

INSIGHT

quarterly publication of the
Council for Education Policy, Research and Improvement

Career Education: Florida's Forgotten Economic Development Programs

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Career education programs (often called "workforce education" which includes technical training and adult general education) provide the education and training to more than 500,000 of Florida's citizens each year.

The value of the skilled workers produced by the state's community and technical colleges is apparent in the daily life of every Florida citizen. Whenever Floridians need emergency medical care, break down on the side of the road, or wake up to a plumbing disaster, they likely need the services of skilled workers. The nurses, automotive mechanics and plumbers who respond to these emergencies probably

learned their trade in Florida's community college and school districts' technical programs. These are just a few of the essential workers produced by Florida's workforce education system.

table on employment earnings reveals (See page 5) the average annual wages for a community college associate in science graduate (which includes registered nurses) are \$35,392. This figure is comparable with

the compensation of recent bachelor's degree graduates who, on average, earn \$32,324. Additionally, only 6 percent of recent high school graduates who im-

mediately enter the workforce earned more than \$9 per hour. For those high school graduates who enter and complete a community college vocational certificate program, 74 percent

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From left to right: Angela Kersenbrock, Michael Grego, Bonnie Marmor and Terry Miller (Dr. Steven Wallace is not shown) serve on a workforce education panel at the November 12, 2003 Council meeting.

The Value of University Contracts: Funding, Performance and Mission

In its November 2003 report, *Benefits of Multi-Year Contracts Between the State and*

Public Universities: Linking Performance, Funding, and Mission, CEPRI members

agreed that multi-year contracts between the Board of

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CEPRI Meeting Calendar 2003-04

December 10	Orlando
January 14	Boca Raton
February 11	Tampa
March 10	TBA
April 14	Tallahassee
May 12	TBA
June 9	TBA



Dayle Timmons, 2004 Florida Teacher of the Year, addresses the Council at its November meeting.

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www.CEPRI.state.fl.us



The Council extends its appreciation to Ditek for underwriting the full cost of printing this issue of INSIGHT.



New Member Profile



CEPRI's newest member, W.C. Gentry, is the principal of the Law Office of W.C. Gentry, P.A. in Jacksonville, Florida. Mr. Gentry received his Juris Doctorate *magna cum laude* from the University of Florida College of Law where he was editor of the *University of Florida Law Review*. He is a Board Certified Civil Trial Lawyer and frequent lecturer and writer on continuing legal education subjects. Mr. Gentry helped represent Governor Lawton Chiles and the State of Florida in the landmark litigation against the tobacco industry. Since concluding that litigation, he has limited his legal practice and has devoted substantial amounts of his time to a variety of public service activities. Mr. Gentry is currently Director of Trial Lawyers Care, a nonprofit organization established to provide *pro bono* legal service to victims of September 11. He is vice-chair of the Board of Directors of The Schultz Center for Teaching and Leadership.

From the Executive Director's Desk

By Dr. Bill Proctor



School Grading: A Powerful Advocacy Tool for Students

Questions about the impact school grades are having on Florida's schools were answered at the State Board of Education meeting held August 19th at Florida International University. Six schools that had received a grade of "F" for the past two years were required to present school improvement plans to the State Board of Education.

Since the implementation of the Governor's A+ Plan in 1998-99, administrators, teachers, and parents have mobilized in efforts to improve their schools' grade. Typically, schools have raised their grades by providing better education opportunities for all of their students.

Each of the double "F" schools represented at the State Board of Education meeting had a student population that consisted primarily of minorities from lower socio-economic backgrounds. As I watched and listened to the presentations, it was evident that the A+ plans provided a focus on students needing assistance. Those school districts and failing schools have now developed very specific plans to rectify their "F" grades by helping students learn and achieve at higher levels.

While other schools may continue to improve as a result of the A+ Plan, the double "F" schools and their school districts are more focused than ever on improving performance. I doubt these "failing" schools or their students would have received the attention and concern of Florida's policy and lawmakers without the implementation of the school grading law. I have never met a school lobbyist in the Capitol who said "I am here to represent the disenfranchised students in Florida's low performing schools."

Having an accountability system that requires school districts and schools to help all students learn and achieve at their highest potential serves as a powerful advocacy program for all Florida's students.

In this edition of **INSIGHT** we are introducing three new features: **My View**, **Spotlight on Innovation**, and **Around the State**. **My View** will allow readers to share their thoughts and opinions on a variety of educational issues. **Spotlight on Innovation** will feature innovative programs throughout the K-12 system. **Around the State** will provide up-to-date information on the activities and products of other education entities. Readers interested in submitting articles for **My View** or **Spotlight on Innovation** may send them to **INSIGHT** by using CEPRI's web site web master (www.cepri.state.fl.us).

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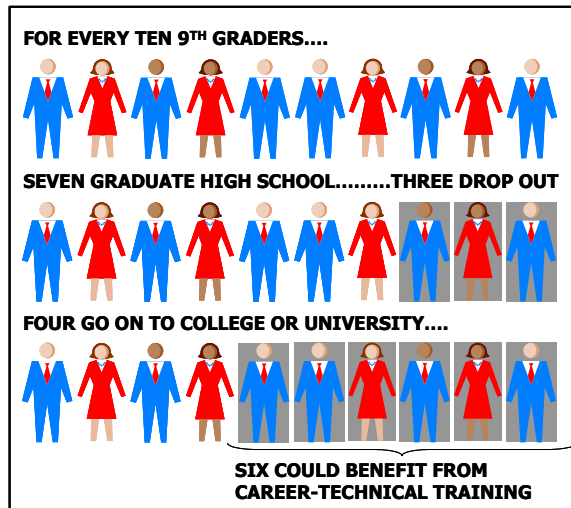
Career Education

(Continued from page 1)

earned more than \$9 per hour.

Skilled workers with one or two years of postsecondary career-technical training will be in great demand in Florida for the foreseeable future. Through 2010, nine of the top ten fastest growing jobs in Florida require an associate's degree or a postsecondary vocational certificate. The overwhelming majority of job growth occurs in the information technology field for which a technical credential is sufficient. In addition, 61 percent of projected job growth in Florida through 2010 is in occupations requiring an associate's degree (285,887 jobs), a postsecondary vocational certificate (501,898), or a high school diploma with some vocational training (191,916). In contrast, jobs requiring a bachelor's or graduate degree will only increase by 203,772.

The education and training needs of Florida's citizens can not be met if the state focuses primarily on bachelor's



degree production. Historically, a relatively small percentage of the population is expected to earn a bachelor's degree in a Florida institution. Career education programs can play a pivotal role in meeting the needs of Florida's forgotten majority. As the figure above demonstrates, six out of ten ninth graders who have either dropped out or who did not enter a college or university may require basic skills and/or skilled training to acquire the education necessary for

sustainable employment in high skill, high wage jobs.

The state has in place focused and effective programs that have not been adequately funded. Without a strong political constituency, workforce education programs often receive the lowest priority among all education programs. State spending for workforce education programs represents an extremely low share of the total education budget for Florida.

In 2003-04, appropriations for the Workforce Development Education Fund (WDEF) and the Adults with Disabilities programs, which totaled \$692.9 million, represented only 5.6 percent of the total education budget.

CEPRI has been asked to look at the funding formula for workforce education programs and provide recommendations to the Legislature. This report will be released in January 2004.

University Contracts

(Continued from page 1)

Governors and state universities would provide the best opportunity to define each university's mission within Florida's K-20 system. Importantly, multi-year contracts would close the gap between university mission, performance, and funding.

CEPRI's report recommends that state universities be given flexibility in setting tuition and fees in exchange for meeting certain critical performance expectations. Performance expectations, including measures and standards, would be negotiated between the Board of Governors and university boards of trustees. These agreements would vary by university and would reflect the institution's mission.

If a university failed to meet the criti-

cal performance expectations, it would lose the ability to increase tuition until its performance improved. Additionally, each university would have to submit a plan to the Board of Governors explaining the strategies it would undertake to improve performance.

New funds generated through tuition increases would be available to the universities to maintain and expand student access, increase production of graduates to meet state employment needs, and increase research in support of economic development. By using tuition and fee increases to provide the classes and services students need to graduate in a timely manner, increases can actually save students money during the course of their studies.

As documented in the report, the primary cost of education is linked to

time-to-degree, rather than to tuition. The typical pattern of taking five or more years for a full-time student to complete a degree is much more expensive than large fee increases. These findings call into question the benefits assumed to be derived from the State's emphasis on low tuition.

The very low tuition charged to resident undergraduates, particularly at Florida's large doctoral-granting universities, is the primary difference between the funding of Florida's universities and the funding of public universities that are able to have a more profound economic impact on their states. This economic impact is a major component of the return to taxpayers on their investment in the support of public universities.

See the full report at www.cepri.state.fl.us.



My View

Who is in Charge of School Boards?

by Bea Fowler, Vice-Chair, Brevard County School Board

When the public votes to elect school board members, they believe that they are putting these officials in charge of their district. According to the Florida Constitution and Statutes, school boards are the governing bodies responsible for setting policy and rules and for planning for the operation of their district's schools. The school board has the ultimate responsibility for the school district.

As a veteran Brevard County school board member, I believe that the proper role for members is to lead, but I am convinced that we do not. For example, a recent issue came before our board that was strongly opposed by all five board members. Yet, the board would not vote it down until the superintendent withdrew his recommendation. I must ask, if this item warranted disapproval, why were the board members unwilling to act until the superintendent gave the nod? Who is leading?

School board members seldom challenge the superintendent or his or her staff. Why? People running for school board usually attend their first school board meeting when they become a candidate for the position; consequently, new board members "haven't a clue!" Once elected, the Sunshine Law forbids them from discussing issues with fellow board members that might come before the board. As a result, the superintend-

ent, who may speak privately with individual members, takes them "under his wing." That is the end of any independent thinking. It becomes more comfortable for board members to rely on the "professionals."

Superintendents, believing that they are fulfilling their role as "leaders," frequently step out in front of their boards. While some superintendents may consider this good management style, in reality, it circumvents the constitutional responsibility of school board members. One may ask, who are the leaders of Florida's school boards?

Many in the community do not trust the school system. When parents find staff unresponsive, they appeal, as a last resort, to school board members who are supposed to be ombudsmen to the community. Board members, who are intimidated by the professionals, consistently support staff's position. Contributing to board member timidity is the fear they might commit the cardinal sin of "interfering with the management of the district." The mantra of encouraging parental input is constantly recited, but anything like allowing community participation in actual decision-making gives administration collective heartburn.

How could it be changed? Smaller districts are a means to bypass the administrative power base. Brevard County with 73,000 students makes it

difficult to engage the public, while Miami/Dade's 360,000 students make it impossible. Smaller school districts would be more responsive to the public, reduce the bureaucracy, and bring governance closer to the people.

Those who are part of the existing power base will fight tooth and nail against the breakup of our huge Florida districts. The reason, I believe, is obvious. It is simply a matter of who benefits. Those who oppose reducing the size of school districts contend that there is more buying power in larger districts. The truth is just the opposite. For example, our district expects to pay \$250,000 to air condition a school gym. Before the district got into the act, the school's parents had negotiated a price of \$100,000! Brevard's school district roof replacements have cost an average of between \$9 and \$13 per square foot, while the private sector gets a price close to \$3 per square foot. Even allowing for equipment removal and re-installation on the roofs, it seems excessive.

Oversight is bound to be more efficient in a small school district. If existing wrongs and injustices exist, they would be reduced by more community participation. In any case, school systems should be geared to the best interests of the students and not the bureaucracy. We ought to do what school districts often say they do: ask the people!

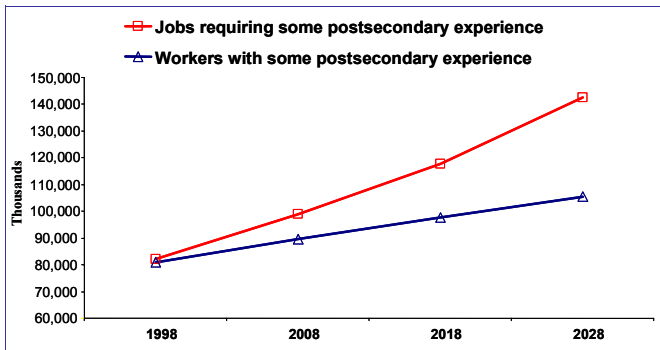
Perspective on Career and Technical Education in Florida

OVERVIEW

- The purpose of career and technical education is to help students attain the necessary skills to become or remain economically self-sufficient.
- Students are provided training designed to meet local and state workforce needs. A highly skilled workforce helps Florida compete in a global economy.
- 28 community colleges and 58 school districts offer adults the opportunity to improve their self-sufficiency through enrollment in the following programs: adult general education, career-technical training (certificates, degrees), and continuing workforce education.
- In 2001-02, school district programs enrolled 565,986 students and community colleges enrolled 220,643 students in adult and career/technical education programs.

SUPPLY

- A widening gap exists nationally between the number of skilled workers and the number of skilled jobs. See below.



Source: Bureau of Labor Statistics, U.S. Census Bureau and National Alliance of Business

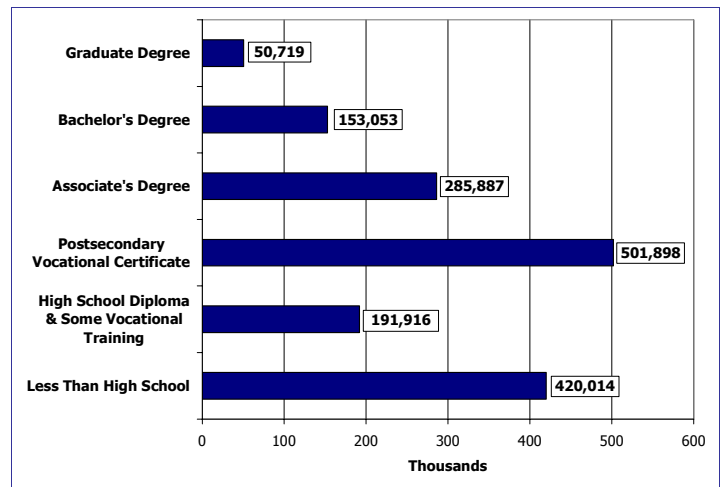
PARTICIPATION IN POSTSECONDARY EDUCATION

- 3 out of 10 ninth graders drop out of high school and do not attain a diploma.
- Of the remaining 7 ninth graders who do graduate, only 4 immediately pursue a college education at a university or community college.

DEMAND

- 61% of the projected job growth in Florida through 2010 is in occupations requiring an associate's degree, a postsecondary vocational certificate, or a high school diploma with some vocational training.
- 9 of the top 10 fastest growing jobs in Florida require an associate's degree or a postsecondary vocational certificate.

Projected Job Growth in Florida Employment from 2000 to 2010 by Educational Attainment Requirements



Source: Agency for Workforce Innovation, Florida Department of Education

EARNINGS OUTCOMES

- The immediate average annual earnings of 2000-01 completers of career/technical education programs are comparable to the immediate earnings of 2000-01 bachelor's degree graduates (\$32,324 – based on fall 2001 quarterly earnings of \$8,081).
- Training in postsecondary career and technical education programs yields, on average, higher earnings than Florida's per capita personal income level (\$28,493, in 2001).

Employment Earnings Outcomes by Fall 2001

Outcome/Credential Achieved in 2001	% Earning at least \$9/hour	Average Annual Earnings*
High School Graduate	6%	\$16,032
Community College Vocational Certificate	74%	\$31,160
Community College Apprenticeship	87%	\$36,104
Community College Associate in Science Degree	78%	\$35,592

Source: *Annual Outcomes Report*, Florida Education & Training Placement Information Program (FETPIP) (2002) *Estimate based on full-time/full-quarter earnings in October-December 2001

Spotlight on Innovation

FAU: Innovation Making a Difference in Teacher Preparation

By Glenn Thomas, Executive Director, PreK-12 Schools and Programs

Securing highly qualified teachers for Florida's students is an increasing challenge. Last year, less than two-thirds of the state's recent teacher candidates (3,500) were employed in Florida's public schools. In 2002, Florida's public schools reported 22,582 teacher vacancies. This shortfall is increasing. In the past, Florida has filled classroom vacancies with teachers relocating from other states. Emerging teacher shortages nationwide have slowed this migration. In addition, retention of classroom teachers exacerbates the problem. Fifty percent of Florida's new teachers leave the profession after five years.

To address these critical issues, Florida's school districts, community colleges, and universities have established a variety of creative certification and preparation programs. The most successful of these programs integrate excellent instruction, practical classroom experience, and strong mentoring support. At Florida Atlantic University's College of Education, innovative programs are making a difference in the quality and quantity of educators prepared to enter and succeed in the classroom. The College collaborates closely with districts, colleges, and other agencies to develop and conduct unique teacher supply initiatives. Examples are as follows:

Accelerated Induction into Teaching:

The Accelerated Induction into Teaching (AIT) program assists school districts in filling teacher vacancies while giving potential student teachers an opportunity to

"accelerate" into those vacancies through paid, highly supervised teaching internships. These well-qualified "AIT candidates" are classified as permanent substitute teachers, assigned teaching responsibilities, and mentored by an experienced "master mentor" provided by the college. Master mentors are retired school personnel with years of experience and dedication to quality education. A support team for each candidate is assembled including the master mentor, student teacher supervisor, and school-based mentor/collaborating teacher.

Master mentors meet with their AIT candidates every day throughout the semester and provide weekly seminars. University student teacher supervisors evaluate the candidates throughout their special internship. Cooperating teachers provide additional support on school-specific procedural, social, and cultural issues. Those AIT candidates who experience difficulties in their classrooms receive additional training while the master mentor takes over those classrooms. This system frees the principal from unnecessary supervision and intervention duties.

The AIT program is a great value for everyone involved. The district provides the college with a normal beginning teacher's salary, which the college then uses to pay stipends to the AIT teacher candidate and to the master mentor. These stipends are incentives for AIT candidates to complete their internships and are rewards for the mentors' valuable contributions. Districts and AIT completers (now fully certified teachers) report excellent results.

For additional information contact Dr. Mary Lou Goldberg at mgoldber@fau.edu.

Intensive Teacher Education and Development (I-TED).

The Intensive Teacher Education and Development project is a variation on the AIT model, but is tailored for those individuals with four-year degrees in critical shortage areas (i.e., mathematics, English, science, etc.) who want to become teachers. The primary adaptation includes accelerated coursework at the graduate level that prepares candidates for classroom success. A recent cooperative I-TED venture with Workforce Development and Palm Beach County Schools retrained a number of downsized engineers, technicians, and others in an intensive summer institute. These newly trained educators, supported by the strong AIT mentoring model, began teaching in fall 2003. This kind of partnership is a win-win collaborative effort for everyone. For additional information, please contact Dr. Debi Earley at dearley@fau.edu.

Out-of-Field Teacher Development Project:

In response to the shortage of Exceptional Student Education teachers, FAU has developed an Out-of-Field Teacher Development Program. It is supported through the state's Comprehensive System of Personnel Development (CSPD), the College's Department of Exceptional Student Education, and the participating school districts. The Program serves teachers who have been hired to teach in special education classrooms, but have not obtained teaching certification. Participants learn about student exceptionalities, teachers

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Spotlight on Innovation

(Continued from page 6)

ing procedures, and classroom management while enrolled in a flexible, streamlined, and cost effective program consisting of a series of 1-3 credit modules. Participating districts pay the teacher development costs. For additional information contact Dr. Cassandra Keller at ckeller@fau.edu.

For additional information about these and other innovative programs in FAU's College of Education visit the website at: www.coe.fau.edu.

New Staff Profile

Simmie A. Raiford will be joining the CEPRI staff in January 2004. Simmie is currently a visiting professor at Florida State University in the College of Education's Institute for Executive Leadership. She is a former elementary school principal and taught in the Duval County Schools. Simmie provided in-service training on effective teaching practices in Duval County and was Director of Staff Development for St. Johns County School District. She also supervised the New Teacher Induction Program for all newly hired teachers in that county. Simmie has her master's degree in Teaching in Educational Leadership (Jacksonville University) and is a Ph.D. candidate in Educational Leadership at Florida State University. Simmie's experience and expertise will be a welcomed addition to the CEPRI staff.



Meet CEPRI Member



Native Floridian Diane Leone received her associate in arts degree at Florida Community College before launching a successful business career in Jacksonville. She is the owner of Marketing Edge, Inc., which includes subsidiary Diane Leone Design, and newly opened Designs by Diane, a retail home accent boutique. A familiar face in Jacksonville, Diane is the host of a local television show called "Apartment TV Showcase" and is the author of a recent book, *Marketing Multifamily Housing with Integrated Marketing Strategies*.

Diane's interest in education led to her appointment to PEPC in 2000. She was a founding member of CEPRI and continues to serve as an enthusiastic member of the council. Diane is very active in her community, serving on the board of directors for the Northeast Florida Builders Association and volunteering her services to the Jacksonville Chamber of Commerce Career Academy Initiative. In addition, Diane volunteers her time at the schools and in the classrooms attended by her nephews. She currently serves as the Ambassador for St. Johns County for the Governor's Mentoring Initiative.

In 1999, the College of Business at the University of Florida designated Diane's company, Marketing Edge, as one of the Top 100 fastest growing companies in Florida as well as the top female owned company.

Meet CEPRI Staff



Dr. Jon Rogers has been employed as a policy director with CEPRI and with PEPC since 1989. His recent work has focused on educational leadership issues. Recently, Jon was lead staff for the Council's report: *Florida Teachers and the Teaching Profession* that addresses critical issues in

the preparation, recruitment and retention of high quality teachers. For the past decade, he has actively worked on and promoted education reform and interdependence among all education sectors through the enhancement of student articulation. Jon was a primary author of the *Interdependence* sections of PEPC's 1993 and 1998 master plans that called for one seamless education system in Florida. He has participated in numerous state-level projects and work groups that have centered on teacher education reform initiatives, student articulation issues, competency-based teacher certification, and early childhood education articulation.

Before joining PEPC, Jon worked in student services administration at East Carolina University and at the State University of West Georgia. A native of New Jersey, he received his Ph.D. in Higher Education Administration from Florida State University in 1986. Jon received a master's degree in Education and Counseling and a bachelor's degree in Psychology from East Carolina University. Jon's wife GERALYN is on the faculty of Tallahassee Community College.

Around the State

State Board of Education Recommends Standards for Pre-K Program

The State Board of Education (SBE) recently developed its recommendations and options for designing a constitutionally mandated pre-K program for all of the state's 4-year-olds. The SBE based its report on a study conducted by the Universal Pre-Kindergarten (UPK) Education Advisory Council chaired by Lieutenant Governor Toni Jennings.

That study estimated that 70 percent (152,000) of the state's 4-year-olds will enroll in the voluntary program in 2005. Currently 61,000 of that number are enrolled in some kind of pre-kindergarten program in Florida that is paid for by a combination of state and federal programs. The SBE estimates that it will cost the state \$262 million a year to fund a four hour school day for the 91,000 additional

4-year-olds expected to enroll in the "high quality" program.

SBE recommendations called for the Department of Education to review existing performance standards with the Florida Center for Reading Research and propose additional curriculum that emphasizes early literacy and oral language skills. Other recommendations call for the SBE to identify and adopt indicators for when children are "ready for school," and establish licensing standards for providers of UPK programs. Licensing standards should include a minimum instructional staff-to-child ratio of 1:10, with the minimum credential requirement for staff being a national Child Development Associate (CDA) or a Florida Equivalent CDA. A second staff member is required for

classes of 11-20 children, also with the minimum of a CDA or equivalent by 2006-07. The SBE requests legislative authority to adopt rules identifying standards for the approval of CDA programs.

To guarantee an effective assessment and evaluation system for pre-K programs, the SBE would establish rules requiring local readiness coalitions to implement a consumer protection system that identifies appropriate outcomes including consequences for poor performing programs.

The SBE recommended that the Legislature transfer school readiness programs from the Agency for Workforce Innovation to the Department of Education under a separate Chancellor for Early Learning.