

STEP ONE

In reviewing the April and June statements created and voted on by presidents, we noticed that some statements were better placed as guiding principles and others were more specific components of an equitable funding model, regardless of the list where they were located. We also noticed that some statements were related to the same topic.

Based on this information, our first step was to sort the statements in their original form into their best fit as either a guiding principle or an equity component. We then combined the original statements that were related to the same topic.

Guiding Principles (sorted and combined)

Be responsive to the legislative request to develop a student funding model while considering economies of scale; Ensures all institutions/students are funded equitably in relation to one another; Equity/fairness of distribution

Is simple to explain and easy to understand (for legislators, trustees, taxpayers, faculty/staff) - including the rationale behind allocations of funds

Based in shared operational definitions, metrics, and a common dataset about current funding, enrollment, and outcomes; Based in data, not conjecture

Make a model that cannot be gamed (incentivize output)

Equity Components (sorted and combined)

Accounts for programmatic differences; Program mix. Cost of instruction per student in different programs (welding, nursing...); Allows for programmatic differences

Acknowledge there's an increase in the cost of doing business. (e.g., utilities, insurance, FRS)

Outputs (e.g., a certificate, degree, non-traditional completions)/performance; Some acknowledgement of enrollment, growth as well as productivity; Consider weighting percentage of Pell students

Accounts for regional cost differentials; Expect differences due to economies of scale to be (monotonic); Accounts for the costs of multiple campuses and sites; Multiple campus/site factor; Respects regional cost differentials

Considers differences in tuition and fees across institutions; Create standard tuition rate across institutions. There is currently variation in tuition and fees rate across institutions. Students are paying different rates for the same education; Recognize that tuition/fees are frozen, and account for differences in revenues collected by student tuition/fees

Headcount vs FTE. Each "head" has to be served

STEP TWO

In this step, the combined topic statements were edited into single statements for clarity and conciseness, while retaining as much of the original wording as possible. We also considered some of the discussion of these topics that presidents and the commissioner engaged in during the June meeting, given that presidents did not have time to edit statements during the last activity.

Draft Guiding Principles

The recommended funding model should be:

1. Responsive to the legislative request to develop a equitable or fair student funding model that ensures all institutions, and therefore their students, are funded equitably across the state;
2. Easy to understand and explain, both the model itself and its rationale, for legislators, trustees, taxpayers, and institution faculty and staff;
3. Based in data, not conjecture, including shared operational definitions, metrics, and common datasets for current funding, enrollment, and outcomes; and
4. One that incentivizes output, efficiency and the mission of the Florida College System, so that it cannot be gamed.

Draft Equity Components

To accomplish the guiding principles, the following components of equity should be addressed in the model:

- Programmatic differences, meaning an acknowledgement that the cost of instruction differs based on the program (e.g., welding, nursing, etc.);
- The increase in the cost of doing business (e.g., utilities, insurance, FRS, etc.) with respect to institutions' differences based on regional cost differentials and economies of scale;
- Completions (e.g., a certificate, degree, non-traditional completions), including an acknowledgement of enrollment growth as well as productivity;
- A recognition that institutions' tuition and fees are currently fixed, and account for the differences in revenues collected by student tuition/fees, as well as that students are paying different rates for many times the same education.