as an advisory board to the Legislature, the State Board of Education, and the Board of Governors.

HECC annual reports are in fulfillment of Section 1004.015(5), Florida Statutes:

- (5) The council shall annually by December 31 submit to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Board of Governors, and the State Board of Education a report outlining its recommendations relating to:
 - (a) The primary core mission of public and nonpublic postsecondary education institutions in the context of state access demands and economic development goals.
 - (b) Performance outputs and outcomes designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion. Performance measures must be consistent across sectors and allow for a comparison of the state's performance to that of other states.
 - (c) The state's articulation policies and practices to ensure that cost benefits to the state are maximized without jeopardizing quality. The recommendations shall consider return on investment for both the state and students and propose systems to facilitate and ensure institutional compliance with state articulation policies.
 - (d) Workforce development education, specifically recommending improvements to the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

In 2011, the HECC was charged with a one-time activity to produce a report detailing recommendations relating to the primary core mission of public and nonpublic postsecondary education in the context of access demands and economic development goals, performance outputs and outcomes, articulation policies, and workforce development. To meet this requirement the HECC engaged in a series of wide ranging discussions culminating in 36 recommendations. The 2012 Legislature acted upon many of these recommendations. Another product of these discussions and mission of the HECC was the creation of the Florida TalentNet, an economic development and education tool that provides a centralized listing of degree programs at all public and nonpublic postsecondary institutions in Florida, organized by workforce and education zones. Florida TalentNet is located at <http://www.expertnet.org/index.cfm?fuseaction=programs.home>.

In 2012, legislation established an annual reporting process. In its 2012 report, the HECC reported on annual activities and progress on its 2011 recommendations. Many of the 2011 recommendations were acted on or were consistent with legislative activity or work by stakeholder groups, including: the Governor's Blue Ribbon Task Force on State Higher Education Reform; the Florida Government Efficiency Task Force; House Bill 7135 – Postsecondary Education; the Board of Governors Commission on Access and Degree Attainment; and strategic and work plans from the various sectors.

2013 HECC DISCUSSIONS

In 2013, the HECC again engaged in discussions relating to collaborative planning and increased access and completion in higher education as an economic driver for the state. Due to substantial changes in HECC membership in 2013, these discussions have not yet translated into recommendations. The discussions are summarized below, and may serve as a catalyst for upcoming HECC activities and recommendations, although several issues addressed had legislative activity in 2013

Common Core State Standards

The implementation of the Common Core State Standards (CCSS) will be arguably the most impactful activity for college and career readiness. It will change the way students learn, the way teachers teach and how teachers are prepared. The power of the CCSS is its alignment to the best education standards from around the world. It may be complicated in the transition, but there is simplicity in the logic to give students the building blocks to become educated. Florida is a leader in this effort—its greatest asset is that business and industry recognize this. Many groups, such as the Council of 100 and the Florida Chamber of Commerce have endorsed the CCSS and are working to educate industry about its importance. This will change the trajectory of education and will produce students who are college and career ready.

Communication is of vital importance regarding the effect of the CCSS on education, industry, students and families. There has also been communication and work with teacher education schools. Teacher education programs, at both public and nonpublic institutions, must be aligned with the CCSS. School districts must also be given the tools to offer quality in-service programs to help teachers implement the CCSS in their classrooms.

Performance Funding

The Board of Governors has been working on a three-part accountability system, using the State University System strategic plan, accountability reports, and institution reports. The use of these three instruments assists in building a performance funding model for the university system. The Florida College System is also working on measures relating to performance funding.

This work was echoed in Senate Bill 1076, which established performance funding measures for the Florida College System for completion of industry certifications and recurring and nonrecurring funds for state university system institutions that meet the criteria to be designated as a preeminent state research university. In addition, by October 31, 2013, the State Board of Education and Board of Governors were required to recommend to the Legislature a methodology for allocating performance funding for their respective systems. The model must be based on the percentage of graduates employed or enrolled in further education, the average wages of employed graduates, and the average cost per graduate.

Online and Competency-based Education

Florida is a national leader in online learning, with over 600 fully online degree programs. The 2012 Legislature appropriated funds to the Board of Governors to perform a study of online education. Recommendations relating to online learning ran from maintaining the status quo to the creation of an entirely online university. The approach is two-fold: (1) in the long term, any new programs or barriers that will impede the existing online degree program offerings should not be imposed, and

to continue working with public and private partners; and (2) in the short term, Florida's education system must establish clear guidelines about its commitment to high-quality online learning.

It is important to note that even without government pressure, programs at public and private institutions have developed and evolved. In the ICUF institutions there are 324 fully online degree programs from the undergraduate to doctoral level, and the public colleges and universities continue to be leaders in quality online education delivery. This is a thriving market that should not be disrupted, but enhanced. While there is a focus on the number of degree programs, there must be complementary efforts on professional development and providing resources to increase the capability of online education.

Florida already offers several ways for students to earn credit through alternative means. Postsecondary institutions have had longstanding policies regarding the acceptance of credit from non-coursework sources. These include credit by examination, credit for military training, experiential learning, industry certifications, career pathways and articulation agreements.

House Bill 7029 expands the market for online education in both the K-12 and postsecondary levels. The bill created the Florida Approved Courses and Tests Initiative to expand K-12 choices in high-quality online courses, including massive open online courses (MOOCs). At the postsecondary level, beginning in the 2015-2016 academic year, the State Board of Education and the Board of Governors must adopt rules and regulations that enable students to earn academic credit for online courses, including MOOCs, prior to enrollment at a postsecondary institution.

The bill also requires the Department of Education to review and provide recommendations for online courses, including MOOCs, and competency-based online courses for K-12 and postsecondary education. The findings and recommendations must be provided to the Governor and Legislature by February 1, 2014.

Developmental Education

Developmental education (also called remedial or college preparatory) is a current national conversation. While students who matriculate to a postsecondary institution right out of high school are generally more prepared for college-level courses, returning adult students may need developmental education to be ready for credit-bearing courses in mathematics, reading or writing. There have been efforts in Florida to ensure that high school students who need additional preparation are able to complete coursework that is aligned with entry-level postsecondary courses. In this collaborative effort, Florida is now a national leader in utilizing the common placement test in the 11th grade, in order to provide postsecondary preparatory instruction aligned to postsecondary readiness standards in the 12th grade. 2012 was the first year that nearly every 11th grader had to take a placement test (SAT, ACT, Accuplacer or Postsecondary Education Readiness Test or P.E.R.T), per the legislative requirement.

Colleges are also engaging in a redesign of developmental education courses. The current model is a three credit course, regardless of what competencies are needed. As an alternative to this model, many colleges are redesigning courses into modules. Students get what they need, but without spending more time than needed in developmental education.

In Senate Bill 1720, the 2013 Legislature made substantial changes to developmental education. It defined developmental education as modularized, compressed, contextualized or co-requisite

coursework. Developmental education was also made optional for certain students who are now exempted from common placement testing and developmental education.

Florida Virtual Campus

As Florida continually looks for ways to increase efficiency and effectiveness to provide quality education, a success story is the Florida Virtual Campus (FLVC, at <http://www.flvc.org/>). In its creation, Florida examined what was working well and made it better. The FLVC was created in July 2012 through a merger of four longstanding academic support organizations. The FLVC is continuing to transition and consolidate statewide resources to serve as a statewide resource and clearinghouse for technology-based public postsecondary education courses and degree programs. FLVC planning efforts will focus on the maintenance of legacy functions, the implementation of new functions for transient students, the enhancement of the FLVC website, college and career readiness, and the distance learning catalog.

Financial Aid

Pell grants awarded to Florida students add up to just under \$2.5 billion, and the overall total in Florida for federal loans is around \$5 billion. While student loan debt is an important and worthy subject to review, there are many students who need these loans in order to attend a college or university. Many students pay back their loans in a timely fashion; for them the loan is a valuable tool.

Higher Education Value & Affordability

The HECC engaged in a series of high-level discussions about the value of higher education and its costs. What are the elements of Florida's education system and the return on investment for individual students, business/industry, the state, families and society?

Each education sector does a good job of communicating to stakeholders (legislature, students, parents and national bodies) the value each offers to students. However, Florida has not done enough to highlight the value to students through collaboration between the sectors. By focusing the discussion on the individual sectors, we may not talk enough about the policies and programs to facilitate starting at one institution and going to another.

At a time when the state and national conversation is about increasing student debt, we are seeing family savings decreasing. Families feel that they have to make a choice about funding education after the student enrolls, and are not saving for college beforehand. Florida has the means to educate families about the collaboration and between sectors, the menu available to students and the relevant costs. Some of this work is ongoing: the State University System has a working group to measure the cost of a degree to the student, to the university and to the state; Florida Education and Training Placement Information Program (FETPIP) has data on student outcomes; the Florida College System publishes job placement and continuing education outcomes through the Smart Colleges Choices web portal (<http://smart-college-choices.com/>); and performance funding legislation can be leveraged toward time and cost to degree discussions. A victory referenced earlier was Florida TalentNet. If such an inventory can be created, there should also be the capability to pull together some function about college affordability (financial aid, costs, job market, etc.). People are surprised to learn that institutions such as Yale or MIT are considered the best values. These institutions have generous scholarship packages and their graduates have high salaries. There are a lot of factors to affordability.

If one looks at our education system through the lens of the student, there are gaps in information for both the 18-year-old as well as the returning adult. There is not one access point for all students that will outline opportunities, costs, results and performance. Collaboration between the sectors as well as with the Department of Economic Opportunity will more directly tie the work to the job market. A key principle is that the sectors are not competitors, but are partners in educating the citizens of Florida and putting skilled workers into the job market.

Commission on Higher Education Access and Attainment

The Board of Governors appointed the commission to explore how Florida can make informed choices on how best to increase the state's educational attainment levels. In other words, what is needed in the state of Florida and how do we achieve it? The commission has examined areas of need in postsecondary areas, mindful that the degrees needed today might not be what are needed five years from now.

The commission began its work in July, 2012. The first task was to establish a methodology to align education degree data elements with occupational demand elements, which will enable the group to determine demand and identify gaps. In October, 2013, a draft of the final report of the commission was published, and can be found at <http://www.flbog.edu/about/commission.php>.

HECC MEMBERSHIP

A 2013 revision to the HECC membership strengthened the council’s link to business and industry stakeholders. The previous membership was engaged in the HECC discussions at its February 27 and March 25 meetings. Due to the significant turnover in HECC membership, the meeting schedule for the remainder of the year was delayed. The new membership was in place for the October 28 meeting. The new membership of the HECC is as follows:

Position	Member
One member of the Board of Governors, appointed by the chair of the Board of Governors	Morteza “Mori” Hosseini
The chancellor of the State University System	Dr. Jan Ignash, Interim
The chancellor of the Florida College System	Randy Hanna
One member of the State Board of Education, appointed by the chair of the State Board of Education	John Colon
The executive director of the Florida Association of Postsecondary Schools and Colleges	Curtis Austin
The president of the Independent Colleges and Universities of Florida	Dr. Ed Moore
The president of Workforce Florida, Inc., or designee	Chris Hart
The president of Enterprise Florida, Inc., or a designated member of the Stakeholders Council appointed by the president	Gray Swoope
Three representatives of the business community, one appointed by the President of the Senate, one appointed by the Speaker of the House of Representatives, and one appointed by the Governor	Al Stimac
	Marshall Criser, III (chair)*
	TBA

**Marshall Criser, III has been appointed chancellor of the State University System, and will remain on the HECC in that capacity. The vacancy will be filled by another appointment from the Speaker of the House of Representatives.*

HECC RECOMMENDATIONS

Recommendations from the 2011 report that were not acted upon by the Legislature were included in the 2012 HECC report, with the inclusion of an additional recommendation. Below is an accounting of the recommendations from the 2011 report with 2013 actions. Also included are several new recommendations for consideration.

Recommendation	2013 Actions
The Legislature should create authority for state colleges and universities to establish and have oversight of their own charter schools preK through 12.	Not acted on by 2013 Legislature
The Legislature should align financial aid and grant programs to encourage and accelerate access, graduation, and time-to-degree. FRAG, Bright Futures, Need Based and other grants should be stabilized at an appropriate value and offered for a specified number of credit hours and if, by using IB, AP, or dual enrollments, students can graduate earlier, the state should allow them to apply those grants for “hours remaining within the 120” at the graduate level for Florida based programs. Allow students to use the grants for summer sessions. All financial assistance programs should be available to SUS, ICUF and FCS non-traditional students taking nine or more credit hours.	Not acted on by 2013 Legislature
The Florida Legislature should provide STEM incentives in early college pathway programs and in the form of Florida College System transfer grants that can be used in either public or private upper division programs. As an option, the Legislature should provide “match” for private contributions geared toward STEM grants-in-aid/scholarships.	Not acted on by 2013 Legislature
The Florida Legislature should consider a state tax credit or other incentive to promote business/industry/education system collaboration, to include student internships, and leverage private support for research.	Not acted on by 2013 Legislature
If the Florida Legislature continues to provide administrative funding for partnerships with state colleges, it should include State University System institutions, and ICUF schools in the appropriation. The 2+2 language is included in the 2011 General Appropriations Act. The specific Proviso language can be found Section 101A of Chapter 2011-69, Laws of Florida.	Program not funded by 2013 Legislature
The Florida Legislature should reaffirm its commitment to seamless 2+2 transfer articulation pathways by incentivizing state universities, state colleges and private colleges/universities to increase the number and proportion of Associate-degree holding students enrolled in upper division programs.	Legislature appropriated \$15 million for Board of Governors Targeted Educational Attainment (TEAm) grant program to close degree gaps in high demand workforce areas.
The Florida Legislature should modify acceleration incentives to school districts based on the number of college credits earned by high school students in all acceleration programs (AP, IB, AICE, Dual Enrollment).	Not acted on by 2013 Legislature
The Florida Legislature should modify existing systems to provide Dual Enrollment funding to the institution providing the instruction.	SB 1514 revised dual enrollment funding to provide tuition payments from district FEFP if instruction located on the college campus. Other payments if instruction on high school campus.

<p>State appropriated funds allocated to support Workforce Education programs should have a higher percent of the total appropriation based on program performance for the percentage of workforce education funds that are based on performance. The workforce education fund is used to support school district workforce education programs. In fiscal year 2011-12, 1.33% (\$5 million) of the workforce education budget was based on performance.</p>	<p>Not acted on by 2013 Legislature</p>
<p>The Florida Legislature should directly link adult education to employment by changing the definition of adult education by revising s. 1004.93, F.S., to further emphasize that the goal of adult education is employment.</p>	<p>Section 1004.93, F.S., was amended (Ch. 2013-27, Laws of Florida) to mandate a series of action-steps-to-employment before the end of the first term for students entering adult education programs after July 1, 2013.</p>
<p>The Florida Legislature should continue to support the current workforce education delivery system that allows local institutions to determine program offerings to meet local business and industry personnel needs. Programs and courses should be market-driven, meet industry needs, cost-effective and result in employment for students. Which system provides the programs and courses should not be the issue that determines program offerings. The determinant should be whether the programs that are offered are market-driven and successfully prepare individuals for employment.</p>	<p>Section 445.07, Florida Statutes, requires by December 31, 2013, an Economic Security Report that will promote transparency by providing students and parents employment, earnings, and other outcome information on graduates to assist in making informed decisions about education choices.</p> <p>To promote industry certification attainment, the 2013 Legislature passed and the Governor signed into law, a requirement that the State Board of Education approve a list of industry certifications eligible for performance funding at the postsecondary level</p> <p>The 2013 Legislature appropriated approximately \$22 million to the school district workforce education programs to expand, enhance or develop offerings that will lead to industry certification in the nine occupational areas outlined above.</p>
<p>The Florida Legislature should not consolidate adult general education programs within school districts. Currently, school districts, Florida colleges, and community-based organizations provide adult education programs to meet the needs of their local communities. This local decision-making should be maintained.</p>	<p>2013 Legislature did not consolidate programs.</p>
<p>The Florida Legislature should provide funding to support the Adult Degree Completion Pilot Project hosted by the University of West Florida, with the University of South Florida, Florida State College at Jacksonville, and Saint Petersburg College as participating institutions.</p>	<p>Section 1006.735, F.S., was amended (Ch. 2013-27, Laws of Florida) to the "Complete Florida Degree Program" to be implemented in 2013-2014 at</p>

	<p>UWF in coordination with FCS and private institutions, as appropriate. \$4,000,000 appropriated for 2013-2014.</p> <p>Several additional ICUF institutions have indicated their interest in joining this collaboration.</p>
<p>The HECC continues to support its March 28, 2011, recommendations regarding residency for tuition purposes pursuant to s. 1009.21(11), FS, Resident Status for Tuition Purposes, requiring the HECC to provide recommendations relating to the efficiency and effectiveness of the current law.</p>	<p>Not acted on by 2011, 2012 or 2013 Legislature. For 2014, see HB 0205, HB 0035 and SB 0084.</p>

New HECC Recommendations	
<p>Bright Futures: Efforts should be made to cushion the negative impact that has resulted from narrowing Bright Futures Scholarship eligibility. Recent changes in this merit-based program can raise the costs of a bachelor's degree for college-ready students by more than \$10,000.</p>	
<p>Meeting Florida's Industry Needs: Align/incentivize education funding to meet Florida's industry needs. Workforce Florida proposes the alignment and prioritization of Florida's education funding to better meet business and industry's talent needs. By aligning and prioritizing Florida's limited educational resources to demand occupations, Florida will become more competitive by exporting less talent to other states. Additionally, Florida will develop and retain a demand-driven talent pipeline. Florida will "Grow our Own."</p>	
<p>Talent Repository: Workforce Florida proposes the creation of the Florida Talent Repository. The Florida Talent Repository will serve as an innovative opportunity to lead the nation by connecting college graduates with businesses within target industries and improve career opportunities for Florida's citizens. The Florida Talent Repository will:</p> <ul style="list-style-type: none"> • -Improve the inventory of highly-skilled and educated Florida talent • -Enhance job placements • -Support talent retention • -Support competitiveness of Florida businesses • -Advance economic development – job retention and creation <p>The Florida Talent Repository will ensure Florida's position as a global leader for talent and economic growth.</p>	
<p>Career Exploration/Career Counseling: Further efforts should be made in the area of career exploration and career counseling at an earlier age in the secondary system. In many of today's secondary school systems "guidance counselors" are tasked with being disciplinary staff, testing administrators and "other" duties not assigned. Many students lack awareness of the wide range of career paths available to them. Additional recommendations to current legislation and/or policies should be considered to provide middle school students with career path opportunities prior to reaching high school and our postsecondary institutions with little or no goals and/or plan of action.</p>	

HECC SECTOR REPORTS

Each sector represented on the HECC has included in this report material to introduce the area and describe major activities and functions. Each sector report has generally followed a template, which includes the following items:

- Overall mission of the sector – especially in the context of student access and economic development;
- Recent major activities and/or work products;
- Performance measures and funding;
- Programs and new developments to enhance articulation toward certificate or degree completion;
- Other workforce development activities; and an
- Overview of the strategic plan.

FLORIDA COLLEGE SYSTEM

Overall Mission of the Sector

The mission of the Florida College System is to provide access to high-quality, affordable academic and career education programs that maximize student learning and success, develop a globally-competitive workforce, and respond rapidly to diverse state and community needs. Section 1004.65, Florida Statutes, establishes the primary mission for each Florida College System institution. Specifically, the mission for each institution is:

- To provide lower-level undergraduate instruction and award associate degrees.
- To prepare students directly for careers requiring less than baccalaureate degrees.
- To provide student development services to ensure student success, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development, and developmental education and tutorial services.
- To promote economic development for the state within each institution district through the provision of special programs.
- To provide dual enrollment instruction.
- To provide upper-level instruction and award baccalaureate degrees as specifically authorized by law.

Each Florida College System institution offers the associate in arts degree designed for seamless transfer to upper-division coursework. This “2+2” system guarantees associate degree graduates admission to a state university or baccalaureate degree-granting Florida College System institution. Colleges are also authorized to offer certificates, associate in science and associate in applied science degrees in career and technical education fields. These programs prepare students for employment and also provide opportunities for transfer to related baccalaureate programs. Adult education and continuing workforce education are among additional offerings for students. Each Florida College System institution is authorized to seek approval to provide baccalaureate degrees in high-demand areas. Currently, 24 of the 28 Florida College System institutions are approved to offer baccalaureate degrees in high-need critical workforce areas.

The Florida College System is an economic development engine for the state. Essential to the dynamic growth of business in Florida is the ability to train and prepare the workforce to meet the high demands of employers for highly skilled, highly trained employees. Business partners provide

opportunities to initiate, develop, foster, and execute collaborative education and business partnerships that will substantively address Florida's current and future workforce needs.

Major Activities

2013 has been a busy year for the Florida College System. The following activities are aligned with the four goals established in *Stepping Up: A Strategic Plan for the Florida College System*.

Goal 1: Expand and maintain access

- Broward College is the recipient of a grant that will put tools in the hands of colleges to help Florida College System students make good financial decisions. The college has worked closely with other colleges and the Florida Department of Education to finalize a toolkit that will be distributed across the state.
- Thousands of Florida students can make smarter decisions about the right college thanks to information provided through the *Smart College Choices* web portal. The portal - which made its debut in July 2012 - was updated to include more current data regarding job placement, earnings, and various other measures.
- The 28 colleges in the FCS signed on to a national initiative to promote veteran-friendly policies at colleges and universities. The eight strategies in "Keys to Facilitating Veterans' Success on Campus" encourages colleges to implement policies that help veterans, active-duty service members and their families achieve educational and training goals.

Goal 2: Enhance distance learning

- A new agreement between The Florida State University (FSU) and the FCS will allow FCS bachelor's degree students to transition smoothly into FSU's online Master of Science degree in Criminal Justice Studies. Any student who meets FSU's admission requirements and is enrolled in an FCS bachelor's program in criminal justice or public safety administration will be guaranteed admission into FSU's online program. The agreement will also allow students to take two courses from FSU while still enrolled at FCS institutions.

Goal 3: Increase college readiness and success

- The College of Central Florida was the recipient of a grant that promotes student success in dual enrollment courses across the state. The Florida Department of Education issued the \$100,000 FCS Dual Enrollment Toolkit Grant to promote secondary-postsecondary collaboration and training to help students succeed in college-level courses.
- All of the 24 institutions in the Florida College System that offer baccalaureate degrees announced their support of Governor Scott's higher education affordability challenge to offer baccalaureate degrees costing no more than \$10,000. Ten colleges implemented \$10K degrees in fall 2013 in various program areas, including organizational management, technology, education, and construction. Additional \$10K program implementations are anticipated in spring and fall of 2014.
- The Florida Department of Education awarded Broward College \$300,000 to develop a free, online resource that will be available to public schools and Florida College System institutions starting with the 2014-15 academic year. The *Developmental Education Massive Open Online Courses (MOOCs)* will include instructional content for college-level preparation in reading, writing and mathematics.

Goal 4: Prepare for careers

- Eleven FCS institutions were selected by the U.S. Department of Labor to receive \$30.5 million in grant funds to support the areas of supply chain management, information technology, orthotics and prosthetics career education, and economic, workforce development and education partnerships. Broward College will receive \$12.9 million, the largest portion of the grant, to support its logistics and supply chain management program.

College of Central Florida, awarded \$3.2 million, will lead a consortium to support information technology training programs. Other Florida colleges who will receive funding include:

- Eastern Florida State College
 - Edison State College
 - Florida State College at Jacksonville
 - North Florida Community College
 - Palm Beach State College
 - Polk State College
 - South Florida State College
 - St. Johns River State College
 - St. Petersburg College
- Valencia College partnered with Seminole State College and Lake-Sumter State College on a three-year, \$1.5 million grant. The grant was awarded by the National Science Foundation with the goal of increasing the number of minority students transferring into STEM majors at four-year universities. The grant will allow the colleges to hire STEM advisors to help students choose courses and supplemental learning leaders in STEM science courses to provide tutoring. Additionally, the grant will provide resources for scholarships, skillshops, an annual research colloquium, seminars and summer workshops. Through their efforts, the colleges hope to double the number of underrepresented minority students transferring to pursue degrees in STEM fields.
 - In 2013, the Florida College System Council of Presidents commissioned a study of the economic impact of the System. Florida's colleges add an additional \$26.6 billion per year into the state's economy by producing graduates who are better prepared to become high-income earners. The report outlined the system's significant role in the state economy. Students benefit from improved lifestyles and increased earnings. Taxpayers benefit from a larger economy and lower social costs. Finally, the state of Florida benefits from increased job and investment opportunities, higher business revenues, greater availability of public funds, and an eased tax burden.

Performance Measures/Funding

In 2012, House Bill 7135 required the State Board of Education to adopt a strategic plan to reflect cost-effective use of state resources to meet Florida's education and job training needs. The plan also required the Board to clarify institutional missions and identify certificate and degree programs to be offered by the System. The Board adopted *Stepping Up: A Strategic Plan for the Florida College System*, in October 2012. The strategic plan covers a period of five years and is modified every two years to reflect changes in degree programs.

Within the strategic plan, the State Board of Education identified four goals for the System: expand and maintain access; enhance distance learning; increase college readiness and success; and prepare for careers. Under these goals, the Board identified 24 performance indicators.

- **Goal 1: Expand and maintain access**
 1. Number of high school students participating in dual enrollment
 2. Number of students enrolled in college credit courses in the FCS disaggregated by age range
 3. Percentage of students who enroll in the year following high school graduation
 4. Of students who enroll in the year following high school graduation, percentage of minority students

5. Of students who enroll in the year following high school graduation, percentage of low income students
6. Percentage of degree-seeking students classified as non-Florida residents for tuition purposes
7. Average net price of attending a FCS institution
8. Number of students enrolled in community education programs
- **Goal 2: Enhance distance learning**
 9. Percentage of students enrolled in an online/distance learning course
 10. Percentage of students earning a grade “C” or better in traditional/campus-based, online/distance learning, or hybrid courses
- **Goal 3: Increase college readiness and success**
 11. Percentage of developmental education completers who complete college-level course in same subject with a “C” grade or above within 2 years
 12. Number of institutional and program rankings
 13. Number of faculty receiving awards
 14. Percentage of students receiving federal, state, local, institutional, or other sources of grant aid
 15. Percentage of students receiving Federal student loans and average amount of Federal student loan aid received by undergraduate student
 16. Cohort default rate for FCS
 17. Retention rates
 18. Number of degrees and certificates awarded
 19. Graduation rate for first-time in college students (150% time)
 20. Average time and credit to associate degree
 21. Transfer rates of associate degree graduates who transfer within two years to the upper division at a Florida College System institution or state university
 22. Percentage of students taking and passing licensure exams
- **Goal 4: Prepare for careers**
 23. Percentage of graduates found employed in the state of Florida within one year of completion disaggregated by certificate/degree type
 24. Average wages of graduates found employed in the state of Florida within one year of completion disaggregated by certificate/degree type

In addition, legislation during the 2013 session addressed accountability and performance through the introduction of performance funding in fiscal year 2013-14 for students who earn industry certification as a result of career and technical course and program enrollment in nine specific occupational areas. Additional legislation required the State Board of Education to make recommendations to the Legislature about a performance funding formula. The formula includes the percentage of graduates employed or enrolled in further education, the average wages of employed graduates, and the average cost per graduate.

Articulation and Completion

- During the 2012 legislative session, Section 1007.23, Florida Statutes, was revised to require all students pursuing an associate in arts degree to indicate a baccalaureate program of interest at an institution of interest by the time he or she earns 30 credit hours. This statute affects the 2013-14 student cohort initially entering a Florida College System institution and all thereafter. This legislation enhances Florida’s established 2+2 policy and helps reduce excess credit hours. The implementation of this statute will not only

emphasize the importance of continued education, but also facilitate communication between advisors of the Florida College System and State University System institutions.

- Section 1007.25, Florida Statutes, was amended during the 2012 legislative session to establish the general education core course options. The law requires the core options to consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences (however, the five course maximum may be exceeded if approved by the State Board of Education and the Board of Governors). Department of Education and Board of Governors' office staff collaborated with college and university administrators and faculty committees to establish the general education core course options, which are anticipated to be codified in State Board of Education Rule and Board of Governors Regulation in spring 2014. Per a 2013 amendment to the statute, the general education core requirement will go into effect for students initially entering a Florida College System institution or state university in 2015-16 and thereafter.
- College and career readiness has been a priority in the Florida College System for several years. The system has been engaged in major efforts to customize assessments and restructure the developmental education curriculum for better course placement and accelerated transition to college level coursework. Senate Bill 1720, passed during the 2013 legislative session, has launched the Florida College System into action with even greater momentum towards the goal of student success. This legislation offers great opportunity for institutional flexibility and provides an exemption for certain students from common placement testing and developmental education. The exemption provision enables to student to be considered college ready with direct entry to gateway courses starting with spring 2014 enrollment. Institutions are required to submit a developmental education reform implementation plan to the chancellor of the Florida College System by early spring 2014, for fall 2014 implementation.
- Starting fall 2014 with full developmental education reform implementation, students will be required to select meta-major academic pathways. A meta-major is a collection of academic disciplines and programs of study that share common foundational skills. Enrollment in meta-major courses provides a guide for students as they progress into programs of study. Florida College System institutions will utilize meta-majors to guide students to appropriate gateway courses with the expectation that more students will have an opportunity to select alternative mathematics pathways aligned with the meta-major rather than an algebra-only mathematics sequence.
- In fall 2010, Florida became part of *Project Win-Win*, a national grant-funded initiative designed to increase associate degree completion. Students who had accumulated enough credit to graduate but did not earn their associate degrees were identified and awarded degrees retroactively. Students who were close to completing their degree were encouraged to re-enroll and complete. This project is a win-win to both students and colleges because students earn a degree that enables them to have higher earning potential and colleges gain improved graduation rates. Three Project Win-Win pilot institutions in Florida have already graduated over 3,000 eligible students.
- *Credit When It's Due* is a joint effort between the Florida College System and State University System to boost college completion rates by providing students meaningful stepping stones toward the completion of their baccalaureate degrees. This initiative is similar to Project Win-Win but focuses on students who transferred from a Florida College System institution to a state university without completing an associate degree. The local college-university partnerships work collaboratively to award the associate in arts degree to students who meet the requirements at the Florida College System institution.

- Thanks to a campaign to help college students finish their degrees, the Florida College System (FCS) graduated an additional 11,543 students in 2012 and 2013. The campaign - *Finish Up, Florida!* - was a coordinated effort by all 28 Florida colleges to encourage students who left without completing their studies to re-enroll and finish their degrees.
- A Bill and Melinda Gates Foundation funded *Completion by Design* grant will promote engagement in state-level policy and advocacy work related to the national Completion by Design initiative, which takes a systematic approach to creating clear and intentional pathways for students to complete their credentials.
- *Core to College* is a granted funded initiative focused on the alignment of high school exit and college-entry expectations for the purpose of improving college readiness. The Florida College System is building or enhancing existing school district-college partnerships with the goal of shared understanding of where there is alignment and where there are gaps in college readiness.

Overview of Strategic Plan

The State Board of Education adopted *Stepping Up: A Strategic Plan for the Florida College System, 2012-13-2017-18*, on October 9, 2012. In *Stepping Up*, four core goals for the Florida College System were established: 1) expand and maintain access; 2) enhance distance learning; 3) increase college readiness; and 4) prepare for careers. Twenty-four performance indicators accompanied by baseline and five-year targets were established under each goal as a way to monitor progress and performance. Additionally, key initiatives to demonstrate how the system will achieve its goals were identified. The plan also included new components, including clarification of system and institutional missions and programs to be offered by Florida College System institutions.

FLORIDA BOARD OF GOVERNORS/STATE UNIVERSITY SYSTEM

Overall Mission Statement

The State University System provides education to over 330,000 students at the undergraduate, graduate, doctoral, and professional levels. All universities share the core threefold mission of teaching, research, and service.

The further articulated mission of the twelve institutions comprising the State University System of Florida is to provide student access to a coordinated system of public institutions of higher learning, each with its distinctive mission and collectively dedicated to serving the needs of Florida and the Nation.

The System's mission reflects the strategic priorities of a New Florida knowledge economy through academic excellence, scholarship, research and innovation, and community engagement. The State University System supports students' development of knowledge, skills, and aptitudes needed for success in the global society and marketplace. It works to transform and revitalize Florida's economy and society through scholarship, research, creativity, discovery, and innovation. It delivers knowledge and advances the health, welfare, cultural enrichment, and economy through community engagement and service. And it mobilizes its resources to address significant challenges and opportunities facing Florida's citizens, communities, regions, the State, and beyond. A prime example of this is when all universities came together to work on the Gulf Deepwater Horizon blowout and spill, forming a consortium comprised of both public and private institutions.

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the 2012-2025 strategic planning period and are framed by the Board's three critical points of emphasis: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy.

Excellence:

- Improving the quality and relevance of all academic programs, and growing the number of institutions and academic programs with state, national, and/or international preeminence.
- Improving the quality and impact of scholarship, research, and commercialization activities, and growing the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.
- Improving the quality and relevance of public service activities, and growing the number of institutions recognized for their commitment to community and business engagement.

Productivity:

- Increasing access and degree completion for students, including students from traditionally underrepresented groups, returning adult students, and distance learning students.
- Increasing research and commercialization activities to help foster entrepreneurial campus cultures.
- Increasing undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.
- Increasing faculty and student involvement in community and business engagement activities.

Strategic Priorities for a Knowledge Economy:

- Increasing student access and success in degree programs in the STEM fields and other areas of strategic emphasis that respond to existing, evolving, and emerging critical needs and opportunities.
- Attracting more research funding from external (includes federal and private) sources.
- Promoting more collaboration with private industry on research projects.
- Increasing the percentage of graduates who continue their education or are employed in Florida.

That all universities share a threefold mission cannot mean that all institutions of the State University System should interpret their missions exactly the same, especially given the goals referenced above. For a university system to work, a more carefully articulated understanding and alignment is necessary with regard to the proportions of teaching, research, and service appropriate to each institution, affording access to an array of different educational opportunities unique to the mission of each institution. This differentiation must also encompass more strategic areas such as how many students at each institution can be expected to be first-time-in-college admits, the appropriate ratios of undergraduates to graduate students relative to each institution, and proportions of first-time-in-college to 2+2 transfers according to the capacity and the unique mission of each institution.

Similarly, the State University System is continuing to develop regulations, processes, and procedures for exploring how branch campuses will or will not grow, their future roles in programmatic delivery, and their optimal use in articulating across sectors. The System also faces questions as to whether and where new stand-alone institutions might be created, and similar strategic questions that ultimately reflect on the missions of both new and existing institutions, both within the System and across sectors.

In sum, the threefold mission of teaching, research, and service must be differentiated by institution, must reflect the creation of tools to increase student access, and must aggressively point toward meeting the workforce goals of the state and building world-class academic programs and research capacity, all aspects of which must focus on student success, on increased outputs, and on unquestionable degrees of relevance to Florida's future. In other words, the State University System must become better organized and its institutions more clearly differentiated to meet the needs of the 21st century in order to maximize the state's investment on its future.

Major Activities

Commission on Higher Education Access and Educational Attainment

In May 2012, Board of Governors Chair Dean Colson created the Commission on Florida Higher Education and Access and Degree Attainment. In announcing the Commission and its members, Colson stated that the focus would be to address the very specific statewide need for future baccalaureate degree attainment and the crucial issue of capacity. Over the course of more than a year, the Commission's seven members, grappled with questions regarding Florida's future - near-term and long-term—and the kind of alignment between higher education and workforce that would be necessary for a changing world of work.

The membership included:

Dean Colson, Chair, Board of Governors

Ava Parker, Former Board of Governors Chair

Kathleen Shanahan, Chair, State Board of Education

Rep. William L. "Bill" Proctor, Member, Florida House of Representatives

Thomas G. Kuntz, Member, Board of Governors, and Banking Executive, SunTrust Banks

Marshall M. Criser, III, Co-Chair, Higher Education Coordinating Council; Vice Chair,

University of Florida Board of Trustees; President, AT&T Florida

Susan Pareigis, President, Florida Council of 100.

Additionally, the student and faculty representatives to the Board of Governors served as ex-officio advisors to the Commission.

The major questions the Commission addressed were:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities, or is there a major role to be played by the State's colleges and other sectors?

The Commission's final report, approved at the Board of Governors meeting on November 21, 2013, contained the following key findings:

- There is sufficient capacity in the current system to expand as needed, without building new colleges or universities.
- The State University System of Florida should work collaboratively with the Florida College System to expand upon demand in strategic ways.
- The three critical workforce needs, as identified by the gap analysis conducted as part of the work of the Commission, include Computer and Information Technology; Accounting, Financial Services and Auditing; and Middle School Teacher retention.

Recognizing there is a need for continual growth in educational attainment, especially in particular areas, the State of Florida Legislature appropriated \$15 million to pay down the gap. The result is the Targeted Educational Attainment (TEAm) grant program. It is the expressed intent of this grant program to support Florida's public universities, and their partners, provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding or building academic program capacity.

Data informs policy. It is the hope of the members of the Commission for Access and Educational Attainment that the data-driven method on which the Commission built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

Online Education

On February 21, 2013, the Board of Governors approved motions to (1) designate a preeminent university to create a separate arm to provide online degree programs and (2) direct the Chancellor to form a cross-sector group to determine ways in which services and online degree programs could be better coordinated to ensure state and student needs were met in a cost-efficient and effective manner.

The Legislature passed, and the Governor approved, CS/CS/SB 1076, which created an online institute at a preeminent university, thereby implementing the first motion.

UF Online was charged with providing high quality, fully online baccalaureate degree programs for students admitted to the University of Florida and will provide its first programs in January 2014.

The Chancellor implemented the Board of Governors' second motion by appointing a 17-member *Task Force on Postsecondary Online Education in Florida*, in collaboration with the Florida College System (FCS) Chancellor Randy Hanna. Membership of the Task Force included representatives from 8 universities, 5 colleges, 2 private universities, the Florida Virtual Campus (FLVC), and the Department of Economic Opportunity (DEO).

After numerous meetings and careful consideration, the Task Force unanimously approved its recommendations and report on November 13, 2013. The final report will be transmitted to the Chancellor in December for possible discussion and consideration by the Board of Governors in January.

Complete Florida Degree Program

Also in 2013 the Legislature created the **Complete Florida Degree Program** to focus on recruiting and retaining adults who have earned college credit, but never completed their degrees. The University of West Florida was designated the lead institution for the effort and is working in

partnership with other institutions in both the State University System and Florida College System. UWF submitted Complete Florida’s detailed program plan to the Board of Governors, State Board of Education, and the legislative appropriations committees on September 1, 2013.

Performance Measures/Funding

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

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

Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data (not 2, 3, or 5-year averages).
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were decided after reviewing data trends for each metric.
- The Board is requesting \$50 million in the 2014-2015 legislative budget request, which will be the pilot year of implementation.

Metrics Common to all Institutions:

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

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

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

Board of Trustees Choice Metric – The Trustees will chose a metric from the remaining metrics in the University Work Plans that are applicable to that university and have not been previously chosen for the model.

Articulation and Completion

General Education Project

The 2012 Legislature amended Section 1007.25, Florida Statutes, *General education courses; common prerequisites; other degree requirements* – to reduce the core course requirements from 36 hours to 30 and called on faculty discipline committees to identify general education core options consisting of a maximum of five courses in each of five general education areas: Communication, Humanities, Mathematics, Natural Science, and Social Science. The remaining hours to complete the general education program as a part of the associate in arts or baccalaureate degree were at the discretion of the postsecondary institution.

To implement this legislation, the Chairs of the Board of Governors and State Board of Education authorized the chancellors of the State University System and the Florida College System to appoint a faculty committee for each of the five discipline areas. SUS representatives to cross sector faculty committees and a Steering Committee were identified and approved by the SUS Council of Academic Vice Presidents to manage the process and provide final review and approval of the core course recommendations in each of the five discipline areas.

During late 2012 and early 2013, statewide meetings were held to enable the five faculty committees to meet in order to consider general education core courses in each of the five discipline areas and make recommendations to the Steering Committee. Preliminary recommendations were discussed at the campus level of the state universities and colleges and feedback was received and compiled for further review by the Steering Committee.

The 2013 Legislature adopted Steering Committee recommendations to amend the legislation in order to restore the general education program to 36 hours; to eliminate the requirement that institutions offer all core course options, to allow the Board of Governors and the State Board of Education to approve additional core course options beyond the five per subject area limit; and to extend the implementation date to 2015.

The Steering Committee met in May 2013 to review institution feedback on the core course recommendations and student learning outcomes and met again in August to finalize the recommendations in each of the discipline areas. The recommendations were then forwarded to each state university and college faculty and administrators for final review and approval by each institution's faculty curriculum committees and senate structures.

In the coming months, work will occur to draft an administrative rule and regulation that expresses the revised general education core course options for adoption by the Board of Governors and the State Board of Education.

Workforce development activities

Programs of Strategic Emphasis

The Programs of Strategic Emphasis exist as one of several tools for aligning the degree production goals of the State University System with the economic and workforce needs of Florida. Categories are determined through a methodology that includes an analysis of the current reports and data of key economic and workforce councils in Florida. Additionally, a number of national level reports are reviewed and their recommendations were incorporated into the analysis.

The methodology used to reevaluate assumptions and forecasts that provide the framework for determining Programs of Strategic Emphasis is:

1. Identify the recommendations of Florida's leading economic and workforce councils (key councils) and national reports.
2. Merge and evaluate the areas of interest and emphasis from the key councils to determine appropriate broad program categories that are in alignment (Table 1).
3. Identify specific academic programs and program clusters code that should be included in the broad program categories.

The Programs of Strategic Emphasis adopted by the Board of Governors in November 2013 are listed below.

Critical Workforce – Education: This category includes all the programs related to teacher preparation and student counseling at the K-12 level.

Critical Workforce – Healthcare: This category includes all healthcare related programs, both practitioner and administrative/support in recognition that Florida will need to expand its healthcare workforce in all related occupations over the next decade.

Critical Workforce – Gap Analysis: This category focuses on degree programs leading to the occupational categories projected to be critically under-supplied in the 2013 Higher Education Access and Educational Attainment Commission's gap analysis, but only includes programs that are not included in another category of Programs of Strategic Emphasis.

Economic Development - Global Competitiveness: This category represents an over-arching concept found in the various reports reviewed and includes degree programs that assist in making the SUS globally competitive.

Economic Development – STEM: The broad category of STEM encompasses programs associated with the six subcategories listed below.

- Mechanical science and manufacturing
- Natural science and technology
- Medical science and technology
- Computer science and technology
- Design and construction
- Electronic media and simulation

Many of the STEM academic programs can be targeted at the two-digit CIP level and others can be targeted at the four-digit level. However, there are STEM related degrees embedded in disciplines

that are not generally associated with science, technology, engineering, and math. These have also been included in the list of STEM CIP codes.

The 2008 category of Critical Need: Security and Emergency Services was deleted in the 2013 update to Programs of Strategic Emphasis because current editions of the key council reports no longer emphasized a critical need in Florida for these types of programs. While they certainly remain important, it was determined that continuing to include them as a Program of Strategic Emphasis was unwarranted. Science and technology related programs currently in this category are included in the STEM category.

Overview of Strategic Plan

The State University System Strategic Plan

The State University System 2012-2025 Strategic Plan is specific, brief, and metrically driven. In the Plan, the historical three-part mission of universities—teaching, research, and service—is modified for a 21st Century Florida as teaching and learning; scholarship, research and innovation; and community and business engagement. These, set against the accepted wisdom notions of Excellence, Productivity, and Strategic Priorities for a Knowledge Economy created a matrix of nine cells into which nine high-level goals are identified:

SUS GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY
Teaching & Learning	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
Scholarship, Research, & Innovation	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
Community Business & Engagement	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce

Stemming from the nine high-level goal areas are 28 discreet performance indicators. These indicators (and others) are tracked yearly in the SUS Accountability Report as well as in annual University Work Plans. In this way, the SUS has been able to track the progress on each of the discreet performance indicators as well as progress on the high-level goals.

The SUS Strategic Plan works in tandem with the yearly SUS Accountability Report and annual University Work Plans. Together, these three strategic documents have achieved national attention as a best practice for vision, transparency, and accountability.

**FLORIDA STATE BOARD OF EDUCATION
K-12 Public Education**

Overall Mission of the Sector

The mission of the State Board of Education is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

The overall focus of the State Board of Education is to ensure students are ready for college and careers. Three areas of emphasis are:

- Raising the bar with rigorous standards – Common Core State Standards (CCSS)
- Meaningful assessments – appropriate CCSS assessments and transition to digital instruction
- Accountability measures - supporting and preparing effective teachers and the school accountability system

Major Activities

Raising the bar with rigorous standards

Common Core State Standards

Florida has adopted new standards, called Common Core State Standards in English Language Arts and Mathematics, which will impact the way children are taught, how they learn, and how they will be assessed. The development of high academic standards will move our students and teachers toward more independent, analytical approach to reading, writing and mathematics. The application of these analytical skills will lead toward problem solving to be successful in college and careers.

Florida adopted the Common Core State Standards in Reading and Mathematics in 2010. To prepare for implementation, summer professional development meetings have reached over 22,000 K-12 and career and technical education educators. The goal of these workshops was to focus on implementation of the CCSS in all content areas including planning for instruction, integration across content areas and monitoring student progress and multi-tiered system of supports. Florida's schools will be fully integrated with these standards by school year 2013-2014. Students will be assessed on the CCSS beginning in 2014-2015.

The Florida Department of Education is working diligently with school districts across the state to reach our goal of full implementation of these new standards and has developed this tool to measure progress in obtaining that goal. The Readiness Gauge was developed to help track and

share school district progress as preparations are made to provide a robust digital learning environment and full implementation of the Common Core State Standards.

Supporting and Preparing Effective Teachers

The 2011 Student Success Act and Race to the Top set forth guidelines for teacher evaluations. They must be designed to support effective instruction and student learning growth; results must be used when developing district and school level improvement plans and to identify professional development and other human capital decisions for instructional personnel and school administrators.

Evaluations must differentiate among 4 levels of performance:

- Highly effective
- Effective
- Needs improvement, or for instructional personnel in first 3 years of employment, Developing
- Unsatisfactory

State Board of Education must establish student growth standards for each performance level. The Commissioner of Education must consult with experts, instructional personnel, school administrators and education stakeholders in developing the criteria for the performance levels.

To support those objectives, the law also sets forth that teacher evaluations are to be based on sound educational principles and contemporary research in effective practices in three major areas:

- The performance of students
- Instructional practice
- Professional and job responsibilities

Legislation in 2013 (Senate Bill 1664) made revisions to statutes governing state-approved educator preparation programs, professional certification, performance evaluations, assessments and professional development systems. Highlights of the bill include:

- Provides for performance metrics to evaluate preparation programs;
- Revises rule requirements regarding the core curriculum for deeper preparation in standards-based instruction;
- Requires the State Board of Education to adopt rules regarding temporary certificates; and
- Revises the criteria for evaluating classroom teachers to base the student growth portion of the evaluation on the performance of students taught by the teacher.

Assessments

Florida has implemented an assessment program that provides its teachers a **balanced system of high-quality statewide formative, interim and summative assessments in mathematics and reading**. With high-quality, aligned measures of student knowledge, Florida is able track, and adjust as needed, progress toward meeting achievement goals and ensuring highly-effective teachers. This system is supported by digital teacher resources to support instruction (standards database, model lessons, and test item specifications) and digital content for students (student tutorial and digital instructional materials is core content areas) aligned to the standards assessed to support learning. These evidence-based practices and accompanying professional development

equips teachers with classroom-based measures to make instructional decisions and provide leaders with aggregated data on students' progress on the path to career- and college-readiness.

Accountability Measures

The State Board of Education has maintained the high standards that have raised Florida's national standing while preparing for the transition in 2014-2015 to the Common Core State Standards. During this transition to the new standards and assessments the State Board of Education will be evaluating the indicators in the accountability system to ensure a continued path toward college and career readiness.

Strategic Plan

The primary task of the State Board of Education is to ensure a high quality education for all students. Florida students must be given the tools necessary to graduate from high school and be prepared for college and the global workforce. The five-year Strategic Plan, approved in October 2012, communicates where we are, where we want to be, and how we will get there. The State Board of Education Strategic Plan may be found at

http://www.fldoe.org/board/meetings/2012_10_09/strategicv3.pdf.

Florida's vision and mission is to ensure that 100 percent of students achieve at or above grade level. Setting objectives that will ensure the best access and opportunities for our state's diverse student population, while increasing educator effectiveness, raising standards, and deepening the level of school curriculum, are at the forefront of Florida's ambitious education agenda.

Strategic Plan priorities are applied to students in pre-kindergarten, K-12 and postsecondary, as well as to teachers and leaders and school choice options. Performance indicators show the progress toward attaining each goal in Florida's education system.

DIVISION OF CAREER AND ADULT EDUCATION FLORIDA DEPARTMENT OF EDUCATION

Overall Mission of the Sector

Economic Development

The mission of Florida's Workforce Education System continues to help ensure that Florida has the skilled workforce needed to grow and diversify its economy. The primary customer of workforce education is Florida's businesses and industries and, therefore, workforce education programs in Florida are designed and tailored to meet their needs. To this end, short-term and long-term forecasts of employment demand for jobs by occupation and industry are the foundation on which workforce education programs are developed.

Student Access

The Workforce Education system is a dual delivery system with programs offered in 58 school districts including 47 technical centers and 28 state and community colleges. The system served more than 600,000 students in career certification certificate technical degree programs, apprenticeship, literacy/diploma, and continuing workforce education programs in 2012-2013.

Central to the workforce education mission is an open access postsecondary setting by combining high standards of program excellence with an open-door policy for workforce education programs for all who can benefit without regard to age, race, disability, gender, creed, or ethnic or economic background.

The Division of Career and Adult Education continues to work with local institutions to support a delivery system built around local business and industry personnel needs. The Division of Career and Adult Education is responsible for developing educational programs that will prepare individuals for the occupations that are important to Florida's economic development. With partners from education, business and industry, and trade associations, the Division works to align career and adult education programs with skill requirements of industry leaders in Florida. Program staff from the Division of Career and Adult Education work with groups consisting of industry and educational institution representatives from each of the 17 career cluster areas to review and update program and course offerings.

Major Activities

Industry Certifications

Industry certifications earned through secondary and postsecondary career and technical education programs and courses are an important component of Florida's public education system and Florida's economy. The Florida Department of Economic Opportunity (DEO) defines industry certification as follows:

A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need.

Industry certifications are the central component of the implementation of the Florida Career and Professional Act. In 2007, the Florida Legislature passed the Career and Professional Education Act. The purpose of the Act was to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy. While originally focused on industry certification attainment by secondary students, the 2013 Legislature expanded to include industry certification attainment by postsecondary students.

Development and Implementation of the Postsecondary Industry Certification Funding List

The 2013 General Appropriations Act and Senate Bill 1076 required that the State Board of Education approve a list of industry certifications eligible for performance funding (colleges and school districts) based on occupational areas specified in the General Appropriations Act. For 2013-14, the occupational areas identified are:

- Automotive service technology
- Cyber security
- Cloud virtualization
- Advanced manufacturing
- Welding
- Federal Aviation Administration (FAA) airframe mechanics

- Federal Aviation Administration (FAA) power plant mechanics
- Pharmacy technicians
- Heating, ventilation and air conditioning technicians

In addition, Senate Bill 1076, amended s. 1007.271(7), F.S., identifying industry certifications adopted pursuant to s. 1008.44, F.S., as eligible to meet the career dual enrollment industry certification requirement. Industry certifications on the Postsecondary Industry Certification Funding List, including those not eligible for performance incentive funds, may be used to satisfy these criteria.

Pursuant to s. 1008.44, F.S., the State Board of Education adopted a new rule for the implementation of the postsecondary certification incentive program. . The funding list is comprised of evaluation instruments (industry certifications and licensures) that are deemed valid and reliable for meeting the career dual enrollment requirement, per Section 1007.271(7), Florida Statutes, and for the funding of postsecondary industry certifications earned, per s. 1008.44, F.S. The State Board of Education approved rule 6A-6.0574 F.A.C., Postsecondary Industry Certification Funding List, on November 19, 2013. The adopted postsecondary list and more information about postsecondary certifications may be found at <http://www.fldoe.org/workforce/indcertPS.asp>

Development and Implementation of the Career and Professional Education (CAPE) Industry Certification Funding List (secondary)

The State Board of Education adopted rule 6A-6.0573, Industry Certification Process, which includes the annual adoption of the Industry Certification Funding List with waivers of experience and other requirements. The 2013-14 list and more information about industry certifications may be found at <http://www.fldoe.org/workforce/fcpea/default.asp>.

Acceleration Funding for Industry Certification

Acceleration programs are funded to the school districts through the Florida Education Finance Program (FEFP). In addition, districts also receive incentive funding for students who pass AP, IB, AICE and Industry Certification exams. Calculation of additional full-time equivalent membership for industry certification attainment is detailed in 1011.62 (1)(o). SB 1076 established industry certification teacher bonus incentives from the additional FTE incentives. In 2014-2015, eligible teachers may earn a \$25 bonus or \$50 bonus for each student who successfully completes an eligible examination during the 2013-2014 school year, not to exceed \$2,000 per year.

Performance Measures/Funding

Program performance is assessed using the statutorily mandated outcome measures that include: retention rates, completion rates, placement rates and earnings [s. 1008.42, F.S. and 1008.43, F.S.]. Utilization of performance-based funding and a comprehensive use of market driven tools are key elements that contribute to the responsiveness of Florida's workforce education system. In 2005-06, the legislature provided a separate performance-based incentive funding allocation to district workforce education providers based on outcomes such as program completers, special populations served, employment placement, and continuing education. However the 2013 General Appropriations Act only provided funding for career and technical education programs for the first time since the creation of a separate performance-based incentives appropriation for school districts. The funds for 2013-14 were restricted to an allocation based on the attainment of industry certifications in the targeted areas listed in the above section on the postsecondary funding list. Districts were provided with about \$5 million in performance funding for student attainment of industry certifications. For the first time ever, there is no lag between the funding

year and the performance year. The 2013-14 funds must be allocated based on industry certifications earned in the 13-14 academic year.

Articulation and Completion

Adult Education Career Pathways Initiative

The 2012 HECC report recommended the following: “The Florida Legislature should directly link adult education to employment by changing the definition of adult education by revising s. 1004.93, F.S., to further emphasize that the goal of adult education is employment.” SB 1076 amended the definition of adult education placing important emphasis on employability through action steps to employment activities which must be completed before the end of the first term. For the past three years, the Department has worked to reform adult general programs by focusing on further linking adult education to employability. Florida is leading the nation in terms of aligning its adult education programs to career pathways. This effort embodies the slogan, *—learn to earn*. Florida’s reform efforts to re-engineer its adult education programs are targeted towards the following goals, to:

- increase the number and percentage of adult education students who enter postsecondary education and earn a degree, certificate, and/or industry credential;
- increase the number of adult general education students who earn an adult high school diploma or its equivalent to successfully transition into postsecondary education; and
- increase the percentage of adult high school diploma and equivalent recipients earning a postsecondary degree, certificate, or industry certification within three years.

Gold Standard Career Pathways Articulation Agreements

These agreements allow students who are progressing to the next level of education to earn a guaranteed number of college credits toward the AAS or AS degree at a Florida College System institution. Each agreement ensures that the student has met a specified level of competency as validated by a third party (i.e. industry certification). As new Gold Standard industry certifications are identified, new agreements will continue to be established and approved. Each agreement is identified in State Board of Education Rule 6A-10.0401 F.A.C.

Overview of strategic plan

Skilled Workforce and Economic Development is one of four goals for Florida’s education system established under s. 1008.31 F.S. Florida’s workforce education systems is well represented in the priorities of the strategic plan and align with the mission of such programs which is to help ensure that Florida has the skilled workforce needed to grow and diversify its economy. Specific priorities include the expansion of STEM-related educational opportunities in high-demand areas, increased career and technical education opportunities and improved adult education programs.

INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA (ICUF)

Overall Mission of the Sector

The 31 independent colleges and universities of Florida are private, Florida-based, secular, non-profit higher education institutions that award 1/3 of Florida’ bachelor’s, master’s, doctoral and first professional degrees. Like Florida’s state universities and colleges, ICUF institutions are all SACS accredited. Using federal, state and their own institutional student financial aid, these institutions provide degree access to more than 155,000 students at costs comparable to state

institutions. ICUF students upon graduation have student loan debt only slightly larger than the graduates of Florida's state universities. With three Historically Black Colleges Universities and four Hispanic-serving universities, ICUF institutions are, overall, more diverse in their student enrollment than Florida's state universities. These institutions have 135 educational sites in Florida and offer 324 fully online degree programs. Nearly 2/3 of the bachelor's degrees awarded by ICUF colleges and universities are in critical and targeted STEM, Health Care, Education and Business fields. Over half of financial aid applicants at ICUF schools have family incomes of less than \$60,000.

Major Activities

ICUF has encouraged its member institutions, which have 324 fully online degree programs and nearly 32,000 online students to explore collaborating with the University of West Florida on *Complete Florida Degree Program*, the degree completer program. Thus far, several ICUF universities have indicated their willingness to join this collaboration. An ICUF representative has joined the State University System's online taskforce to review Florida's current online capacity and to recommend actions to the Legislature. ICUF is also exploring other possible projects to employ its online capacities and to engage online resources to boost the scope, scale and success of online education in Florida.

Performance Measurement

For a second year, ICUF has issued its Florida Resident Access Grant Accountability Report, complying with Legislative efforts to collect comparable data from each of Florida's higher education systems. This report tracks inputs, outputs and outcomes from the preceding fiscal year, including entrance requirements, graduates and employment data. ICUF is also exploring the possibility of a streamlined data reporting design that builds on these statutory and proviso requirements and provides access to a broader range of data through FETPIP.

Articulation and Completion

ICUF has continued to participate in the research and senior policy work groups of the Board of Governors' Commission on Higher Education Access and Educational Attainment, developing a list of "High-Demand/Low-Supply" bachelor's degrees. This research product has been shared with ICUF's 31 colleges and universities to help guide their degree planning process and capacity expansion strategies. ICUF has also encouraged its presidents to review the Request for Proposals (RFP) that has been developed by this Commission and to consider collaborating with state universities to increase their degree production of these degrees jointly.

The Higher Education Facilities Finance Authority (HEFFA), which ICUF coordinates, continues to be a potential tool for state colleges to finance joint-use University Centers, working with ICUF institutions. ICUF is seeking Legislative approval to broaden the use of HEFFA by private school partners, as well.

Workforce Development Activities

ICUF continues to work with *Enterprise Florida* to link higher education resources and economic development. This has included working on business recruitment and retention projects that require targeted, high-skill training and education programs to provide employers future employees. ICUF continues to work with *Workforce Florida* to grow targeted clusters of emerging

industries. Dr. Ed Moore, the President of ICUF, is a member of the Board of Directors of *Workforce Florida*. Dr. Moore, who is also a member of the Council of 100, has been working to refine efforts to develop the *Supply/Demand Reporting System* that the Council and Florida Chamber of Commerce have been championing and the Florida Department of Economic Development has been designing. Adopting and adapting a data system designed for State College associate of science degrees that are terminal degrees to bachelor's degrees that are not terminal degrees is a challenge.

ICUF, working with the University of Tampa, has expanded its free-online eLibrary, which provides teachers, students and parents science and math tutorials. ICUF and UT have expanded their STEM teacher development program statewide to increase Florida's production of STEM graduates for the workforce.

Overview of Strategic Plan

The Independent Colleges and Universities of Florida (ICUF), as a member of the Higher Education Coordinating Council and representative of the independent higher education system, has continued to participate and advance HECC's goals and recommendations for Florida's five higher education systems, as well as link more effectively with Florida's public and private K-12 school system.

THE FLORIDA ASSOCIATION OF POSTSECONDARY SCHOOLS AND COLLEGES **A progress report on independent education**

Licensure

This year, more than 300,000 students were enrolled at some 1,020 campuses of Florida colleges, universities and schools licensed by the Commission for Independent Education (CIE). The Commission is housed in the Florida Department of Education and reports directly to Commissioner of Education. CIE is responsible for licensing institutions providing vocational training and educational credentials that are not run by governmental agencies or otherwise exempt from licensure. The number of licensed schools continues to grow in 2013.

The Commission's 2012-13 Annual Report notes that:

- Four hundred twenty-four (424) degree-granting institutions are under the jurisdiction of the Commission. The total reported enrollment for the degree programs during FY 2011-2012 (the last reporting period) was 238,848 with 60,776 reported graduates. [NOTE – Some of these institutions offer both non-degree and degree programs]
- A total of 596 licensed institutions offer only non-degree programs. The 2011-2012 reported enrollment for all non-degree programs was 69,008, with 40,927 reported graduates. Of these graduates, 28,887 (71%) were placed in jobs, joined the military, or are continuing their education at an institution of higher learning.

Quality Assurance

There are several methods of assessing and insuring the quality of educational instruction at CIE licensed institutions. These include accreditation, licensure visits by commission staff, and continuing education requirements.

Accreditation

Accreditation is a peer review system which requires a complete assessment of an educational institution's capacity and ability to deliver the educational experience promised by the institution. Most institutions have the opportunity to participate in these voluntary associations. Currently, 353 (83%) of the degree-granting institutions are accredited by one or more regional or national accrediting agencies according to CIE's Annual Report. Additionally, 157 (26%) of the licensed, non-degree institutions are accredited by one or more regional or national accrediting agencies.

It should be noted that not all schools have applicable accrediting agencies which to join. The nature of the training experience limits the available accreditation opportunities, especially for specialized training fields. Likewise, new institutions have a waiting period of two to five years as the accreditors require a program to have measureable results before granting their seal of approval. Accreditation requires not just planning but delivery on the plans.

Visits by Commission Staff

The Commission for Independent Education also conducts on-site visits to assess those non-accredited institutions and any accredited institution which may come under the Commission's notice. Commission visits are required before a school is licensed to provide educational services in Florida. The Commission also makes onsite visits when it deems it appropriate to assess institutional quality or to address consumer complaints. In 2012-13, the Annual Report of the Commission noted:

Commission for Independent Education's staff members conducted 611 on-site visitations to schools, colleges, and universities under the Commission's jurisdiction during the 2012-2013 fiscal year. These visits were carried out to evaluate an institution in terms of physical facilities, student records and student record storage, on-site equipment and supplies, instructional and administrative personnel, the institution's catalog and student contract, class schedules, academic programs, tuition charges, placement and counseling services, agents' licenses, faculty qualifications, and advertising policies.

Continuing Education by FAPSC

Key administrators and faculty members are required by Florida law annually to participate in continuing education to insure that they understand federal and state laws governing higher education and that they maintain and increase the quality of the education experience for Florida students. In 2013, more than 2,000 administrators and faculty were assisted in this requirement by the Florida Association of Postsecondary Schools and Colleges. Over 900 of those obtaining continuing education credits did so at on-ground training sessions conducted by FAPSC. More than 1,200 people accessed their training from FAPSC's online training center.

FAPSC provides training for both faculty members and for staff of independent educational institutions including those staff members whose responsibilities include student services, enrollment, institutional accountability, student financial aid, and community outreach. Special efforts were directed to assist newly approved nursing programs to meet the standards established in Florida law.

Nursing and Allied Health

The ability of Florida to respond to the needs of a growing and aging population is in large part a function of our ability to train or to attract an adequate number of qualified healthcare professionals. The House of Representatives established a select committee to address these needs. According to testimony before the committee, more than 200,000 additional healthcare workers will be needed in Florida by 2030.

Likewise, the Florida Center for Nursing documented the need for nurses of all kinds to meet the demands of Florida employers. The Survey of Nurse Employers by the Center noted: The Center's forecast of the future need for RNs predicted a shortage of over 11,000 RN FTEs in 2015 and over 50,000 RN FTEs in 2025.

While the need for Registered Nurses was the greatest, the survey documented thousands of vacancies existing for LPNs and CNAs as well as a demand for nurses with advanced education. The demand has been driven not only by retirement of an aging workforce and growth in the industry, but also by the changing federal role in healthcare.

More than any other educational sector, the career schools and colleges have embraced the challenge to meet the skill needs of a growing and essential industry. CIE licensed institutions prepared more than 60% of the 78,000 student graduates in healthcare fields in the 2010-11 school-year. Florida career school graduates accounted for nine out of every ten pharmacy technicians; 75 percent of all surgical technicians; 50 percent of all respiratory technicians; 55 percent of all radiological and x-ray technicians; 42 percent of all licensed practical nurses and 12 percent of all professional nurses.

In 2009, the Florida Legislature took actions to alleviate the shortage of practical and professional nurses within the state. The changes in the law allowed private educational institutions a greater role in providing the healthcare workforce for the state. A January 2013 report by the Legislative Office of Program Policy Analysis and Government Accountability (OPPAGA) noted progress under the law:

- The Board of Nursing has approved 172 new nursing education programs, which has increased the total number of programs by 104%;
- The number of nursing student seats has increased by 79%;
- Enrollment in nursing programs has increased by 54%, with the greatest increase occurring in associate degree programs;
- Graduates of nursing programs has increased by 28%;
- Of the nursing programs created since 2009 that had graduates who took the licensure exam, approximately two-thirds had exam passage rates that met or exceeded the national average for the 2012 calendar year; and
- 72% of practical nursing program graduates that received their initial license in 2010 are employed in a nursing-related field.

Virtually all of the growth in the number of students graduating in practical nursing programs and successfully completing the national licensure exam on the first attempt in 2012.

In 2012, 66.8% of all career college registered nursing students in Florida passed the national exam on the first attempt. The Center for Allied Health and Nursing Education (Tampa), Everest University (Brandon), Breckinridge School of Nursing (ITT, Fort Myers, & Lake Mary), Galen Health,

Herzing University (Winter Park), Remington College of Nursing (Lake Mary), Southurst College, South University (West Palm Beach), Hope College of Arts and Sciences, and Mercy Hospital all had first time pass rates above 90%. The US average pass rate for 2011 was 87.90%. Career colleges that have been offering nursing programs in Florida since 2006 have passage rates averaging 83.52%. It is anticipated that the pass rates will continue to improve as programs mature.

The growth in nursing programs has not happened without some challenges. Passage rates on the national examination is certainly one of the challenges, but FAPSC has attempted to address all factors necessary to produce quality nurses. FAPSC conducted two Nursing Workshops in conjunction with the Central and Annual Conferences. The FAPSC Nursing Committee, working with the Florida Board of Nursing, the Commission for Independent Education and private nursing professionals, used these workshops to address the quality control in nursing programs and assisted with onsite visits and consultations to improve the pass rates of career college graduates on the standardized national nursing examinations.

Workforce Production in other areas

While CIE licensed schools play such a significant role in the development of the healthcare workforce, it is certainly not the only role they play in Florida. Historically, career colleges have been the main contributor to many talent pipelines. For example, 93% of the cosmetology graduates in 2010-11 were trained by CIE licensed schools. The same is true for 83% of the culinary graduates in the state. The visual and performing arts are likewise dependent on independent educators with 48 percent of all associate degrees and 45 percent of all bachelor degrees awarded in those fields being completed at CIE licensed schools. Homeland Security also served by these schools with 55 percent of all associate degrees and 18 percent of all bachelor degrees in Homeland Security being awarded by independent institutions.

All the contributions of the sector cannot be listed here, but it would not allow one a proper perspective of the contributions of the sector without mentioning the training and educational role the sector plays in computer science and information technology. In 2010-11, 60 percent of all associate degrees, 24 percent of all bachelor degrees and 15 percent of all master's degrees in the field of information sciences were awarded by private career colleges. Essential for the functioning of almost all other industries, the computer industry is a high volume consumer of CIE licensed talent creation.

Talent Supply Chain

Commission for Independent Education staff members participated in the Florida Talent Supply Chain Team. Staff members from the various higher education sectors of the Florida Department of Education, the Board of Governors of the State University System, the Independent Colleges and Universities of Florida, the Florida Chamber of Commerce, the Florida Council of 100, and Workforce Florida, Inc. had met regularly to formulate a working model of how the future supply of workers can be produced by Florida's institutions of higher education to meet the needs of Florida's business community.

MANUFACTURING SECTOR REPORT

Manufacturing is making a comeback to the United States in the form of Advanced Manufacturing. Offshoring to other countries has become reshoring to the U.S.; sales within the United States are increasingly expanding to sales internationally; limited foreign investment is falling away to a new found interest in direct investment in the United States by manufacturers in other countries; complacency about the lack of manufacturing skills has given way to aggressive steps to build a manufacturing workforce; policy leaders' are now recognizing that manufacturing is an important driving force for our economy; inefficient ways to produce manufactured products have given way to highly skilled, advanced, efficient and competitive methods for making products; and community disdain for manufacturing businesses has changed to a clamor for manufacturing investments due to the higher than average wages paid.

In Florida, the manufacturing sector represents 4.2% of Florida's employment (317,300 jobs) at 18,425 establishments with an average annual wage of \$53,284. While this percentage is relatively small, manufacturing has the greatest multiplier effect of any other sector in Florida by creating jobs in the transportation, logistics, international trade, banking, professional services, real estate, and other sectors. The value of the state's investment in transportation infrastructure, particularly ports, is highly dependent on the health of the manufacturing sector. More than 93% of Florida exports are manufactured goods.

The manufacturing sector is extremely diverse in the kinds of products made. It is primarily a small business sector in that the overwhelming majority of businesses have fewer than 500 employees. Regarding the type of manufacturing that takes place in Florida, the top four sectors are computer and electronic product manufacturing, transportation equipment manufacturing, fabricated metal product manufacturing and food manufacturing.

Geographically the highest concentrations of manufacturing are in the southeast (Miami-Dade), central (Pinellas, Orange, Hillsborough and Brevard) and northeast (Duval) parts of the state, although manufacturing occurs throughout the state.

The manufacturing sector is organized through trade associations by sector, region, and state. The Manufacturers Association of Florida (MAF) serves as the state advocacy association to improve the business climate for Florida manufacturers; the MAF Center for Advanced Manufacturing Excellence serves to improve education, training and research opportunities related to manufacturing; the regional manufacturing associations provide networking, communication, outreach and education roles in their local communities; and the sector specific associations are organized to solve problems unique to their sector, many of them associated with national sector organizations. The 13 regional manufacturing associations are:

- Advanced Manufacturing Association of North Central Florida
- Bay Area Manufacturers Association
- Capital Region Manufacturers Association
- First Coast Manufacturers Association
- Manufacturers Association of Central Florida
- Manufacturing and Supply Chain Alliance of Mid-Florida
- Marion Regional Manufacturers Association
- Northwest Florida Manufacturers Association
- SAMA (Sarasota-Manatee area manufacturers)

- South Florida Manufacturers Association
- Southwest Regional Manufacturers Association
- Upper Tampa Bay Manufacturers Association
- VMA (Volusia area manufacturers)

In addition, economic development councils, business groups and chambers of commerce organize committees and task forces from time to time to address manufacturing issues.

Some of the highest paid manufacturing professions include engineering managers, general and operations managers, industrial production managers and aerospace engineers. Based on a survey MAF conducted of its members in 2012, the occupations in most demand were: CNC machinists, welders, engineers of all kinds, safety/quality professionals and mechanics.

The top ten manufacturing occupations in Florida by number of employees are:

- Team assemblers
- First line supervisors of production and operating workers
- Sales representatives
- Packaging and filing machine operators and tenders
- Electrical and electronic equipment assemblers
- Industrial engineers
- Inspectors, testers, sorters, samplers, and weighers
- Machinists
- Production worker helpers
- Welders, cutters, solderers and brazers

Eight of the fifteen largest manufacturing occupation categories require additional education beyond a high school diploma. Manufacturers value and can employ individuals with education at all levels – high school, two-year, four year and graduate degrees, as well as those with industry certifications. Industry certifications offer manufacturers an employee prepared for specific work at specific levels of competency. Such industry credentials are valuable regardless of the education level achieved.

Not only are the credentials of education and certification valued, but skills such as team work, communication, computer, job etiquette, timeliness, and attention to detail. Manufacturers operate drug free workplaces and violations are grounds for dismissal as the safety of employees, the compliance with insurance policies, the protection of capital investments, and the quality of product are all at stake.

About five years ago manufacturers began complaining that they could not find qualified workers for the jobs available. A lack of qualified workers today is a result of a number of factors: offshoring and mental abandonment of manufacturing because of the common thought that information technology would be the all-encompassing new frontier; the economic downturn which put manufacturers on idle; a hastened pace to remain globally competitive; advancing technologies that require new and upgraded skills; and a retiring Baby-Boomer workforce that will take tacit and tribal knowledge with them if it is not captured (24.5% of the manufacturing workforce is over 55 years of age). The lack of qualified workers still exists today and will for some time in the foreseeable future, but plans are being implemented to alleviate that concern. In that regard, key factors in turning the tide include:

- Florida's emphasis on career academies, career education, earning industry certifications and incentive payments to schools for industry certifications earned;
- U.S. Department of Labor TRADE Grants to Florida colleges to develop manufacturing programs and to place students in internships with manufacturers in conjunction with the MAF and regional manufacturing associations;
- FDOE recent approval of IHK MSSC CNC (computer numeric control) industry certification course for the Post-Secondary Industry Certification Funding List;
- Quick Response Training Funds and Incumbent Worker Training Funds (Workforce Florida);
- Deployment of the national Dream It! Do It! program in Florida intended to inspire students to follow manufacturing careers (administered by the FMA Center for Advanced Manufacturing Excellence);
- Private training providers;
- Manufacturing-led research into manufacturing operational efficiencies, new technology and capturing tribal knowledge; and
- Manufacturers establishing their own training programs.

The need for technology skills in today's manufacturing industry presents Florida with a great opportunity. Working together, we can provide the skilled workforce our local manufacturers need to succeed and excel in an ever-changing marketplace. Through an emphasis on STEM skills and manufacturing, Florida is poised to lead in the area of technology education and meet the needs of today's manufacturers, as well as tomorrow's. Our education system must catch the eye of those professionals who may be considering locating their business operations in Florida. Florida's appeal to STEM businesses must stand out; what we have to offer should be better than others around the country. We will know success when executives looking at Florida have enough confidence in our education and training systems to stake the future of their businesses in this state recruiting talent from other states.

To further enhance manufacturing education and training in higher education, the following steps could be taken:

- Greater oversight over the type, content, quality and articulation of programs offered at colleges that lead to manufacturing jobs and careers at all higher education levels;
- Greater industry involvement in development of courses, articulation and career paths;
- Communication and promotion to parents, teachers and students about the kinds of manufacturing jobs available today and salaries;
- Instilling a manufacturing culture in students so they are not disappointed when they have the skills but cannot secure a job;
- State support and promotion for the Dream It! Do It! Program, a program that matches manufacturers with students/teachers/classes/schools/colleges/universities for activities that promote manufacturing careers;
- State support for a 2:1 research matching grants program at all of Florida's research universities (manufacturers 2 parts and universities 1 part of funding) patterned after the highly successful matching grants program at the High Tech Corridor. I would be the Advanced Manufacturing Matching Research Grant Program, whereby manufacturers would identify research needs and universities would direct the research, using graduate students, thereby enhancing their value to business and increasing university expertise in manufacturing.

- Greater emphasis on developing a body of instructors with relevant and current knowledge of advanced manufacturing, along with updated skills, to adequately train our current and future advanced manufacturing workforce.
- Retooling and renaming technical schools so that they are viewed as colleges of technical education that develop skills needed by today's businesses;
- Collaboration with independent and private colleges and universities in a way that utilizes their strengths to help us reach our goals; and
- Articulation into college credits for more industry certifications.

WORKFORCE FLORIDA, INC.

Overall Mission of the Sector

Workforce Florida, as the state's workforce policy and investment board, helps facilitate successful outcomes through demand-driven, business-led policies and investments to meet the talent needs of employers today and tomorrow.

By working closely with stakeholders in business, education and economic development, Workforce Florida and its state and local partners can develop and deliver effective, market-relevant workforce solutions that drive economic growth and sustainability. We do this by

public education, workforce and economic development partners.

Major Activities

Customer Satisfaction Index for Target Industry Clusters and Infrastructure Industries – Market Research and Professional / Management Services

Workforce Florida contracted with SRA Research Group for a customer satisfaction evaluation program. The objective is to enable Workforce Florida and its workforce delivery system to determine how well WFI and Florida's workforce system (including the Department of Economic Opportunity and the 24 regional workforce boards) are meeting the goal of maximizing customer service as well as understanding how well Florida is performing against state and global competitors.

Customer satisfaction indices were developed and launched to assess and benchmark talent development efforts in critical clusters of importance. These included include: Aviation/Aerospace, Clean Technology, Life Sciences, Homeland Security & Defense, Information Technology, Water, Energy, Transportation Construction, Broadband, Logistics & Distribution and Healthcare.

Key findings from this project relate to education, the workforce system, skills, maturing workers, recruiting talent, state comparisons and industry-specific themes. These will enable the Workforce Florida's Board of Directors to strategically develop policy that will assist in advancing the goals of world class service to Florida's important industry clusters as well as guide federal and state resources.

Supply/Demand Analysis Services - Under contract with Workforce Florida, The Haas Center, University of West Florida performed supply/demand analyses for select target industry clusters. The objective of the project was to gain a deeper understanding of the

workforce needs of Florida's target industry clusters. Industries included in the project were: Aviation/Aerospace, Clean Tech, Homeland Security & Defense, Life Sciences and Information Technology.

The approach to determining the workforce needs of the clusters included three major components: 1) formal data analysis, 2) collection of original data through interviews with industry experts and focus groups with industry representatives around the state and 3) survey research with businesses in the particular cluster.

The final reports for each cluster highlighted key elements of each sector's labor supply chain and the resulting educational programming linkages. These findings identified what educational and workforce training programs are available in the state to meet or match the workforce demands associated with each cluster. Through this work, Workforce Florida will be able to better identify the gaps in talent supply and through policy and collaboration identify potential training opportunities to help close these gaps.

Expanding Business Engagement and Enhancing Business Engagement (EBE) - These initiatives align with Florida's goal to drastically increase the Employer Penetration and these initiatives set out to accomplish this goal by implementing the following objectives: consistently track the number and types of business we are serving; set in place a statewide business development process; explore employers' barriers to entry; enhance employer satisfaction; and develop a consistent method to measure the effectiveness of employer outreach programs.

Enhancing relationships with Florida businesses and expanding the number of employers to whom we provide services is a key 2013 priority and mission-critical effort of Florida's workforce system. Engaging more employers presents the dual opportunity to meet a larger share of the state's market talent needs and connect Floridians seeking jobs or career advancement to more and greater employment prospects.

Targeted Occupations List (TOL) - Section 445.004(6)(a), F.S., provides WFI with authority to create a state employment, education and training policy that ensures that programs to prepare workers are responsive to present and future business and industry needs and complements the initiatives of Enterprise Florida, Inc. Further, s. 445.005(6)(e), F.S. states that WFI is given authority to provide policy direction for a system to project and evaluate labor market supply and demand using the results of the Workforce Estimating Conference created in s. 216.136, F.S., and the career education performance standards identified under s. 1008.43, F.S.

The Workforce Florida Board of Directors recently established a new "Regional Targeted Occupations List" process to replace the current Targeted Occupations List (TOL) process that: (1) promotes regional alignment and economic growth, (2) eliminates inefficiencies in the current process, (3) creates regional and local flexibility in occupational targeting, and (4) incorporates business and industry feedback in "real time" to complement traditional labor market information.

This action aligns with the Board's strategic goals and objectives of supporting regional efforts to develop the right skills at the right time. It also promotes more strategic business and industry involvement in resource allocation that leads directly to skilled talent and industry cluster growth.

Florida Workforce Scorecard - The Florida Workforce Scorecard developed by the Florida Chamber Foundation and Workforce Florida, Inc. provides data-driven measurement and evaluation of Florida's workforce and economic development systems. The Florida Workforce Scorecard provides decision-makers with access to key measures to help assess progress at national, state, metropolitan and county levels and serves as a basis for assessing progress and comparing trends that impact Florida. The Florida Workforce Scorecard includes Talent Pipeline measures including K-12 assessment results, graduation rates, postsecondary certification and degree achievements.

Florida Workforce Integrated Performance Reporting Systems - The Florida Workforce Integrated Performance Reporting System (FWIPRS) serves as the state's central data repository for Florida's workforce system. FWIPRS is designed to provide a web-based reporting and management system for local and state stakeholders. This robust data rich system includes user-friendly design features to quickly utilize tactical and strategic data. Metrics are aligned with state and federal reporting requirements and responsive to state and regional management needs. Outcomes include a more effective use of resources, enhanced reporting consistencies for high-level decision-making and maximum positive impacts within Florida's workforce system.

Performance Measures

Florida's Daily and Monthly Job Placement Report - in response to the Governor's call for enhanced measurement of performance outcomes in workforce development that bolster the state's economic recovery and growth, Florida's workforce system has implemented a Daily and Monthly Job Placement Report to support measurement, management and service improvements aimed at helping Floridians find jobs through its services and resources. Developed by the Florida Department of Economic Opportunity and Workforce Florida Inc., the report provides real-time measurement of job placement performance by the state's 24 regional workforce boards and the nearly 100 one-stop career centers they direct to provide workforce services to job seekers and businesses. Regional workforce boards are ranked from 1-24 based on their job-placement performance.

Articulation and Completion

Middle School IT CAPE Academy Technical Assistance Project - Workforce Florida implemented a very successful Middle School IT Career and Professional Education (CAPE) Academy Technical Assistance Project, implemented by The Whetstone Group in 2012- June of 2013. This project achieved phenomenal success in its first phase, which resulted in 15 Florida middle schools ramping up last summer to establish CAPE IT Career Academies by the beginning of the 2012-2013 school year and going on to produce 1,477 nationally recognized industry certifications in Microsoft® and Adobe® for teachers and students. Phase II was implemented in the spring and summer months of 2013, an additional 10 schools are now up and running their CAPE IT Academies.

Florida TRADE - On behalf of the Florida College Consortium, St. Petersburg College (SPC) received a \$15 million USDOL Trade Adjustment Assistance Community College and Career Training (TAACCT) Grant. SPC titled it Florida TRADE (which stands for Transforming

Resources for Accelerated Degrees and Employment), because that's exactly the vision – to transform Florida's existing training and education system in advanced manufacturing. The Florida TRADE program is designed to deliver accelerated manufacturing related training that can be completed in 3-6 months (depending on the program) and that lead to internships and jobs in manufacturing. As participants complete various components of the program, they will be provided with the skills and opportunities to achieve nationally recognized industry certifications that will also transfer into free college credits toward an Associate of Science degree.

Florida's workforce system is a strong partner in this initiative, working closely with the Consortium, the Florida Manufacturer's Association and other key stakeholders to ensure that the right talent is being developed and delivered to Florida's manufacturing business sector. Workforce Florida has offered its Manufacturing Intellectual Property as an in-kind contribution and is being used as a strong foundational component of the supply pipeline as it prepares students for the MSSC certification and for the industry's workplace needs. Florida's workforce system is also leveraging the use of its Employ Florida Marketplace system for data capture and closely collaborating with each of the twelve (12) State colleges on how best to recruit participants, manufacturing businesses for apprenticeships and ultimately for job placement.

Florida's growth in manufacturing has a direct impact on the increased need for Trade & Logistics as many new products and/or the increased volume in such products will need to be transported in-state, nationally and internationally.

Overview of Strategic Plan

Workforce Florida's Strategic Plan is defined in Creating the Strategies for Today's Needs and Tomorrow's Talent and included in Florida's Five-Year Integrated Strategic Plan to USDOL, strategic goals for the state's workforce system are as follows:

- World-class service to Florida's target industry clusters and
 - World-class service to Florida's infrastructure innovators
 - Top national and state leadership for demand-driven solutions
 - An aligned, responsive, jointly engaged talent supply system
- accountability
- Dedicated commitment to change management and transformation

ENTERPRISE FLORIDA

Overall Mission of the Sector

Enterprise Florida Inc. (EFI) is a public-private partnership serving as Florida's primary organization devoted to statewide economic development. Its mission is to facilitate job growth for Florida's businesses and citizens leading to a vibrant statewide economy.

EFI accomplishes this mission by focusing on a wide range of industry sectors, including clean energy, life sciences, information technology, aviation/aerospace, homeland security/defense,

financial/professional services, manufacturing and beyond. In collaboration with a statewide network of regional and local economic development organizations, EFI helps to improve Florida's business climate, ensuring the state's global competitiveness.

Enterprise Florida is committed to assisting companies confidentially with their expansion and location plans. We provide site selection services, demographic information, incentive information, trade leads and much more. We also coordinate introductions to our network of economic development partners located throughout the state.

Education Related Goals

1. Ensure that public and non-public post-secondary education officials serve on the Enterprise Florida board to align policy and resources that advance economic development objectives.
2. Provide feedback obtained from companies Enterprise Florida works with to education officials that will help ready students for the workplace and minimize competitive workforce talent disadvantages.
3. Provide a forum for exchanging ideas that contribute to the development of better businesses related curriculums, which leads to greater economic vitality and improved quality of life for Floridians.
4. Provide information on hot button issues such as current job vacancies that cannot be filled because of a mismatch between position requirements and available skillsets.
5. Provide educators with a business community view point on the quality of Florida's k-12 schools.
6. Help educators learn opportunities that support research and development needs of businesses.
7. Help educators learn opportunities for technology transfer from universities to the marketplace.

Major Activities

Fiscal 2013 Year-End Results

For fiscal year 2013 (July 1, 2012-June 30, 2013), EFI helped win 172 competitive jobs projects – a 27.4 percent increase over fiscal year 2011. More than \$1.95 billion in capital investments were committed – a 75.5 percent increase over FY 2011, and nearly 20,400 jobs were created – 40.2 percent more than were added in FY 2011.

Branding Campaign

Enterprise Florida launched the state's first ever business brand, "Florida – The Perfect Climate for Business." Florida is recognized globally for its tourism products that generated over 96 million visitors to the state in 2013. The "perfect climate" campaign seeks to build on Florida's tourism brand by highlighting the state's size, diversity and business-friendly policies, and change public sentiment for those who view the state primarily as a place for vacations, sunshine and beaches.

Rural Boot Camp

In 2013, EFI held Florida's first-ever rural economic development "boot camp" in Okeechobee. The first-time workshop was held to build on existing economic development efforts of rural communities around the state. Governor Rick Scott, Secretary of Commerce and President & CEO of Enterprise Florida Gray Swoope, and Jesse Panuccio, Executive Director of the Department of Economic Opportunity (DEO), presented at the event.

A 2012 study commissioned by the state examined the economic development efforts in four designated rural regions of Florida. The boot camp addressed some of the outcomes of that study, as well as offered sessions designed to capitalize on the resources unique to rural areas.

Workshops at the boot camp included:

- State & Federal Programs that Support Rural Economic Development
- Identifying and Promoting your Community's Unique Assets
- Compelling Communications – Telling Your Authentic Story
- Workforce – Presenting Your Community's most Valuable Asset as a Benefit to Employers
- Leadership Tools for Maximum Effectiveness in Economic Development
- Highly Effective Site Visits - How to build a team!
- Rural Tourism – Communicating What Makes Your Community a Great Place to Visit

Programs and Services

Business Development

The Business Development Division of Enterprise Florida works directly with companies that are interested in expanding or locating in Florida. Its corps of professional project managers coordinate business needs with eligible state, regional and local resources. Activities include business investment referrals to economic development organizations, proposal development, site inspection, visit coordination, providing information and resolving location impediments. Enterprise Florida project managers are assigned specific industry target areas of expertise.

International trade

Enterprise Florida's Division of International Trade and Development offers a variety of programs to help businesses expand into international markets. It also pursues trade facilitation and investment attraction for Florida.

Some of the programs offered are counseling to companies interested in exporting their products overseas; trade missions some led by the Governor; business development field offices provide export consulting and other services; and offers small and medium-sized Florida businesses interested in doing business internationally the opportunity to participate in overseas trade events and marketing missions to a number of countries worldwide.

Marketing

Enterprise Florida's Marketing Division works to position and promote Florida nationally and internationally as a destination for business creation, relocation and expansion. The goal is to communicate globally Florida's pro-business image and to assist in building

relationships with EFI's core audiences resulting in opportunities for Florida to compete for economic development projects.

Capital

Enterprise Florida, Inc. offers several forms of financing assistance that support the growth and expansion of businesses. These programs are specifically targeted toward small and medium-sized companies in Florida that are within industrial sectors that have high-wage jobs. The Florida Opportunity Fund was created to increase the availability of seed capital and early-stage venture capital for emerging Florida companies. Loan programs offered by Enterprise Florida, Inc. include:

- SBA 504 Subordinate Mortgage Loan Program
- Enterprise Bond Program
- Minority-Owned Loans and Guarantees
- Export Finance-Related Direct Loans and Guarantees

Military and Defense

Enterprise Florida's military and defense efforts support statewide efforts to preserve Florida's military and defense assets. Florida offers three funding programs to defense-dependent communities to support activities related to the promotion and growth of military installations and mission: Defense Reinvestment, Defense Infrastructure and Military Base Protection.

Tourism Development

VISIT FLORIDA serves as Florida's official tourism marketing corporation, facilitates tourism industry participation in domestic and international travel trade and consumer shows, and is responsible for operating Florida's five Official Welcome Centers. Also, VISIT FLORIDA is recognized in legislation as the Tourism Development Division of EFI.

Sports Promotion

The Florida Sports Foundation, Inc., a division of Enterprise Florida is a 501(C)3 non-profit corporation, serves as the Sports Industry Development Division of Enterprise Florida. Among its duties are to assist Florida's communities in securing, hosting and retaining sporting events and sports related business that generate significant economic impact and sports tourism for the state; provide the citizens of Florida with participation opportunities in Florida's Sunshine State Games and Florida Senior Games events; and assist in the promotion of targeted leisure sports industries in Florida.

Space Florida – Space Industry Development

Space Florida, the State of Florida's aerospace economic development agency, fosters the growth and development of space industry in Florida by supporting, assisting, facilitating and/or consulting on domestic and international opportunities, fostering economic development activities, enhancing infrastructure, and supporting those who improve the state's competitive business climate. Space Florida partners with Enterprise Florida through shared board members. Members on the Enterprise Florida board who are appointed by the Governor, Senate President and Speaker of the House comprise the entirety of the Space Florida board.

Performance Measures

As the Florida's statutory lead organization for economic development, Enterprise Florida operates under a contract with the Governor's office, which is administered by the Department of Economic Opportunity. The contract sets forth specific performance measures for Enterprise Florida must meet.

Workforce Development Activities

Enterprise Florida works with Workforce Florida to provide customized training to businesses that are new or expanding in the state. The Quick Response Training Program is a state-funded grant program, administered by Workforce Florida, that provides funding to eligible businesses for training their new, full-time employees.

Overview of Strategic Plan

Enterprise Florida collaborates with the Department of Economic Opportunity on the creation of the state's Strategic Plan for Economic Development. The Strategic Plan covers a 5 year period, 2013-2018, and reflects the alignment of public and private economic development resources. It includes input from over 3000 partners, stakeholders, business representatives and members of the public. It states the vision, goals and objectives that will keep us focused, as well as the metrics of Florida's current performance. It also contains 25 area-specific strategies with discussions of best practices and essential actions for plan implementation.

Appendix
The 2013 Florida Statutes Relating to the HECC

Title XLVIII
K-20 EDUCATION CODE

Chapter 1004
PUBLIC POSTSECONDARY EDUCATION

1004.015 Higher Education Coordinating Council.—(1) The Higher Education Coordinating Council is created for the purposes of identifying unmet needs; facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers; and facilitating solutions to data issues identified by the Articulation Coordinating Committee pursuant to s. 1007.01 to improve the K-20 education performance accountability system.

(2) Members of the council shall include:

(a) One member of the Board of Governors, appointed by the chair of the Board of Governors.

(b) The Chancellor of the State University System.

(c) The Chancellor of the Florida College System.

(d) One member of the State Board of Education, appointed by the chair of the State Board of Education.

(e) The Executive Director of the Florida Association of Postsecondary Schools and Colleges.

(f) The president of the Independent Colleges and Universities of Florida.

(g) The president of Workforce Florida, Inc., or his or her designee.

(h) The president of Enterprise Florida, Inc., or a designated member of the Stakeholders Council appointed by the president.

(i) Three representatives of the business community, one appointed by the President of the Senate, one appointed by the Speaker of the House of Representatives, and one appointed by the Governor, who are committed to developing and enhancing world class workforce infrastructure necessary for Florida's citizens to compete and prosper in the ever-changing economy of the 21st century.

(3) Appointed members shall serve 2-year terms, and a single chair shall be elected annually by a majority of the members.

(4) The council shall serve as an advisory board to the Legislature, the State Board of Education, and the Board of Governors. Recommendations of the council shall be consistent with the following guiding principles:

(a) To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students.

(b) To promote consistent education policy across all educational delivery systems, focusing on students.

(c) To promote substantially improved articulation across all educational delivery systems.

(d) To promote a system that maximizes educational access and allows the opportunity for a high-quality education for all Floridians.

(e) To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.

(5) The council shall annually by December 31 submit to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Board of Governors, and the State Board of Education a report outlining its recommendations relating to:

(a) The primary core mission of public and nonpublic postsecondary education institutions in the context of state access demands and economic development goals.

(b) Performance outputs and outcomes designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and

completion. Performance measures must be consistent across sectors and allow for a comparison of the state's performance to that of other states.

(c) The state's articulation policies and practices to ensure that cost benefits to the state are maximized without jeopardizing quality. The recommendations shall consider return on investment for both the state and students and propose systems to facilitate and ensure institutional compliance with state articulation policies.

(d) Workforce development education, specifically recommending improvements to the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

(6) The Office of K-20 Articulation, in collaboration with the Board of Governors and the Division of Florida Colleges, shall provide administrative support for the council.

History.—s. 13, ch. 2010-78; s. 5, ch. 2011-177; s. 7, ch. 2012-195; s. 8, ch. 2013-51.

**Title XLVIII
K-20 EDUCATION CODE**

**Chapter 1001
K-20 GOVERNANCE**

1001.02 General powers of State Board of Education.—(1) The State Board of Education is the chief implementing and coordinating body of public education in Florida except for the State University System, and it shall focus on high-level policy decisions. It has authority to adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of law conferring duties upon it for the improvement of the state system of K-20 public education except for the State University System. Except as otherwise provided herein, it may, as it finds appropriate, delegate its general powers to the Commissioner of Education or the directors of the divisions of the department.

(2) The State Board of Education has the following duties:

(a) To adopt comprehensive educational objectives for public education except for the State University System.

(b) To adopt comprehensive long-range plans and short-range programs for the development of the state system of public education except for the State University System.

(c) To exercise general supervision over the divisions of the Department of Education as necessary to ensure coordination of educational plans and programs and resolve controversies and to minimize problems of articulation and student transfers, to ensure that students moving from one level of education to the next have acquired competencies necessary for satisfactory performance at that level, and to ensure maximum utilization of facilities.

(d) To adopt, in consultation with the Board of Governors, and from time to time modify, minimum and uniform standards of college-level communication and computation skills generally associated with successful performance and progression through the baccalaureate level and to identify college-preparatory high school coursework and postsecondary-level coursework that prepares students with the academic skills necessary to succeed in postsecondary education.

(e) To adopt and submit to the Governor and Legislature, as provided in s. 216.023, a coordinated K-20 education budget that estimates the expenditure requirements for the Board of Governors, as provided in s. 1001.706, the State Board of Education, including the Department of Education and the Commissioner of Education, and all of the boards, institutions, agencies, and services under the general supervision of the Board of Governors, as provided in s. 1001.706, or the State Board of Education for the ensuing fiscal year. The State Board of Education may not amend the budget request submitted by the Board of Governors. Any program recommended by the Board of Governors or the State Board of Education which will require increases in state funding for more than 1 year must be presented in a multiyear budget plan.

- (f) To hold meetings, transact business, keep records, adopt a seal, and, except as otherwise provided by law, perform such other duties as may be necessary for the enforcement of laws and rules relating to the state system of public education.
 - (g) To approve plans for cooperating with the Federal Government.
 - (h) To approve plans for cooperating with other public agencies in the development of rules and in the enforcement of laws for which the state board and such agencies are jointly responsible.
 - (i) To review plans for cooperating with appropriate nonpublic agencies for the improvement of conditions relating to the welfare of schools.
 - (j) To create such subordinate advisory bodies as are required by law or as it finds necessary for the improvement of education.
 - (k) To constitute any education bodies or other structures as required by federal law.
 - (l) To assist in the economic development of the state by developing a state-level planning process to identify future training needs for industry, especially high-technology industry.
 - (m) To assist in the planning and economic development of the state by establishing a clearinghouse for information on educational programs of value to economic development.
 - (n) To adopt cohesive rules pursuant to ss. 120.536(1) and 120.54, within statutory authority.
 - (o) To authorize the allocation of resources in accordance with law and rule.
 - (p) To contract with independent institutions accredited by an agency whose standards are comparable to the minimum standards required to operate a postsecondary educational institution at that level in the state. The purpose of the contract is to provide those educational programs and facilities which will meet needs unfulfilled by the state system of public postsecondary education.
 - (q) To recommend that a district school board take action consistent with the state board's decision relating to an appeal of a charter school application.
 - (r) To enforce systemwide education goals and policies except as otherwise provided by law.
 - (s) To establish a detailed procedure for the implementation and operation of a systemwide K-20 technology plan that is based on a common set of data definitions.
 - (t) To establish accountability standards for existing legislative performance goals, standards, and measures, and order the development of mechanisms to implement new legislative goals, standards, and measures.
 - (u) To adopt criteria and implementation plans for future growth issues, such as new Florida College System institutions and Florida College System institution campus mergers, and to provide for cooperative agreements between and within public and private education sectors.
 - (v) To develop, in conjunction with the Board of Governors, and periodically review for adjustment, a coordinated 5-year plan for postsecondary enrollment, identifying enrollment and graduation expectations by baccalaureate degree program, and annually submit the plan to the Legislature as part of its legislative budget request.
 - (w) Beginning in the 2014-2015 academic year and annually thereafter, to require each Florida College System institution prior to registration to provide each enrolled student electronic access to the economic security report of employment and earning outcomes prepared by the Department of Economic Opportunity pursuant to s. 445.07.
- (3)(a) The State Board of Education shall adopt a strategic plan that specifies goals and objectives for the state's public schools and Florida College System institutions. The plan shall be formulated in conjunction with plans of the Board of Governors in order to provide for the roles of the universities and Florida College System institutions to be coordinated to best meet state needs and reflect cost-effective use of state resources. The strategic plan must clarify the mission statements of each Florida College System institution and the system as a whole and identify degree programs, including baccalaureate degree programs, to be offered at each Florida College System institution in accordance with the objectives provided in this subsection and the coordinated 5-year plan pursuant to paragraph (2)(v). The strategic plan must cover a period of 5 years, with modification of the program lists after 2 years. Development of each 5-year plan must be coordinated with and

initiated after completion of the master plan. The strategic plans must specifically include programs and procedures for responding to the educational needs of teachers and students in the public schools of this state and consider reports and recommendations of the Higher Education Coordinating Council pursuant to s. 1004.015 and the Articulation Coordinating Committee pursuant to s. 1007.01. The state board shall submit a report to the President of the Senate and the Speaker of the House of Representatives upon modification of the plan and as part of its legislative budget request.

(b) The State Board of Education and the Board of Governors shall jointly develop long-range plans and annual reports for financial aid in this state. The long-range plans shall establish goals and objectives for a comprehensive program of financial aid for Florida students and shall be updated every 5 years. The annual report shall include programs administered by the department as well as awards made from financial aid fee revenues, any other funds appropriated by the Legislature for financial assistance, and the value of tuition and fees waived for students enrolled in a dual enrollment course at a public postsecondary educational institution. The annual report shall include an assessment of progress made in achieving goals and objectives established in the long-range plans and recommendations for repealing or modifying existing financial aid programs or establishing new programs. A long-range plan shall be submitted by January 1, 2004, and every 5 years thereafter. An annual report shall be submitted on January 1, 2004, and in each successive year that a long-range plan is not submitted, to the President of the Senate and the Speaker of the House of Representatives.

(4) The State Board of Education shall:

(a) Provide for each Florida College System institution to offer educational training and service programs designed to meet the needs of both students and the communities served.

(b) Specify, by rule, procedures to be used by the Florida College System institution boards of trustees in the annual evaluations of presidents and review the evaluations of presidents by the boards of trustees, including the extent to which presidents serve both institutional and system goals.

(c) Establish, in conjunction with the Board of Governors, an effective information system that will provide composite data concerning the Florida College System institutions and state universities and ensure that special analyses and studies concerning the institutions are conducted, as necessary, for provision of accurate and cost-effective information concerning the institutions.

(d) Establish criteria for making recommendations for modifying district boundary lines for Florida College System institutions, including criteria for service delivery areas of Florida College System institutions authorized to grant baccalaureate degrees.

(e) Establish criteria for making recommendations concerning all proposals for the establishment of additional centers or campuses for Florida College System institutions.

(f) Examine the annual administrative review of each Florida College System institution.

(g) Adopt and submit to the Legislature a 3-year list of priorities for fixed-capital-outlay projects. The State Board of Education may not amend the 3-year list of priorities of the Board of Governors.

(5) The State Board of Education is responsible for reviewing and administering the state program of support for the Florida College System institutions and, subject to existing law, shall establish the tuition and out-of-state fees for developmental education and for credit instruction that may be counted toward an associate in arts degree, an associate in applied science degree, or an associate in science degree.

(6) The State Board of Education shall prescribe minimum standards, definitions, and guidelines for Florida College System institutions that will ensure the quality of education, coordination among the Florida College System institutions and state universities, and efficient progress toward accomplishing the Florida College System institution mission. At a minimum, these rules must address:

(a) Personnel.

- (b) Contracting.
 - (c) Program offerings and classification, including college-level communication and computation skills associated with successful performance in college and with tests and other assessment procedures that measure student achievement of those skills. The performance measures must provide that students moving from one level of education to the next acquire the necessary competencies for that level.
 - (d) Provisions for curriculum development, graduation requirements, college calendars, and program service areas. These provisions must include rules that:
 1. Provide for the award of an associate in arts degree to a student who successfully completes 60 semester credit hours at the Florida College System institution.
 2. Require all of the credits accepted for the associate in arts degree to be in the statewide course numbering system as credits toward a baccalaureate degree offered by a state university or a Florida College System institution.
 3. Require no more than 36 semester credit hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.
 The rules should encourage Florida College System institutions to enter into agreements with state universities that allow Florida College System institution students to complete upper-division-level courses at a Florida College System institution. An agreement may provide for concurrent enrollment at the Florida College System institution and the state university and may authorize the Florida College System institution to offer an upper-division-level course or distance learning.
 - (e) Student admissions, conduct and discipline, nonclassroom activities, and fees.
 - (f) Budgeting.
 - (g) Business and financial matters.
 - (h) Student services.
 - (i) Reports, surveys, and information systems, including forms and dates of submission.
- History.—s. 20, ch. 2002-387; s. 68, ch. 2007-217; s. 8, ch. 2011-5; s. 1, ch. 2012-195; s. 5, ch. 2013-51.

**Title XLVIII
K-20 EDUCATION CODE**

**Chapter 1001
K-20 GOVERNANCE**

1001.706 Powers and duties of the Board of Governors.—(1) GENERAL PROVISIONS.—For each constituent university, the Board of Governors, or the board’s designee, shall be responsible for cost-effective policy decisions appropriate to the university’s mission, the implementation and maintenance of high-quality education programs within law, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards.

(2) REGULATORY AUTHORITY.—

(a) Pursuant to s. 7, Art. IX of the State Constitution, the Board of Governors has the authority to regulate the State University System and may adopt a regulation development procedure for the Board of Governors and the university boards of trustees to use in implementing their constitutional duties and responsibilities.

(b) The Board of Governors shall be subject to the provisions of chapter 120 when acting pursuant to statutory authority derived from the Legislature, except that the Board of Governors may adopt regulations if expressly authorized or required by law. Such regulations must be adopted pursuant to a development procedure that complies with paragraph (c). If the Board of Governors delegates a power or duty to a university board of trustees as the designee, the authority to adopt rules or regulations is included in the delegation. If the Board of Governors delegates a statutory power or duty to a university board of trustees, the university board of trustees shall be

subject to the provisions of chapter 120 but may adopt regulations to the same extent as the Board of Governors under this subsection.

(c) The development procedure for regulations authorized or required by law must provide for notice to the public of, and an opportunity for public comment on, the proposed adoption, amendment, or repeal of a regulation; a process for a substantially affected person to challenge a statement of general applicability that has not been properly adopted as a regulation; a process for a substantially affected person to challenge an unlawful regulation; and a process for the adoption of and challenges to emergency regulations that are necessary to protect the public interest in the emergency. Judicial review shall be sought in the appellate district in which the headquarters of the Board of Governors is located or in which the main campus of the state university is located, as applicable. The regulation development procedure shall be published prominently on the websites of the Board of Governors and the state universities.

(3) POWERS AND DUTIES RELATING TO ORGANIZATION AND OPERATION OF STATE UNIVERSITIES.—

(a) The Board of Governors, or the board's designee, shall develop guidelines and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.

(b) The Board of Governors shall develop guidelines relating to divisions of sponsored research, pursuant to the provisions of s. 1004.22, to serve the function of administration and promotion of the programs of research.

(c) The Board of Governors shall prescribe conditions for direct-support organizations and university health services support organizations to be certified and to use university property and services. Conditions relating to certification must provide for audit review and oversight by the Board of Governors.

(d) The Board of Governors shall develop guidelines for supervising faculty practice plans for the academic health science centers.

(e) The Board of Governors shall ensure that students at state universities have access to general education courses as provided in the statewide articulation agreement, pursuant to s. 1007.23.

(f) The Board of Governors shall approve baccalaureate degree programs that require more than 120 semester credit hours of coursework prior to such programs being offered by a state university. At least half of the required coursework for any baccalaureate degree must be offered at the lower-division level, except in program areas approved by the Board of Governors.

(g) The Board of Governors, or the board's designee, shall adopt a written antihazing policy, appropriate penalties for violations of such policy, and a program for enforcing such policy.

(h) The Board of Governors, or the board's designee, may establish a uniform code of conduct and appropriate penalties for violations of its regulations by students and student organizations, including regulations governing student academic honesty. Such penalties, unless otherwise provided by law, may include reasonable fines, the withholding of diplomas or transcripts pending compliance with regulations or payment of fines, and the imposition of probation, suspension, or dismissal.

(i) The Board of Governors shall adopt regulations requiring universities to use purchasing agreements or state term contracts pursuant to s. 287.056 or enter into consortia and cooperative agreements to maximize the purchasing power for goods and services. A consortium or cooperative agreement may be statewide, regional, or a combination of institutions, as appropriate to achieve the lowest cost, with the goal of achieving a 5-percent savings on existing contract prices through the use of new cooperative arrangements or new consortium contracts.

(4) POWERS AND DUTIES RELATING TO FINANCE.—

(a) The Board of Governors, or the board's designee, shall account for expenditures of all state, local, federal, and other funds. Such accounting systems shall have appropriate audit and internal

controls in place that will enable the constituent universities to satisfactorily and timely perform all accounting and reporting functions required by state and federal law and rules.

(b) The Board of Governors shall prepare the legislative budget requests for the State University System, including a request for fixed capital outlay, and submit them to the State Board of Education for inclusion in the K-20 legislative budget request. The Board of Governors shall provide the state universities with fiscal policy guidelines, formats, and instruction for the development of individual university budget requests.

(c) The Board of Governors, or the board's designee, shall establish tuition and fees pursuant to ss. 1009.24 and 1009.26, unless otherwise provided in law.

(d) The Board of Governors, or the board's designee, is authorized to secure comprehensive general liability insurance pursuant to s. 1004.24.

(e) The Board of Governors may transfer unused appropriations from the Education/General Student and Other Fees Trust Fund, pursuant to s. 1011.4106(2), between institutions.

(5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

(a) The Legislature intends that the Board of Governors shall align the missions of each constituent university with the academic success of its students; the national reputation of its faculty and its academic and research programs; the quantity of externally generated research, patents, and licenses; and the strategic and accountability plans required in paragraphs (b) and (c). The mission alignment and strategic plan shall consider peer institutions at the constituent universities. The mission alignment and strategic plan shall acknowledge that universities that have a national and international impact have the greatest capacity to promote the state's economic development through: new discoveries, patents, licenses, and technologies that generate state businesses of global importance; research achievements through external grants and contracts that are comparable to nationally recognized and ranked universities; the creation of a resource rich academic environment that attracts high-technology business and venture capital to the state; and this generation's finest minds focusing on solving the state's economic, social, environmental, and legal problems in the areas of life sciences, water, sustainability, energy, and health care. A nationally recognized and ranked university that has a global perspective and impact shall be afforded the opportunity to enable and protect the university's competitiveness on the global stage in fair competition with other institutions of other states in the highest Carnegie Classification.

(b) The Board of Governors shall develop a strategic plan specifying goals and objectives for the State University System and each constituent university, including each university's contribution to overall system goals and objectives. The strategic plan must:

1. Include performance metrics and standards common for all institutions and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to, student admission requirements, retention, graduation, percentage of graduates who have attained employment, percentage of graduates enrolled in continued education, licensure passage, average wages of employed graduates, average cost per graduate, excess hours, student loan burden and default rates, faculty awards, total annual research expenditures, patents, licenses and royalties, intellectual property, startup companies, annual giving, endowments, and well-known, highly respected national rankings for institutional and program achievements.
2. Consider reports and recommendations of the Higher Education Coordinating Council pursuant to s. 1004.015 and the Articulation Coordinating Committee pursuant to s. 1007.01.
3. Include student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.
4. Include criteria for designating baccalaureate degree and master's degree programs at specified universities as high-demand programs of emphasis. Fifty percent of the criteria for designation as high-demand programs of emphasis must be based on achievement of performance outcome thresholds determined by the Board of Governors, and 50 percent of the criteria must be based on achievement of performance outcome thresholds specifically linked to:

- a. Job placement in employment of 36 hours or more per week and average full-time wages of graduates of the degree programs 1 year and 5 years after graduation, based in part on data provided in the economic security report of employment and earning outcomes produced annually pursuant to s. 445.07.
- b. Data-driven gap analyses, conducted by the Board of Governors, of the state's job market demands and the outlook for jobs that require a baccalaureate or higher degree.
- (c) The Board of Governors shall develop an accountability plan for the State University System and each constituent university. The accountability plan must address institutional and system achievement of goals and objectives specified in the strategic plan adopted pursuant to paragraph (b) and must be submitted as part of its legislative budget request.
- (d) Beginning in the 2014-2015 academic year and annually thereafter, the Board of Governors shall require a state university prior to registration to provide each enrolled student electronic access to the economic security report of employment and earning outcomes prepared by the Department of Economic Opportunity pursuant to s. 445.07. In addition, the Board of Governors shall require a state university to provide each student electronic access to the following information each year prior to registration using the data described in s. 1008.39:
1. The top 25 percent of degrees reported by the university in terms of highest full-time job placement and highest average annualized earnings in the year after earning the degree.
 2. The bottom 10 percent of degrees reported by the university in terms of lowest full-time job placement and lowest average annualized earnings in the year after earning the degree.
- (e) The Board of Governors shall maintain an effective information system to provide accurate, timely, and cost-effective information about each university. The board shall continue to collect and maintain, at a minimum, management information as such information existed on June 30, 2002.
- (f) If the Board of Governors of the State University System determines that a state university board of trustees is unwilling or unable to address substantiated allegations made by any person relating to waste, fraud, or financial mismanagement within the state university, the Office of the Inspector General shall investigate the allegations.
- (g) The Board of Governors may consider waiving its regulations and may waive or modify the tuition differential use requirements under s. 1009.24(16)(a). If not currently authorized, the Board of Governors may request authority from the Legislature to waive or modify specific statutory requirements, including percentages and dollar amount limitations in s. 1009.24, in order to reduce barriers and support the attainment of goals identified in institutional plans, as necessary for advancing system priorities and unique institutional priorities. Regulatory flexibilities authorized and statutory flexibilities authorized or requested by the Board of Governors pursuant to this paragraph must be included in the accountability plan prepared and submitted pursuant to paragraph (c).
- (6) POWERS AND DUTIES RELATING TO PERSONNEL.—
- (a) The Board of Governors, or the board's designee, shall establish the personnel program for all employees of a state university. The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected.
- (b) The Department of Management Services shall retain authority over state university employees for programs established in ss. 110.123, 110.1232, 110.1234, 110.1238, and 110.161 and in chapters 121, 122, and 238. Unless specifically authorized by law, neither the Board of Governors nor a state university may offer group insurance programs for employees as a substitute for or as an alternative to the health insurance programs offered pursuant to chapter 110.
- (c) Except as otherwise provided by law, university employees are public employees for purposes of chapter 112 and any payment for travel and per diem expenses shall not exceed the level specified in s. 112.061.

(d) Each contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, containing a provision for severance pay with an officer, agent, employee, or contractor must include the provisions required in s. 215.425.

(7) POWERS AND DUTIES RELATING TO PROPERTY.—

(a) The Board of Governors shall develop guidelines for university boards of trustees relating to the acquisition of real and personal property and the sale and disposal thereof and the approval and execution of contracts for the purchase, sale, lease, license, or acquisition of commodities, goods, equipment, contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price. Title to all real property acquired prior to January 7, 2003, and to all real property acquired with funds appropriated by the Legislature shall be vested in the Board of Trustees of the Internal Improvement Trust Fund and shall be transferred and conveyed by it. Notwithstanding any other provisions of this subsection, each board of trustees shall comply with the provisions of s. 287.055 for the procurement of professional services as defined therein. Any acquisition pursuant to this paragraph is subject to the provisions of s. 1010.62.

(b) The Board of Governors shall develop guidelines for university boards of trustees relating to the use, maintenance, protection, and control of university-owned or university-controlled buildings and grounds, property and equipment, name, trademarks and other proprietary marks, and the financial and other resources of the university. Such authority may include placing restrictions on activities and on access to facilities, firearms, food, tobacco, alcoholic beverages, distribution of printed materials, commercial solicitation, animals, and sound. The authority provided the board of trustees in this subsection includes the prioritization of the use of space, property, equipment, and resources and the imposition of charges for those items.

(c) The Board of Governors, or the board's designee, shall administer a program for the maintenance and construction of facilities pursuant to chapter 1013.

(d) The Board of Governors, or the board's designee, shall ensure compliance with the provisions of s. 287.09451 for all procurement and ss. 255.101 and 255.102 for construction contracts, and rules adopted pursuant thereto, relating to the utilization of minority business enterprises, except that procurements costing less than the amount provided for in CATEGORY FIVE as provided in s. 287.017 shall not be subject to s. 287.09451.

(e) Notwithstanding the provisions of s. 253.025 but subject to the provisions of s. 1010.62, the Board of Governors, or the board's designee, may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.

1. The Board of Governors, or the board's designee, may secure appraisals and surveys. The Board of Governors, or the board's designee, shall comply with the rules of the Board of Trustees of the Internal Improvement Trust Fund in securing appraisals. Whenever the Board of Governors, or the board's designee, finds it necessary for timely property acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.

2. The Board of Governors, or the board's designee, may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the Board of Governors, or the board's designee, or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the Board of Governors or the board's designee.

3. This paragraph is not intended to abrogate in any manner the authority delegated to the Board of Trustees of the Internal Improvement Trust Fund or the Division of State Lands to approve a contract for purchase of state lands or to require policies and procedures to obtain clear legal title to parcels purchased for state purposes. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired with funds appropriated by the Legislature shall vest in the Board of Trustees of the Internal Improvement Trust Fund.

(f) The Board of Governors, or the board's designee, shall prepare and adopt a campus master plan pursuant to s. 1013.30.

(g) The Board of Governors, or the board's designee, shall prepare, adopt, and execute a campus development agreement pursuant to s. 1013.30.

(h) Notwithstanding the provisions of s. 216.351, the Board of Governors, or the board's designee, may authorize the rent or lease of parking facilities provided that such facilities are funded through parking fees or parking fines imposed by a university. The Board of Governors, or the board's designee, may authorize a university board of trustees to charge fees for parking at such rented or leased parking facilities.

(8) COMPLIANCE WITH LAWS, RULES, REGULATIONS, AND REQUIREMENTS.—The Board of Governors has responsibility for compliance with state and federal laws, rules, regulations, and requirements.

(9) COOPERATION WITH OTHER BOARDS.—The Board of Governors shall implement a plan for working on a regular basis with the State Board of Education, the Commission for Independent Education, the Higher Education Coordinating Council, the Articulation Coordinating Committee, the university boards of trustees, representatives of the Florida College System institution boards of trustees, representatives of the private colleges and universities, and representatives of the district school boards to achieve a seamless education system.

(10) PROHIBITION.—The Board of Governors is prohibited from assessing any fee on state universities, unless specifically authorized by law.

(11) AUTHORIZATION TO REVOKE OR MODIFY.—The Board of Governors may revoke or modify the scope of any power or duty it has delegated.

History.—s. 76, ch. 2007-217; s. 3, ch. 2009-60; s. 1, ch. 2009-213; s. 11, ch. 2010-78; s. 24, ch. 2011-5; s. 5, ch. 2012-134; s. 5, ch. 2012-195; s. 45, ch. 2013-27.

**Title XLVIII
K-20 EDUCATION CODE**

**Chapter 1009
EDUCATIONAL SCHOLARSHIPS,
FEES, AND FINANCIAL ASSISTANCE**

1009.21 Determination of resident status for tuition purposes.—Students shall be classified as residents or nonresidents for the purpose of assessing tuition in postsecondary educational programs offered by charter technical career centers or career centers operated by school districts, in Florida College System institutions, and in state universities.

(1) As used in this section, the term:

(a) “Dependent child” means any person, whether or not living with his or her parent, who is eligible to be claimed by his or her parent as a dependent under the federal income tax code.

(b) “Initial enrollment” means the first day of class at an institution of higher education.

(c) “Institution of higher education” means any charter technical career center as defined in s. 1002.34, career center operated by a school district as defined in s. 1001.44, Florida College System institution as defined in s. 1000.21(3), or state university as defined in s. 1000.21(6).

(d) “Legal resident” or “resident” means a person who has maintained his or her residence in this state for the preceding year, has purchased a home which is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.

(e) “Nonresident for tuition purposes” means a person who does not qualify for the in-state tuition rate.

(f) “Parent” means the natural or adoptive parent or legal guardian of a dependent child.

(g) “Resident for tuition purposes” means a person who qualifies as provided in this section for the in-state tuition rate.

(2)(a) To qualify as a resident for tuition purposes:

1. A person or, if that person is a dependent child, his or her parent or parents must have established legal residence in this state and must have maintained legal residence in this state for at least 12 consecutive months immediately prior to his or her initial enrollment in an institution of higher education.

2. Every applicant for admission to an institution of higher education shall be required to make a statement as to his or her length of residence in the state and, further, shall establish that his or her presence or, if the applicant is a dependent child, the presence of his or her parent or parents in the state currently is, and during the requisite 12-month qualifying period was, for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

(b) However, with respect to a dependent child living with an adult relative other than the child’s parent, such child may qualify as a resident for tuition purposes if the adult relative is a legal resident who has maintained legal residence in this state for at least 12 consecutive months immediately prior to the child’s initial enrollment in an institution of higher education, provided the child has resided continuously with such relative for the 5 years immediately prior to the child’s initial enrollment in an institution of higher education, during which time the adult relative has exercised day-to-day care, supervision, and control of the child.

(c) The legal residence of a dependent child whose parents are divorced, separated, or otherwise living apart will be deemed to be this state if either parent is a legal resident of this state, regardless of which parent is entitled to claim, and does in fact claim, the minor as a dependent pursuant to federal individual income tax provisions.

(3)(a) An individual shall not be classified as a resident for tuition purposes and, thus, shall not be eligible to receive the in-state tuition rate until he or she has provided such evidence related to legal residence and its duration or, if that individual is a dependent child, evidence of his or her parent’s legal residence and its duration, as may be required by law and by officials of the institution of higher education from which he or she seeks the in-state tuition rate.

(b) Except as otherwise provided in this section, evidence of legal residence and its duration shall include clear and convincing documentation that residency in this state was for a minimum of 12 consecutive months prior to a student’s initial enrollment in an institution of higher education.

(c) Each institution of higher education shall affirmatively determine that an applicant who has been granted admission to that institution as a Florida resident meets the residency requirements of this section at the time of initial enrollment. The residency determination must be documented by the submission of written or electronic verification that includes two or more of the documents identified in this paragraph. No single piece of evidence shall be conclusive.

1. The documents must include at least one of the following:

a. A Florida voter’s registration card.

b. A Florida driver’s license.

c. A State of Florida identification card.

d. A Florida vehicle registration.

e. Proof of a permanent home in Florida which is occupied as a primary residence by the individual or by the individual’s parent if the individual is a dependent child.

f. Proof of a homestead exemption in Florida.

g. Transcripts from a Florida high school for multiple years if the Florida high school diploma or GED was earned within the last 12 months.

- h. Proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period.
2. The documents may include one or more of the following:
- a. A declaration of domicile in Florida.
 - b. A Florida professional or occupational license.
 - c. Florida incorporation.
 - d. A document evidencing family ties in Florida.
 - e. Proof of membership in a Florida-based charitable or professional organization.
 - f. Any other documentation that supports the student's request for resident status, including, but not limited to, utility bills and proof of 12 consecutive months of payments; a lease agreement and proof of 12 consecutive months of payments; or an official state, federal, or court document evidencing legal ties to Florida.
- (4) With respect to a dependent child, the legal residence of the dependent child's parent or parents is prima facie evidence of the dependent child's legal residence, which evidence may be reinforced or rebutted, relative to the age and general circumstances of the dependent child, by the other evidence of legal residence required of or presented by the dependent child. However, the legal residence of a dependent child's parent or parents who are domiciled outside this state is not prima facie evidence of the dependent child's legal residence if that dependent child has lived in this state for 5 consecutive years prior to enrolling or reregistering at the institution of higher education at which resident status for tuition purposes is sought.
- (5) In making a domiciliary determination related to the classification of a person as a resident or nonresident for tuition purposes, the domicile of a married person, irrespective of sex, shall be determined, as in the case of an unmarried person, by reference to all relevant evidence of domiciliary intent. For the purposes of this section:
- (a) A person shall not be precluded from establishing or maintaining legal residence in this state and subsequently qualifying or continuing to qualify as a resident for tuition purposes solely by reason of marriage to a person domiciled outside this state, even when that person's spouse continues to be domiciled outside of this state, provided such person maintains his or her legal residence in this state.
 - (b) A person shall not be deemed to have established or maintained a legal residence in this state and subsequently to have qualified or continued to qualify as a resident for tuition purposes solely by reason of marriage to a person domiciled in this state.
 - (c) In determining the domicile of a married person, irrespective of sex, the fact of the marriage and the place of domicile of such person's spouse shall be deemed relevant evidence to be considered in ascertaining domiciliary intent.
- (6)(a) Except as otherwise provided in this section, a person who is classified as a nonresident for tuition purposes may become eligible for reclassification as a resident for tuition purposes if that person or, if that person is a dependent child, his or her parent presents clear and convincing documentation that supports permanent legal residency in this state for at least 12 consecutive months rather than temporary residency for the purpose of pursuing an education, such as documentation of full-time permanent employment for the prior 12 months or the purchase of a home in this state and residence therein for the prior 12 months while not enrolled in an institution of higher education.
- (b) If a person who is a dependent child and his or her parent move to this state while such child is a high school student and the child graduates from a high school in this state, the child may become eligible for reclassification as a resident for tuition purposes when the parent submits evidence that the parent qualifies for permanent residency.
 - (c) If a person who is a dependent child and his or her parent move to this state after such child graduates from high school, the child may become eligible for reclassification as a resident for

tuition purposes after the parent submits evidence that he or she has established legal residence in the state and has maintained legal residence in the state for at least 12 consecutive months.

(d) A person who is classified as a nonresident for tuition purposes and who marries a legal resident of the state or marries a person who becomes a legal resident of the state may, upon becoming a legal resident of the state, become eligible for reclassification as a resident for tuition purposes upon submitting evidence of his or her own legal residency in the state, evidence of his or her marriage to a person who is a legal resident of the state, and evidence of the spouse's legal residence in the state for at least 12 consecutive months immediately preceding the application for reclassification.

(7) A person shall not lose his or her resident status for tuition purposes solely by reason of serving, or, if such person is a dependent child, by reason of his or her parent's or parents' serving, in the Armed Forces outside this state.

(8) A person who has been properly classified as a resident for tuition purposes but who, while enrolled in an institution of higher education in this state, loses his or her resident tuition status because the person or, if he or she is a dependent child, the person's parent or parents establish domicile or legal residence elsewhere shall continue to enjoy the in-state tuition rate for a statutory grace period, which period shall be measured from the date on which the circumstances arose that culminated in the loss of resident tuition status and shall continue for 12 months. However, if the 12-month grace period ends during a semester or academic term for which such former resident is enrolled, such grace period shall be extended to the end of that semester or academic term.

(9) Any person who ceases to be enrolled at or who graduates from an institution of higher education while classified as a resident for tuition purposes and who subsequently abandons his or her domicile in this state shall be permitted to reenroll at an institution of higher education in this state as a resident for tuition purposes without the necessity of meeting the 12-month durational requirement of this section if that person has reestablished his or her domicile in this state within 12 months of such abandonment and continuously maintains the reestablished domicile during the period of enrollment. The benefit of this subsection shall not be accorded more than once to any one person.

(10) The following persons shall be classified as residents for tuition purposes:

(a) Active duty members of the Armed Services of the United States residing or stationed in this state, their spouses, and dependent children, and active drilling members of the Florida National Guard.

(b) Active duty members of the Armed Services of the United States and their spouses and dependents attending a Florida College System institution or state university within 50 miles of the military establishment where they are stationed, if such military establishment is within a county contiguous to Florida.

(c) United States citizens living on the Isthmus of Panama, who have completed 12 consecutive months of college work at the Florida State University Panama Canal Branch, and their spouses and dependent children.

(d) Full-time instructional and administrative personnel employed by state public schools and institutions of higher education and their spouses and dependent children.

(e) Students from Latin America and the Caribbean who receive scholarships from the federal or state government. Any student classified pursuant to this paragraph shall attend, on a full-time basis, a Florida institution of higher education.

(f) Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities.

(g) Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training.

(h) McKnight Doctoral Fellows and Finalists who are United States citizens.

(i) United States citizens living outside the United States who are teaching at a Department of Defense Dependent School or in an American International School and who enroll in a graduate level education program which leads to a Florida teaching certificate.

(j) Active duty members of the Canadian military residing or stationed in this state under the North American Air Defense (NORAD) agreement, and their spouses and dependent children, attending a Florida College System institution or state university within 50 miles of the military establishment where they are stationed.

(k) Active duty members of a foreign nation's military who are serving as liaison officers and are residing or stationed in this state, and their spouses and dependent children, attending a Florida College System institution or state university within 50 miles of the military establishment where the foreign liaison officer is stationed.

(11) Once a student has been classified as a resident for tuition purposes, an institution of higher education to which the student transfers is not required to reevaluate the classification unless inconsistent information suggests that an erroneous classification was made or the student's situation has changed. However, the student must have attended the institution making the initial classification within the prior 12 months, and the residency classification must be noted on the student's transcript. The Higher Education Coordinating Council shall consider issues related to residency determinations and make recommendations relating to efficiency and effectiveness of current law.

(12) Each institution of higher education shall establish a residency appeal committee comprised of at least three members to consider student appeals of residency determinations, in accordance with the institution's official appeal process. The residency appeal committee must render to the student the final residency determination in writing. The institution must advise the student of the reasons for the determination.

(13) The State Board of Education and the Board of Governors shall adopt rules to implement this section.

History.—s. 2, ch. 2002-270; s. 400, ch. 2002-387; s. 14, ch. 2004-230; s. 132, ch. 2007-217; s. 7, ch. 2009-60; s. 2, ch. 2009-123; s. 10, ch. 2010-155; s. 116, ch. 2011-5.

**Title XLVIII
K-20 EDUCATION CODE**

**Chapter 1007
ARTICULATION AND ACCESS**

1007.01 Articulation; legislative intent; purpose; role of the State Board of Education and the Board of Governors; Articulation Coordinating Committee.—(1) It is the intent of the Legislature to facilitate articulation and seamless integration of the K-20 education system by building, sustaining, and strengthening relationships among K-20 public organizations, between public and private organizations, and between the education system as a whole and Florida's communities. The purpose of building, sustaining, and strengthening these relationships is to provide for the efficient and effective progression and transfer of students within the education system and to allow students to proceed toward their educational objectives as rapidly as their circumstances permit. The Legislature further intends that articulation policies and budget actions be implemented consistently in the practices of the Department of Education and postsecondary educational institutions and expressed in the collaborative policy efforts of the State Board of Education and the Board of Governors.

(2) To improve and facilitate articulation systemwide, the State Board of Education and the Board of Governors shall collaboratively establish and adopt policies with input from statewide K-20 advisory groups established by the Commissioner of Education and the Chancellor of the State University System and shall recommend the policies to the Legislature. The policies shall relate to:

- (a) The alignment between the exit requirements of one education system and the admissions requirements of another education system into which students typically transfer.
 - (b) The identification of common courses, the level of courses, institutional participation in a statewide course numbering system, and the transferability of credits among such institutions.
 - (c) Identification of courses that meet general education or common degree program prerequisite requirements at public postsecondary educational institutions.
 - (d) Dual enrollment course equivalencies.
 - (e) Articulation agreements.
- (3) The Commissioner of Education, in consultation with the Chancellor of the State University System, shall establish the Articulation Coordinating Committee, which shall make recommendations related to statewide articulation policies and issues regarding access, quality, and reporting of data maintained by the K-20 data warehouse, established pursuant to ss. 1001.10 and 1008.31, to the Higher Education Coordination Council, the State Board of Education, and the Board of Governors. The committee shall consist of two members each representing the State University System, the Florida College System, public career and technical education, K-12 education, and nonpublic postsecondary education and one member representing students. The chair shall be elected from the membership. The Office of K-20 Articulation shall provide administrative support for the committee. The committee shall:
- (a) Monitor the alignment between the exit requirements of one education system and the admissions requirements of another education system into which students typically transfer and make recommendations for improvement.
 - (b) Propose guidelines for interinstitutional agreements between and among public schools, career and technical education centers, Florida College System institutions, state universities, and nonpublic postsecondary institutions.
 - (c) Annually recommend dual enrollment course and high school subject area equivalencies for approval by the State Board of Education and the Board of Governors.
 - (d) Annually review the statewide articulation agreement pursuant to s. 1007.23 and make recommendations for revisions.
 - (e) Annually review the statewide course numbering system, the levels of courses, and the application of transfer credit requirements among public and nonpublic institutions participating in the statewide course numbering system and identify instances of student transfer and admissions difficulties.
 - (f) Annually publish a list of courses that meet common general education and common degree program prerequisite requirements at public postsecondary institutions identified pursuant to s. 1007.25.
 - (g) Foster timely collection and reporting of statewide education data to improve the K-20 education performance accountability system pursuant to ss. 1001.10 and 1008.31, including, but not limited to, data quality, accessibility, and protection of student records.
 - (h) Recommend roles and responsibilities of public education entities in interfacing with the single, statewide computer-assisted student advising system established pursuant to s. 1006.73.
- History.—s. 344, ch. 2002-387; s. 111, ch. 2007-217; s. 7, ch. 2011-177; s. 16, ch. 2012-134; s. 14, ch. 2013-51.