

SB 802 by **Gaetz**; (Identical to H 1153) Vocational Rehabilitation

SB 960 by **Lee**; (Similar to H 0747) Florida Bright Futures Scholarship Program

SB 1140 by **Montford**; Bright Futures Scholarship Program

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

HIGHER EDUCATION
Senator Stargel, Chair
Senator Sachs, Vice Chair

MEETING DATE: Tuesday, March 10, 2015
TIME: 10:00 a.m.—12:00 noon
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Stargel, Chair; Senator Sachs, Vice Chair; Senators Benacquisto, Braynon, Gaetz, Joyner, Legg, Negrón, and Simmons

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	SB 802 Gaetz (Identical H 1153)	Vocational Rehabilitation; Providing for the future repeal of the designation of the Division of Vocational Rehabilitation as the administrative unit for purposes of the Vocational Rehabilitation Act of 1973, subject to legislative review of a required report; requiring the Division of Vocational Rehabilitation to initiate, by a specified date, a performance improvement plan designed to achieve specified goals; requiring the division to develop and implement a pilot program to improve the state vocational rehabilitation program, etc. HE 03/10/2015 Favorable AED AP	Favorable Yeas 9 Nays 0
2	SB 960 Lee (Similar H 747)	Florida Bright Futures Scholarship Program; Requiring a student, as a prerequisite for the Florida Academic Scholars award, the Florida Medallion Scholars award, or the Florida Gold Seal Vocational Scholars award, to identify a social or civic issue or a professional area of interest and develop a plan for his or her personal involvement in addressing the issue or learning about the area; prohibiting the student from receiving remuneration or academic credit for the volunteer service work performed, etc. HE 03/10/2015 Favorable AED FP	Favorable Yeas 9 Nays 0
3	SB 1140 Montford	Bright Futures Scholarship Program; Providing that the initial award and renewal period for students who are unable to accept an initial award immediately after completion of high school due to a full-time religious or service obligation begins upon the completion of the religious or service obligation, etc. HE 03/10/2015 Favorable AED FP	Favorable Yeas 9 Nays 0
4	Workshop and Discussion on Florida College System Baccalaureate Degrees		Presented

COMMITTEE MEETING EXPANDED AGENDA

Higher Education

Tuesday, March 10, 2015, 10:00 a.m.—12:00 noon

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
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Other Related Meeting Documents

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Higher Education

BILL: SB 802

INTRODUCER: Senator Gaetz

SUBJECT: Vocational Rehabilitation

DATE: March 9, 2015

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Graf	Klebacha	HE	Favorable
2.	_____	_____	AED	_____
3.	_____	_____	AP	_____

I. Summary:

SB 802 imposes performance improvement plan and accountability reporting requirements on the Division of Vocational Rehabilitation (division), the designated state administrative unit, for implementing federal vocational rehabilitation (VR) program requirements. Specifically, the bill:

- Requires the division to develop and implement, by October 1, 2015, a performance improvement plan, designed to assist the division in achieving specified performance goals.
- Repeals the designation of the division as the administrative unit of the state for the purposes of effecting compliance with the federal Rehabilitation Act of 1973, as amended, pending a review of the division's progress on achieving the specified performance goals.
- Establishes criteria and reporting requirements associated with a pilot partnership program for the employment of persons with unique abilities.

The purpose of the bill is to elevate the state VR program as one of the best in the nation. Consequently, to direct efforts to improve the state VR program, the bill establishes measurable metrics that focus on outcomes related to employment, independence, and other meaningful measures of success.

The bill takes effect July 1, 2015.

II. Present Situation:

Approximately 2.4 million individuals with disabilities live in Florida, representing nearly 13% of the state's population and about 10% of the individuals are within working-age (i.e., ages 18-64).¹ Such individuals may qualify for vocational rehabilitation (VR) services.² VR is a federal-

¹ U.S. Census Bureau, *2009-2013 American Community Survey 5-Year Estimates*, <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmmk> (last visited March 8, 2015).

² *Id.*

state program that helps people who have disabilities “get or keep a job.”³ VR services and accountability requirements are directed by both federal and state law.

Federal Law

Rehabilitation Act of 1973

The Rehabilitation Act of 1973, as amended, establishes the purpose of VR services to:⁴

- Empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society, through:
 - Statewide workforce investment systems implemented in accordance with title I of the Workforce Investment Act of 1998⁵ that include, as integral components, comprehensive and coordinated state-of-the-art VR programs;
 - Independent living centers and services;
 - Research;
 - Training;
 - Demonstration projects; and
 - The guarantee of equal opportunity; and
- Ensure that the federal government plays a leadership role in promoting the employment of individuals with disabilities and in assisting states and providers of services fulfill gainful employment and independent living aspirations of individuals with disabilities.

The Rehabilitation Services Administration (RSA) oversees grant programs that help individuals with disabilities obtain employment and live more independently through supports such as counseling, medical and psychological services, job training, and other individualized services.⁶ “RSA’s major Title I formula grant program provides funds to state vocational rehabilitation (VR) agencies to provide employment-related services for individuals with disabilities, giving priority to individuals who are significantly disabled.”⁷

Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act (WIOA), which was enacted on July 22, 2014,⁸ provides opportunities for advancing a customer-centered workforce investment system that is driven by the needs of job seekers and employers to support strong regional economies and to

³ Florida Department of Education, *Frequently Asked Questions*, <http://www.rehabworks.org/faq.shtml> (last visited March 8, 2015).

⁴ 29 U.S.C. s. 701(b); *see also* Pub. L. No. 93-112, 87 Stat. 355 (Sep. 26, 1973).

⁵ The Workforce Investment Act (WIA) of 1998, signed into law on August 7, 1998, “reforms federal employment, adult education, and vocational rehabilitation programs to create an integrated, “one-stop” system of workforce investment and education activities for adults and youth.” U.S. Department of Education, *Adult Education and Family Literacy Act of 1998* <http://www2.ed.gov/policy/adulted/leg/legis.html> (last visited March 8, 2015). “Title I of WIA authorizes workforce investment programs and activities that are administered by the Employment and Training Administration of the U.S. Department of Labor.” *Id.*

⁶ U.S. Department of Education, *Welcome to RSA*, <http://www2.ed.gov/about/offices/list/osers/rsa/index.html> (last visited March 8, 2015).

⁷ *Id.*

⁸ Pub. L. No. 113-128, 128 Stat. 1425 (July 22, 2014).

provide individuals with pathways to economic mobility.⁹ Key WIOA Title IV changes regarding amendments to the Rehabilitation Act of 1973 include, but are not limited to:¹⁰

- Emphasis on achievement of competitive integrated employment through customized employment, supported employment, and individualized services.
- Expansion of VR focus on employer engagement to provide work-based learning experiences and to identify competitive integrated employment opportunities for individuals with disabilities in the job-driven workforce.
- Significant emphasis on serving students and youth with disabilities by increasing opportunities to practice and improve workplace skills, including internships and apprenticeships.

State Law

The Division of Vocational Rehabilitation (division), within the Florida Department of Education (DOE), is designated as the administrative unit for the purposes of effecting compliance with the Vocational Rehabilitation Act of 1973, as amended.¹¹ The division is responsible for maintaining an internal system of quality assurance and monitoring compliance with state and federal laws, rules, and regulations.¹² To administer VR services, the division is entrusted with making eligibility determinations for VR services, providing VR services in collaboration with state and local entities, conducting research, and performing VR needs assessment. Additionally, the Florida Rehabilitation Council is responsible for assisting the division in the division's VR program planning and evaluation efforts.

Eligibility Requirements for Vocational Rehabilitation Services

“A person is eligible for [VR] services if the person has a disability¹³ and requires [VR] services to prepare for, enter, engage in, or retain gainful employment.”¹⁴ The division is responsible for determining eligibility of an individual for VR services.¹⁵ If the division determines that an individual is eligible for VR services, the division must:¹⁶

- Complete an assessment for determining the eligibility and vocational rehabilitation needs and
- Ensure that an individualized plan for employment (IPE)¹⁷ is prepared, which must be jointly developed and signed by VR counselor or coordinator and the eligible individual, or in an appropriate case, a parent, family member, guardian, advocate, or authorized representative

⁹ U.S. Department of Education, *DOL Questions and Answers about WIOA*, <http://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html> (last visited March 8, 2015).

¹⁰ U.S. Department of Education, *Rehabilitation Act As Amended By WIOA* (Nov. 10, 2014), available at <http://www2.ed.gov/policy/speced/leg/rehab-act-as-amended-by-wioa.pdf>.

¹¹ Section 413.202, F.S.; see also Pub. L. No. 93-112, 87 Stat. 355 (Sep. 26, 1973).

¹² Section 413.207, F.S.

¹³ Disability means “a physical or mental impairment that constitutes or results in a substantial impediment to employment.” Section 413.20(7), F.S.

¹⁴ Section 413.30(1), F.S.

¹⁵ Section 413.30(4), F.S.

¹⁶ Section 413.30(5), F.S.

¹⁷ An individualized plan for employment (IPE) includes a “comprehensive assessment of the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, including the need for supported employment, of an eligible individual to make a determination of the goals, objectives, nature, and scope of vocational rehabilitation services.” Section 413.20(3), F.S.

of the individual.¹⁸ The division is responsible for ensuring that each IPE is customized to employment outcome of eligible individuals, consistent with federal law and the unique strengths, resources, priorities, concerns, abilities, and capabilities of such individuals.¹⁹ Each IPE must be reviewed annually and revised, as needed.²⁰

Vocational Rehabilitation Administration and Service Delivery

To administer VR program duties and provide VR services to persons with disabilities whom the division deems as eligible, the division is authorized to:²¹

- Cooperate with other departments, agencies, and public and private institutions to provide for the vocational rehabilitation of persons with disabilities.
- Enter into reciprocal agreements with other states to provide for the vocational rehabilitation of residents of such states.
- To conduct research and compile statistics regarding vocational rehabilitation of persons with disabilities.
- To prepare a federally required state VR plan²² which must address the federal Rehabilitation Act of 1973, as amended, including an assessment of the needs of persons with disabilities and how those needs may be met most effectively.

Based on an individual's VR needs, VR services may include a variety of services such as vocational evaluation and planning, career counseling and guidance, job-site assessment and accommodations, job placement, job coaching, and on-the-job training.²³

Providers of VR services must register with the division and meet specified requirements (e.g., maintain an internal system of quality assurance and have proven functional systems).²⁴

Florida Rehabilitation Council

The Florida Rehabilitation Council (council) is established to assist the division in the planning and development of statewide rehabilitation programs and services, recommend improvements to such programs and services, and perform specified functions.²⁵ Specifically, the council is responsible for performing functions such as developing and reviewing state goals and priorities in accordance with federal and state law; evaluating VR program effectiveness and submitting

¹⁸ Section 413.30(5)(a), F.S.; Rule 6A-25.007, F.A.C.

¹⁹ Section 413.30(5)(b), F.S.

²⁰ Section 413.30(5)(c), F.S.

²¹ Section 413.23, F.S.

²² The state plan for independent living is jointly developed and submitted by the Florida Independent Living Council and the Division of Vocational Rehabilitation (division). Florida law specifies the information that must be included in the state plan (e.g., objectives to be achieved; extent and scope of independent living services to be provided; and steps that will be taken to maximize cooperation, coordination, and working relationships among independent living rehabilitation service program). Section 413.393(1), F.S.; *see also* Florida Department of Education, *2015 Federal State Plan for Vocational Rehabilitation Services*, available at http://www.rehabworks.org/docs/2015FederalStatePlan_Final.pdf.

²³ Florida Department of Education, *Frequently Asked Questions*, <http://www.rehabworks.org/faq.shtml> (last visited March 8, 2015).

²⁴ Section 413.208(1), F.S.

²⁵ Section 413.405, F.S. Members of the Florida Rehabilitation Council (Council) are appointed by the Governor. The council membership must include at least 15 members but no more than 25 at a time. Section 413.405(3)-(4), F.S.; Florida Rehabilitation Council, *FRC Council Members*, http://www.rehabworks.org/rehab_list.shtml (last visited March 8, 2015).

progress reports and annual reports to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the U.S. Secretary of Education; assisting DOE and the division in preparing the state VR plan; conducting a review and analysis of customer satisfaction; coordinating with other councils within Florida such as the Florida Independent Living Council and the board of directors of Workforce Florida, Inc.²⁶

The 2013-2014 annual report prepared by the council indicates that 7,214 persons with disabilities entered gainful employment during 2013-2014, resulting in nearly 11% improvement over the previous year.²⁷ Average annual earnings for closed cases increased from \$17,242 during 2012-2013 to \$17,536 during 2013-2014.²⁸ Additionally, during 2013-2014, approximately 80% of customers were self-supporting at time of case closure, an increase from 15.6% at the time of case acceptance.²⁹ However, notwithstanding the gains in employment and self-sufficiency outcomes during 2013-2014, the average number of active customers, median monthly caseload per field staff carrying a caseload, number of IPEs created during a year, and rehabilitation rate decreased compared to the previous year. Specifically, the average number of active customers decreased from 55,457 during 2012-2013 to 44,014 during 2013-2014; median monthly caseload dropped to 105 during 2013-2014, representing 22 fewer cases than the year before; number of IPEs created during 2013-2014 decreased by nearly 46% relative to 2012-2013; and the rehabilitation rate fell from 43.4% during 2012-2013 to 29.8% during 2013-2014.³⁰ The annual report does not include information comparing Florida's VR program performance to other VR programs nationally.

III. Effect of Proposed Changes:

SB 802 imposes performance improvement plan and accountability reporting requirements on the Division of Vocational Rehabilitation (division), the designated state administrative unit, for implementing federal vocational rehabilitation (VR) program requirements. Specifically, the bill:

- Requires the division to develop and implement, by October 1, 2015, a performance improvement plan, designed to assist the division in achieving specified performance goals.
- Repeals the designation of the division as the administrative unit of the state for the purposes of effecting compliance with the federal Rehabilitation Act of 1973, as amended, pending a review of the division's progress on achieving the specified performance goals.
- Establishes criteria and reporting requirements associated with a pilot partnership program for the employment of persons with unique abilities.

The purpose of the bill is to elevate the state VR program as one of the best in the nation. Consequently, to direct efforts to improve the state VR program, the bill establishes measurable

²⁶ Section 413.405, F.S.; Florida Rehabilitation Council, *FRC Strategic Plan 2011-2014*, available at <http://www.rehabworks.org/rehab/FRCStrategicPlan.pdf>. Workforce Florida, Inc. is now called CareerSource Florida. CareerSource, *Press Releases* (Feb. 4, 2014), <http://www.careersourcecapitalregion.com/press-releases/entry/only-6-days-until-workforce-plus-rebrands-to-careersource-capital-region> (last visited March 8, 2015).

²⁷ Florida Rehabilitation Council, *Florida Rehabilitation Council 2013-2014 Annual Report*, available at <http://www.rehabworks.org/rehab/AnnualReport13.pdf> at 10 of 24.

²⁸ *Id.*

²⁹ *Id.*

³⁰ *Id.*

metrics that focus on outcomes related to employment, independence, and other meaningful measures of success.

Performance Improvement Plan

The bill requires the division to develop and implement, by October 1, 2015, a performance improvement plan that must be designed to elevate Florida's VR program to one of the top 10 VR programs nationally and achieve the following goals:

- Increase the number and percentage of persons with a program record who receive VR services.
- Increase the number of persons receiving postsecondary workforce education.
- Increase the number of persons who earn Career and Professional Education (CAPE) industry certifications and CAPE postsecondary industry certifications.
- Increase the number of cases closed due to the employment of persons with disabilities.
- Decrease the average cost per employment outcome.
- Decrease the proportion of full-time equivalent administrative positions within the division.

The performance improvement plan will likely help the division with strategic planning to improve the performance of the state's VR program in preparing individuals for employment. To that end, the attainment of nationally-recognized industry certifications by individuals will likely assist such individuals demonstrate to potential employers, mastery of specific skills, abilities, and competencies associated with the certifications. Reducing the administrative positions may free-up resources for improvements in the overall VR program services and operations.

Performance Accountability Report

The bill also requires the division to submit an annual report on VR program performance to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1. The performance report must include the following information for the 5 most recent fiscal years:

- Caseload data including the number of individuals who apply for and receive services statewide and by service area and service type.
- Service use data including the number of units of service provided statewide and by service area and service type.
- Financial data including expenditures for administering and providing services statewide and by service area and service type. Expenditures for education-related services must be identified in specific categories such as tuition and fees, program fees, and support services.
- Outcome data including the number of cases closed including the employment data associated with such cases statewide and by service area. The employment data must specify whether the employment was supported or integrated.

The VR program performance report will likely help the state assess the performance of the state's VR program in preparing individuals for employment and identifying mechanisms to improve the operations and management of the state's VR program. The performance report, based on 5 most recent years of data will likely be helpful to highlight the trends in VR program performance and outcomes. Compared to the annual report prepared by the Florida Rehabilitation Council (council), the VR program performance report will likely provide

additional VR data (e.g., financial data) as well as a breakdown of performance data by service area and service type.

Partnership for Employment of Persons with Unique Abilities

The bill requires the division to develop and implement a Partnership for Employment of Persons with Unique Abilities pilot program in designated regions within the state which may be specified in the General Appropriations Act. The goal of the pilot program is to achieve specific, measurable performance goals for the employment of persons with disabilities. To achieve the goal of the pilot program, the division must partner with one or more local, nonprofit organizations that have experience in assisting persons with disabilities get employed. This provision fosters collaboration between the state and local entities to help individuals with disabilities secure employment. If more than one qualifying organization in the designated regions requests a partnership agreement, the division is authorized to issue an invitation to negotiate.

The partner organizations must agree to performance goals established by the division based on improvement over past performance, at a minimum, in the following areas:

- The number and percentage of individuals with open records who receive services.
- The number of individuals with open records who receive postsecondary workforce education.
- The number of persons earning CAPE industry certifications and CAPE postsecondary industry certifications.
- The number and percentage of cases closed due to the employment of eligible individuals.
- The proportion of full-time equivalent administrative positions in the division.

This provision will likely assist with holding the partner organizations accountable for preparing individuals for employment.

The division must annually report activities and results of the pilot program to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 31.

The bill takes effect July 1, 2015.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 413.202, 413.207, and 413.23.

This bill creates section 413.80 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

By Senator Gaetz

1-01395B-15

2015802__

A bill to be entitled

An act relating to vocational rehabilitation; amending s. 413.202, F.S.; providing for the future repeal of the designation of the Division of Vocational Rehabilitation as the administrative unit for purposes of the Vocational Rehabilitation Act of 1973, subject to legislative review of a required report; amending s. 413.207, F.S.; requiring the Division of Vocational Rehabilitation to initiate, by a specified date, a performance improvement plan designed to achieve specified goals; requiring the division to submit a performance report annually, by a specified date, to the Governor and the Legislature which includes specified information; amending s. 413.23, F.S.; authorizing the division to develop and implement a pilot program; creating s. 413.80, F.S.; requiring the division to develop and implement a pilot program to improve the state vocational rehabilitation program; requiring the division to enter into partnership agreements with local, nonprofit organizations; authorizing the division to issue an invitation to negotiate under certain circumstances; requiring that the agreements include specific performance goals in certain areas; requiring the division to report activities and results of the pilot program to the Governor and the Legislature annually by a specified date; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

1-01395B-15

2015802__

Section 1. Section 413.202, Florida Statutes, is amended to read:

413.202 Designated administrative unit.—Effective on the effective date of this act, for the purposes of effecting compliance with the Vocational Rehabilitation Act of 1973, as amended, the Division of Vocational Rehabilitation is designated as the administrative unit. This section is repealed June 30, 2016, unless reenacted by the Legislature after review of the progress report on the achievement of the performance goals required by s. 413.207.

Section 2. Section 413.207, Florida Statutes, is amended to read:

413.207 Division of Vocational Rehabilitation; quality assurance.—

(1) The Division of Vocational Rehabilitation shall maintain an internal system of quality assurance, have proven functional systems, perform due diligence, review provider systems of quality assurance, and be subject to monitoring for compliance with state and federal laws, rules, and regulations.

(2) No later than October 1, 2015, the division shall develop and implement a performance improvement plan designed to achieve the following goals:

(a) Increase the number and percentage of persons with a program record who receive services.

(b) Increase the number of persons receiving postsecondary workforce education as defined in s. 1004.02(25).

(c) Increase the number of persons earning CAPE industry certifications and CAPE postsecondary industry certifications

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59 approved pursuant to s. 1008.44.

60 (d) Increase the number of cases closed due to the
 61 employment of the person who has a disability.

62 (e) Decrease the average cost per employment outcome, as
 63 that term is defined in s. 413.20.

64 (f) Decrease the proportion of full-time equivalent
 65 positions in the division devoted to administration.

66 (3) The improvement plan goals shall be designed to elevate
 67 the state vocational rehabilitation program to one of the top 10
 68 in the nation.

69 (4) By December 1 of each year, the division shall submit a
 70 performance report to the Governor, the President of the Senate,
 71 and the Speaker of the House of Representatives which includes
 72 the following information for each of the 5 most recent fiscal
 73 years:

74 (a) Caseload data, including the number of individuals who
 75 apply for, and the number who receive, services, statewide and
 76 by service area, by service type.

77 (b) Service use data, including the number of units of
 78 service provided, statewide and by service area, by service
 79 type.

80 (c) Financial data, including expenditures for
 81 administration and the provision of services, by service type.
 82 Expenditure data shall be reported on a statewide basis and by
 83 service area, and expenditures for education-related services
 84 shall be identified in specific categories such as tuition and
 85 fees, program fees, and support services.

86 (d) Outcome data, statewide and by service area, including
 87 the number of cases closed without employment and with

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88 employment. Employment data must specify whether the employment
 89 was supported or integrated.

90 Section 3. Section 413.23, Florida Statutes, is amended to
 91 read:

92 413.23 Administration.—The division shall provide
 93 vocational rehabilitation services to persons who have
 94 disabilities determined to be eligible therefor and, in carrying
 95 out the purposes of this part, is authorized, among other
 96 things:

97 (1) To cooperate with other departments, agencies, and
 98 institutions, both public and private, in providing for the
 99 vocational rehabilitation of persons who have disabilities, in
 100 studying the problems involved therein, and in establishing,
 101 developing, and providing, in conformity with the purposes of
 102 this part, such programs, facilities, and services as may be
 103 necessary or desirable.†

104 (2) To enter into reciprocal agreements with other states
 105 to provide for the vocational rehabilitation of residents of the
 106 states concerned.†

107 (3) To conduct research and compile statistics relating to
 108 the vocational rehabilitation of persons who have disabilities.†

109 (4) To prepare a federally required state plan for
 110 vocational rehabilitation, as required by the act. The state
 111 plan must contain all of the elements required by s. 101 of the
 112 act, including an assessment of the needs of persons who have
 113 disabilities and how those needs may be most effectively met.
 114 The division is authorized to make amendments to the state plan
 115 considered necessary to maintain compliance with the act and to
 116 implement such changes in order to qualify for and maintain

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117 federal funding. After completion of the state plan or making
 118 amendments to the state plan, the division must distribute
 119 copies of the state plan to the Governor, the President of the
 120 Senate, the Speaker of the House of Representatives, and the
 121 United States Secretary of Education.

122 (5) To develop and implement a pilot program under s.
 123 413.80 using such resources and operating in designated regions
 124 of the state as may be specified in the General Appropriations
 125 Act.

126 Section 4. Section 413.80, Florida Statutes, is created to
 127 read:

128 413.80 Partnership for Employment of Persons with Unique
 129 Abilities.-

130 (1) The division shall develop and implement a Partnership
 131 for Employment of Persons with Unique Abilities pilot program
 132 aimed at achieving specific, measureable performance goals for
 133 the employment of persons who have a disability. To that end,
 134 the division shall partner with one or more local, nonprofit
 135 organizations with experience assisting persons who have a
 136 disability in gaining employment. If more than one qualifying
 137 organization in the pilot areas designated by the General
 138 Appropriations Act requests a partnership agreement, the
 139 division may issue an invitation to negotiate pursuant to s.
 140 287.057(1)(c).

141 (2) The partner organizations must agree to performance
 142 goals established by the division based on improvement over past
 143 performance in at least the following areas:

144 (a) The number and percentage of individuals with open
 145 records who receive services.

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146 (b) The number of individuals with open records who receive
 147 postsecondary workforce education pursuant to s. 1004.02(25).

148 (c) The number of persons earning CAPE industry
 149 certifications and CAPE postsecondary industry certifications
 150 approved pursuant to s. 1008.44.

151 (d) The number and percentage of cases closed due to the
 152 employment of the eligible individual.

153 (e) The proportion of full-time equivalent positions in the
 154 division devoted to administration.

155 (3) The division shall report activities and results of the
 156 pilot program to the Governor, the President of the Senate, and
 157 the Speaker of the House of Representatives by December 31 of
 158 each year.

159 Section 5. This act shall take effect July 1, 2015.

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THE FLORIDA SENATE
APPEARANCE RECORD

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

3-10-2015
Meeting Date

802
Bill Number (if applicable)

Topic V.R.

Amendment Barcode (if applicable)

Name J. WILLIAM WEBER

Job Title REHABILITATION TECHNOLOGY & PROVIDER OF SERVICE

Address 4010 EAST HILLSBOROUGH AV. Phone (813) 495-6179

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City State Zip

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Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing SELF

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

APPEARANCE RECORD

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

3/10/15

Meeting Date

802

Bill Number (if applicable)

Topic VR

Amendment Barcode (if applicable)

Name Anthony Patri

Job Title WAREHOUSE CLERK

Address 155 BLUFF VIEW DRIVE
Street

Phone 347-243-0435

Belleair BLUFFS FL 33770
City State Zip

Email TONYMAC2133@aol.com

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing INDIVIDUAL

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

3/10/2015

Meeting Date

802

Bill Number (if applicable)

Topic VR

Amendment Barcode (if applicable)

Name Chris Clark

Job Title File Clerk

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Street

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Email chris.clark@tdiworks.org

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Individual

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)

THE FLORIDA SENATE

APPEARANCE RECORD

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

3/10/2015
Meeting Date

802
Bill Number (if applicable)

Topic VR

Amendment Barcode (if applicable)

Name John Pribanic

Job Title President

Address PO Box 70
Street

Phone (813) 850-4736

Email john.pribanic@yahoo.com

City Bushnell, FL State Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing The Diversity Initiative

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE

APPEARANCE RECORD

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2/10/15

Meeting Date

Bill Number (if applicable)

Topic SB 802

Amendment Barcode (if applicable)

Name Suzanne Sewell

Job Title President & CEO - FL ARF

Address 2475 Apalachee Pkwy

Phone 850-942-3500

Street

Tallahassee FL 32301

City

State

Zip

Email ssewell@floridnarf.org

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Assoc. of Rehabilitation Facilities

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

APPEARANCE RECORD

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3/10/15

Meeting Date

SB 802

Bill Number (if applicable)

Topic VOCATIONAL REHAB

Amendment Barcode (if applicable)

Name RUSTY BRANCH

Job Title COMMUNITY DEVELOPMENT - GCE

Address 2001 W. "E" ST

Phone 850.982.2271

Street

PENSACOLA

FL

32501

City

State

Zip

Email rusty.branch@bhepns.org

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing LAKEVIEW CENTER INC. dba GULF COAST ENTERPRISE

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

APPEARANCE RECORD

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

3/10/15 Meeting Date

SB802 Bill Number (if applicable)

Topic Vocational Rehabilitation

Amendment Barcode (if applicable)

Name Latawian Davis

Job Title Courtesy Clerk

Address 1818 Pepper Dr. Street

Phone 850-405-3981

Tall. FL 32304 City State Zip

Email

Speaking: [] For [] Against [x] Information

Waive Speaking: [] In Support [] Against (The Chair will read this information into the record.)

Representing Self-Advocate

Appearing at request of Chair: [] Yes [x] No

Lobbyist registered with Legislature: [] Yes [x] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

THE FLORIDA SENATE
APPEARANCE RECORD

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

3/10/15
Meeting Date

SB 802
Bill Number (if applicable)

Topic vs: Rehab

Amendment Barcode (if applicable)

Name Ray Andrey

Job Title Host

Address _____

Phone 508-8319

Street

Talk

City

Fl.

State

Zip

Email _____

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Self-Advocate

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Higher Education

BILL: SB 960

INTRODUCER: Senator Lee

SUBJECT: Florida Bright Futures Scholarship Program

DATE: March 9, 2015

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Bailey	Klebacha	HE	Pre-meeting
2.			AED	
3.			FP	

I. Summary:

SB 960 modifies student community service requirements affecting student eligibility for the Florida Bright Futures Scholarship Program awards by clarifying that community service work means volunteer service work, expanding the permissible activities that students can participate in to meet the volunteer service work requirement, and placing parameters on such activities.

Specifically, the bill:

- Expands service work areas beyond social areas of interest to include a civic issue or a professional area of interest.
- Requires students to develop a plan for personal involvement in addressing the issue or learning about the issue in addition to reflecting on such experience through papers or presentations.
- Provides accountability requirements for students' service work.
- Prohibits students from receiving compensation or academic credit for the volunteer service work.

Additionally, the bill specifies that volunteer service work may include, but is not limited to, the following activities:

- Internship with a business or government entity;
- Work for a nonprofit community service organization; or
- Activity on behalf of a candidate for public office.

The volunteer service hours must be documented in writing and signed by the student, the student's parent or guardian, and a representative of the organization where the student volunteered.

The bill takes effect on July 1, 2015.

II. Present Situation:

The Florida Bright Futures Scholarship Program (Program) is a lottery-funded scholarship program to reward a Florida high school graduate who merits recognition for high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible public and private postsecondary institutions in Florida after graduating from high school.¹ The Department of Education (DOE) administers the Program in accordance with rules and procedures adopted by the State Board of Education.²

The Bright Futures Scholarship Program consists of three types of awards:³

- Florida Academic Scholarship (FAS),
- Florida Medallion Scholarship (FMS), and
- Florida Gold Seal Vocational Scholarship (FGSV).

To be eligible to receive a Program award, students must meet the general eligibility criteria⁴ and specific academic and community service work requirements.⁵ The community service work must be approved by the district school board, the administrators of a nonpublic school, or the DOE for home education program students.⁶

To fulfill the community service work requirement for FAS, students graduating in the 2011-2012 academic year and each year thereafter, must perform at least 100 hours of community service work, identify a social problem of interest, develop a plan for personal involvement in addressing the problem, and reflect on such experience through papers or presentations.⁷ The community service work requirement for the FMS and FGSV is the same as the requirement for FAS except for the number of community service work hours that FMS and FGSV students must volunteer. FMS students must perform a minimum of 75 hours of community service work⁸ and FGSV students must perform at least 30 hours of community service work.⁹

III. Effect of Proposed Changes:

SB 960 modifies student community service requirements affecting student eligibility for the Florida Academic Scholarship (FAS), Florida Medallion Scholarship (FMS), and Florida Gold

¹ Section 1009.53(1), F.S. and 1009.531(2)(a-c), F.S., specify a student graduating from high school prior to the 2010-2011 academic year is eligible to accept an initial award for 3 years following high school graduation and to accept a renewal award for 7 years following high school graduation. Students graduating in the 2010-2011 and 2011-2012 academic school years are eligible to accept an initial award for 3 years following high school graduation and to accept a renewal award for 5 years following high school graduation. In the 2012-2013 academic school year, and thereafter, a student graduating from high school is able to accept an initial award for 2 years following high school and to accept a renewal award for 5 years following high school graduation.

² Section 1009.53(3), F.S.

³ Section 1009.53(2), F.S.

⁴ Section 1009.531, F.S.

⁵ Sections 1009.534(1), 1009.535(1), and 1009.536(1)(e), F.S.

⁶ Sections 1009.534(1), 1009.535(1), and 1009.536(1)(e), F.S.

⁷ Sections 1009.534(1), F.S.

⁸ Section 1009.535(1), F.S.

⁹ Section 1009.536(1)(e), F.S.

Seal Vocational Scholarship (FGSV) awards by clarifying that community service work means volunteer service work, expanding the permissible activities that students can participate in to meet the volunteer service work requirement, and placing parameters on such activities.

Specifically, the bill:

- Expands service work areas beyond social areas of interest to include a civic issue or a professional area of interest.
- Requires students to develop a plan for personal involvement in addressing the issue or learning about the issue in addition to reflecting on such experience through papers or presentations.
- Provides accountability requirements for students' service work.
- Prohibits students from receiving compensation or academic credit for the volunteer service work.

Additionally, the bill specifies that volunteer service work may include, but is not limited to, the following activities:

- Internship with a business or government entity;
- Work for a nonprofit community service organization; or
- Activity on behalf of a candidate for public office.

The volunteer service hours must be documented in writing and signed by the student, the student's parent or guardian, and a representative of the organization where the student volunteered.

The bill takes effect on July 1, 2015.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1009.534, 1009.535, and 1009.536.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

By Senator Lee

24-00358A-15

2015960__

1 A bill to be entitled
 2 An act relating to the Florida Bright Futures
 3 Scholarship Program; amending ss. 1009.534, 1009.535,
 4 and 1009.536, F.S.; requiring a student, as a
 5 prerequisite for the Florida Academic Scholars award,
 6 the Florida Medallion Scholars award, or the Florida
 7 Gold Seal Vocational Scholars award, to identify a
 8 social or civic issue or a professional area of
 9 interest and develop a plan for his or her personal
 10 involvement in addressing the issue or learning about
 11 the area; prohibiting the student from receiving
 12 remuneration or academic credit for the volunteer
 13 service work performed; providing examples of
 14 volunteer service work; requiring that the hours of
 15 volunteer service work performed be documented in
 16 writing and the document be signed by certain
 17 individuals; deleting obsolete provisions; providing
 18 an effective date.

19
 20 Be It Enacted by the Legislature of the State of Florida:

21
 22 Section 1. Subsection (1) of section 1009.534, Florida
 23 Statutes, is amended to read:

24 1009.534 Florida Academic Scholars award.—

25 (1) A student is eligible for a Florida Academic Scholars
 26 award if he or she ~~the student~~ meets the general eligibility
 27 requirements for the Florida Bright Futures Scholarship Program
 28 and ~~the student~~:

29 (a) Has achieved a 3.5 weighted grade point average as

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30 calculated pursuant to s. 1009.531, or its equivalent, in high
 31 school courses that are designated by the State Board of
 32 Education as college-preparatory academic courses; and has
 33 attained at least the score required under ~~pursuant to~~ s.
 34 1009.531(6) (a) on the combined verbal and quantitative parts of
 35 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
 36 the recentered Scholastic Assessment Test of the College
 37 Entrance Examination, or an equivalent score on the ACT
 38 Assessment Program;

39 (b) Has attended a home education program according to s.
 40 1002.41 during grades 11 and 12, ~~or~~ has completed the
 41 International Baccalaureate curriculum but failed to earn the
 42 International Baccalaureate Diploma, or has completed the
 43 Advanced International Certificate of Education curriculum but
 44 failed to earn the Advanced International Certificate of
 45 Education Diploma; ~~and~~ and has attained at least the score required
 46 under ~~pursuant to~~ s. 1009.531(6) (a) on the combined verbal and
 47 quantitative parts of the Scholastic Aptitude Test, the
 48 Scholastic Assessment Test, or the recentered Scholastic
 49 Assessment Test of the College Entrance Examination, or an
 50 equivalent score on the ACT Assessment Program;

51 (c) Has been awarded an International Baccalaureate Diploma
 52 from the International Baccalaureate Office or an Advanced
 53 International Certificate of Education Diploma from the
 54 University of Cambridge International Examinations Office;

55 (d) Has been recognized by the merit or achievement
 56 programs of the National Merit Scholarship Corporation as a
 57 scholar or finalist; or

58 (e) Has been recognized by the National Hispanic

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59 Recognition Program as a scholar recipient.

60
61 The A student must complete a program of volunteer community
62 service work, as approved by the district school board, the
63 administrators of a nonpublic school, or the Department of
64 Education for home education program students, which ~~must shall~~
65 include a minimum of 75 hours of service work for high school
66 students graduating in the 2010-2011 academic year and 100 hours
67 of service work for high school students graduating in the 2011-
68 2012 academic year and thereafter. ~~The student, and~~ must
69 identify a social or civic issue or a professional area ~~problem~~
70 that interests him or her, develop a plan for his or her
71 personal involvement in addressing the issue or learning about
72 the area ~~problem~~, and, through papers or other presentations,
73 evaluate and reflect upon his or her experience. The student may
74 not receive remuneration or academic credit for the volunteer
75 service work performed. Such work may include, but is not
76 limited to, a business or government internship, work for a
77 nonprofit community service organization, or activity on behalf
78 of a candidate for public office. The hours of volunteer service
79 work must be documented in writing, and the document must be
80 signed by the student, the student's parent or guardian, and a
81 representative of the organization for which the student
82 performed the volunteer service work.

83 Section 2. Subsection (1) of section 1009.535, Florida
84 Statutes, is amended to read:

85 1009.535 Florida Medallion Scholars award.—

86 (1) A student is eligible for a Florida Medallion Scholars
87 award if he or she ~~the student~~ meets the general eligibility

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2015960__

88 requirements for the Florida Bright Futures Scholarship Program
89 and ~~the student~~:

90 (a) Has achieved a weighted grade point average of 3.0 as
91 calculated pursuant to s. 1009.531, or the equivalent, in high
92 school courses that are designated by the State Board of
93 Education as college-preparatory academic courses, and has
94 attained at least the score required under ~~pursuant to~~ s.
95 1009.531(6) (b) on the combined verbal and quantitative parts of
96 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
97 the recentered Scholastic Assessment Test of the College
98 Entrance Examination, or an equivalent score on the ACT
99 Assessment Program;

100 (b) Has completed the International Baccalaureate
101 curriculum but failed to earn the International Baccalaureate
102 Diploma or has completed the Advanced International Certificate
103 of Education curriculum but failed to earn the Advanced
104 International Certificate of Education Diploma, and has attained
105 at least the score required under ~~pursuant to~~ s. 1009.531(6) (b)
106 on the combined verbal and quantitative parts of the Scholastic
107 Aptitude Test, the Scholastic Assessment Test, or the recentered
108 Scholastic Assessment Test of the College Entrance Examination,
109 or an equivalent score on the ACT Assessment Program;

110 (c) Has attended a home education program according to s.
111 1002.41 during grades 11 and 12 and has attained at least the
112 score required under ~~pursuant to~~ s. 1009.531(6) (b) on the
113 combined verbal and quantitative parts of the Scholastic
114 Aptitude Test, the Scholastic Assessment Test, or the recentered
115 Scholastic Assessment Test of the College Entrance Examination,
116 or an equivalent score on the ACT Assessment Program, if the

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117 student's parent cannot document a college-preparatory
118 curriculum as described in paragraph (a);

119 (d) Has been recognized by the merit or achievement program
120 of the National Merit Scholarship Corporation as a scholar or
121 finalist but has not completed the a program of volunteer
122 community service work required under as provided in s.
123 1009.534; or

124 (e) Has been recognized by the National Hispanic
125 Recognition Program as a scholar, but has not completed the a
126 program of volunteer community service work required under as
127 provided in s. 1009.534.

128 The A high school student graduating in the 2011-2012 academic
129 year and thereafter must complete at least 75 hours a program of
130 volunteer community service work approved by the district school
131 board, the administrators of a nonpublic school, or the
132 Department of Education for home education program students. The
133 student, which shall include a minimum of 75 hours of service
134 work, and must identify a social or civic issue or a
135 professional area problem that interests him or her, develop a
136 plan for his or her personal involvement in addressing the issue
137 or learning about the area problem, and, through papers or other
138 presentations, evaluate and reflect upon his or her experience.
139 The student may not receive remuneration or academic credit for
140 the volunteer service work performed. Such work may include, but
141 is not limited to, a business or government internship, work for
142 a nonprofit community service organization, or activity on
143 behalf of a candidate for public office. The hours of volunteer
144 service work must be documented in writing, and the document
145

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146 must be signed by the student, the student's parent or guardian,
147 and a representative of the organization for which the student
148 performed the volunteer service work.

149 Section 3. Subsection (1) of section 1009.536, Florida
150 Statutes, is amended to read:

151 1009.536 Florida Gold Seal Vocational Scholars award.—The
152 Florida Gold Seal Vocational Scholars award is created within
153 the Florida Bright Futures Scholarship Program to recognize and
154 reward academic achievement and career preparation by high
155 school students who wish to continue their education.

156 (1) A student is eligible for a Florida Gold Seal
157 Vocational Scholars award if he or she ~~the student~~ meets the
158 general eligibility requirements for the Florida Bright Futures
159 Scholarship Program and ~~the student~~:

160 (a) Completes the secondary school portion of a sequential
161 program of studies which that requires at least three secondary
162 school career credits. On-the-job training may not be
163 substituted for any of the three required career credits.

164 (b) Demonstrates readiness for postsecondary education by
165 earning a passing score on the Florida College Entry Level
166 Placement Test or its equivalent as identified by the Department
167 of Education.

168 (c) Earns a minimum cumulative weighted grade point average
169 of 3.0, as calculated pursuant to s. 1009.531, on all subjects
170 required for a standard high school diploma, excluding elective
171 courses.

172 (d) Earns a minimum unweighted grade point average of 3.5
173 on a 4.0 scale for secondary career courses that compose
174 ~~comprising~~ the career program.

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175 (e) Beginning with high school students graduating in the
176 2011-2012 academic year and thereafter, completes at least 30
177 hours a program of volunteer ~~community~~ service work approved by
178 the district school board, the administrators of a nonpublic
179 school, or the Department of Education for home education
180 program students. ~~The student must identify, which shall include~~
181 ~~a minimum of 30 hours of service work, and identifies~~ a social
182 or civic issue or a professional area problem that interests him
183 or her, ~~develop~~ develops a plan for his or her personal
184 involvement in addressing the issue or learning about the area
185 ~~problem~~, and, through papers or other presentations, evaluate
186 ~~evaluates~~ and reflect ~~reflects~~ upon his or her experience. The
187 student may not receive remuneration or academic credit for the
188 volunteer service work performed. Such work may include, but is
189 not limited to, a business or government internship, work for a
190 nonprofit community service organization, or activity on behalf
191 of a candidate for public office. The hours of volunteer service
192 work must be documented in writing, and the document must be
193 signed by the student, the student's parent or guardian, and a
194 representative of the organization for which the student
195 performed the volunteer service work.

196 Section 4. This act shall take effect July 1, 2015.

APPEARANCE RECORD

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

3/10/15

Meeting Date

SB 960

Bill Number (if applicable)

Topic Florida Bright Futures Scholarship Program

Amendment Barcode (if applicable)

Name Brittney Burch

Job Title Director of Education Policy

Address 136 S. Bronough St.

Street

Phone (850) 521-1279

Tallahassee, FL 32301

City

State

Zip

Email bburch@flchamber.com

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Chamber of Commerce

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

APPEARANCE RECORD

3-10-15

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

SB 960

Meeting Date

Bill Number (if applicable)

Topic Bright Futures

Amendment Barcode (if applicable)

Name Richard Gentry

Job Title

Address 2305 BRAEBURN CIR

Phone 251-1837

Street

City TLA State FL Zip 32309

Email RGENTRY@COMCAST.NET

Speaking: [X] For [] Against [] Information

Waive Speaking: [X] In Support [] Against (The Chair will read this information into the record.)

Representing Palm Beach Economic Council

Appearing at request of Chair: [] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Higher Education

BILL: SB 1140

INTRODUCER: Senator Montford

SUBJECT: Bright Futures Scholarship Program

DATE: March 9, 2015

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Bailey	Klebacha	HE	Pre-meeting
2.	_____	_____	AED	_____
3.	_____	_____	FP	_____

I. Summary:

SB 1140 allows a high school graduate who is eligible to accept a Florida Bright Futures Scholarship award to defer the 2-year period for the initial award and the 5-year period for renewing the award until such time that he or she completes a full-time religious or service obligation lasting at least 18 months. In addition, the bill requires the organization to document, in writing, and verify the student's religious obligation or service work.

The bill takes effect on July 1, 2015.

II. Present Situation:

The Florida Bright Futures Scholarship Program (Program) is a lottery-funded scholarship program to reward a Florida high school graduate who merits recognition for high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible public or private postsecondary institution in Florida after graduating from high school.¹ The Department of Education (DOE) administers the Program in accordance with rules and procedures adopted by the State Board of Education.²

The Program consists of three types of awards:

- Florida Academic Scholarship (FAS);

¹ Sections 1009.53(1), F.S. and 1009.531(2)(a-c), F.S., specify a student graduating from high school prior to the 2010-2011 academic year is eligible to accept an initial award for 3 years following high school graduation and to accept a renewal award for 7 years following high school graduation. Students graduating in the 2010-2011 and 2011-2012 academic school years are eligible to accept an initial award for 3 years following high school graduation and to accept a renewal award for 5 years following high school graduation. In the 2012-2013 academic school year, and thereafter, a student graduating from high school is able to accept an initial award for 2 years following high school graduation and to accept a renewal award for 5 years following high school graduation.

² Section 1009.53(3), F.S.

- Florida Medallion Scholarship (FMS); and
- Florida Gold Seal Vocational Scholarship (FGSV).³

To be eligible to receive a Program award, a student must meet the general eligibility criteria for initial⁴ and renewal awards.⁵ The student must also satisfy specific eligibility criteria for each of the three award programs and complete a program of community service work.⁶

Currently, a student who graduates from high school having met the requirements of a Florida Bright Futures Scholarship award (award) is eligible to accept:

- An initial award for a period of 2 years,⁷ and
- A renewal award for 5 years after graduating from high school.⁸

“A student who applies for an award by high school graduation and who meets all other requirements, but who does not accept his or her award, may reapply during subsequent application periods up to 2 years after high school graduation.”⁹

However, a student who enlists in the United States Armed Forces immediately after high school graduation can defer the 2-year eligibility period for initial award and 5-year renewal period of the award until the student separates from active duty.¹⁰ Also, for a student who receives the scholarship award but discontinues his or her education to enlist in the United States Armed Forces, the remainder of his or her 5-year renewal period commences upon the date of separation from active duty.¹¹

III. Effect of Proposed Changes:

SB 1140 modifies the student eligibility requirements for initial award of the Florida Academic Scholarship (FAS), Florida Medallion Scholarship (FMS), and Florida Gold Seal Vocational Scholarship (FGSV).

The bill allows a high school graduate who is eligible to accept a Florida Bright Futures Scholarship award to defer the 2-year period for the initial award and the 5-year period for renewing the award until such time that he or she completes a full-time religious or service obligation lasting at least 18 months. In addition, the bill requires the organization to document, in writing, and verify the student’s religious obligation or service work.

In effect, students that would otherwise forfeit a scholarship due to participation in a religious or service obligation may retain eligibility, similar to the flexibility currently granted to students who enlist in the Armed Forces.

³ Section 1009.53(2), F.S.

⁴ Section 1009.531, F.S.

⁵ Section 1009.532, F.S.

⁶ Sections 1009.534(1), 1009.535(1), and 1009.536(1)(e), F.S.

⁷ Section 1009.531(2)(c), F.S.

⁸ *Id.*

⁹ *Id.*

¹⁰ *Id.*

¹¹ *Id.*

The bill takes effect on July 1, 2015.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1009.531 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

By Senator Montford

3-00824-15

20151140__

A bill to be entitled

An act relating to the Bright Futures Scholarship Program; amending s. 1009.531, F.S.; providing that the initial award and renewal period for students who are unable to accept an initial award immediately after completion of high school due to a full-time religious or service obligation begins upon the completion of the religious or service obligation; requiring verification from the entity for which the student completed such obligation; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (c) of subsection (2) of section 1009.531, Florida Statutes, is amended to read:

1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.—

(2)

(c) A student graduating from high school in the 2012-2013 academic year and thereafter is eligible to accept an initial award for 2 years following high school graduation and to accept a renewal award for 5 years following high school graduation. A student who applies for an award by high school graduation and who meets all other eligibility requirements, but who does not accept his or her award, may reapply during subsequent application periods up to 2 years after high school graduation. For a student who enlists in the United States Armed Forces immediately after completion of high school, the 2-year

Page 1 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

3-00824-15

20151140__

eligibility period for his or her initial award and the 5-year renewal period shall begin upon the date of separation from active duty. For a student who is receiving a Florida Bright Futures Scholarship award and discontinues his or her education to enlist in the United States Armed Forces, the remainder of his or her 5-year renewal period shall commence upon the date of separation from active duty. For a student who is unable to accept an initial award immediately after completion of high school due to a full-time religious or service obligation lasting at least 18 months, the 2-year eligibility period for his or her initial award and the 5-year renewal period begin upon the completion of his or her religious or service obligation. The full-time religious or service obligation must be documented in writing and verified by the entity for which the student completed such obligation. If a course of study is not completed after 5 academic years, an exception of 1 year to the renewal timeframe may be granted due to a verifiable illness or other documented emergency pursuant to s. 1009.40(1)(b)4.

Section 2. This act shall take effect July 1, 2015.

Page 2 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

THE FLORIDA SENATE

APPEARANCE RECORD

3/10/15

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

SB1140

Meeting Date

Bill Number (if applicable)

Topic Bright Future Scholarship

Amendment Barcode (if applicable)

Name Jon Kern

Job Title Retire'd RN

Address 12612 NW Joe Chason Cir

Phone 850-228-8568

Street Bristol FL 32321

Email

Speaking: [] For [] Against [] Information

Waive Speaking: [x] In Support [] Against (The Chair will read this information into the record.)

Representing

Appearing at request of Chair: [] Yes [] No

Lobbyist registered with Legislature: [] Yes [] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

THE FLORIDA SENATE

APPEARANCE RECORD

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

3/10/15

Meeting Date

1140

Bill Number (if applicable)

Topic

Amendment Barcode (if applicable)

Name Farrell Wahlquist

Job Title

Address 10535 Michaud Rd

Phone

Street

Bristol

FL

32320

Email

City

State

Zip

Speaking: [] For [] Against [] Information

Waive Speaking: [x] In Support [] Against (The Chair will read this information into the record.)

Representing

Appearing at request of Chair: [] Yes [] No

Lobbyist registered with Legislature: [] Yes [] No

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THE FLORIDA SENATE

APPEARANCE RECORD

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

3/10/15 Meeting Date

SB 1140 Bill Number (if applicable)

Topic Bright Future Scholarship

Amendment Barcode (if applicable)

Name ZACH LAWSON

Job Title Project Mgr. (Bridge Construction)

Address 14955 Juanitas Way Street
Hosford City FL State 32334 Zip

Phone 850 573 1015 Zach.Lawson@AndersonColumbia.com

Email

Speaking: [X] For [] Against [] Information

Waive Speaking: [] In Support [] Against (The Chair will read this information into the record.)

Representing Concerned Parent

Appearing at request of Chair: [] Yes [X] No

Lobbyist registered with Legislature: [] Yes [X] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

THE FLORIDA SENATE

APPEARANCE RECORD

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

3/10/15

Meeting Date

SB 1140

Bill Number (if applicable)

Topic Bright Future Scholarship

Amendment Barcode (if applicable)

Name Lynne Wahlquist

Job Title Pharmacist

Address 13005 NW Joe Chason Circle

Phone 850-643-5506

Street

Bustal

FL

State

Zip

Email lynnnewahlquist@gmail.com

Speaking: [X] For [] Against [] Information

Waive Speaking: [] In Support [] Against (The Chair will read this information into the record.)

Representing Concerned Parent

Appearing at request of Chair: [] Yes [X] No

Lobbyist registered with Legislature: [] Yes [X] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

A photograph of the Florida State Capitol building, featuring a large dome and classical columns, set against a blue sky with white clouds. The image is partially obscured by a white curved border on the left side of the slide.

OPPAGA Research on Florida College System Baccalaureate Degree Programs

Senate Committee on Higher Education

Emily Sikes, Chief Legislative Analyst

March 10, 2015

Overview

1

History & Background

2

**Approval Process for Florida Colleges
Offering Baccalaureate Degrees**

3

Overlapping Programs with the SUS

4

**Outcomes of Florida College
Baccalaureate Students**

History & Background: Baccalaureate Degree Programs in the Florida College System

History & Background

Statutory Authority to Offer Bachelor's Degrees at Colleges

College Mission

Florida statutes require that any Florida college offering a bachelor's degree program must maintain¹

As its primary mission to respond to community needs for postsecondary academic and career education, including providing associate degrees that articulate to a state university²

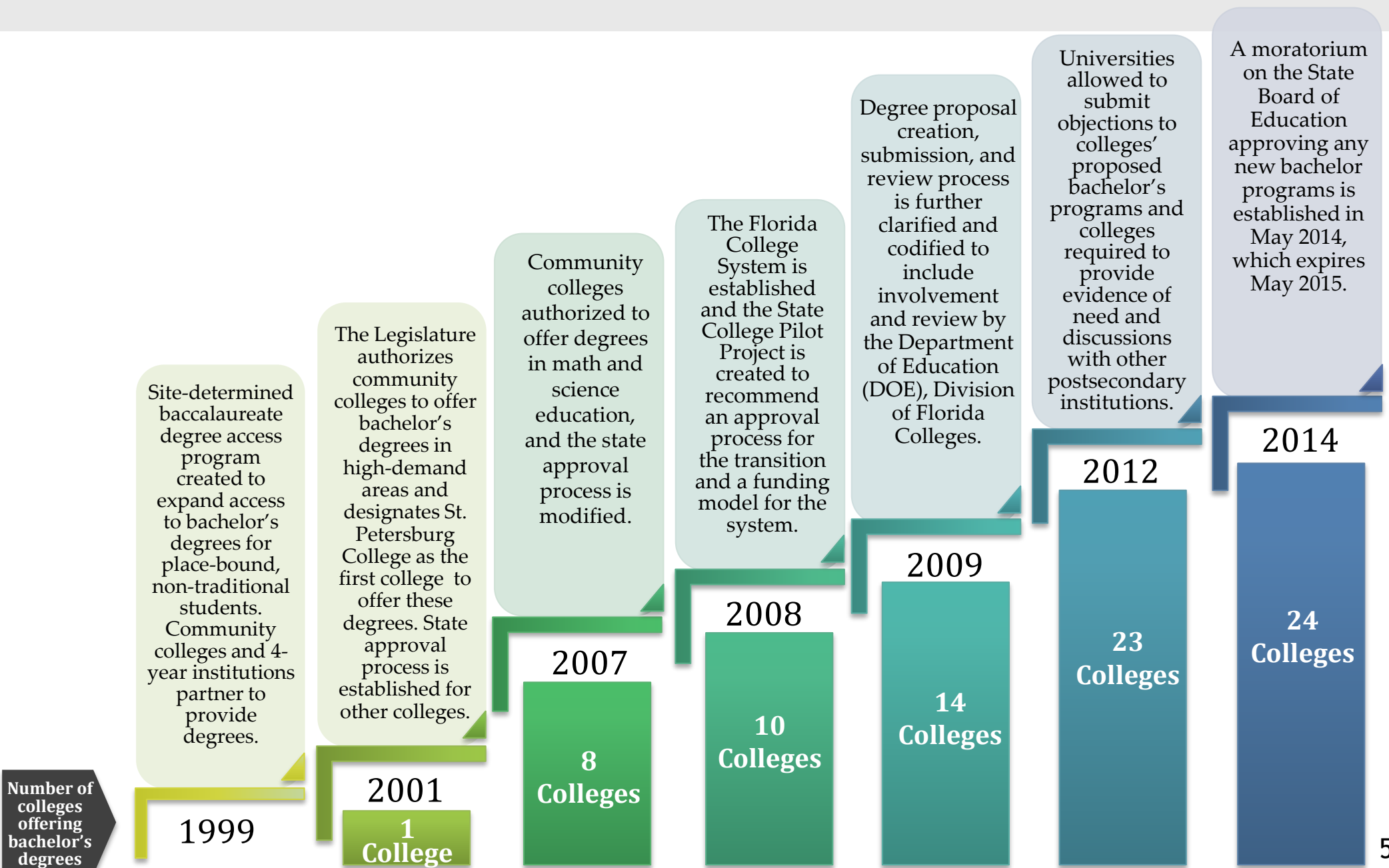
An open-door admission policy for associate-level degree programs and workforce education programs

¹Section 1007.33(2), F.S.

²Section 1004.65(5), F.S.

History & Background

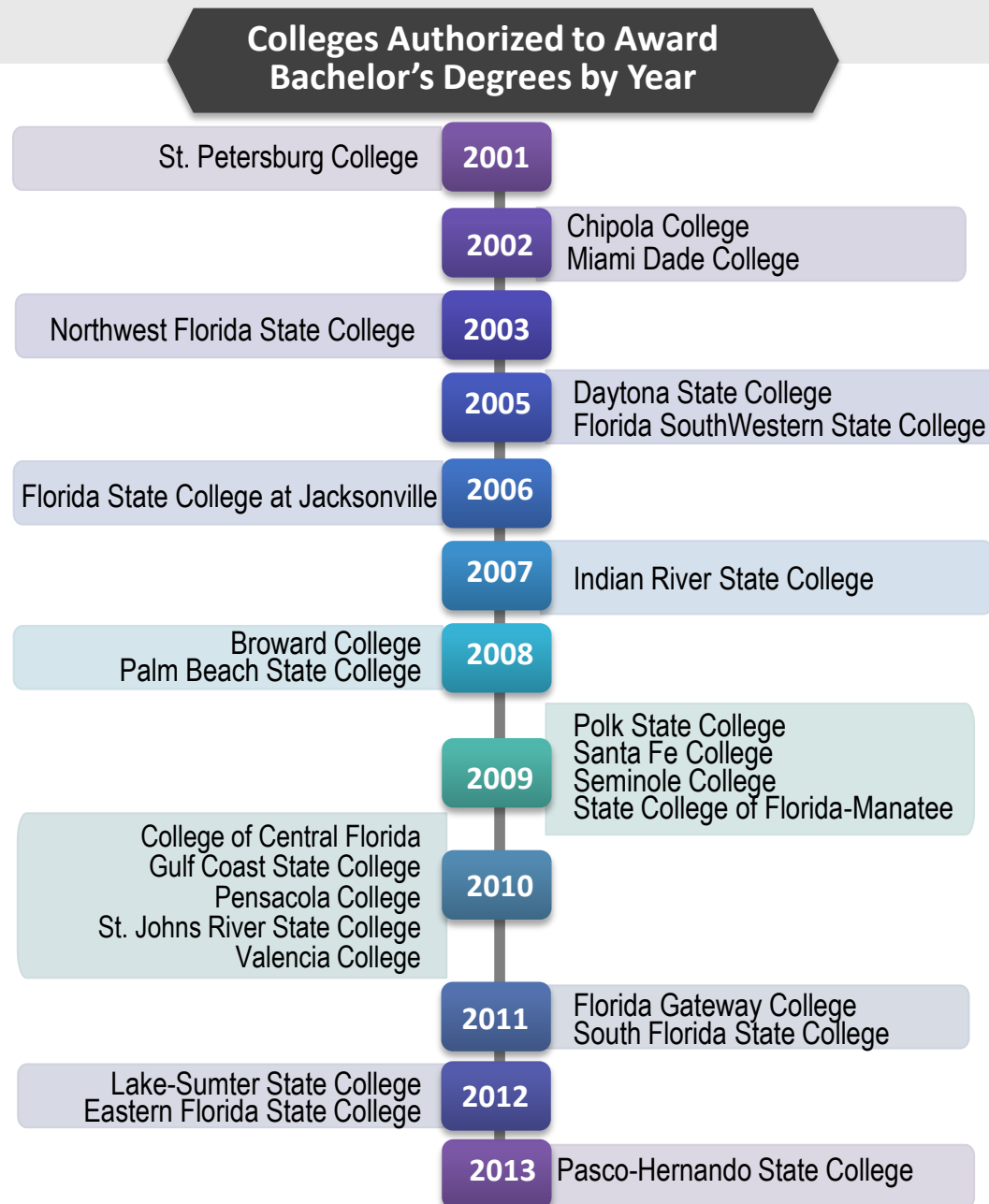
Legislative History of Florida Colleges Offering Bachelor's Degrees



Number of colleges offering bachelor's degrees

History & Background

Authority to Offer Bachelor's Degrees at Colleges



**In 2014,
24 of 28 colleges were
authorized to award
bachelor's degrees.
Florida Keys,
Hillsborough, North
Florida, and Tallahassee
are not approved to
award bachelor's
degrees.**

Source: OPPAGA analysis of data from the Florida DOE.

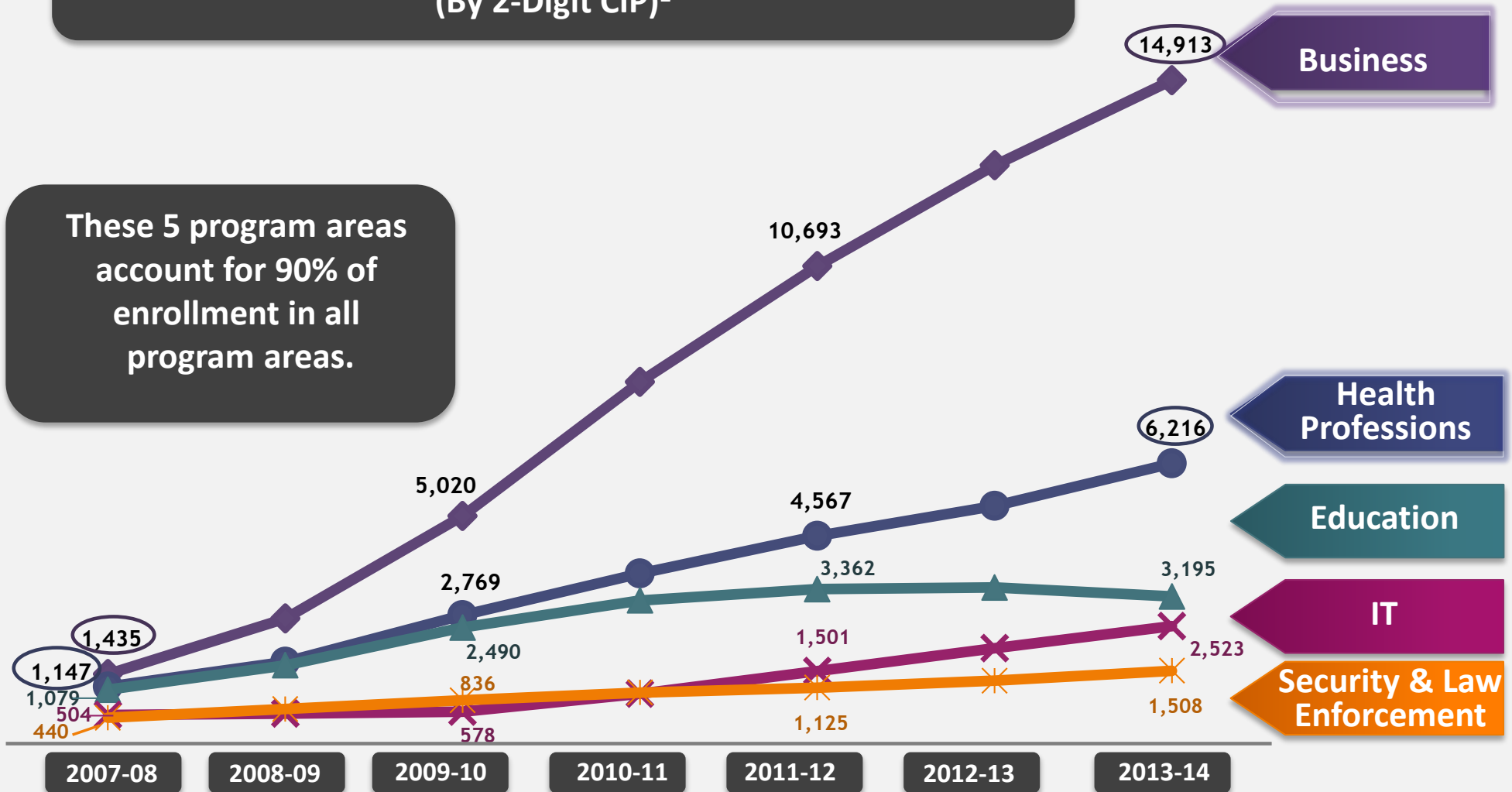
Note: Authorization was either granted directly by the Legislature in statute or through the State Board of Education approval process outlined in statute.

History & Background

Fastest Growing Bachelor's Degree Program Areas at Florida Colleges

Program areas in the business and health care areas have grown the fastest (in terms of enrollment) since 2007-08 (By 2-Digit CIP)¹

These 5 program areas account for 90% of enrollment in all program areas.

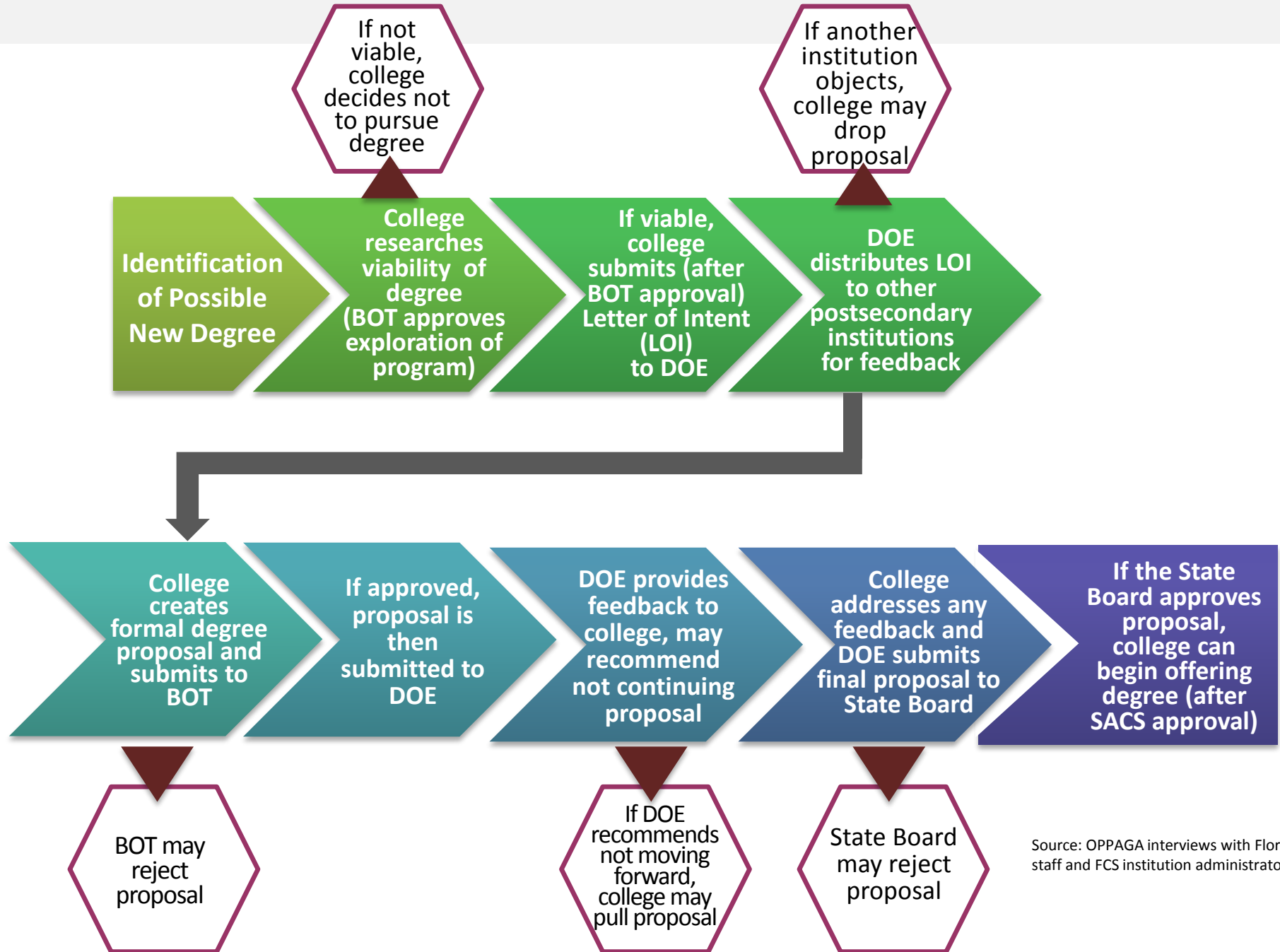


¹ Two-digit CIP codes for Business includes degree programs such as Organizational Management, Supervision and Management, and Business Administration; two-digit CIP codes for Health Professions includes degree programs such as Nursing and Health Services Administration. Source: OPPAGA analysis of data provided by Florida DOE.

Approval Process for Florida Colleges Offering Baccalaureate Degrees

Approval Process

Steps to Offering a Bachelor's Degree



Source: OPPAGA interviews with Florida DOE staff and FCS institution administrators

Approval Process

College Feedback on the State Approval Process

- In general, colleges are satisfied with the current approval process and reported that it is clear, rigorous, and productive.
- All colleges reported that they received feedback from the Department of Education during the proposal review process and work with the department to prepare proposals for presentation to the State Board of Education.
- Colleges reported the entire approval process for a new baccalaureate program typically takes between 18 months and 3 years
 - 12 colleges reported that the timeframe was appropriate.
 - 7 colleges mentioned they would prefer a shorter timeframe to allow for more flexibility and responsiveness to local needs.
 - 9 colleges did not provide an opinion on the timeframe

Approval Process

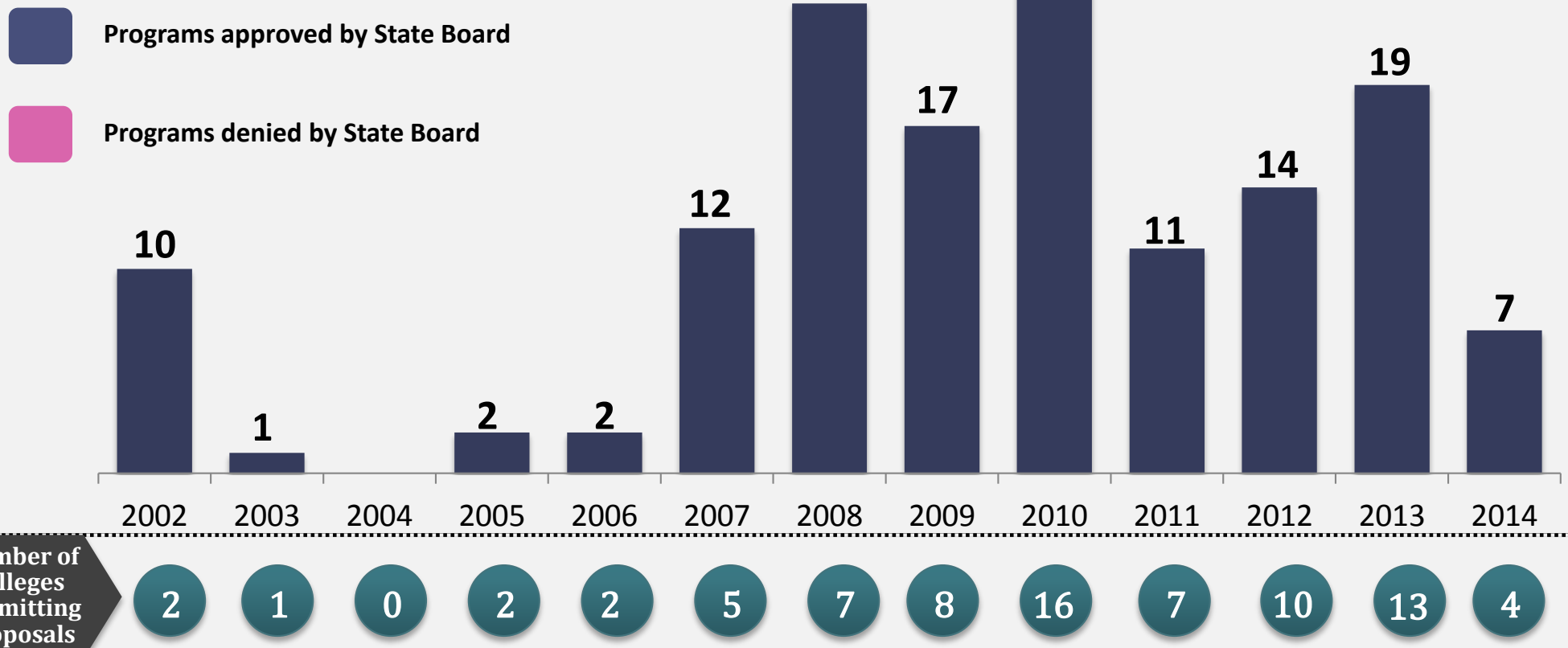
University Feedback on the State Approval Process

- While most universities reported positive relationships and good communications with the Florida colleges in their area, universities expressed that more communication, collaboration, and coordination would be helpful to the process.
- **3 universities** reported either working directly with their college or through the state process to halt a proposal.
- **5 universities** identified some concerns with the process.
 - 4 universities reported that the state process does not allow them enough time to develop alternative proposals.
 - 1 university reported the letters informing the university about the new program proposals come too late in the approval process for them to feel comfortable voicing concerns.

Approval Process

Number of College Programs Approved by State Board

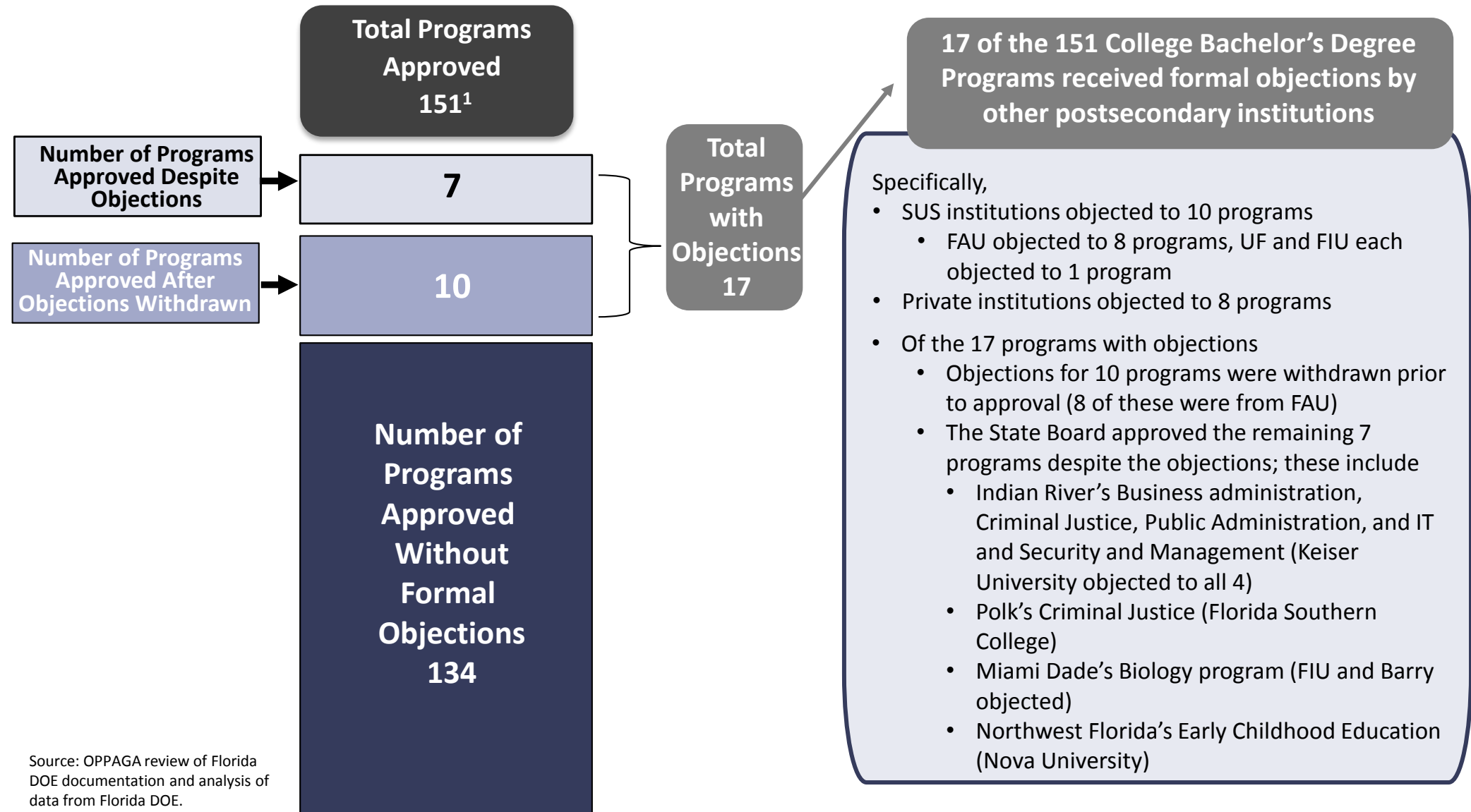
Since 2002, the State Board of Education has approved 151 proposals and denied 2 proposals by colleges for bachelor's degree programs.



Note: This graphic does not include 24 programs approved by the St. Petersburg College Board of Trustees that did not go before the SBE.

Approval Process

Number of Formal Objections to College Bachelor's Degrees



Source: OPPAGA review of Florida DOE documentation and analysis of data from Florida DOE.

¹This graphic does not include 24 programs approved by the St. Petersburg College Board of Trustees that did not go before the SBE.

² Two total alternative proposals have been submitted: Keiser offered proposal to Indian River, USF Manatee offered proposal for a program that did not move forward in the approval process.

Approval Process

Voluntary Program Terminations/Phase-Outs

Since 2001, 3 colleges have voluntarily terminated 5 bachelor's degree programs.

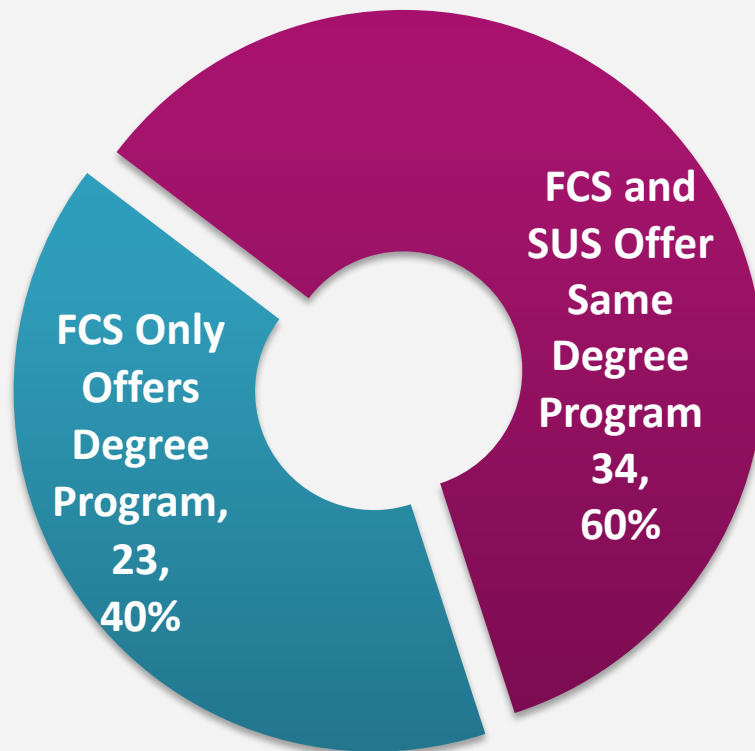
	Chipola College	Florida State College at Jacksonville	St. Petersburg College	St. Petersburg College	St. Petersburg College
Program	Organizational Management (BAS)	Fire Science Management (BAS)	Technology Education (BS)	Business Technology Education (BS)	Banking (BAS)
Year Terminated/ Phased Out	2014	2013	2013	2013	2012
Reason for Termination	This program was terminated in favor of a new BS in Business Administration program.	Student and employer demand did not materialize as projected.	Enrollment was not sufficient.	Enrollment was not sufficient.	Enrollment has been in decline; moved to a concentration under Business Administration.

Overlapping Baccalaureate Degree Programs with the SUS

Overlapping Programs with the SUS

Bachelor's Degree Programs Offered Both By Colleges and State Universities

Of the 57 programs offered by the colleges, 60% (34 of 57) are also offered by state universities.



Nearly one-third (11 of 34) of overlapping degree programs are in education or health care-related areas.

Source: OPPAGA analysis of data provided by Florida DOE and BOG.

Note: Identical 6-digit CIP codes does not necessarily mean the programs are identical in content or curriculum.

Overlapping Programs with the SUS

Reasons that Florida Colleges Offer Same or Similar Degree

Colleges reported many reasons why potentially overlapping programs with the SUS may make sense for Florida's postsecondary students.

Limited Capacity at Universities

- Some university programs are limited access and/or highly competitive and may not provide enough slots to meet student demand.
- Nursing and Business programs often fall into this category.

No Regional Offerings Available

- In some cases, the closest physical location to take certain SUS programs is many miles away.
 - Indian River (82 miles to FAU main campus, 49 miles to FAU-Jupiter Campus).
 - Chipola (65 miles to FSU main campus, 58 miles to FSU-Panama City campus).

University Requested College to Offer Program¹

- UCF asked Valencia and Seminole colleges to offer certain programs.
- USF asked Hillsborough and St. Petersburg colleges to offer a program.
- Seminole added programs in Business, Construction, Information Systems Technology, and Engineering Technology after UCF dropped the programs (UCF previously asked the college to add these programs prior to dropping the program).

Accommodate Needs of Students

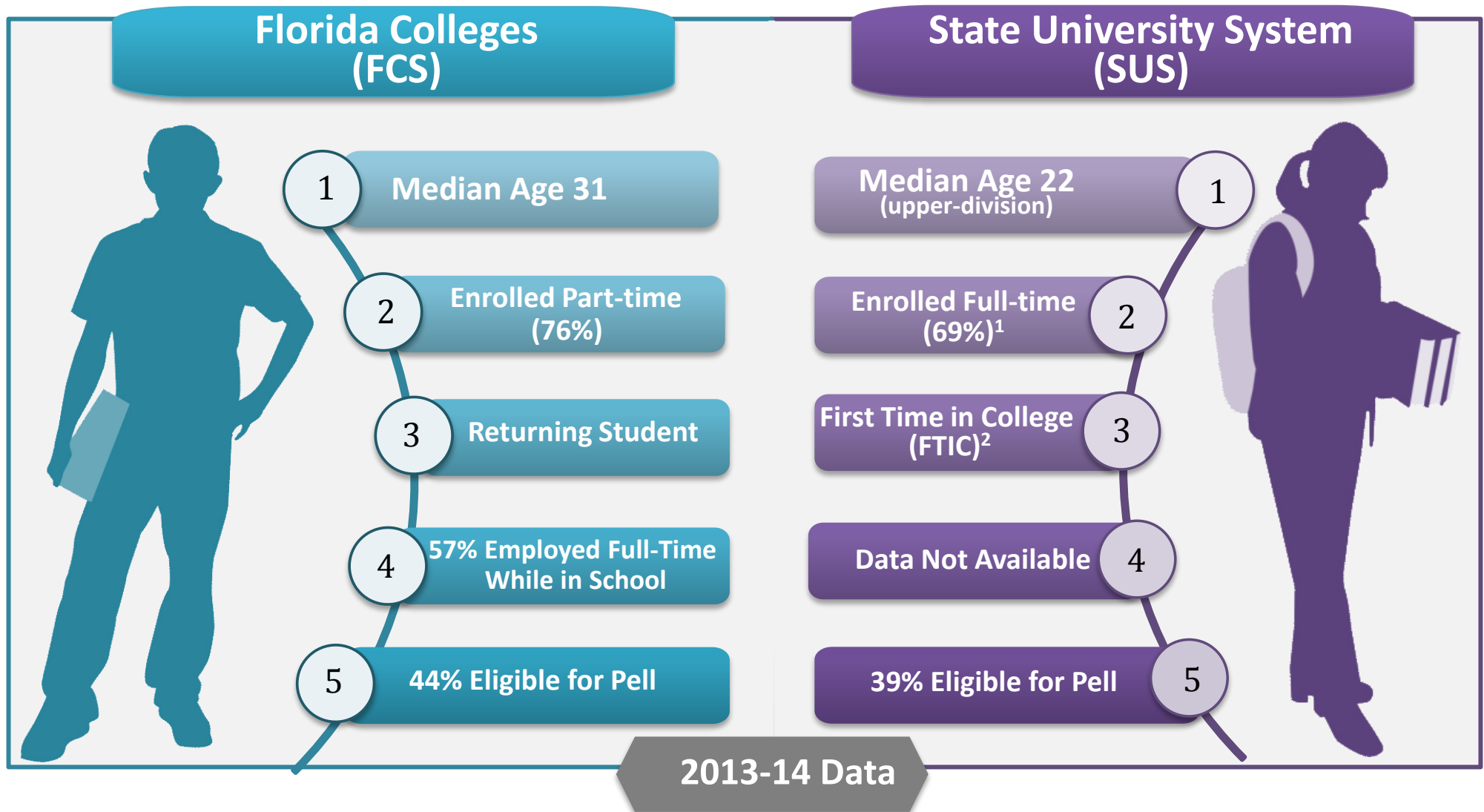
- Colleges reported that their students are primarily working, part-time students who are place bound, and need flexible course scheduling, which may not be available at universities.
- College students may not be able to afford to attend a university; college programs cost approximately half that of SUS programs.
- Colleges reported that online courses may not be a viable option for all students, because some students prefer in-person, traditional classroom instruction.

¹Universities in these examples dropped these programs due to budget cuts or because the programs no longer fit their mission.

Outcomes of Florida College Baccalaureate Students

Student Outcomes

Five Characteristics of Typical Bachelor's Degree Students by System



¹ Percentage refers to upper-division undergraduate only.

² 50% of SUS first-time enrolled undergraduate students were FTIC in Fall 2013.

Student Outcomes

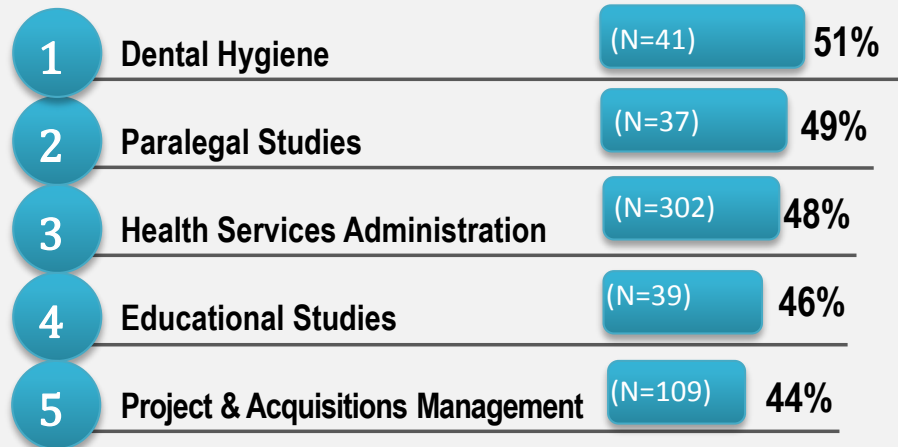
Persistence Rate by College Bachelor's Degree

Persistence rate (percentage completed or still enrolled after four years) varied by bachelor's degree program (Fall 2009 cohort)¹.

Degrees with the Highest Persistence Rate after 4 Years



Degrees with the Lowest Persistence Rate after 4 Years



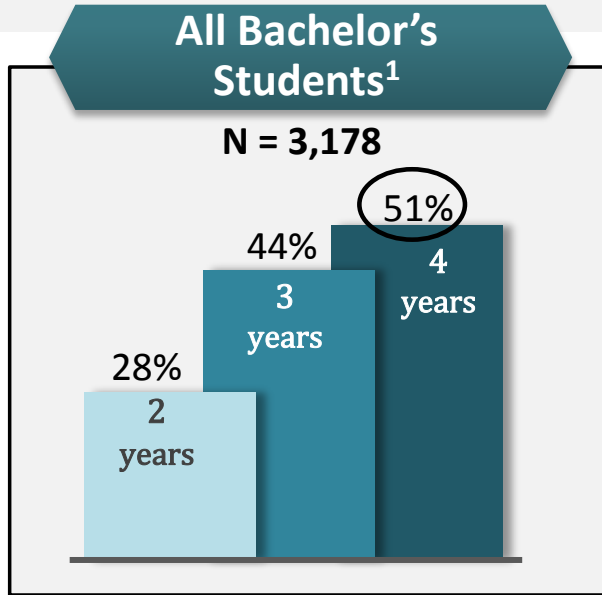
N = Number of students in the fall 2009 cohort

¹ Degrees are based on 6-digit CIP codes.

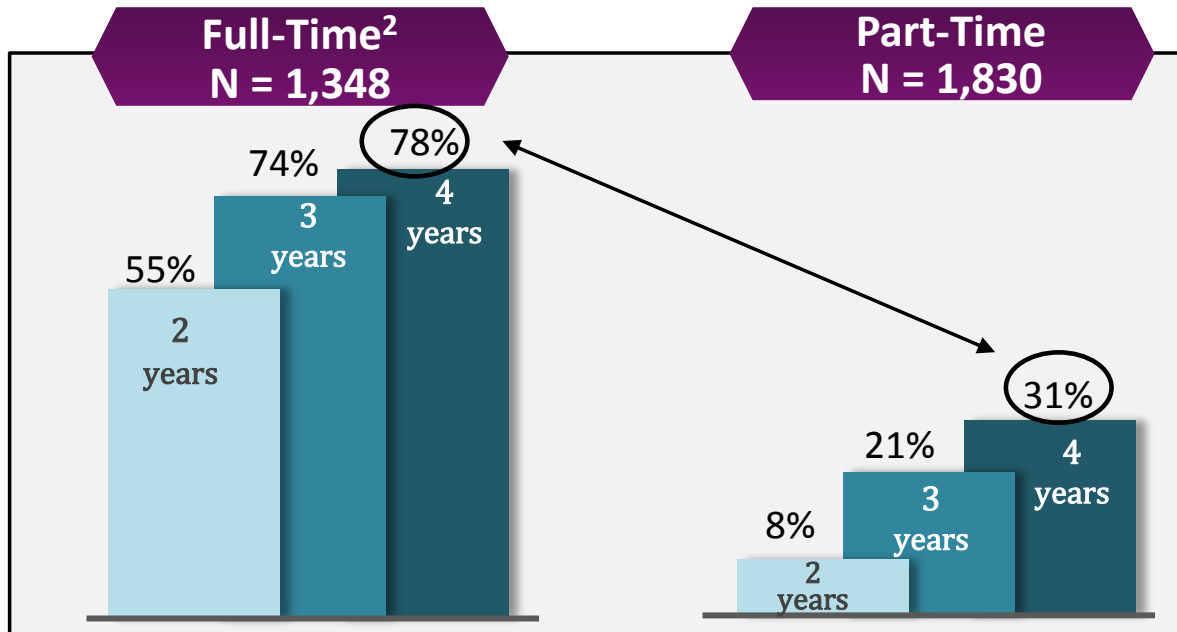
Source: OPPAGA analysis of data provided by Florida DOE.

Student Outcomes

Time to Degree of College Bachelor's Degree Students



More than half (51%) of the bachelor's degree students who entered the program in fall 2009 completed their degree within 4 years, with an average time to degree of 6.6 terms.



Completion rates differed by full-time and part-time students, with 78% of full-time students completing their degrees within 4 years and 31% of part-time students completing their degrees within 4 years.

¹ The colleges require students to have completed an associate's degree or equivalent to be admitted to a bachelor's degree program.

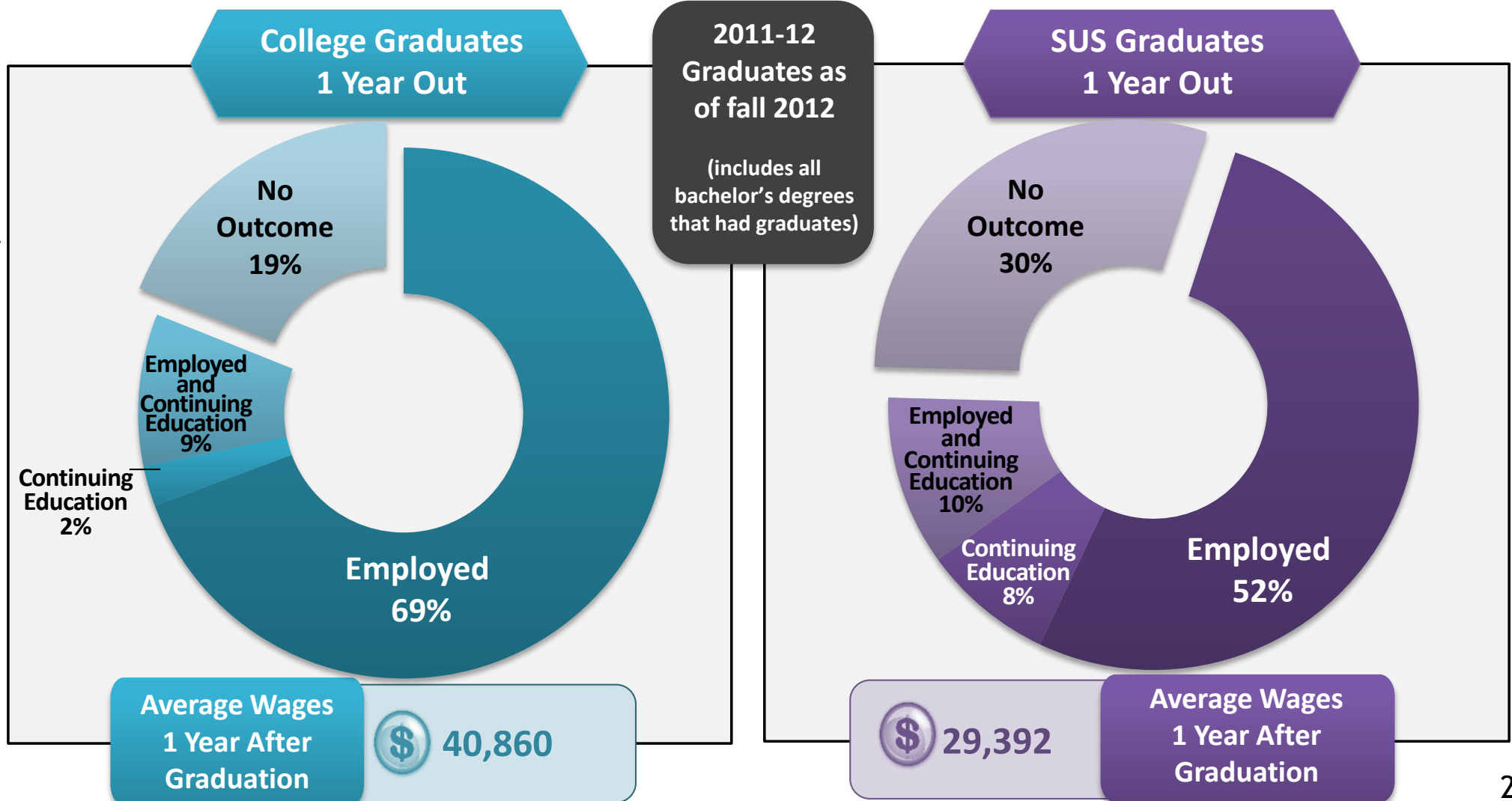
² We defined full-time as enrolling in 24 or more credit hours in an academic year.

Student Outcomes

College Graduates Compared to SUS Graduates

College bachelor degree graduates had a higher rate of employment and higher average wages immediately after graduation than SUS graduates.

Note: No outcome could include graduates who are employed out-of-state, self-employed, or attend graduate school out of state.

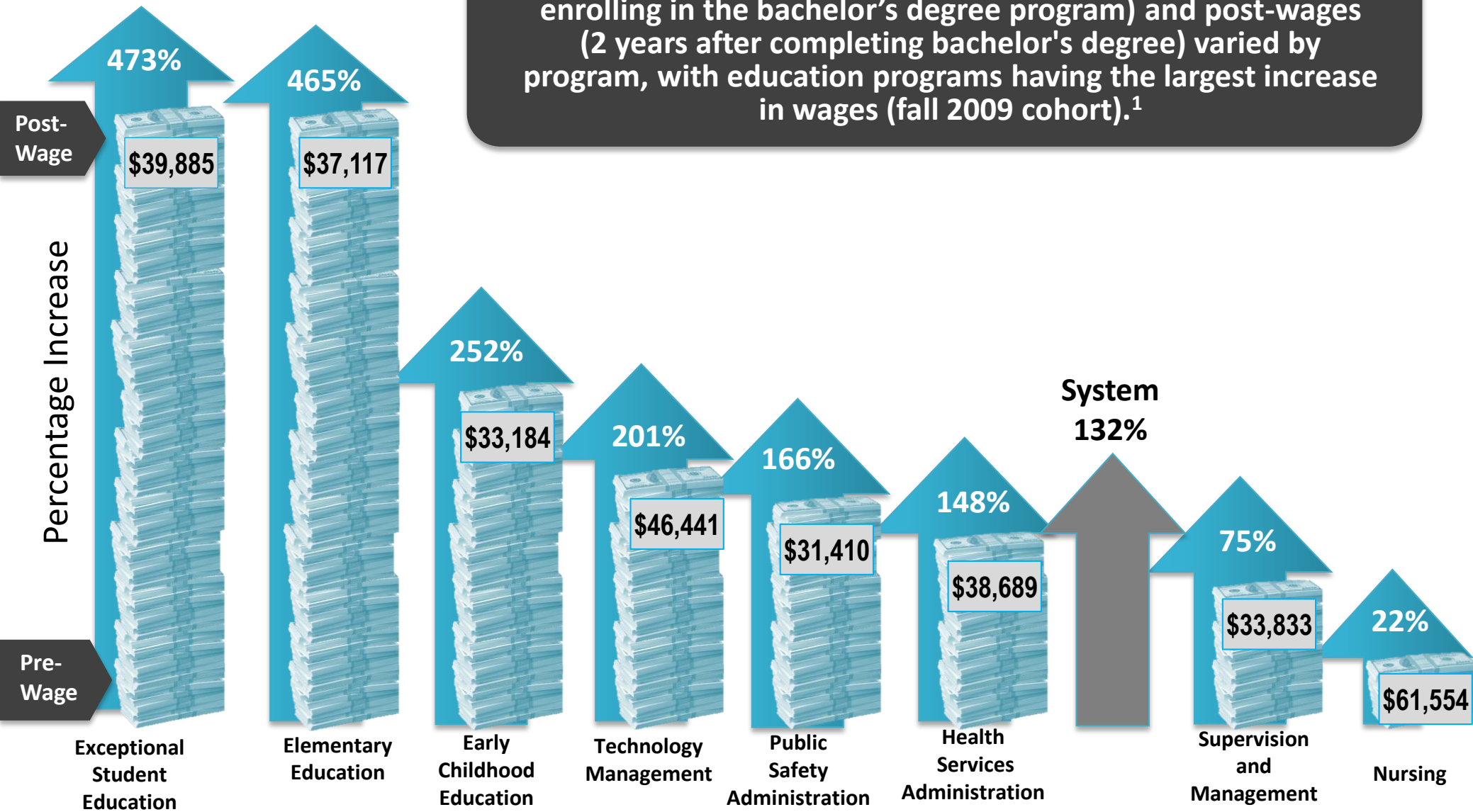


Source: FETPIP Outcomes Report

Student Outcomes

Percentage Increase in Median Wages for College Graduates

The percentage increase between pre-wages (earnings prior to enrolling in the bachelor's degree program) and post-wages (2 years after completing bachelor's degree) varied by program, with education programs having the largest increase in wages (fall 2009 cohort).¹

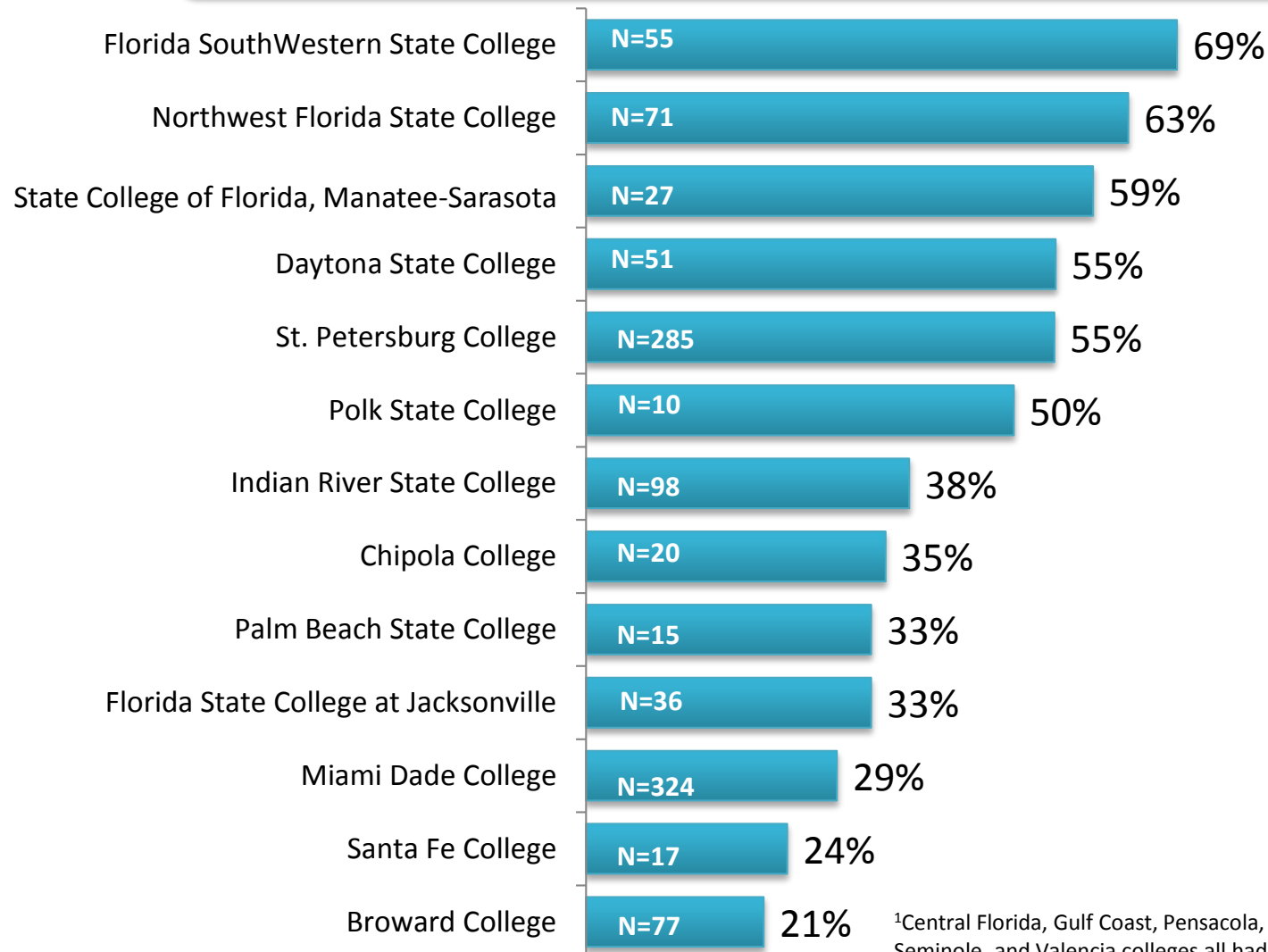


¹ Degrees are based on 6-digit CIP codes.

Student Outcomes

Florida College Graduates Acceptance Rate to SUS Graduate School

Applications to SUS graduate programs from FCS bachelor's graduates who graduated between fall 2008 and spring 2014 (includes all bachelor's programs)¹



¹Central Florida, Gulf Coast, Pensacola, St. John's River, Seminole, and Valencia colleges all had fewer than 10 applicants. Counts are unduplicated to applicant and college.

Contact Information

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Staff Director

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THE FLORIDA LEGISLATURE'S
OFFICE OF PROGRAM POLICY ANALYSIS & GOVERNMENT ACCOUNTABILITY

OPPAGA supports the Florida Legislature by providing data, evaluative research, and objective analyses that assist legislative budget and policy deliberations.



REVIEW OF

Florida College System Baccalaureate Programs

March 2015



Questions We Will Answer

1. Why baccalaureate degrees at certain Florida colleges?
2. Do programs mirror public university programs? Do they serve the same populations?
3. Do programs undermine the “2+2” system?
4. Are the Florida College System (FCS) missions of access, workforce development and transfer being diluted?
5. What is the financial impact on students, the colleges, other institutions and the state?
6. Is the bachelor’s degree approval process in the State Board of Education robust enough or should it be reformed/strengthened? How does it ensure a focus on the workforce, access, reducing needless replication and other essentials?

Historical Perspective

Baccalaureate degree production in 2002:

- Florida ranked 45th in the nation for the number of baccalaureate degrees awarded.
- Of the 10 largest states, Florida ranked 7th in the number of baccalaureate degrees awarded.
- Even with a 28% predicted increase in baccalaureate degrees, Florida would still fall short of the national average.
- The Higher Education Funding Advisory Council recommended to increase production of quality baccalaureate degrees—a strategy inclusive of approving community college baccalaureate programs in disciplines with critical shortages such as nursing and education.

Source: The Higher Education Funding Advisory Council, 2002 Florida Board of Education Recommendation Report

Florida Statutes 1007.33

Site-determined baccalaureate degree access

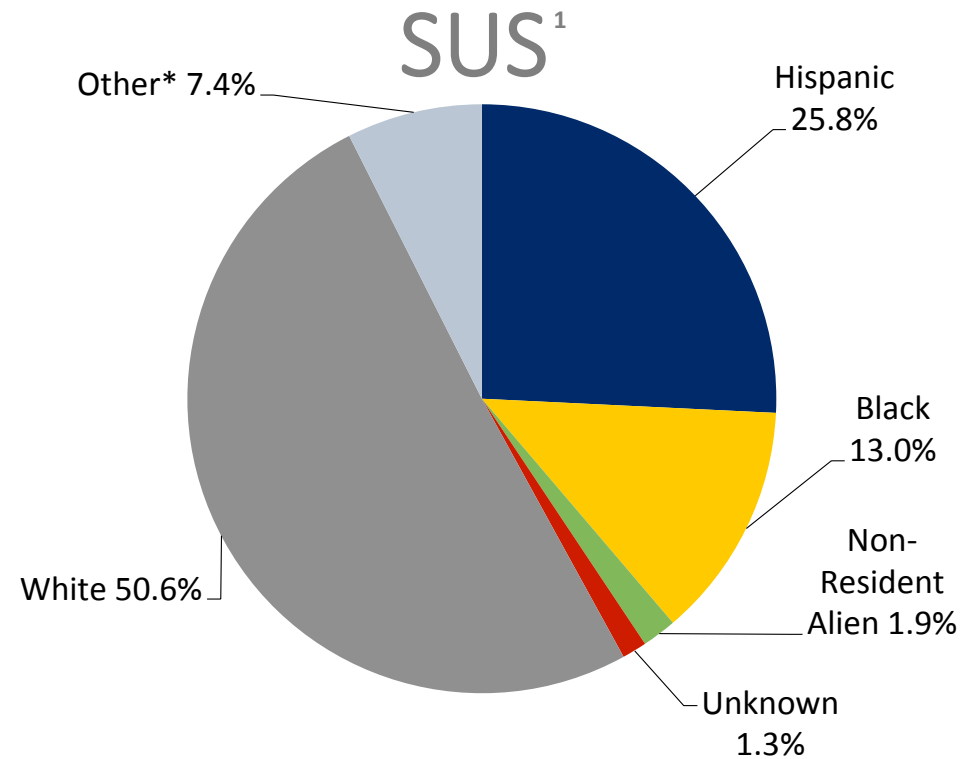
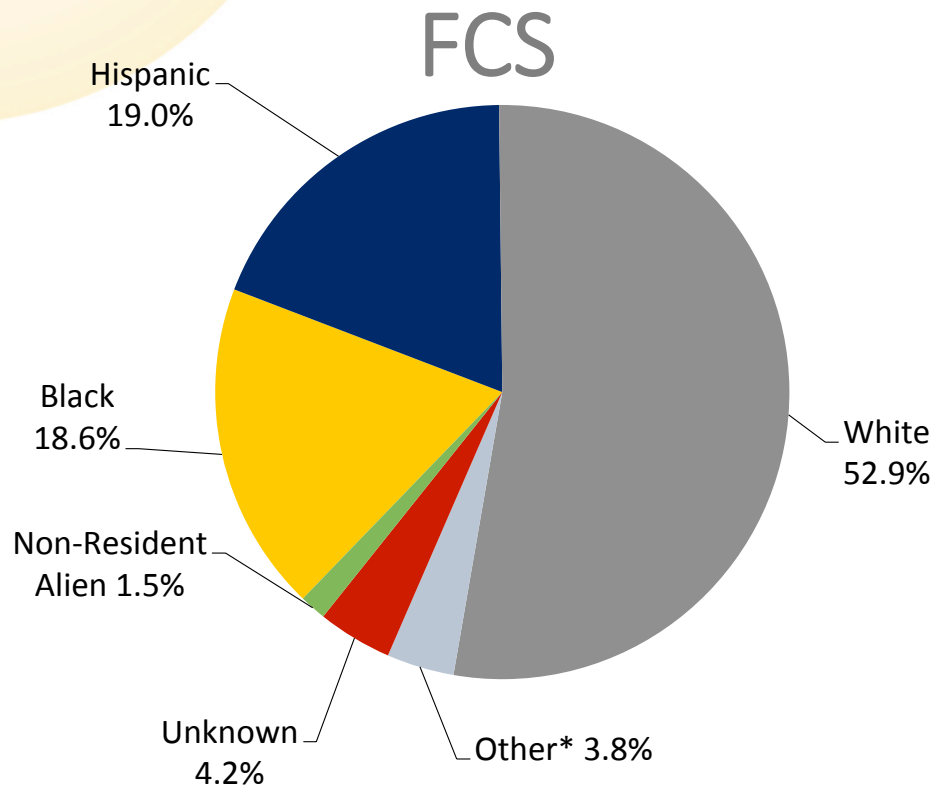
The Legislature recognizes that public and private post-secondary educational institutions play an essential role in improving the quality of life and economic well-being of the state and its residents.

The Legislature also recognizes that economic development needs and the educational needs of place-bound, non-traditional students have increased the demand for local access to baccalaureate degree programs.

It is therefore the intent of the Legislature to further expand access to baccalaureate degree programs through the use of Florida College System institutions.

FCS vs. SUS in Diversity of Baccalaureate Enrollment

Enrollment by Race/Ethnicity

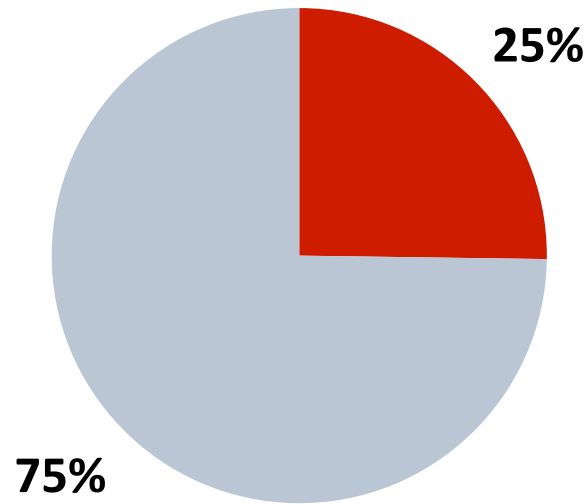


*Other includes: Asian, Native Indian, Pacific Islander, Multiple Race. Source: Florida Division of Colleges, 2013-14; ¹ State University System

FCS vs. SUS in Diversity of Baccalaureate Enrollment

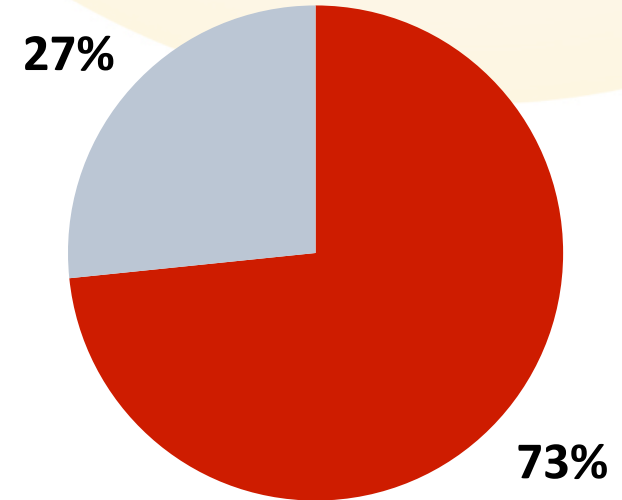
Enrollment by Age

FCS Baccalaureate (2013-14)



■ Under 25 years old ■ 25 years and older

SUS Upper Division (Fall 2013)

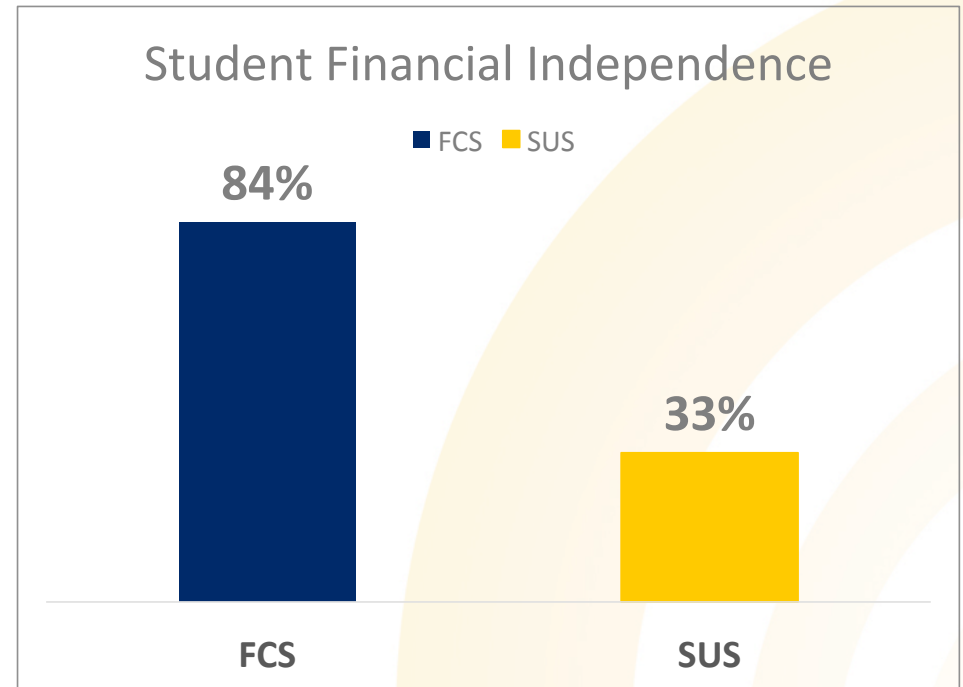
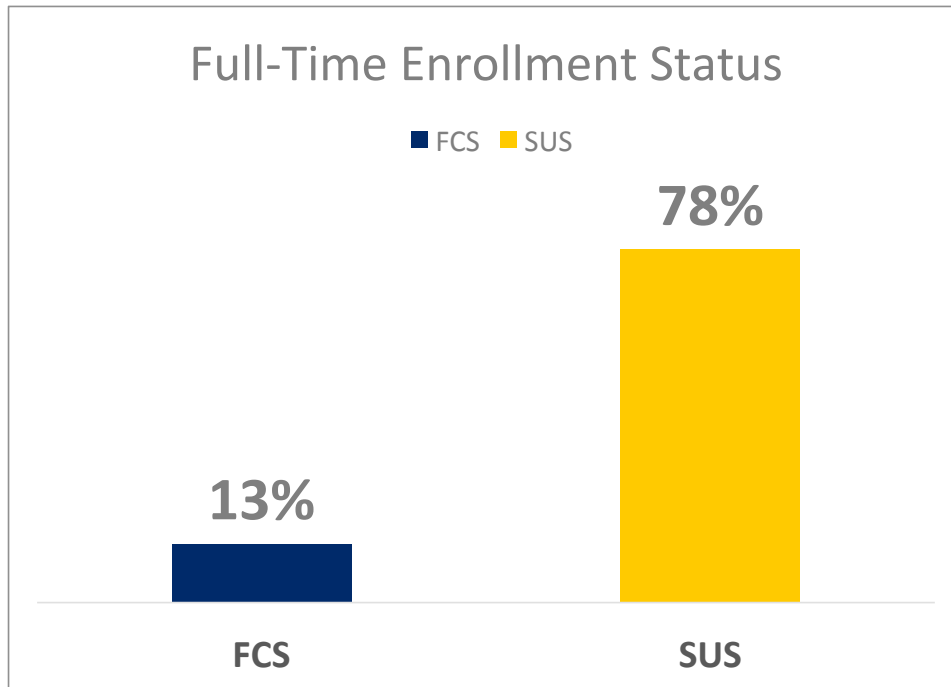


■ Under 25 years old ■ 25 years and older

Source: Florida Division of Colleges

FCS Baccalaureate Serves Non-Traditional Students

Majority of FCS students are part-time and financially independent.



Source: *Evaluating Florida's Policy of Expanding Access through Community College Baccalaureate Degrees: An Analysis of Enrollment Trends, Demographic Characteristics and System Impacts*
Dissertation Research Presented to the Graduate School of the University of Florida by Ian P. Neuhard, Ed.D.

FCS Baccalaureate Costs Students Less

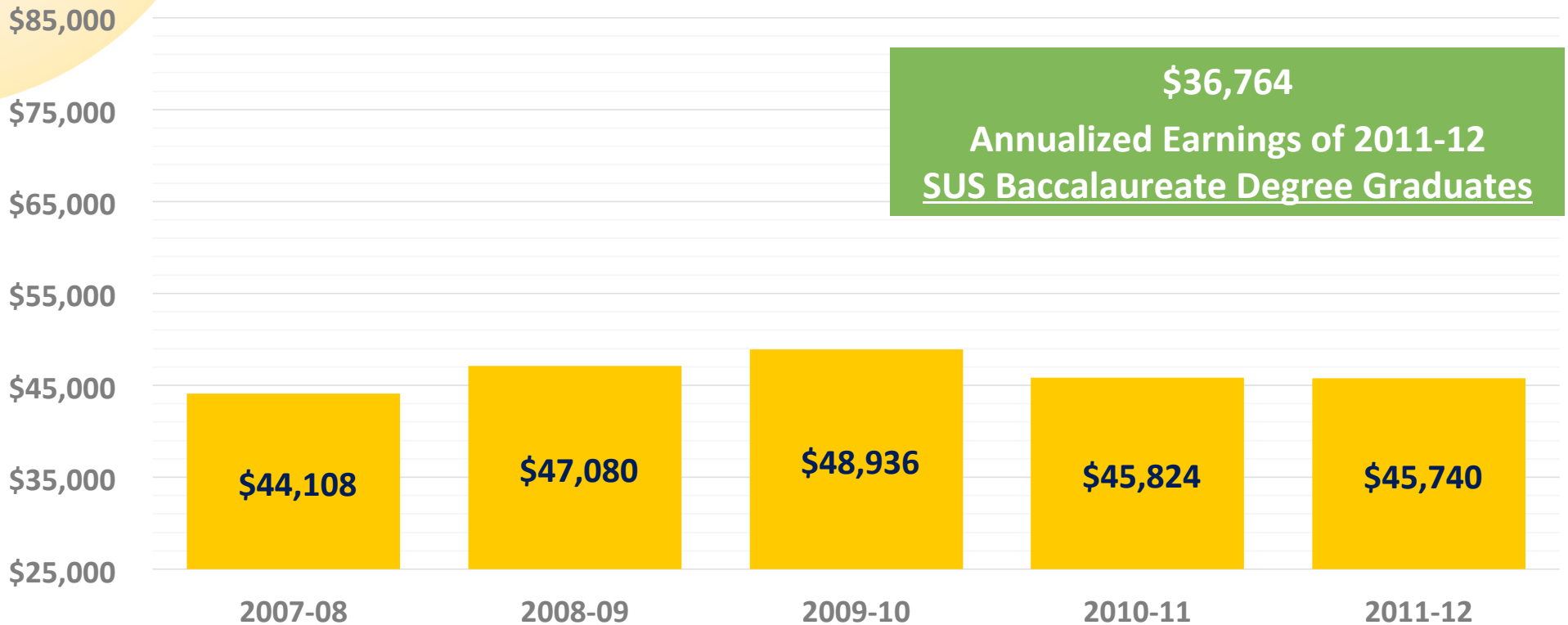
Baccalaureate Annual Full-Time Tuition Comparison

	2004–05	2013-2014	10 Year Change
Florida Public 2-Year	\$2,195	\$3,140	43.1% +\$945
Florida Public 4-Year	\$3,767	\$6,336	68.2% +\$2,569
Florida Private Non-Profit 4-Year	\$22,975	\$28,087	22.3% +\$5,112

- FCS tuition is less than half the cost of SUS tuition.
- Private non-profit 4-year tuition is 8.9 times more than FCS tuition.

FCS Baccalaureate Grads Have Higher Earnings, Contributing to Economic Growth

Average Annualized Salary of FCS Baccalaureate Completers

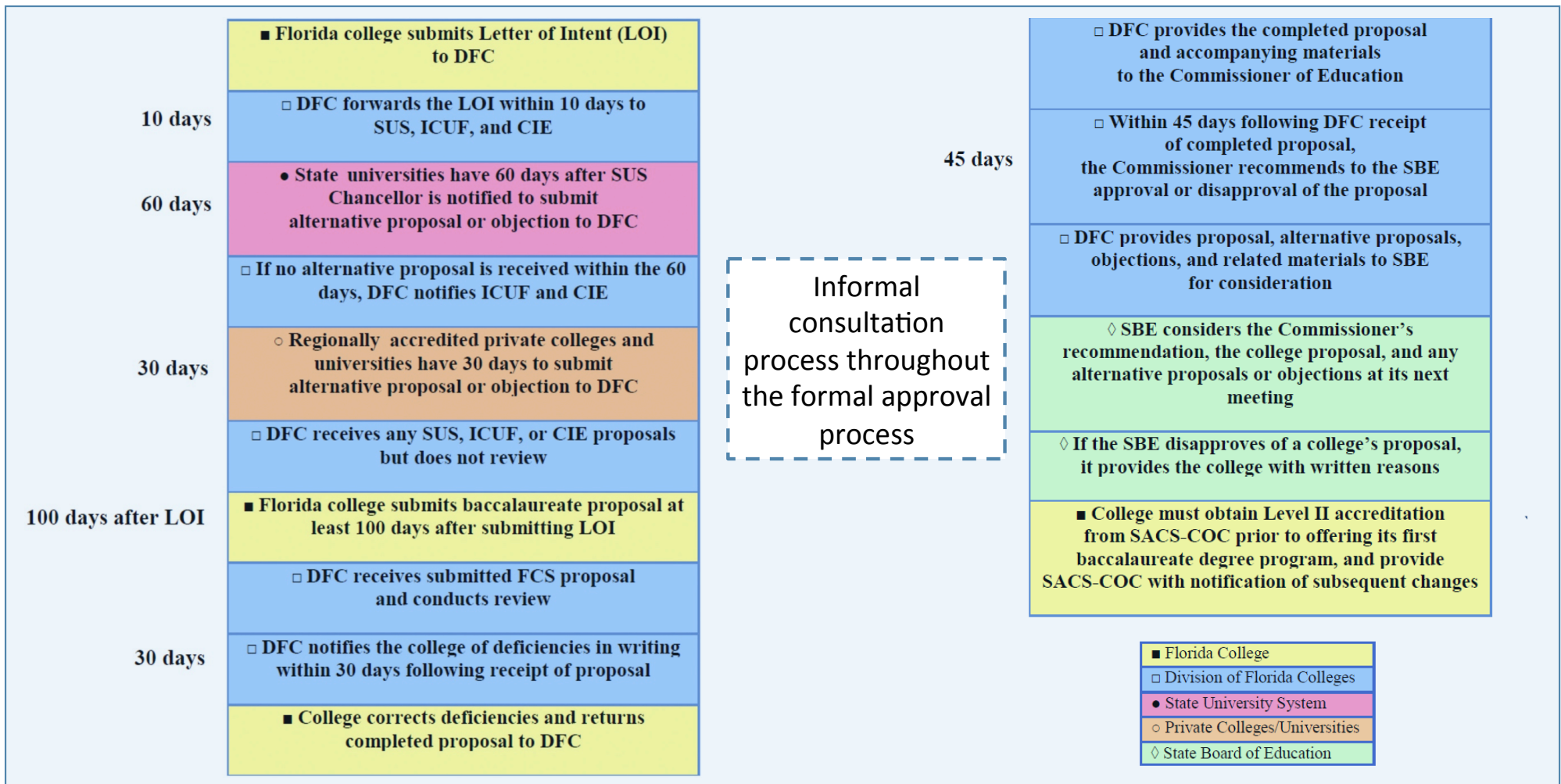


Source: FETPIP and FCS Research & Analytics

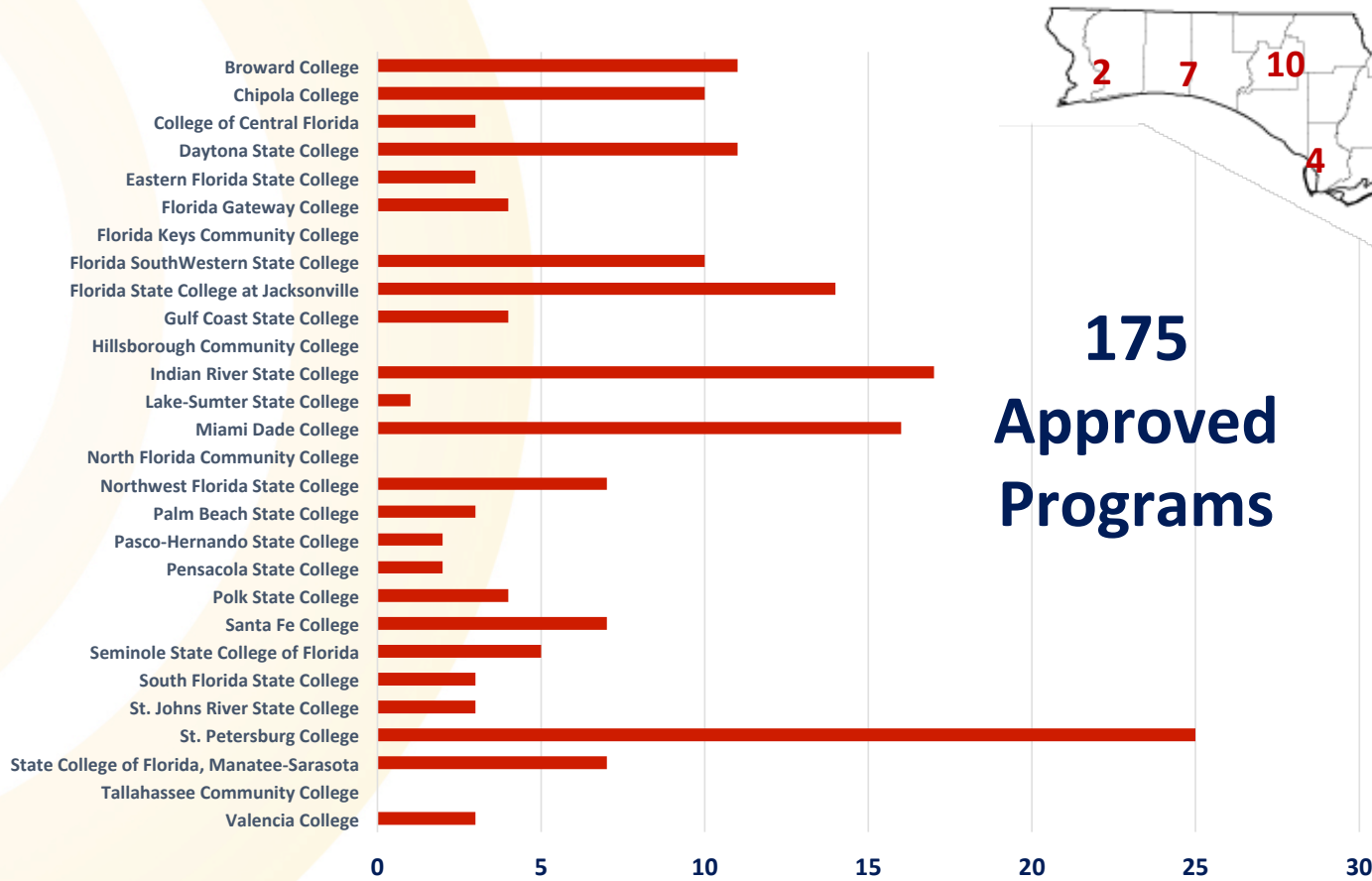
What are the Guiding Principles for Baccalaureate Programs in the Florida College System?

- Florida's "2 + 2" articulation system is a national model.
- FCS baccalaureate programs are developed and operated within the context of the "2 + 2" system.
- Community colleges may seek approval by the State Board of Education to grant baccalaureate degrees in limited, high-demand areas. The approval process is currently outlined in section (s.)1007.33, Florida Statutes (F.S.).
- Currently, colleges are approved to offer approximately 175 programs in a variety of fields such as education, nursing and other health sciences, business, management, technology and public safety.

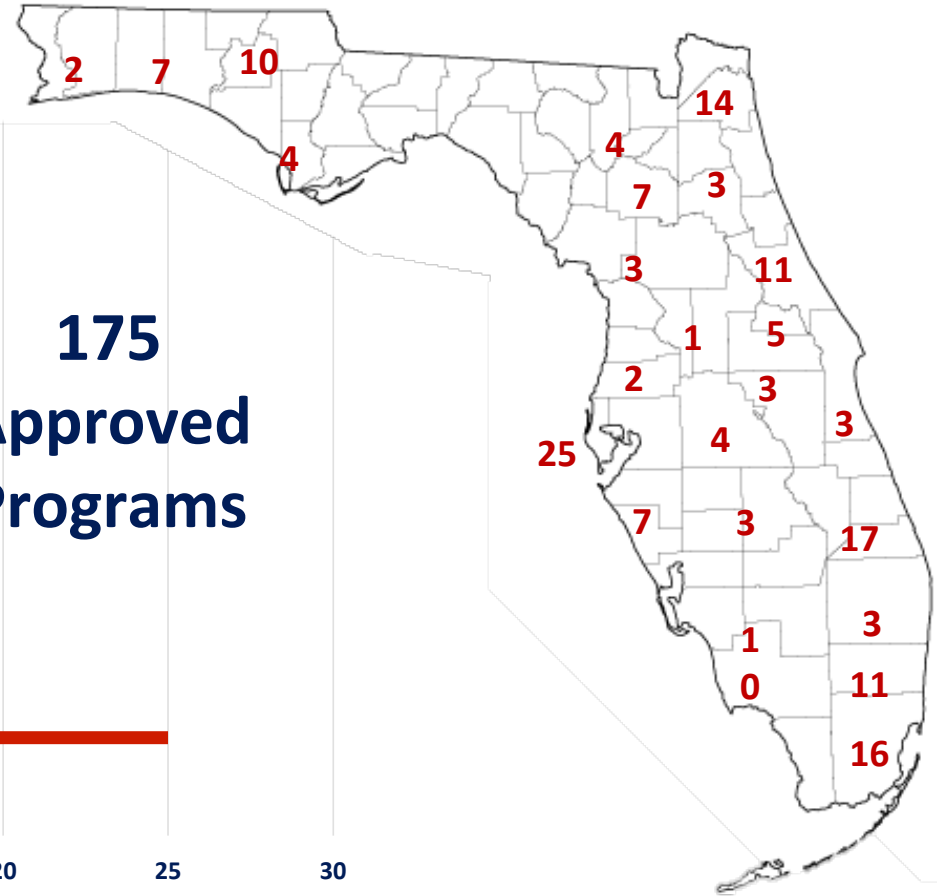
FCS Baccalaureate Program Approval Process is Robust



Regional Distribution of Approved FCS Baccalaureate Programs, March 18, 2014

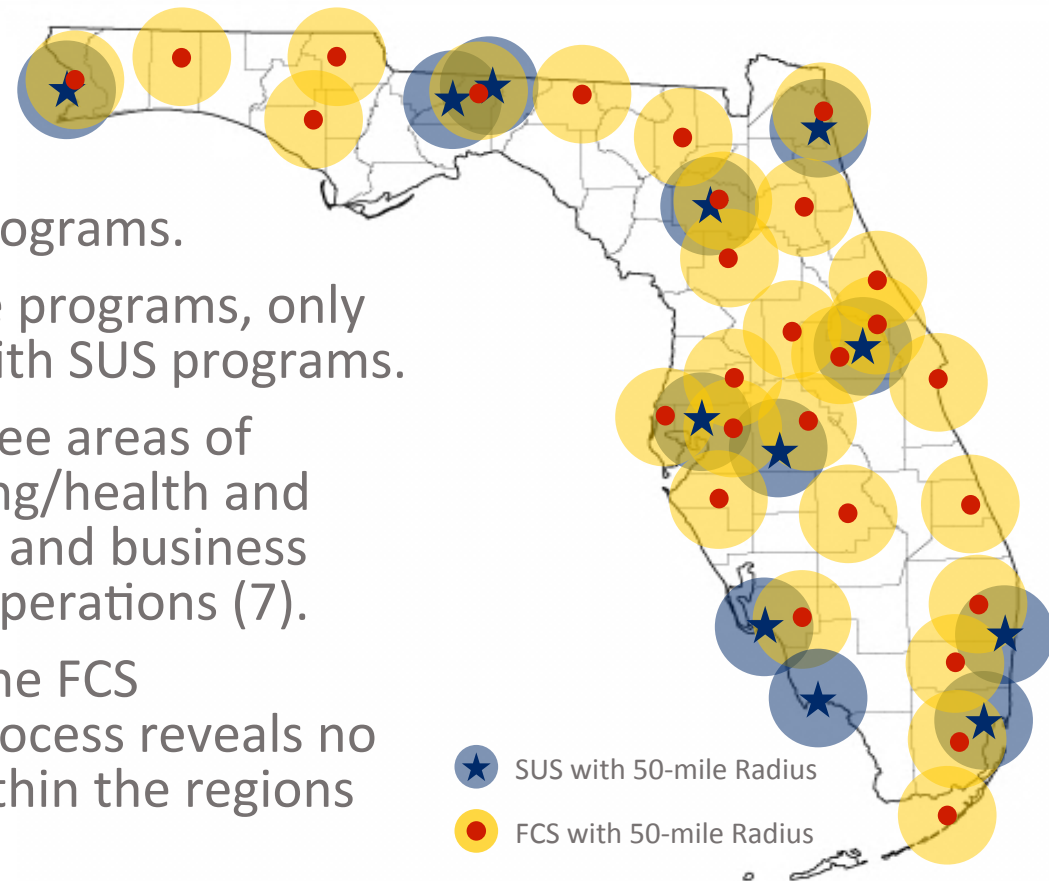


**175
Approved
Programs**

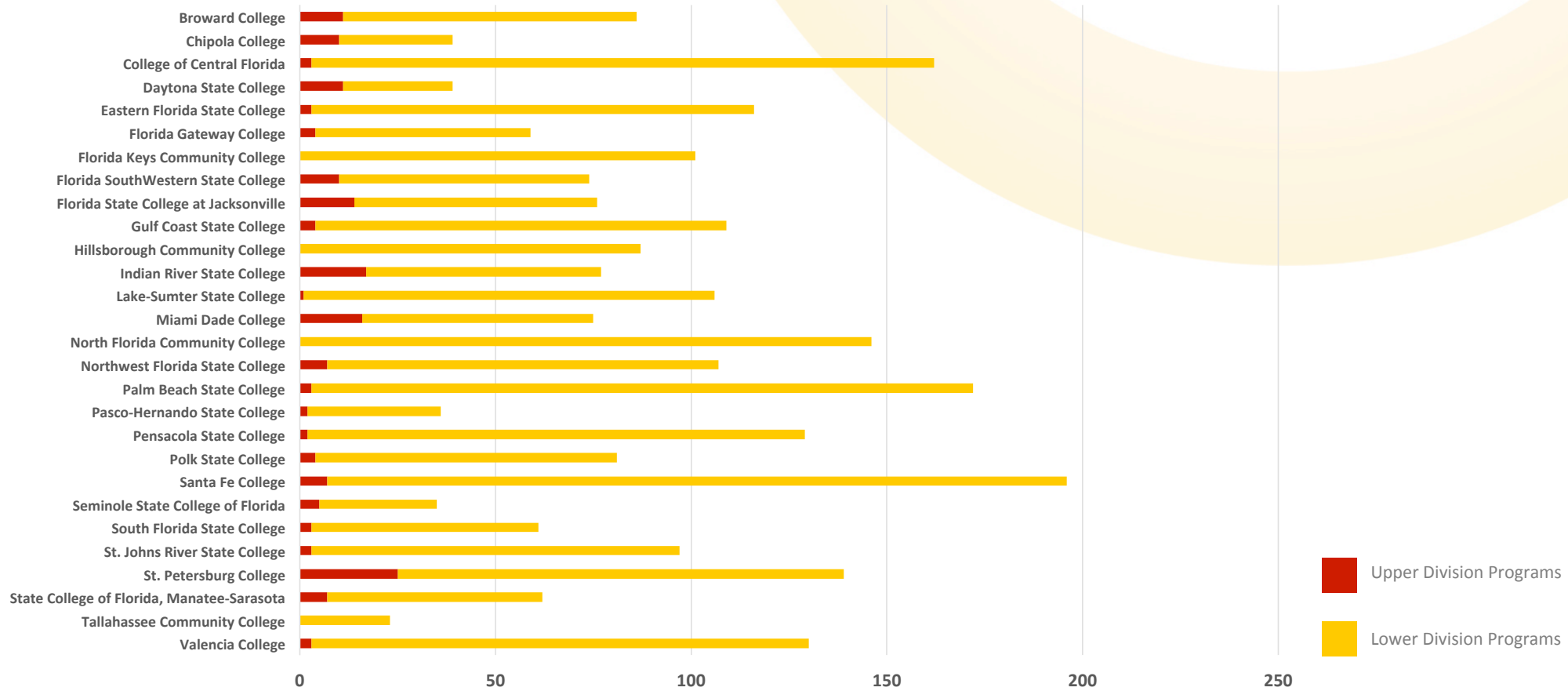


Replication of Programs: Expanding Access

- Approved FCS programs provide place-bound, non-traditional students with regional access to high-demand, workforce-related programs.
- Of 175 approved FCS baccalaureate programs, only 20 represent regional replication with SUS programs.
- Replication is primarily found in three areas of concentration: education (7), nursing/health and medical administrative services (4), and business administration, management and operations (7).
- Documentation submitted during the FCS baccalaureate program approval process reveals no objections from SUS institutions within the regions where there was replication.

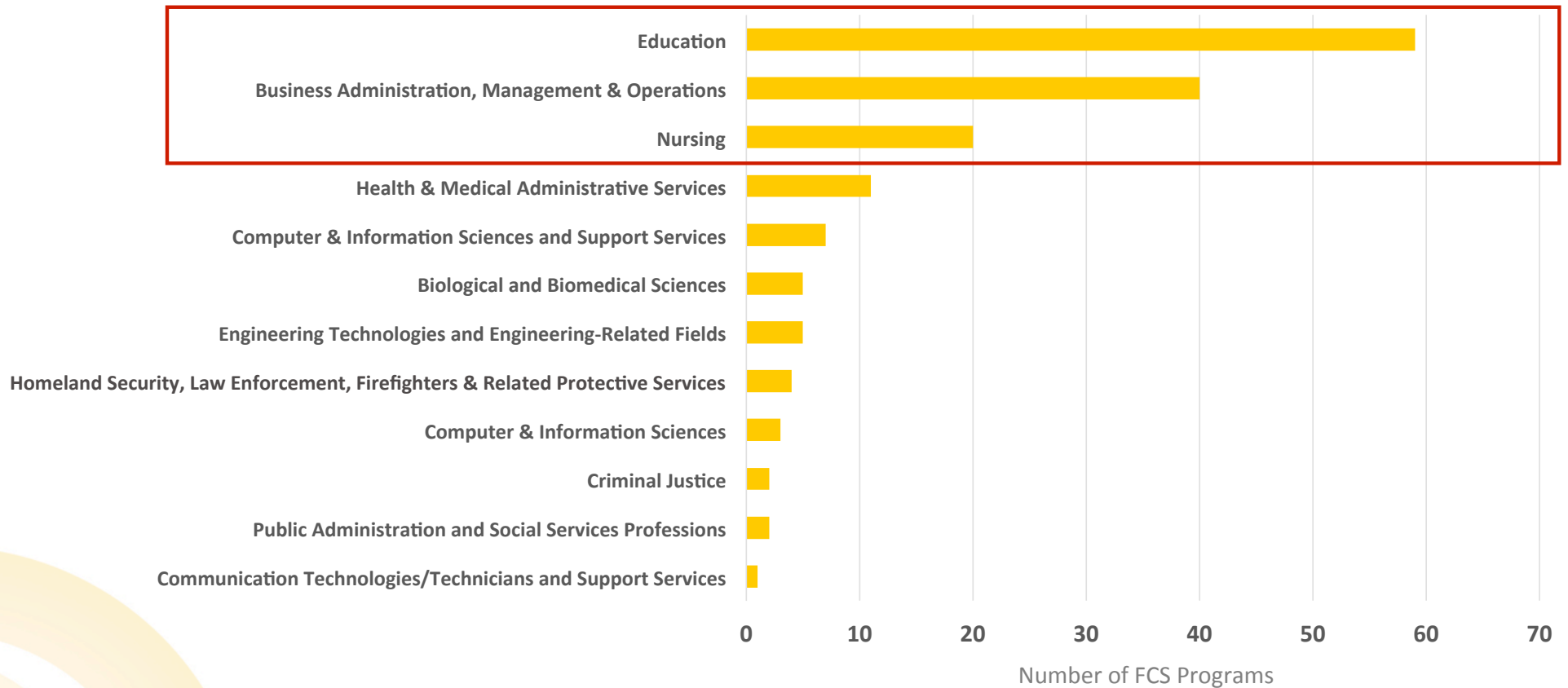


Distribution of Lower Division and Upper Division Programs at FCS Colleges



The Top FCS Baccalaureate Programs are in High-Demand/Workforce-Related Areas

Top Approved FCS Baccalaureate Programs by Category, March 18, 2014

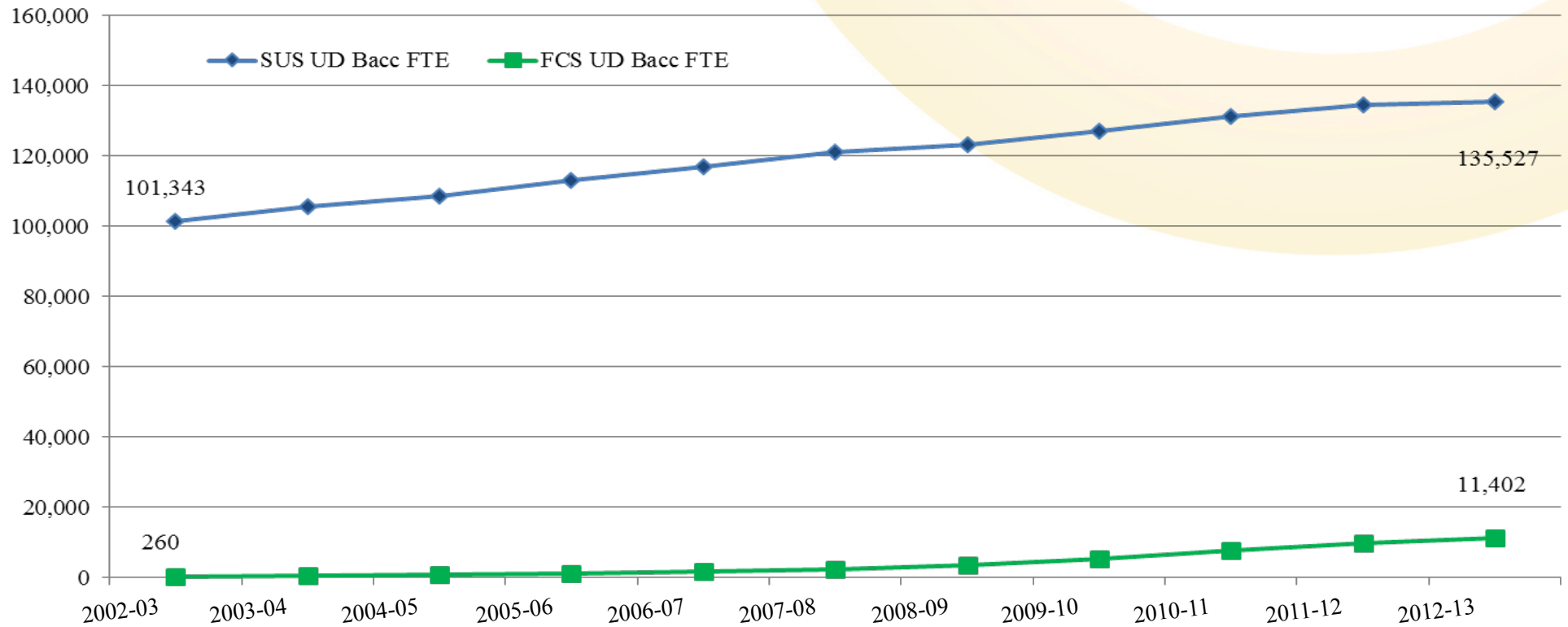


FCS Baccalaureate as a Percentage of Total Enrollment by College



FCS and SUS FTE Upper Division Enrollment on the Rise

2002-03 to 2012-13



Source: CCTCMIS, FCS Financial Policy and FCS Research & Analytics. SUS Fact Book Table 12 converted to 30 credit hour FTE.

FCS Baccalaureate Not Detracting Enrollment from the SUS Upper Division

- SUS enrollments are **up 54.5%** since the establishment of FCS baccalaureate degrees.

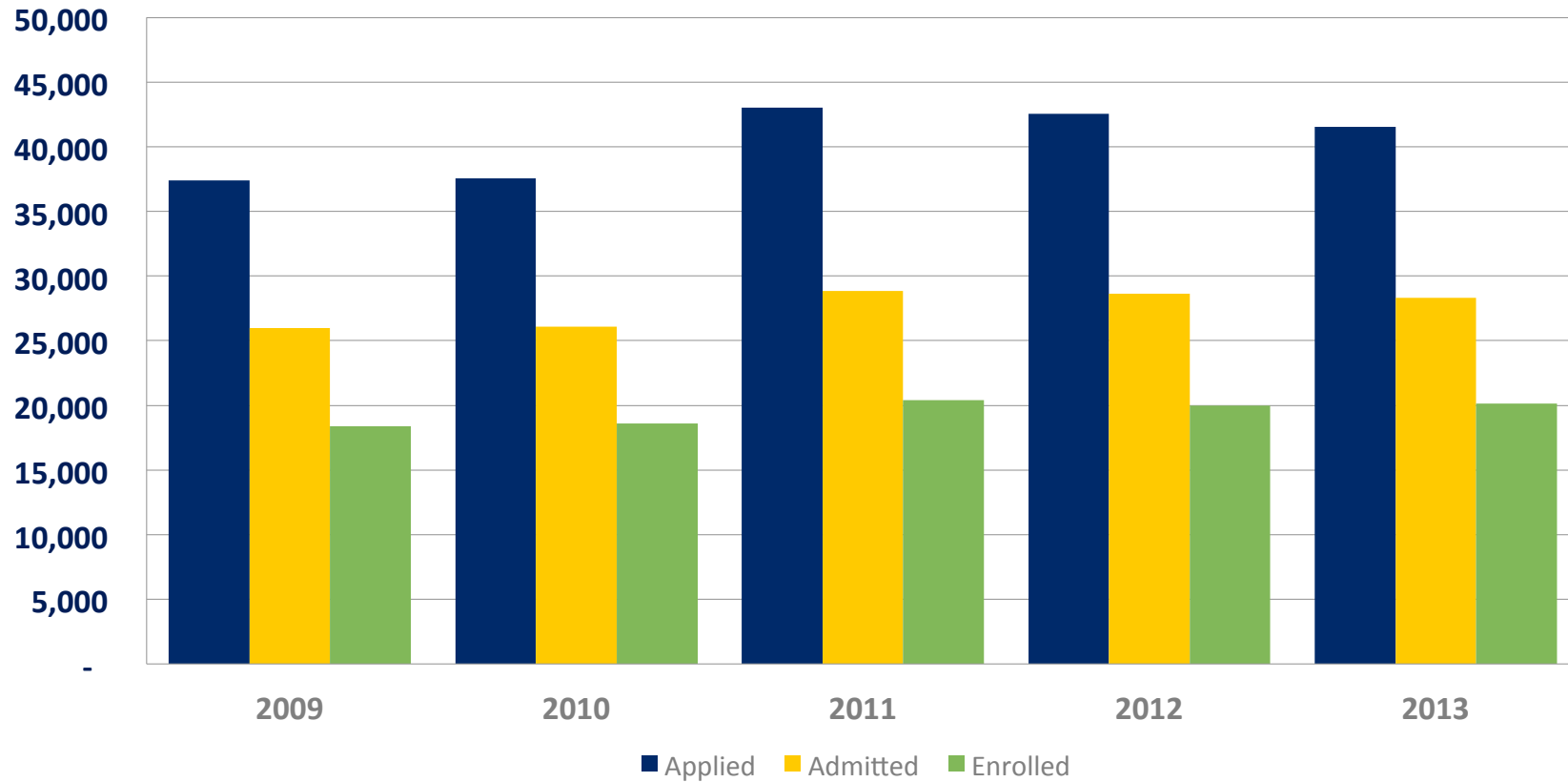
Even Where There are Replicated Programs, SUS Enrollment is Up

- SUS Exceptional Student Education program enrollments are **up 62.1%** since 2003-2004.
- SUS Elementary Education program enrollments are **up 62.1%** between 2001 and 2008.

Source: *Evaluating Florida's Policy of Expanding Access through Community College Baccalaureate Degrees: An Analysis of Enrollment Trends, Demographic Characteristics and System Impacts* Dissertation Research Presented to the Graduate School of the University of Florida by Ian P. Neuhard, Ed.D.

A Robust “2+2” System is Still in Place

FCS Graduates in the State University System of Florida, Fall 2009 to Fall 2013



Associate Degree Graduates Who Transfer to the FCS or SUS for Upper Division Studies

	2006-07 Associate Degree Grads Upper Division Transfers Tracked 2006-07, 2007-08, and 2008-09		2007-08 Associate Degree Grads Upper Division Transfers Tracked 2007-08, 2008-09, and 2009-10		2008-09 Associate Degree Grads Upper Division Transfers Tracked 2008-09, 2009-10, and 2010-11		2009-10 Associate Degree Grads Upper Division Transfers Tracked 2009-10, 2010-11, and 2011-12		2010-11 Associate Degree Grads Upper Division Transfers Tracked 2010-11, 2011-12, and 2012-13	
	FCS	SUS	FCS	SUS	FCS	SUS	FCS	SUS	FCS	SUS
Total Transfers	1,647	21,917	2,677	23,930	3,909	26,250	5,872	30,418	7,883	32,014
% Completers	3.7%	49.1%	5.5%	49.1%	7.6%	50.7%	9.7%	50.0%	12.1%	49.1%
% Change vs. Prior Yr	39.3%	-1.0%	62.5%	9.2%	46.0%	9.7%	50.2%	15.9%	34.2%	5.2%

Source: CCTCMIS and FCS Research & Analytics

Moving Forward

Legislative Recommendations

- Eliminate the statutory exception for baccalaureate program approval currently provided to St. Petersburg College. (St. Petersburg College has voluntarily complied with the standard baccalaureate program approval process since 2010 and has agreed to the elimination of the statutory exception.)
- Reinforce the workforce orientation of the baccalaureate degrees within the Florida College System by explicitly eliminating any possibility of approval for Bachelor of Arts programs.

Moving Forward

Given these recommendations and our belief in the consistency that exists between actual FCS baccalaureate degree programs and the legislation that allowed for their existence, the Council of Presidents for the Florida College System anticipates the expiration of the current moratorium on future programs. The Presidents will rely on guidance from the State Board of Education and the Division of Florida Colleges to ensure a timely and meaningful resumption of the baccalaureate degree program review and approval process.

Questions We Answer

1. Why baccalaureate degrees at certain Florida colleges?

- Florida Statute 1007.33 expanded access to high-demand, workforce-related baccalaureate degree programs by allowing FCS institutions to develop new programs with approval from the State Board of Education. FS 1007.33 recognized two realities:
 - i. Post-secondary educational institutions play an essential role in improving the quality of life and economic well-being of the State of Florida and its residents.
 - ii. The educational needs of place-bound, non-traditional students have increased the demand for local access to baccalaureate degree programs. (See PPT Slide 4 above.)

2. Do programs mirror public university programs? Do they serve the same populations?

- FCS students are place-bound, non-traditional students needing geographically accessible baccalaureate degrees. FCS students are significantly older, more likely to be enrolled part-time, and financially independent. (See PPT slides 5, 6, and 7 above)
- The FCS baccalaureate degree programs are primarily focused on education, nursing and other health sciences, business administration and management, technology, and public safety. (See PPT slide 15 above)

Questions We Answer

3. Do programs undermine the “2+2” system?

- In spite of the existence of the FCS baccalaureate degree programs, robust numbers of FCS associate degree graduates transfer to the SUS upper division programs and graduate in a timely manner. (See PPT slides 19 and 20 above)

4. Are the FCS missions of access, workforce development and transfer being diluted?

- Baccalaureate degree programs account for less than 5% of the average FCS college enrollment. (See PPT Slide 16 above)
- FCS baccalaureate degree programs account for 7% of the total degree programs offered. (See PPT slide 14 above)
- FCS students are significantly older, more likely to be enrolled part-time, and financially independent. FCS students are place-bound, non-traditional students needing geographically accessible baccalaureate degrees. (See PPT slides 5, 6, and 7 above)

Questions We Answer

5. Is the baccalaureate degree approval process in the State Board of Education robust enough or should it be reformed/strengthened? How does it ensure a focus on the workforce, access, reducing needless replication and other essentials?
- The approval process for FCS baccalaureate programs is transparent, robust, and creates formal channels of communication for regional stakeholders while providing FCS institutions with opportunities for informal consultation regarding the appropriateness of proposed programs. (See PPT slide 11 above)
 - The approved FCS programs, while potentially replicating or overlapping with programs that exist within the state system, provide place-bound, non-traditional students with regional access to high-demand, workforce-related programs.
 - Instances of regionally replicated or overlapping programs have all been formally vetted with potentially impacted institutions within the region.
 - i. Of the 175 approved FCS baccalaureate programs, only 20 programs represent instances of regional replication of existing programs within the State University System.
 - ii. Regionally replicated or overlapping programs have been created in response to workforce need and are primarily found in three areas of concentration.
 - Education (7 programs)
 - Nursing/Health and Medical Administrative Services (4 programs)
 - Business Administration, Management and Operations (7 programs)

A review by the Division of Florida Colleges of documentation submitted during the FCS baccalaureate program approval process found no objections to replicating or overlapping programs from potentially impacted SUS institutions.

Questions We Answer

6. Is the baccalaureate degree approval process in the State Board of Education robust enough or should it be reformed/strengthened? How does it ensure a focus on the workforce, access, needless replication and other essentials?
- The standard approval process is transparent, robust, and creates formal channels of communication for regional stakeholders while providing FCS institutions with opportunities for informal consultation regarding the appropriateness of proposed programs.
 - The Council of Presidents for the Florida College System offers two legislative recommendations:
 - i. Eliminate the statutory exception for baccalaureate program approval currently provided to St. Petersburg College. (St. Petersburg College has voluntarily complied with the standard baccalaureate program approval process since 2010 and has agreed to the elimination of the statutory exception.)
 - ii. Reinforce the workforce orientation of the baccalaureate degrees within the Florida College System by explicitly eliminating any possibility of approval for Bachelor of Arts programs.

THE FLORIDA SENATE

APPEARANCE RECORD

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

3-10-15 Meeting Date

Bill Number (if applicable)

Topic Florida College Bachelor's Degrees - OPPAGA Pres.

Amendment Barcode (if applicable)

Name Emily Sikes

Job Title Chief Legislative Analyst / OPPAGA

Address 111 W. Madison St., Suite 312 Tallahassee FL 32399

Phone 850-717-0531

Email Sikes.emily@oppaga.gov

Speaking: For Against Information

Waive Speaking: In Support Against (The Chair will read this information into the record.)

Representing OPPAGA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

THE FLORIDA SENATE

APPEARANCE RECORD

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

3-10-15

Meeting Date

~~123456789~~

Bill Number (if applicable)

Topic Workshop

Amendment Barcode (if applicable)

Name Ed H. Moore

Job Title President of Independent Colleges & Univ of Florida

Address 592 E PARK Ave

Phone 8506813188

Street

Tallahassee

City

FL

State

32307

Zip

Email EMOORE@ICUFORB

Speaking: For Against Information

Waive Speaking: In Support, Against
(The Chair will read this information into the record.)

Representing ICUF

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

THE FLORIDA SENATE
APPEARANCE RECORD

WORKSHOP

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

3/10/2015
Meeting Date

Topic _____ Bill Number _____
(if applicable)

Name SANDY SHUGART Amendment Barcode _____
(if applicable)

Job Title PRESIDENT, VALENCIA COLLEGE

Address P.O. Box 3028 Phone 407-299-5000

Street

ORLANDO FL 32802

City

State

Zip

E-mail _____

Speaking: For Against Information

Representing _____

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

S-001 (10/20/11)

CourtSmart Tag Report

Room: KN 412 Case:
Caption: Senate Committee on Higher Education

Type:
Judge:

Started: 3/10/2015 10:04:30 AM
Ends: 3/10/2015 11:59:49 AM Length: 01:55:20

10:04:32 AM Meeting called to order by Chair Stargel
10:04:38 AM Roll call - Quruom is present
10:05:01 AM Chair
10:05:26 AM SB 802 by Sen. Gaetz
10:07:37 AM Chair
10:07:41 AM Sen. Joyner for a series of questions
10:08:40 AM Sen. Gaetz
10:09:20 AM Sen. Joyner
10:09:35 AM Sen. Gaetz
10:09:37 AM Sen. Joyner
10:09:55 AM Sen. Gaetz
10:10:05 AM Sen. Joyner
10:10:34 AM Sen. Gaetz
10:11:37 AM Sen. Joyner
10:12:06 AM Sen. Gaetz
10:13:47 AM Sen. Joyner
10:14:10 AM Sen. Gaetz
10:15:30 AM Sen. Joyner
10:16:31 AM Sen. Gaetz
10:18:10 AM Sen. Joyner
10:18:35 AM Sen. Gaetz
10:18:44 AM Chair
10:19:21 AM J. William Weber, rehabilitation tech and provider of service, representating self, Tampa, FL,, speaking against the bill
10:26:40 AM Anthony Patri, Warehouse Clerk, Belleair Bluffs, FL, speaking for himself, speaking against the bill
10:30:10 AM Chris Clark, Tampa, FL, file clerk, speaking against the bill
10:31:52 AM
10:31:56 AM John Probanic, President, The Diversity Initiative, Bushnell, FL, speaking against the bill
10:35:52 AM Sen. Banacquisto
10:38:29 AM John Probanic in response
10:39:02 AM Chair
10:39:06 AM John Probanic
10:39:38 AM Chair
10:39:50 AM Suzanne Sewell, President & CEO - Fla.ARF, Tallahassee, FL, , information purposes
10:44:04 AM Rusty Branch, Community Development - GLE, Lakeview Center Inc., dba Gulf Coast Enterprise Pensacola, FL
10:45:37 AM
10:45:40 AM Latavian Davis, Self -Advocate, Tallahassee, FL
10:46:00 AM Ray Andreau, Self -Advocate, Tallahassee, FL
10:46:46 AM Chair
10:46:48 AM Sen. Joyner to debate the bill
10:53:52 AM Chair
10:53:54 AM Sen. Sachs
10:56:18 AM Chair
10:56:53 AM Sen. Gaetz to close
10:57:03 AM Roll call on SB 802 - Favorable
10:57:28 AM SB 960 by Sen. Lee - Bright Future Scholarship Program
11:00:07 AM Chair
11:00:15 AM Richard Gentry, Palm Beach Economic Council, Tlh. FL, waive in support
11:00:24 AM Brittney Burch, Director, Education Policy, Fla. Chamber of Commerce, Waive in support
11:00:31 AM Sen. Lee waive to close
11:00:39 AM Roll Call for SB 960 - Favorable

11:01:00 AM SB 1140 - Sen. Montford
11:03:04 AM
11:03:06 AM
11:03:14 AM
11:03:24 AM
11:03:24 AM Farrell Wahlquist, Bristol and Jon Kern, Bristol, waive in support of bill
11:03:35 AM Zach Lawson, Project Manager, Bridge Construction, Hosford, FL - concerned parent speaking for the bill
11:06:17 AM Chair
11:06:20 AM Lynne Wahlquist, concerned parent, Bristol, FL, speaking for the bill
11:08:50 AM Chair
11:08:58 AM Sen. Montford waives to close
11:09:09 AM Roll Call on SB 1140
11:09:20 AM SB 1140 - favorable
11:09:29 AM Sen. Montford
11:10:12 AM Sen. Gaetz
11:10:22 AM Chair
11:10:25 AM Workshop Discussion on Florida College System Baccalaureate Degrees
11:11:00 AM Emily Sikes, Chief Legislative Analyst/ OPPAGA
11:12:37 AM
11:16:23 AM Sen. Sachs question of Emily
11:17:55 AM Response by Emily Sikes
11:18:16 AM Sen. Sachs
11:18:41 AM Emily in response
11:18:47 AM Sen. Sachs
11:19:26 AM Chair
11:19:30 AM Sen. Sachs
11:19:58 AM Emily to continue presentation
11:24:00 AM Sen. Negrón
11:24:23 AM Emily in response
11:24:26 AM Sen. Negrón
11:24:38 AM Emily in response
11:25:15 AM Chair
11:25:36 AM Emily to continue presentation
11:33:25 AM Sen. Sachs question of Emily
11:34:35 AM Chair
11:34:53 AM Emily in response
11:35:15 AM Emily on presentation
11:37:09 AM Chair
11:37:19 AM Dr. Sandy Shugart, President, Valencia College, Orlando, FL, Information
11:41:32 AM Sen. Sachs question
11:41:51 AM Dr. Shugart in response
11:42:59 AM to continue presentation
11:53:54 AM Chair
11:54:01 AM Sen. Negrón
11:55:16 AM Dr. Shugart in response to Sen. Negrón's question
11:57:19 AM Sen. Negrón
11:57:52 AM Dr. Shugart in response
11:58:13 AM Chair
11:58:18 AM Ed H. Moore, President of Independent Colleges & Univ. of Florida, Tallahassee, FL, information
11:59:13 AM Chair - Sen. Negrón moves we rise. Meeting Adjourned