



Council for Education Policy, Research and Improvement

Council Meeting

March 12, 2003



AGENDA

II. Approval of Minutes

III. Chairman's Report

IV. Executive Director's Report

V. Master Plan

VI. Community College Baccalaureate Proposals

VII. Constitutional Amendments



II. Approval of Minutes



III. Chairman's Report



IV. Executive Director's Report



V. Master Plan

Committee Reports

- A. Teaching Profession
- B. Career Education & Development
- C. Structure
- D. Strategic Imperatives
- E. Funding



V. Master Plan (Continued)

A. Teaching Profession

- **Committee Report & Report Summary**
- **Public Comment**
- **Council Discussion & Action**



MASTER PLAN for K-20 EDUCATION

Strategic Imperative:

The Status of the Teaching Profession

Draft Report:
***Florida Teachers and the
Teaching Profession***



VISION:

The most important factor affecting the quality of education is the quality of the individual teacher.

Florida's Education System must ensure that the critical link between the student and the system at all levels is provided by the highest quality and most motivated teachers available.



Status of the Teaching Profession

Goal: “To ensure that the critical link between the student and the system at all levels is provided by the highest quality and most motivated teachers available – in numbers sufficient to meet the needs of the system.”



Status of the Teaching Profession – The Report

- Document displays current data and projections on key issues affecting teachers and the teaching profession
- Committee produced a DATA UPDATE to highlight the current status of teaching in Florida.

Status of the Teaching Profession – The Report



- Committee conducted open hearings with the following education constituency groups to receive testimony from the *"front line"*
 - State Education Administrators
 - School District Superintendents
 - Deans/Directors of Teacher Education Programs
 - School District Administrators
 - School Principals
 - Classroom Teachers

Status of the Teaching Profession – The Report



- The draft report is designed to “free up” the education systems and remove constraints at the local level that deal with:
 - Teacher Recruitment
 - Employment
 - Compensation
 - Retention



The CHALLENGE:

**The Need for Greater Numbers of
Qualified Teachers**

The FOCUS:

- Teacher PREPARATION
- Teacher RECRUITMENT
- Teacher RETENTION



Teacher Preparation

1) University and community college teacher education programs are critical to the mission and success of Florida's education system. Colleges and departments of Education, as well as other providers of teacher training, must become a peak priority of the Legislature, the State Board of Education and each institution's board of trustees and administration in order to strengthen the status, quality, resources provided to and effectiveness of their programs.



Teacher Preparation - Continued

2) Florida Education statutes, rules, policies and procedures that impede innovation and flexibility in the preparation, certification and employment of high quality teachers must be amended or repealed.

3) Postsecondary teacher preparation programs should require that teacher education graduates demonstrate the effective teaching of Florida's subject matter content standards and the competencies of Florida's Educator Accomplished Practices.



Teacher Preparation - Continued

- 4) **The Dale Hickam Excellent Teaching Program, which supports national board certification for Florida teachers, should be expanded by the Legislature.**





Teacher Recruitment

5) A comprehensive, statewide plan for the recruitment of teachers must be established by the Department of Education and the school districts to attract individuals, particularly middle and high school students, to the teaching profession.

6) A strategic plan that provides financial assistance programs that will most effectively attract and retain high quality teachers must be enacted by the Legislature.





Teacher Retention

7) A minimum salary level for all Florida teachers should be established by the Legislature.

8) Florida's system of teacher compensation must be redesigned so that meritorious teachers are rewarded for demonstrated competence, outstanding performance and student achievement and so that a career advancement structure is in place for all teachers.

Teacher Retention - Continued



9) A comprehensive plan must be established by the Department of Education and funded by the Legislature to ensure that school districts and schools have the resources needed to employ and retain high quality, experienced teachers in low performing or hard-to-staff schools.

10) A formal teacher induction program should be implemented in every school and should be supported by the Legislature through a targeted incentive funding program.

Teacher Retention - Continued



11) Florida Retirement System policies, particularly the Deferred Retirement Option Program (DROP), should be reviewed by the Department of Management Services and the Department of Education in order to establish and/or modify policies to increase the retention of high quality teachers.





PUBLIC COMMENT & DISCUSSION



V. Master Plan (Continued)

B. Career Education & Development

- **Committee Report**
- **Council Discussion**

Master Plan Committee on Career Education and Development

Policy Recommendations and
Implementation Strategies

Committee Activities

- The committee met 12 times from April 2002 to May 2003
 - Heard testimony from national experts as well as local and state workforce education professionals.
 - Hosted a roundtable discussion with representatives from business and education.
 - Conducted an all-day workshop in February with Dr. John Porter, Jr.

Vision of a New High School Graduate

The State of Florida is committed to have all students compete effectively in the global, knowledge-based economy of the twenty-first century and to meet the highest academic standards both nationally and internationally. No child will be left behind with Florida's new seamless, student focused Education system. With results-focused accountability, students in elementary and secondary schools will obtain a high level of applied academic knowledge and skills. The high school senior class of 2010 will graduate with the skills and knowledge needed to attend college without remediation and have an opportunity to pursue, at their own choice, either a career path at a college or university or a demanding technical and professional program.

Keys to Success

- I. Attainment of Reading, Writing, and Mathematics Skills
- II. School-to-Career Transitions for K-12 Students
- III. State Coordination of Postsecondary Career and Technical Education

Attainment of Reading, Writing, and Mathematics Skills: Deficiencies in Basic Skills Among the Youth Population

- Primary responsibility: K-12 system
 - Current Efforts: Reading First (\$45.6 million in 2002-03)
 - K-12 Reading Coaches Model Grant (\$11 million)
- FCAT Reading Level 1: 30 percent (4th); 29 percent (8th)
FCAT Math Level 1: 26 percent (4th); 25 percent (8th)
- Characteristics of reform in countries that have gotten students to high standards:
 - Core teachers stay with students for two or more years,
 - Common planning time is allowed for all core teachers,
 - Tutoring is provided on a daily or weekly basis by the same teachers,
 - Longer school calendars for students (190 – 210 days) are mandated with similar hours per day.

Policy Recommendation 1

Schools and school districts shall be responsible for establishing intensive programs to get students to grade-level reading, writing, and mathematics benchmarks in 5th, 8th, and 12th grade, modeling best practices nationally and internationally.

Policy Recommendation 1

Implementation Strategies

- 1. Emphasize “looping” teaching assignments in early grades (students and teachers stay together for 2 or more years)
- 2. After-school and weekend tutoring for students
- 3. “Summer bridge” programs for acceleration of reading, writing and mathematics skills
- 4. Leverage private resources like those provided through the PASS and matching grants programs.
- 5. Administer college placement tests no later than the 11th grade.
- 6. Teacher professional development for research-based “best practices”
- 7. Professional development for administrators

Attainment of Reading, Writing, and Mathematics Skills: Deficiencies in Basic Skills Among the Adult Population

- Large Dropout Problem in Florida – More than 40,000 students dropout each year
- Other countries has focused on programs that develop specific job skills while providing accelerated instruction in basic skills.
 - Denmark - “Production schools”
 - Provide job training skills in a business environment, resulting in the production of a specific product or service.
 - Schools are located in a business rather than an educational setting to prevent further alienation from the system.

Policy Recommendation 2

High school dropouts shall be recruited into a new “production school” model that provides an avenue to improve education, skills, and income potential through programs that combine intensive contextual reading and mathematics programs with specific job training skills.

Policy Recommendation 2

Implementation Strategy

- Design a program for recent high school dropouts, modeled after the Danish production schools.

School to Career Transitions: Structure and Curriculum

- Remedial needs of current graduates are high, especially for those who do not complete a college prep curriculum
- School Size
 - Largest average school sizes for elementary and secondary school in the country
 - FL Elementary 770; US Average 478 (1998-99)
 - FL Secondary 1404; US Average 707
- Research-based career academy models

Policy Recommendation 3

Every student in a Florida high school shall graduate with college preparatory curriculum and an area of concentration (i.e., Humanities, Math/Science, Career/Technical). Each concentration must have the same high academic foundation in reading, mathematics, and writing.

Policy Recommendation 3

Implementation Strategies

- 1. New High School Diploma with:
 - a) Mastery of Algebra 1 in the 8th grade.
 - b) Phase out all general mathematics courses
 - c) Vertical alignment of curriculum between middle grades and high school
- 2. Develop alternate grade configurations to better serve students in the “middle grades,” particularly for schools whose populations are struggling to meet state standards.
- 3. Provide funding and resources to support teacher professional development (for instructional practices that promote high student achievement, integration of academic and technical curricula, and applied academics)
- 4. Offer opportunities for students to include career/technical coursework in their program of study.

Policy Recommendation 4

Every high school in Florida shall develop a research-based Florida Partnership Academy with the following features: 1) small learning community, 2) strong academics in a career context (with standards-based career-technical coursework), and 3) partnerships with the local business community.

Policy Recommendation 4

Implementation Strategies

- 5. Create a high level office to oversee the development of “Florida Partnership Academies” (DOE and State Workforce Board) with responsibility for the coordination of state planning grant awards to high school for the development of a research-based “partnership academy” design.
- 6. Adopt statutory language that defines a “Florida Partnership Academy” and provides for a process for certification of career academies
- 7. Provide planning grants in the amount of \$15,000 for high schools to develop a research-based “partnership academy.”
- 8. Develop acceleration pipelines for students in the middle grades to encourage and prepare for participation in a “partnership academy.”

School to Career Transitions: Career Planning and Marketing

- Severe lack of meaningful career and academic advice for many students
 - Statewide high school counselor to student ratio is 364 to 1 (2001-02)
 - Some schools as high 500 and 600 to 1
- Need a better student advisement and information system

Policy Recommendation 5

Every student in Florida shall be made aware of career options by the start of high school and provided with extensive guidance in order to plan their coursework in accordance with their career aspirations.

Policy Recommendation 5

Implementation Strategies

- 1. Identify best practices for an advising system that ensures all students have access to quality time with an academic advisor. Explore the teacher-advisor model.
- 2. Mandate the development of an education and training plan related to career interests for late middle school and high school students.
- 3. Utilize peer mentoring programs that rely on high achieving school peers and young adults to provide support for secondary students planning their education and careers.
- 4. Develop an intensive marketing campaign to attract high school students into postsecondary education programs leading to careers that are of critical need to the State.

School to Career Transitions: Accountability

- Current school grading system provides an important “culture of accountability”
 - Limited to FCAT performance
- Other important school to career transition indicators are missing
 - Dropout Rates
 - Postsecondary Progression

Policy Recommendation 6

The school accountability system shall be expanded to encompass outcomes related to the complete integration of career and technical education in the overall education system. Indicators including but not limited to career-related outcomes, measures of student effort, and the recovery of high school dropouts must complement the current accountability assessment measures in order to provide a more complete picture of student achievement.

Policy Recommendation 6

Implementation Strategies

- 1. Include multiple measures of performance for use in school accountability.
- 2. Feedback report on career/workforce outcomes to provide a baseline analysis for which high schools may be evaluated on their success in getting their students ready for college.
- 3. Develop applied learning standards that lead into more powerful exploration of careers, integrated into high academic standards.

State Coordination of Career-Technical Education: Adequacy of Knowledge Workers

- Through 2009, 80 percent of the fastest growing jobs require postsecondary education, most postsecondary vocational or career education.
- Current Efforts
 - Charter-Technical, College High School
 - K-12, Community College, Business Partnerships

Policy Recommendation 7

All career and technical education programs shall ensure that their program completers exit with skills and credentials endorsed by local and/or state industry sectors.

Policy Recommendation 7

Implementation Strategies

- 1. Promote the development of educational partnerships in which high school students graduate with a two year career-technical credential that has been endorsed by local business and industry (similar to charter-technical and collegiate high schools).
- 2. Provide funding and incentives for technical centers and community colleges to offer postsecondary career-technical coursework for high school students.

State Coordination of Career-Technical Education: Decentralization

● Dual System of Delivery

- Vocational-technical Centers (60% of Enrollment)
- Community Colleges

● Need better coordination between regional delivery systems on critical state and regional needs

Policy Recommendation 8

Community colleges shall develop, within their local service areas, a strategic plan for career and technical training in partnership with area career-technical centers and local industry sectors.

Policy Recommendation 8

Implementation Strategies

- 1. Local workforce development boards, chambers of commerce, community colleges, school districts, and area technical centers should conduct a “needs assessment” analysis.
- 2. Local plan should include strategies for ensuring adequate access to education and training programs by examining the feasibility of the following:
 - a) Multiple site offerings to reach the most disadvantaged populations,
 - b) Flexible scheduling,
 - c) Short-term, accelerated training options, and
 - d) Distance learning, where appropriate.
- 3. Provide adequate financial aid for enrollment in career and technical education programs and part-time students.
- 4. Reward effective strategic plans with incentive funding

Master Plan Committee on Career Education and Development

Policy Recommendations and
Implementation Strategies



V. Master Plan (Continued)

C. Structure Committee

- **Committee Report**
- **Council Discussion**



COUNCIL FOR EDUCATION POLICY RESEARCH AND IMPROVEMENT

Structure Committee

Path to Success

FOCUS OF LEADERSHIP & RESOURCES

- High Leverage Areas
 - Quality & Quantity of Teachers
 - Early childhood Education
 - Career Education Programs
- More Effective Approach to Funding
 - Reward Performance
 - Stimulate Change & Collaboration
- Governance & Leadership in K-12
 - Selection & Compensation of School Boards
 - Retention & Selection of Superintendents
 - Size of School Districts

MAJOR OBSTACLES TO OVERCOME

- Reluctance to Admit to Shortcomings
- Impact of Special Interest Groups
- Focus on "Second Level Issues"

NEED FOR BROAD BASED CONSENSUS

- Ensure Consistent Focus, Policies, and Funding
- Create "Positive Environment for Change"
- Deal with Major Obstacles

SPECIFIC
ACTIONS

SYSTEMIC
ISSUES

SUCCESS OF K-20 EDUCATION SYSTEM

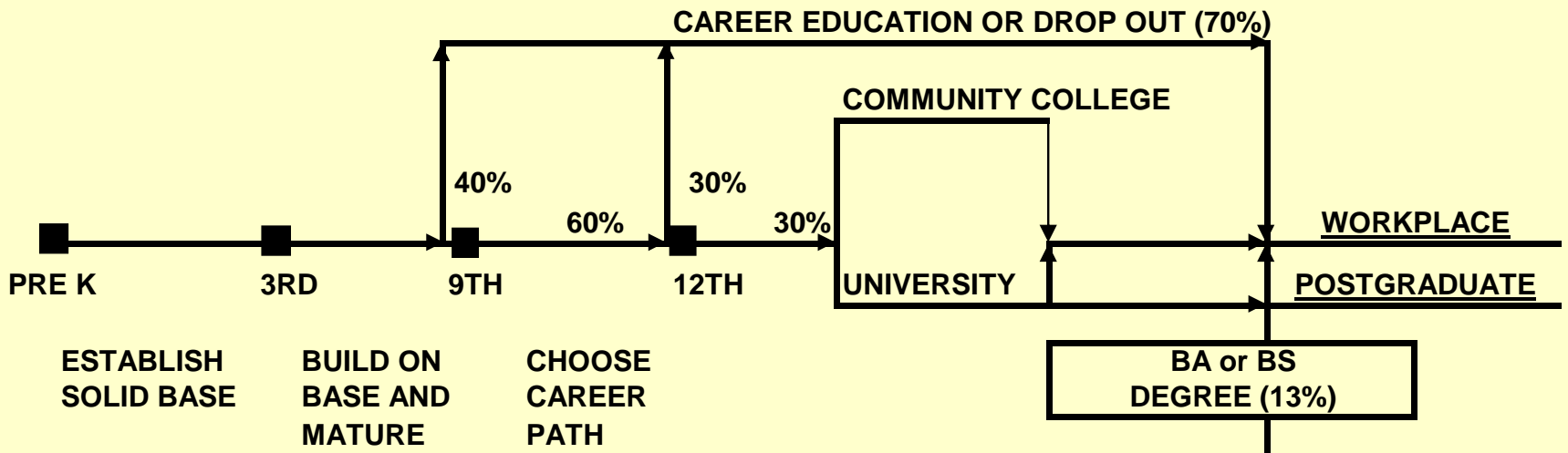
- Young People Learn and Grow to Their Full Potential
- State Has Workforce and Citizenry it needs
- Taxpayers Get Good Return on Funds Invested in Education
- Teaching Becomes a "True Profession" - Attractive to Enter and Remain in
- Full Potential of K-20 Education System Realized



COUNCIL FOR EDUCATION POLICY RESEARCH AND IMPROVEMENT

Structure Committee

FLOW OF STUDENTS THROUGH KEY POINTS IN EDUCATION SYSTEM





V. Master Plan (Continued)

D. Strategic Imperatives

- **Early Childhood & Primary Education Draft**
- **Council Discussion**



A New Imperative

- Draft -

Early Childhood and Primary Education

To establish a seamless system of pre-kindergarten through grade three that ensures that all students are provided with the knowledge, attitudes and skills-particularly the fundamentals of reading-necessary for future learning and personal development.



Influencing Forces

- ❖ An innovative K-20 organizational approach that is beginning to align all levels of education.
- ❖ Two new Constitutional Amendments that will be providing voluntary, universal pre-kindergarten for four-year olds, and reducing class size.
- ❖ A rigorous state statute that is requiring all 3rd graders to be reading on grade level to be promoted to the next grade.
- ❖ The promising Just Read, Florida! Initiative which is bringing scientific-based reading research into classrooms.



How to Start?

Realizing this unprecedented opportunity for strengthening the early years of learning requires an intense focus on reading.



V. Master Plan (Continued)

E. Funding

- **Work Plan**
- **Council Discussion**

Process for Developing Work Plan for Funding Committee



- Reviewed CEPRI's Strategic Imperatives for key points related to funding
- Developed questions whose answers should be taken into consideration in designing an appropriate approach to funding
- Proposed methodology and timeframe

Strategic Imperatives



"Given the reality of finite resources and an absolute public need, a practical, sound and 'outside the box' strategy toward funding in both an operational and capital basis is an absolute imperative."

Strategic Imperatives: Key Phrases Related to Funding



- Efficient and effective use of fiscal resources...must be considered.
- Equity and adequacy of funding...must be considered.
- Funding encompasses the allocation and expenditure of dollars from all sources.

Strategic Imperatives: Key Phrases Related to Funding



- Mechanisms must be reviewed for efficiency and mission appropriateness.
- The impact of performance must be studied.
- ...strategy should include a comprehensive review of tuition and financial aid policies
- Capital spending...must be thoroughly reviewed...



Major Issues

Fundamental Considerations:

- **What refinements should be made to the educational goals and objectives set in Florida's statutes?**
- **Are institutions/districts meeting the state's goals and objectives? If not, how can this situation be improved?**
- **What are the strengths and weaknesses of the state's current funding processes?**
- **What attempts have been made in Florida and in other states to tie performance to funding? How successful have these attempts been?**



Major Issues

Development & Implementation of Funding Approaches:

- **What are the unique challenges and issues faced by each delivery system that require unique funding solutions?**
- **What alternative funding approaches would be appropriate for each of the delivery systems?**



Methodology

Because capital outlay decisions should be dependent upon the nature and size of operating programs, it will be necessary to address the project in two phases. **Phase I will focus on operations.** Based on the decisions and policies adopted in Phase I, **Phase II will then focus on capital outlay.**



Phase I

1. Formulate State goals and objectives as measurable performance
2. Literature review
3. Review history of education funding in Florida
4. Survey the leadership in each of the delivery systems
5. Develop and evaluate alternatives
6. Public hearings
7. Draft report for review by the committee
8. Final report in November 2003



Master Plan

Discussion of Work Plan for Funding Committee



Lunch



VI. Community College Baccalaureate Proposals

- **Staff Report**
- **Council Discussion**

Community College Baccalaureate Proposals: Additional Issues



- Program Need:

Partnerships among public and independent institutions in a region should be explored exhaustively by a community college prior to the college's development of a proposal to develop and deliver a baccalaureate program.

Community College Baccalaureate Proposals: Additional Issues



- Institutional Mission:

A comprehensive review of the current postsecondary education system is needed to identify the impact of the delivery of baccalaureate education on the mission of community colleges and to determine how many baccalaureate-granting community colleges are needed in Florida. The addition of one or a selected few baccalaureate degree programs should not necessitate a change in the institution's name.

Community College Baccalaureate Proposals: Additional Issues



- Funding

Approved programs should be funded based on actual documented costs associated with the delivery of the program. This support should be channeled through the Community College Program Fund for accountability purposes.



VII. Constitutional Amendments

- **Staff Report**
- **Council Discussion**



Class Size

Article IX, Section 1, Florida Constitution, is amended to read:

Section 1. Public Education -

The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure, and high quality system of free public schools that allows students to obtain a high quality education and for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require. **To assure that children attending public schools obtain a high quality education, the legislature shall make adequate provision to ensure that, by the beginning of the 2010 school year, there are a sufficient number of classrooms so that:**

- 1. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for pre-kindergarten through grade 3 does not exceed 18 students;**
- 2. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 4 through 8 does not exceed 22 students; and**

3. The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 9 through 12 does not exceed 25 students.

The class size requirements of this subsection do not apply to extracurricular classes. Payment of the costs associated with reducing class size to meet these requirements is the responsibility of the state and not of local school districts. Beginning with the 2003-2004 fiscal year, the legislature shall provide sufficient funds to reduce the average number of students in each classroom by at least two students per year until the maximum number of students per classroom does not exceed the requirements of this subsection.

Possible Implementation Strategies

1. The Legislature should define “extracurricular classes” since there is no current definition of such classes. The definition should include: band classes, physical education classes, choral classes, and other classes that could be reasonably associated with extracurricular activities, rather than academic or career oriented classes.
2. The initial emphasis by the school districts for this amendment should be to immediately focus the resources provided by the legislature to kindergarten through third grade (the amendment calls for the legislature to provide funds; the targets for all classes do not have to be met until 2010).
3. The Legislature should define dual enrollment courses as college courses; therefore, dual enrollment courses should be exempted from the provisions of the class size amendment. Qualified high school students should be encouraged to take dual enrollment classes on community college campuses in order to free up facilities on the high school campuses.

4. The Legislature should propose an amendment repealing the class size amendment and propose an alternative amendment focusing on specific grades and courses where the funding will have the most effective impact
5. Students should be given vouchers to attend private K – 12 schools in an amount equal per student funding in the FEFP. Private schools accepting these vouchers should be prohibited from charging more than the amount of the voucher (thus saving on the cost of the capital construction to meet the requirements of the amendment and the need for additional teachers).
6. School districts should encourage the establishment of charter schools.
7. School districts should operate facilities on a year round schedule and adjust school calendars in order to save on capital construction costs and provide more teaching opportunities to their existing faculties.

Possible Sources of Funds within the education budget

- 1) The Legislature should consider redirecting some or all of the funds spent on school board salaries, benefits, and other board operations to the classroom.
- 2) The Bright Futures Scholarship program grade point average should be increased from a 3.0 to a 3.2 and part, if not all, of the program should be based upon financial need.
- 3) Tuition in the state universities should be increased by 2010 to the national average, provided that twenty percent of the increase is set aside for need based financial aid.



VIII. Other Items of Interest



Upcoming Meetings:

April 9, 2003
May 14, 2003
June 11, 2003

Flagler, St Augustine
TBA, Orlando
TBA, Ft Lauderdale



IX. Adjournment



Okaloosa-Walton Community College BAS Project & Acquisitions Management



- Unmet need for proposed program has not yet been determined.
- Troy State University offers a BAS in Resource Management that is fully accredited and operates at no cost to the State of Florida.
- Military personnel can utilize military Tuition Assistance to pursue the program at little cost.

Okaloosa-Walton Community College Bachelor of Science in Nursing



- University of West Florida has proposed to offer the degree jointly.
- OWCC currently has provisional approval from the Florida Board of Nursing for its ADN program.