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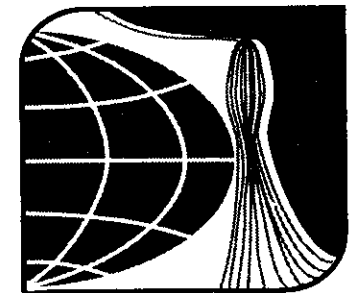
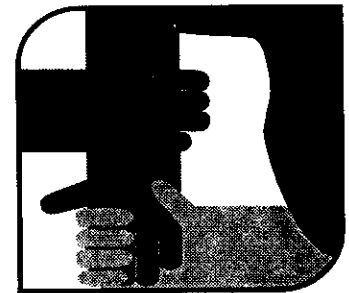
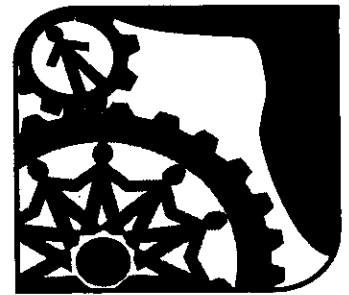
Challenges, Realities, Strategies

**THE
MASTER PLAN
FOR
FLORIDA
POSTSECONDARY
EDUCATION
FOR THE
21ST CENTURY**

September 22, 1993



Postsecondary Education Planning Commission



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ABOUT THE PLAN

The development of *Challenges, Realities, Strategies* began in the Spring of 1992 with an invitation to a select group of leaders in business, government, education, and the media to share their thoughts on the future of postsecondary education in Florida. Through a series of public meetings, experts' testimony and Commission discussion, key issues were identified and refined. A discussion draft based on a limited number of key challenges and realities facing postsecondary education was circulated for review and comment. Six regional forums were held throughout the State (Niceville, Tallahassee, Jacksonville, Tampa, Fort Myers, and Fort Lauderdale) in May and June of this year. During the development of the *Challenges, Realities, Strategies*, the Commission has considered written and verbal comments submitted by hundreds of Floridians. Additional information on the major issues identified in the *Plan* is contained in the *Master Plan Supplement*. Copies of *Challenges, Realities, Strategies* and the *Supplement* may be obtained by contacting the Commission office:

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For people with disabilities, *Challenges, Realities, Strategies* is available in alternative formats by contacting the Commission office.

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In *Challenges, Realities, Strategies: The Master Plan for Postsecondary Education for the 21st Century*, the Commission identifies a limited number of issues believed critical to planning for postsecondary education in the near future. That document focuses on three general areas:

- *Improved use of educational resources,*
- *Economic and human resource development, and*
- *Flexible management and finance.*

These general areas are further divided into five segments:

IMPROVED USE OF EDUCATIONAL RESOURCES

Productivity - Educating more students with limited resources is an essential step in dealing with the dual issues of quality and access. As claims upon state tax revenue outside the postsecondary budget increase and as the number of students seeking higher education also increases, postsecondary education needs to become productive in different ways than in the past.

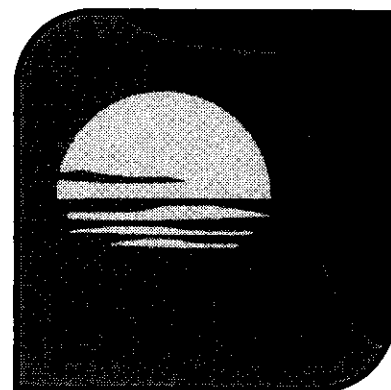
Interdependence - Florida's education components cannot operate as separate entities. Our education system must function as a continuum and provide for the smooth transition of students from one level to another. Interdependence among education entities and with other social institutions will be a major factor in achieving greater productivity.

ECONOMIC AND HUMAN RESOURCE DEVELOPMENT

Economic Development - Postsecondary education must provide the human resource development, technology transfer, and research that will enable its citizens to be economically and socially productive and the State's business and industry to be highly competitive in a world economy.

Diversity - In order to maximize use of our State's human resources, postsecondary education must respond to the diversity of our population. Institutions must provide greater opportunity for all students to achieve to their fullest potential through changes in the curriculum as well as through diversification of their faculty and students.

INTRODUCTION



FLEXIBLE MANAGEMENT AND FINANCE



Finance, Pricing, Incentives - Postsecondary education cannot expect growth in per student funding to match increasing demands and costs of quality postsecondary education. To serve more students in the face of less than "normal" funding of the 1980s, new flexible management models for cost reduction, resource allocation, and revenue enhancement must be designed and implemented.

In order to present the issues succinctly and directly, the Commission purposely omitted much supporting material from the *Master Plan* document, electing to provide this *Supplement* as a companion piece. Thus, the *Supplement* presents a more extended picture of the advice, research, testimony, and discussion that took place during the 18-month development of the *Plan*. The *Supplement* begins with excerpts from the experts who contributed to the *Preliminary Scan* with which the planning process began, followed by major demographic indicators that outline the context in which Florida and the *Master Plan* must operate. Finally, each of the major challenges outlined in the *Plan* is addressed in greater detail with statistical documentation, specific strategies and, where appropriate, examples of promising practices.

As further background, Appendices to the *Supplement* include a list of those individuals who actively assisted in the development of *Challenges, Realities, Strategies*, either through committee meeting participation, written or verbal testimony, expert opinions, or reactions to preliminary drafts. The Commission extends appreciation to all of those who participated throughout the development of the *Plan*. Their contributions ensured the *Plan* would serve the citizens of the State. Also included is a list of the goals adopted under *Blueprint 2000* to which postsecondary education must attend if our entire education system is to reach its fullest potential.

PRELIMINARY SCAN

In the Spring of 1992, the Commission undertook a comprehensive review of the *Master Plan* in preparation for publication of a document in 1993 to assist Florida's postsecondary education system as it embarks on the 21st century. Rather than rewriting the original *Master Plan*, much of which remains relevant and timely today, the Commission assessed the current environment; identified a number of major challenges facing postsecondary education; and developed priority goals, objectives, and action steps related to these challenges.

Times of change call for vision that is not only 20-20 but peripheral as well. An initial step in the creation of the 1993 *Master Plan* was the

identification of a small group of key individuals representative of the beneficiaries of postsecondary education. To obtain as broad a perspective as possible, emphasis was placed on persons outside of the postsecondary education community. Those who contributed to the scanning process are listed in **Appendix A**. Among the entities represented are government, labor, private business, the communications media, and educators. As the plan developed, opportunities were arranged for input from individuals in all educational sectors as well as other interested persons.

The individuals contacted by the Commission were asked to comment on the following issues in writing or with any prepared document deemed relevant:

- *What are the strengths and weaknesses of our current system of postsecondary education?*
- *What changes are required?*
- *How can the system make greater contributions to the respondent's professional area or sector? What issues, educational or otherwise, are of paramount importance as Florida moves toward the year 2000?*

The following passages illustrate the responses received.

PASSAGES FROM THE PRELIMINARY SCAN

"Please consider colleges and universities not as discrete institutions, but as part of a web of institutions that build community, foster public conversation and learning, and make democracy possible. It has been said that it takes a community to raise and educate a child, parents can't do it on their own." *Roy Peter Clark, Dean of Faculty, Poynter Institute of Media Studies.*

"As we approach the twenty-first century, the demand for workers in Florida will be affected by technologies, changes in consumer lifestyles and purchasing habits, changing business practices, and shifting population patterns. However, the most important factor influencing job demand will be education. Workers with more education will be in greater demand, will earn more, and be employed in the faster-growing occupations." *Florida Department of Labor and Employment Security, Florida Workforce 2000: A Snapshot of the Future, 1992.*

"...I point to three realities which necessitate changes in schooling methods: 1) the changing role of the family, 2) the increasingly global nature

of the economy, and 3) the need for life-long learning.” *U.S. Senator Bob Graham.*

“Florida should establish an education innovation system jointly owned by the State’s universities, the private sector, and the K-12 system. Resembling the Agricultural Extension Service, such a system would identify ‘best practices,’ provide a source of new teaching and learning techniques developed by academics and teachers together in real classrooms, and develop effective methods of preparing new teachers.” *Education Committee of the Governor’s Commission for Government by the People, Committee’s Final Report, 1991.*

“...Teacher education needs to address...educating teachers to be leaders once again....Communication among all the people concerned with the child’s total education from school entry to school exit is essential to producing well prepared workers and citizens.” *Kathleen Huie, 1992 Florida Teacher of the Year.*

“Maternal-child health is a priority for Florida. Healthy babies will lead to healthy school aged children who function more productively within the educational system....Increased enrollment in postsecondary nursing educational programs, especially baccalaureate and graduate programs, will help overcome the lack of personnel available to provide prenatal and child health services.” *Charles Mahan, Deputy Secretary for Health and State Health Office.*

“The quality of the output of our educational system...[is] totally unacceptable. We have brilliant engineers who cannot communicate. We have financial analysts who have never learned to participate collaboratively as members of a team....We have managers with no understanding of the power of cultural diversity.” *Ed Bales, Motorola University, 1991.*

“The economic problems of this decade threaten not only to create huge economic class differences among its present working population, but even a larger and more dangerous disparity in education among ethnic groups. Economic austerity and belt tightening measures...affect the poorest classes among us the most, and the majority of the poor in America are the ethnic minorities.” *Mario Cartaya, Architect and Trustee of Broward Community College.*

“I believe that an appropriately skilled work force holds the key to Florida’s economic future....We need to link educational programs with training needs of business and industry if we are to make efficient use of limited resources for the improvement of our educational accomplishments and the economic condition of our State.” *Betty Castor, Commissioner of Education.*

The comments contained in the *Scan* are both insightful and thought provoking. As indicated at the outset, this information gathering was not intended to be exhaustive but rather a first step in identifying needs and opportunities for postsecondary education to be of service to our State. While priorities must be set within the context of current realities, the Commission is committed to striving for what ought to be and not merely what can be.

As in previous master planning efforts, an early step in developing *Challenges, Realities, Strategies* was to collect and analyze current demographic, educational, social, and economic data about Florida. The data compiled were used by the Commission in carrying out their planning responsibilities by identifying the needs of the State and then exploring the ways postsecondary education could best respond to the identified needs. The information, concerning the State's population, postsecondary education enrollment patterns, and educational attainment helped to define the five challenge areas addressed in *Challenges, Realities, Strategies*: Productivity, Interdependence, Economic Development, Diversity, and Finance, Pricing, Incentives.

POPULATION

During the 1980s, Florida's population rank changed from seventh to fourth largest state in the nation with 12.9 million people. Its growth rate in the 1980s also ranked fourth nationally with its population increasing 32.7 percent for the decade, which was slower than the growth rate in the 1970s (43 percent) yet faster than predicted growth for the 1990s (21 percent). The State's population growth rate has exceeded that of the nation over the last forty years (**Figure 1**). Between 1980 and 1990, the population of the State increased by approximately 875 people per day. Of that number, net in-migration accounts for 756 people daily.

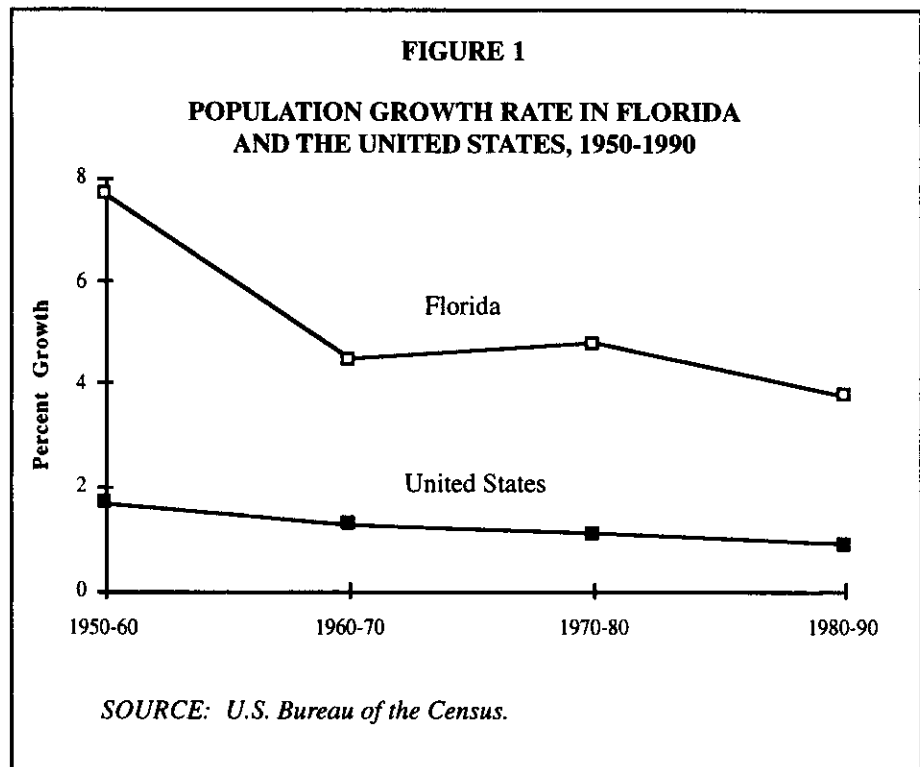
Florida's minority population has increased by 52.3 percent since 1980. Minorities currently comprise 27.2 percent of the State's population, or 3.5 million residents. By 2010, minorities are projected to make up 53 percent of the State's youth population. Of the State's total population, blacks now represent 13.6 percent and Hispanics represent 12.2 percent (compared to 13.8 percent black and 8.8 percent Hispanic in 1980).

While Florida ranks 49th nationally for the percentage of population under age 18, it ranks first in the percentage of people over age 65 (17.6 percent in 1990). The majority of older Floridians (those over 60) are under 75 years of age, female, and white. By the year 2020, it is projected that

DEMO- GRAPHICS

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***Florida's
population growth
rate outpaced the
nation's over the
last 40 years.***



25.7 percent of the State's population will be at least 64 years of age, compared to 17.7 percent nationally. The percentage of people at least 64 years of age in 2020 is projected to be greater than the percentage of youth (22.5 percent for persons age 0-17).

ENROLLMENT PATTERNS

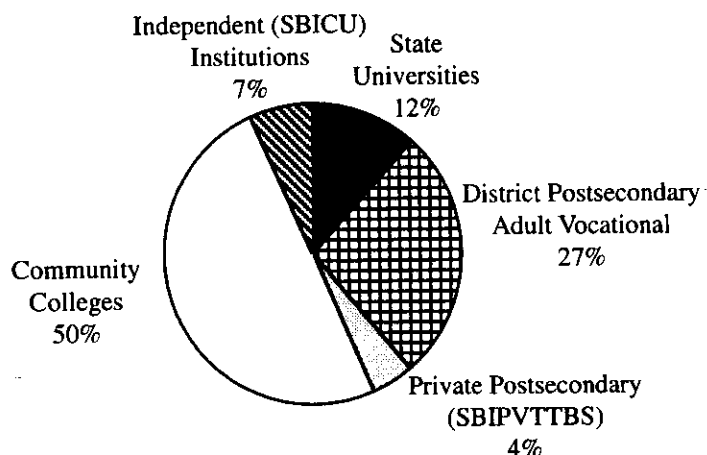
The number of Florida public high school graduates fluctuated annually during the 1980s, but showed a slight increase for the decade (88,755 in 1980-81 to 88,934 in 1989-90). The number of public high school graduates is predicted to increase annually in Florida between 1990-91 until 2007-08, from 86,640 to 149,488--a 72.5 percent increase in 17 years.

In 1992-93, more than 1.6 million people participated in postsecondary education in Florida (**Figure 2**). One-half of the participants were enrolled in the public community college sector, and a total of 89 percent were enrolled in public postsecondary education. Of the 601,557 participants enrolled in college credit courses in 1991-92, 51 percent attended public community colleges, 30 percent attended state universities, and 19 percent attended independent colleges and universities (**Table 1**). College credit course enrollments have more than doubled since the 1980 level of 301,144.

Of the people enrolled in college credit programs in 1991-92, women constituted 59 percent of public community college enrollments, 54 percent of state university enrollments, and 53 percent of enrollments at

FIGURE 2

FLORIDA POSTSECONDARY PARTICIPATION
(HEADCOUNT) BY SECTOR, 1992-93



NOTE: Total number of students = 1,606,933

SOURCE: State University System, State Board of Community Colleges, Division of Vocational, Adult, and Community Education, State Board for Independent Colleges and Universities, and the State Board for Independent Postsecondary Vocational, Technical, Trade, and Business Schools. Compiled by Postsecondary Education Planning Commission.

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independent institutions (**Table 1**). The proportion of women increased in each sector since 1980.

Minority enrollments comprised an increasing share of college credit course participation in 1991-92 as compared to 1980 and following decreases mid-decade. Black enrollments increased slightly to 10.6 percent in public community colleges, 10.2 percent in state universities, and 14 percent in independent colleges and universities (**Table 1**). Hispanic enrollments also comprised an increasing share of college credit course participation in 1991-92 as compared to 1980. Hispanic enrollment increased to 13.2 percent in public community colleges, 12 percent in independent colleges and universities, and 10.1 percent in state universities. The share of Hispanic students in the community college sector in 1991-92 represents a slight decrease from the share in 1985 (13.3 percent). As minority enrollment share increased, white students continued to represent a decreasing share of collegiate enrollments. The proportion of whites decreased in the community college sector to 72.2 percent in 1991-92 (from 73.6 percent in 1980), in state universities to 72.5 percent (from 81.6 percent), and in independent colleges and universities to 70 percent (from 70.6 percent).

Minorities comprise approximately 28% of college credit course participation.

TABLE 1
HEADCOUNT ENROLLMENTS
PERCENTAGES BY GENDER AND RACE/ETHNICITY BY SECTOR
1991-92

	COMMUNITY COLLEGES	SUS	INDEPENDENT INSTITUTIONS
Enrollment (Headcount)	308,376	181,889	111,292
Male	41.1%	46.3%	48%
Female	58.9%	53.6%	52%
White	72.2%	72.5%	70%
Black	10.6%	10.2%	14%
Hispanic	13.2%	10.1%	12%
Asian	2.0%	3.0%	NA

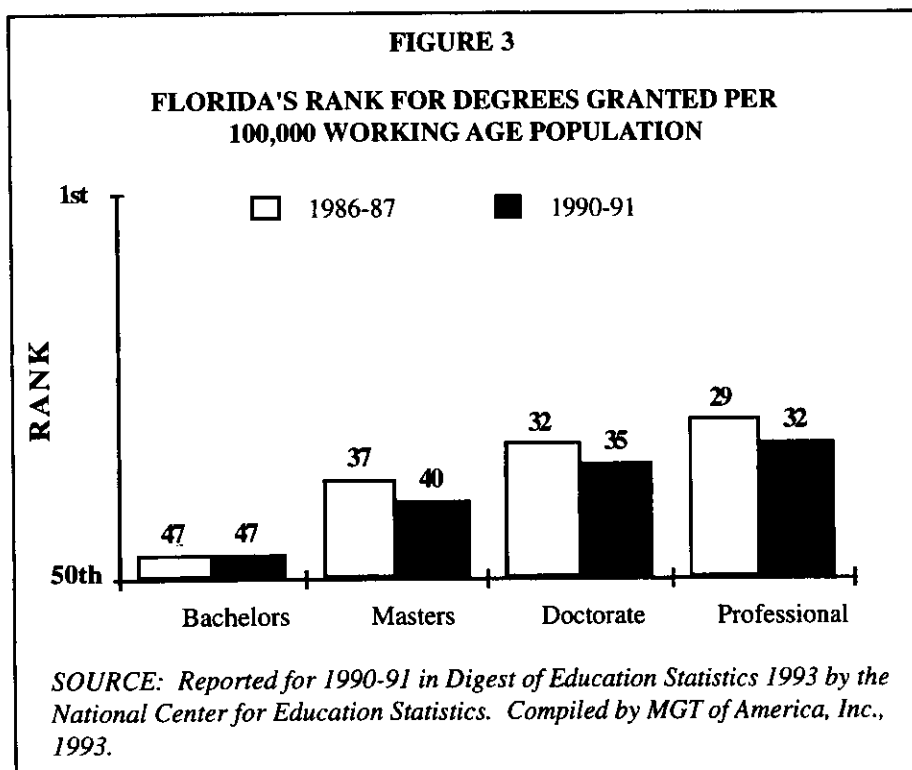
SOURCES: Report for Florida Community Colleges, The Fact Book, 1991-92; Fact Book, 1991-92, State University System of Florida; Annual Report 1991-92, State Board of Independent Colleges and Universities. Compiled by Postsecondary Education Planning Commission.

EDUCATIONAL ATTAINMENT

In 1990, 77.9 percent of Florida's population over 25 years were high school graduates. The high school graduation rate for whites in Florida was 80.8 percent and for blacks, 58 percent. The percent of the population over age 25 who had completed college in Florida was 19.8 percent compared to 21.1 percent nationally in 1989. The percent of the black population in Florida over age 25 who had completed college (10.9 percent) was about half the rate for white adults (20.9 percent). Approximately 16 percent of the Hispanic population over 25 had completed college as of 1989.

In comparison to other states, Florida ranked 47th in bachelor's degrees granted per 100,000 working age population in 1990-91 (**Figure 3**). In 1990, 12 percent of Floridians held a bachelor's degree, ranking the State 33rd nationwide and reflecting the in-migration of baccalaureate-degreed people. In 1990-91, Florida ranked 40th in master degrees granted per 100,000 people (down from 37th in 1986-87) and 35th in doctoral degrees granted.

The demand for postsecondary education is affected in part by labor market needs. It is predicted that the economy both in the United States and in Florida will slow from previous years. The major reason for the State's slowdown is related to changing demographics. Average annual population growth will slow to 1.7 percent for the 1990-2005 period,



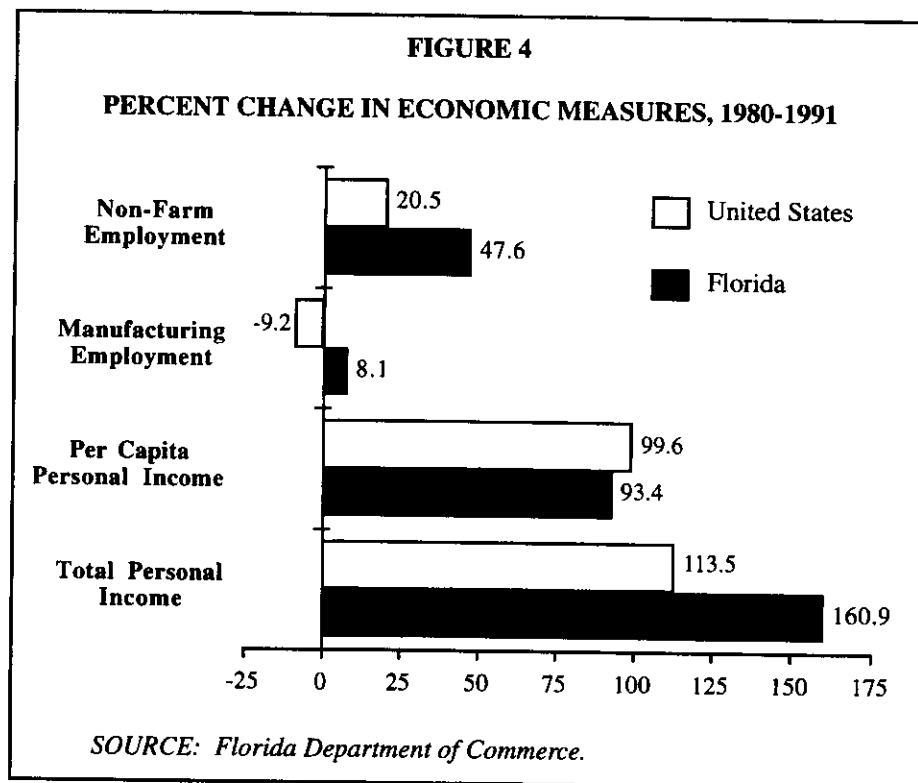
Nationally, Florida ranks lower in baccalaureate degrees than in graduate degrees granted.

down from 2.8 percent per year for 1975 through 1990. The slower population growth over the next fifteen-year period can be attributed to: 1) a decline in the national population of highly mobile young persons (age 20-39); 2) little change in the national population of retirees (those persons age 65-74); and 3) a rise in out-migration from the State.

Between 1980 and 1991, Florida's growth in non-farm and manufacturing employment and total personal income outpaced that of the nation, while growth in per capita personal income lagged that of the nation (Figure 4). By the 21st century, over two million new jobs are expected to be created in Florida. The majority of those jobs (approximately 93 percent) will be in the services and trade industries which require less training and provide lower salaries than jobs with higher growth rates. Of the ten fastest growing jobs in Florida, seven are expected to be in health care occupations which will grow 70.3 percent during 1990-2005. Eating and drinking businesses will show the second largest growth at 62 percent, followed by food stores (52 percent) and business and related services (49 percent). Of the twenty fastest growing occupations in Florida, four are in data processing and computer related occupations.

By two of the most commonly used measures--employment and real personal income--Florida's long-term percent growth rate (average annual percent change) between 1990 and 2005 will be the slowest of the five fifteen-year periods since 1930. Despite the slowdown, percent growth rates for employment (2.3 percent per year) and real personal

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income (2.9 percent per year) will continue to exceed those of the nation. The forecast growth rate of real per capita income (1.1 percent per year) equals that forecast for the nation.

SUMMARY

While the slowing growth rate of Florida's population will afford the State the chance to "catch-up" to the unprecedented growth of the last few decades, it will challenge policymakers and educators in different ways. Florida's elderly population will increase along with small increases in the school-age population. The share of school-age population represented by minority youth, however, will grow rapidly to the point of majority by 2010. Individual and state economic prosperity will depend upon increasing the educational attainment of all Floridians and, in particular, better educating the minority population, a group of Floridians that postsecondary education has failed to adequately reach in the past.

Educating more students with limited resources is an essential step in dealing with the dual issues of quality and access. As claims upon state tax revenue outside the postsecondary budget increase and as the number of students seeking higher education also increases, postsecondary education needs to become productive in different ways than in the past.

STRATEGIES

Focus Mission Statements

- **Ensure that institutional mission statements allow for efficient use of resources.**

Accountability will continue to be the principal way of responding to productivity questions. In order to provide on-going, relevant information to the public, assessment of state and institutional missions as well as goal achievement must be an integral part of postsecondary education at all levels. In its 1992 report, *Outcomes Assessment in Postsecondary Education*, the Commission found that Florida has no comprehensive assessment policy at the state level. Consequently, there are no established goals to determine if the postsecondary system is fulfilling its mission. The 1993 Legislature directed the Commission to review the accountability plans of the State University System and the Community College System and address the extent to which the institutional and systemwide plans should be modified to provide for specific, measurable goals. As part of this study, the Commission identified characteristics of an accountability process at the state level and possible statewide goals based on the State's mission statement for Florida's system of postsecondary education.

In addition to state-level assessment needs, the Commission has also emphasized the need for better assessment of effectiveness at the institutional level, particularly in relation to undergraduate instruction. The *Master Plan Update* (1988), contained several recommendations to enhance undergraduate instruction; one suggestion called for the Board of Regents to provide guidelines for each of the state universities for the development of an outcome assessment program to be applied to a representative sample of their graduating classes. The Commission reiterates that recommendation and suggests expanding this approach to include community colleges as well as universities. Thus, both the Board of Regents and the State Board of Community Colleges should provide guidelines and assistance to their institutions in designing and implementing a comprehensive outcome assessment program to examine the effectiveness of the institutions. Such a program would draw upon existing accountability requirements and incorporate additional activities such as an outcomes-focused examination administered to a small repre-

PRODUCTIVITY



Align institutional mission statements and use of resources.

sentative sample of students annually in the graduating class. The point of this examination would be to assess the institution, not the individual students.

- **Eliminate excessive program duplication and low productivity programs at the institutional level with governing board leadership and guidance.**

The State University System has taken steps to address degree productivity through identification of low productivity programs and further study of those programs during the program review process. As part of the accountability statute for the state universities, in early 1993 the Board of Regents reported on degree productivity. "Low productivity" programs were defined as those programs with fewer than three graduates in any one or more of the previous five years. The Board identified 647 programs in 1992 that met the "low productivity" criterion. Of these, 43 percent were graduate-level programs. The Board cautions, however, that several additional factors need to be considered when flagging low productivity programs, including demand, cost, program age, program level, and the nature of the discipline.

***Eliminate
excessive program
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low productivity
programs.***

Program productivity in the Community College System is examined primarily through the program review process. At the first level of the System's program review process, the Division of Community Colleges assists the colleges in identifying low productivity programs. During the second phase, each college reviews those programs that it is concerned about. Each college determines which programs it will retain or terminate. Degree productivity is also an issue in statewide reviews of academic and vocational programs.

STRATEGIES

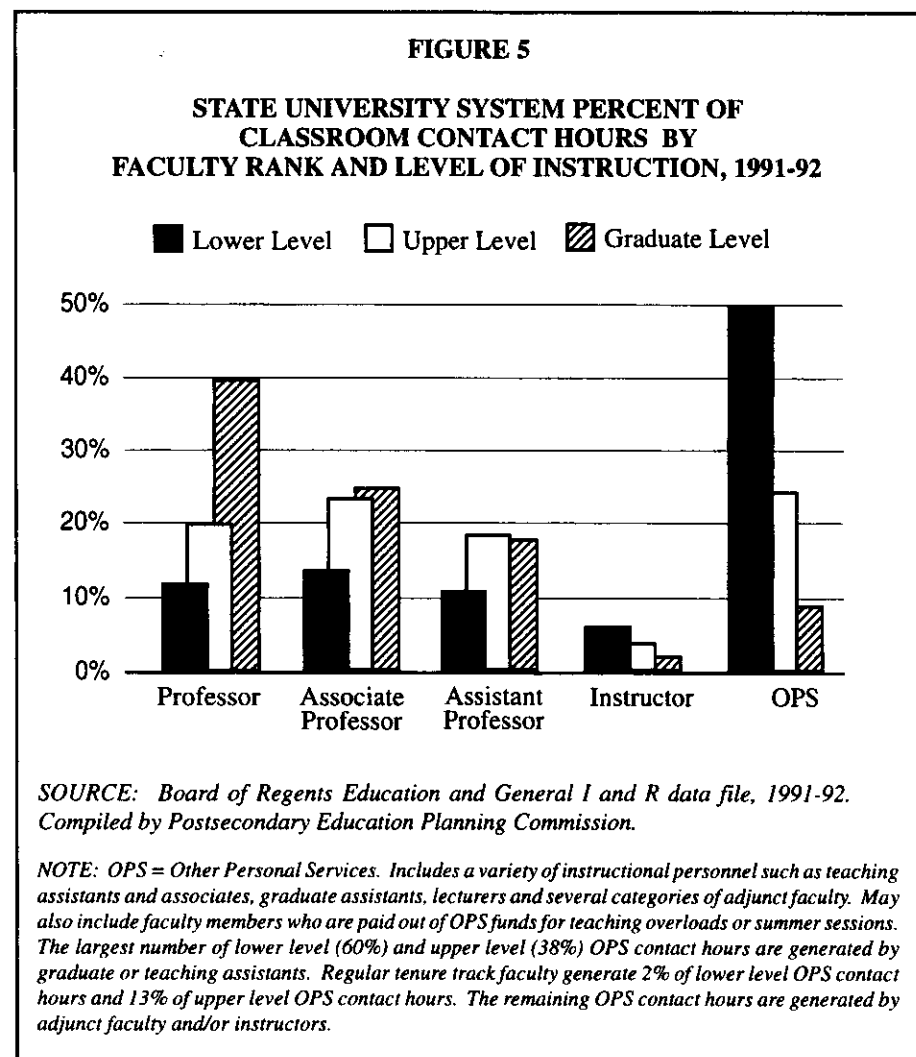
Reinforce Undergraduate Instruction

- **Increase the proportion of faculty time dedicated to undergraduate instruction.**

There is widespread perception that faculty spend too little time teaching, particularly undergraduates, and too much time conducting research. National studies reveal that university faculty spend approximately one-half of their time on instruction. An SUS expenditure analysis reveals that 53 percent of the Instruction and Research budget is spent on instructional costs, yet there is much variation in the number of contact hours (at least 50 minutes of classroom instruction) university faculty members generate, the amount of research time they are assigned, and the number of university and community activities they undertake. There

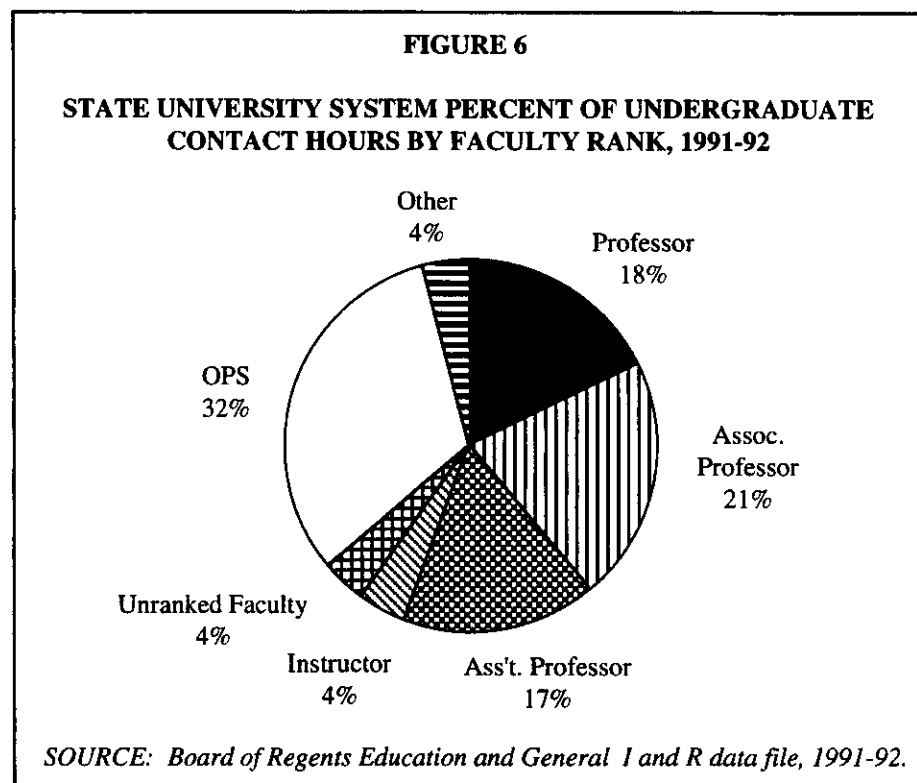
is also a growing dependency on the use of part-time faculty at universities and community colleges--regardless of institutional mission and student constituency. In the SUS, 50 percent of lower level undergraduate contact hours are generated by part-time, "other personal services" (OPS) faculty (**Figure 5**); institutional percentages range from a high of 61 percent to a low of 27 percent. Senior ranked faculty (professors and associate professors) generate 39 percent of *all* undergraduate contact hours systemwide (**Figure 6**). Among the nine state universities, the proportion of these faculty generating undergraduate contact hours ranges from a high of 46 percent to a low of 35 percent.

Central to the undergraduate instruction issue is the fact that reward systems historically did not adequately recognize teaching. However, the State as well as some institutions have initiated reforms to encourage more faculty members to teach more and to improve their teaching. The 1993 Legislature appropriated \$5 million to the State University System to create the Teaching and Departmental Incentive Program. Designed on a competitive basis, the purpose of this program is to recognize, promote and stimulate high quality and productive teaching. Illustrative of



50% of lower level undergraduate contact hours are generated by Other Personal Services personnel.

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reform at the institutional level, the College of Business Administration at the University of Central Florida has developed a faculty workload option plan, a work assignment and evaluation system designed to capitalize on each faculty member's professional strengths and evaluate and reward each member relative to those strengths.

STRATEGIES

Make Better Use of Technology

- **Design a comprehensive educational telecommunications policy that focuses state resources on specific educational goals and provides guidance for funding and planning.**

The use of computer software programs, satellite feeds, electronic bulletin boards, interactive networks, multimedia equipment, and automated library/information networks can enhance the educational process for students. As computers and technological advances become more a part of mainstream life, the use of technology by students, faculty and staff is beginning to increase. Additionally, by expanding the opportunities for teaching and learning beyond the boundaries and limitations of the traditional classroom, educators can reach underserved populations and regions more easily than before. Florida has invested considerable resources in the automation of its university and community college li-

braries, the development of a statewide satellite network (SUNSTAR), the support of a system of public broadcasting stations and the development of a statewide information resource network (FIRN). A primary goal for the State should be using advances in technology to develop and deliver instructional resources and programs to individuals located not only in educational facilities, but remotely to business, community facilities, homes, libraries, and prisons. Yet, the systematic use of educational technology in postsecondary instruction has been slow and sporadic at best.

Investments in educational technology present challenges for state policymakers because of the size of the investment required and the speed at which technology changes. Decisions concerning types of software, hardware, and data protocols can have serious repercussions for the future connectivity and expandability of existing systems. Since technology is expensive, flexibility, adaptability and expert advice are critical factors in the creation or adoption of any telecommunications system. In the 1982 *Master Plan for Florida Postsecondary Education* the Commission recommended that a statewide invitational conference be convened to discuss ways to ensure policy development for educational technologies such as computers and telecommunications technologies. Further, in its 1990 study, *The Florida Public Broadcasting System*, the Commission questioned the cost effectiveness of funding future educational telecommunications services without the guidance of a comprehensive state policy. The Commission recommended that a task force with wide membership be commissioned under the auspices of the State Board of Education to recommend a clear, comprehensive educational telecommunications policy for the State of Florida. Although no such overall guiding policy currently exists, some promising developments have occurred.

- The Department of Education has created the Bureau of Educational Technology to coordinate its technological initiatives.
- A draft implementation plan has been developed for the Florida Remote Learning Service which is designed to provide and deliver quality educational material and programming.
- Discussions have begun among representatives of the department and the major telecommunications companies in Florida concerning the best method for providing educational services over existing lines and networks.
- Both the State University System and the State Board of Community Colleges have included use of educational technology within their respective master plans.

***Use technology
to expand
teaching and
learning
opportunities.***

***Coordinate
school district and
postsecondary
technology
initiatives.***

- The library automation projects in the universities and community colleges can interconnect and share information and resources.
- The Florida Information Resource Network (FIRN) now provides access to electronic mail and other educational services to educators and students throughout Florida.

Just as computing systems are now linked for increased efficiency, state agencies and projects that utilize educational technology must begin to coordinate their efforts more closely. Many of the new initiatives in educational technology have occurred in the K-12 sector. If the educational experience is to be viewed as a seamless continuum from kindergarten through graduate school and beyond, discussions and pilot projects concerning staff training, acquisition of equipment, data transmission and networking standards, instructional methods and technology based curricula should involve all of the sectors. The acquisition and use of technology and the creation of new initiatives and programs in the secondary and postsecondary sectors should be coordinated through the Bureau of Educational Technology. This would ensure that the State's technological resources are used to their best advantage and help to reduce duplication of effort. Many opportunities for collaboration between school districts and the postsecondary sector are possible:

- Community college and university satellite dishes could be used to receive and broadcast educational programs to school districts over ITFS stations.
- Community college and university faculty, staff and technological facilities could be used to produce telecourses and other educational programming for the classroom or the special needs of state agencies and private business.
- Electronic classrooms located at a community college or university could be used to provide opportunities to expand dual enrollment opportunities for high school students or to provide specialty courses to students at remote colleges and universities.
- Community college and university libraries could be used as educational technology resource centers where students and teachers could receive information, training and access to resources provided by the Department of Education.

While considerable technological advances have occurred since the Commission's recommendations were made, a clear comprehensive telecommunications policy that focuses the State's technological resources on the accomplishment of specific educational goals would provide needed guidance for the future. The creation of such a policy should be

the work of a task force with wide membership from business and industry, both public and private educational sectors, agencies responsible for state telecommunications services such as the public service commission, public and private broadcasting companies, major telecommunication companies, representatives from the arts, sciences, healthcare and libraries, legislative representatives and citizens. The task force should address state policy and the role of technology through the accomplishment of four important tasks.

- The task force should determine the State's future educational telecommunications policy based on the needs of Florida's citizens. Some of those needs might include instructional programs aired over the public broadcasting system and supplemented with textbook assignments and course outlines from teachers; business training programs produced through higher education facilities, recorded on video cassettes, laserdiscs or transmitted over a computer network, and financed by the private sector; and, computer technologies designed to provide interactive curricula for a variety of disciplines.
- The Florida task force should undertake a review of telecommunications services and capital investments offered in the systems of other states to compare the feasibility of existing versus emerging technologies, to gather cost information on potential telecommunication services, and to gauge the base of support of the telecommunications services planned for those states.
- The task force should examine whether the State is maximizing its current investment in educational technology and telecommunications services.
- The task force should compare existing educational technologies and telecommunications services with those services the State desires to provide and outline necessary steps to address the needs identified.

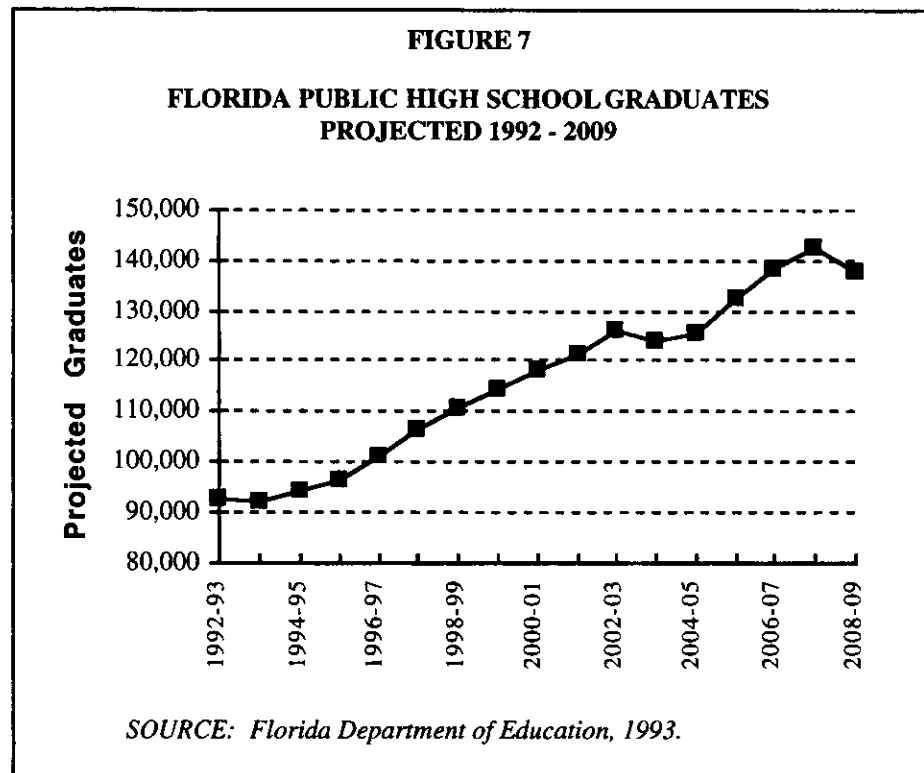
*Create a
comprehensive
telecommunications
policy.*

STRATEGIES

Improve Access to a Degree

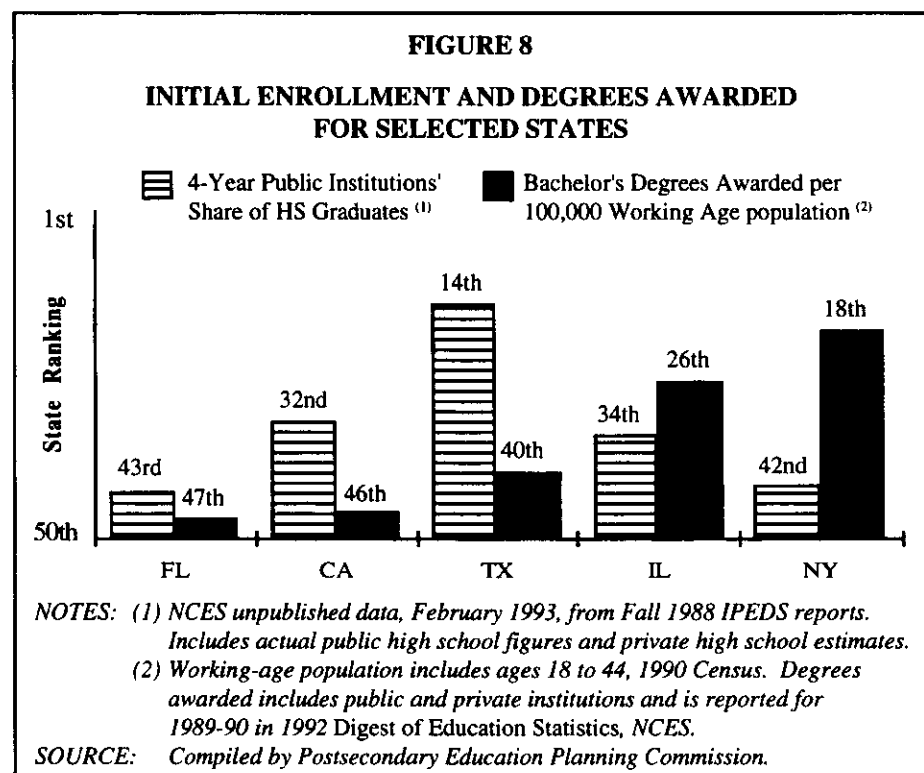
Figure 7 illustrates the growth anticipated in the number of Florida public high school graduates over the next 15 years. Approximately 44 percent of the 1991-92 Florida high school graduates with valid social security numbers were found continuing their education in the public postsecondary education system or as full-time students utilizing the Tuition Voucher in one of Florida's independent colleges and universities. Nationally, Florida ranks 43rd in the proportion of high school graduates enrolled in four-year institutions (**Figure 8**). A major reason

The number of high school graduates will increase by 35% between 1991 and 2001.



for this relatively low ranking is our State's historic commitment to a strong system of community college/university articulation. We also rank low (47th) in the number of bachelor's degrees awarded per 100,000 working-age population. **Figure 8**, however, illustrates that there is little correlation between a given state's rankings on initial enrollment and

There is little correlation between rankings for initial enrollment and degrees awarded.



degrees awarded. If the interest among recent high school graduates to enter postsecondary education continues at current rates, approximately 62,100 recent graduates will need to be served in 2007, compared to 39,600 in 1991. While access is a critical need, it must extend beyond initial entry and address such issues as retention and time to degree, the competencies acquired, as well as the number and type of degrees (associate, baccalaureate, etc.) the market actually demands.

■ **Improve retention to degree rates at the associate and bachelor's degree level without sacrifice of standards.**

Retention-to-graduation data from the State University System indicate that of the 1984-85 cohort of first-time-in-college students, 15 percent had graduated after four years and 49 percent had graduated after six years. No comparable data are yet available from the Community College System for associate of arts or associate of science students.

One factor in lengthened time to degree completion is the number of credits required by a program for graduation. This problem exists within both the community colleges and the universities. One of the accountability measures for the SUS is the number of credit hours necessary to earn a bachelor's degree, with 120-128 as the desired credit hour range. In early 1993, the SUS reported that of 602 bachelor's degree programs, 82 percent fell within this range. Board of Regents staff have been working with its institutions during the past year to move more programs within the range of 120-128, recognizing that some programs are appropriate exceptions to the desired range. While the State Board of Community Colleges reviews similar data with its institutions, the authority to establish program degree requirements rests within the individual college.

Dual enrollment is a mechanism that has been used by the State for several years to encourage high school students to enroll in postsecondary education, foster retention following enrollment, and support students' advancement through their academic program for speedy degree completion. Dual enrollment is the enrollment of an eligible secondary student in a postsecondary course creditable toward a vocational certificate or an associate or baccalaureate degree. Dually enrolled students are exempt from payment of registration, matriculation, and laboratory fees. Early admission is a form of dual enrollment whereby eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Although dual enrollment has the potential of promoting access and choice, recent attempts to retrieve data from the systems' data bases to determine the impact of dual enrollment have been unsuccessful. The implications that dual enrollment has for the State are also evident in the budget process because dually enrolled stu-

*Contain program
credit requirements
for graduation.*

dents generate additional FTE for both the school district and the postsecondary institution. In its 1991 report *Student Access to Higher Education*, the Commission reported a dramatic increase in dual enrollment in the Community College System between 1983-84 and 1988-89. The number of students dually enrolled in associate degree programs jumped from 2,337 to 14,318 during that five-year period.

As a result of one of the Commission's regional forums in preparation for this *Master Plan*, a reactor questioned assumptions underlying articulated mechanisms such as dual enrollment by stating:

Many students do not shorten their college experiences by utilizing advanced standing credits. In the case of dual enrollment, both high schools and community colleges (or other postsecondary institutions) collect funding. This often leads to a reduction in educational standards, especially when such courses are taught in the high school....Sometimes advanced standing students arrive at the university with college credits in basic courses but fail placement tests. More important, the credits amassed through programs of advanced standing often have little relevance to the student's chosen degree program.

Examine the impact of dual enrollment.

As noted above in the discussion of technology, the potential for dual enrollment to enhance access and productivity continues to develop. Concurrently, important issues that need to be addressed involve collection and analysis of reliable, comprehensive data on dually enrolled students and their courses; the quality of faculty, curriculum, and courses; retention and graduation rates of dually enrolled students; and fiscal impact of the program, including cost benefits and drawbacks.

■ Explore alternatives for obtaining a baccalaureate education.

Florida needs to seriously consider different options for students to pursue the bachelor's degree. For example, collaboration between two-year public community colleges and four-year public and private institutions may result in students taking courses at the two-year campus to complete upper division work. The baccalaureate degree would then be granted by the participating four-year institution. Increased use of appropriate technology in the teaching/learning process may be an alternative in some instances to help students accumulate required credits for degree completion. Regents College in New York offers students a different set of alternatives. Regents College is operated directly under the New York Board of Regents and offers a limited number of associate and baccalaureate degrees. Each program has faculty from around the State who set criteria for the course of study. Credit can be obtained through: (1) proficiency examinations such as CLEP; (2) credit earned at any recognized institution throughout the country; or (3) demonstra-

tion of prior experience and competencies to an independent assessment panel.

■ **Increase utilization of independent schools, colleges, and universities.**

The Commission continues to endorse the Tuition Voucher Program as the State's primary mechanism for supporting a strong independent postsecondary presence in Florida. Additionally, in order to assure equity between the public and independent sectors in the competition for private fund raising, the Commission would support establishment of a limited matching endowment program. We reiterate this proposal submitted as a recommendation presented in the 1988 *Master Plan Update*:

The State should support a limited matching endowment program for those independent institutions which participate in the Tuition Voucher Program. Guidelines for the program should be comparable to those established for existing endowment and matching programs available to public postsecondary institutions.

Any such program should be accompanied by clear procedures which would assure strict accountability in the receipt and use of state funds for this purpose. Expenditure of interest or other income accruing from the endowment should be limited to support for professorships, library resources, scientific and technical equipment, and non-athletic scholarships. Guidelines in place for the public programs should be applicable. For example, a base amount should be established for each eligible institution as well as a maximum award per institution in order to avoid concentrating all available funds in one or two locations. State funds should be used to match new dollars obtained by the institution in excess of existing endowments and other previous donations. Institutions receiving state support through the endowment program should be expected to adhere to the State's equal access policy established in Section 228.2001, F.S. While the Commission, as an advisory body, should not administer this program, it should after three years evaluate the effectiveness of this strategy and make appropriate recommendations at that time regarding its continuation or modification.

Increase use of the independent sector.

Other options to enhance the utilization of the independent sector are joint-use facilities and state funding support for articulation of associate of arts graduates to independent institutions. In the case of the latter option, the State Board of Community Colleges and the Independent Colleges and Universities of Florida have signed an articulation agreement to assist students in transferring from a public community college to an independent college or university in Florida. Also, the Legislature authorized an "access grant" to provide additional financial aid solely

for graduates of associate of arts programs in the State's Community College System who elect to transfer to an independent postsecondary institution for upper division work toward a bachelor's degree. An appropriation has not been made for this grant, however.

Florida's education components cannot operate as separate entities, independent of societal change. Our education system must function as a continuum and provide for the smooth transition of students from one level to another. Interdependence among education entities and with other social institutions will be a major factor in achieving greater productivity.



Strive for One Coordinated Education System

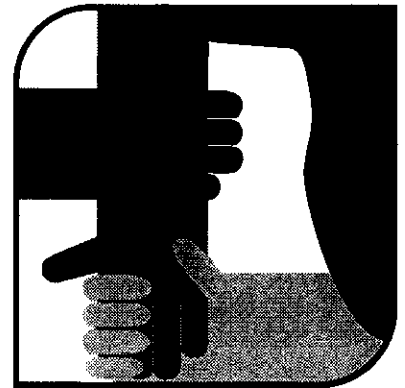
Florida's system of education must function as one coordinated delivery system in order to efficiently utilize limited state resources, to reduce the duplication of education programs and services and to implement the *Blueprint 2000* law that calls for a restructuring of the State's K-12 education system (**Appendix B**). Collaborative partnerships among all education sectors will be needed to make public schools more productive and to train teachers to meet the increasingly diverse needs of our State's students and schools.

As *Blueprint 2000* is implemented in Florida, both the K-12 education system and postsecondary education will be continually reexamined. Reform will occur, however, in an increasingly fragile education system that can no longer anticipate significant increases in state funding. With the State Articulation Agreement as a framework for the system, high school graduates continue to have open access to the State's community colleges, and community college associate of arts graduates have direct access to the State University System. Tension in the education system continues to increase, however, due to projected increases in high school graduates and due to enrollment pressures at the upper division level of the universities. Further, the gap between basic skills required for high school graduation and the skills necessary for college level work has widened which has caused the increasing expenditure of postsecondary resources for remediation. At the university level, pressures on the upper division due to increasing demand for spaces and the rigid prerequisites and sequence of many baccalaureate programs are having a profound effect on transfer students. These issues of student transition should be primary considerations in the planning to implement *Blueprint 2000*. It will be crucial that educators and policymakers at all levels maintain a broad perspective and focus on the total state system of education.

- **Review the process of student articulation to identify and remove barriers that may exist to the smooth transition of students.**

Within this process of education reform, commitment to the State Articulation Agreement should remain strong to promote and to facilitate

INTER-DEPENDENCE



Emphasize a continuum of education.

***Reexamine
and update
existing
articulation
agreements.***

the smooth transition of students from high schools to community colleges to universities. Existing agreements should be reexamined and updated and new articulation agreements developed among high schools, community colleges and public and private universities. The State Articulation Coordinating Committee should have an increasing role in facilitating such agreements and monitoring their implementation. The Committee, in conjunction with the Board of Regents and the State Board of Community Colleges, should compile a list of all existing agreements and make the compilation available to the State's school districts, colleges and universities.

- **Utilize the "Statement of Cooperation" to attain one coordinated system of education in the State and to implement the tenets of Blueprint 2000.**

The Postsecondary Accountability Articulation Committee, which was formed to gain input from the postsecondary sectors on the implementation of *Blueprint 2000*, approved a "Statement of Cooperation" that was signed by the chairs of the state-level boards. The Statement (**Appendix C**) expresses that all postsecondary sectors agree to work together to facilitate the reform and restructuring of the K-12 system in Florida.

A progress report on activities designed to gain the involvement of the postsecondary sectors in education reform and in the transition to *Blueprint 2000* schools was approved by the State Board of Education in June. The report identified the following activities:

- The Assessment Committee of the Florida Commission on Education Reform and Accountability has begun to develop a *Blueprint 2000* Assessment System to plan for the impact of resulting credentials and reporting formats on student transition.
- Master Plans are being developed by the Postsecondary Education Planning Commission as well as the Board of Regents and the State Board of Community Colleges that will identify challenges and set priorities for the coming decade.
- As required by action of the 1993 Legislature, the procedures whereby state funds are allocated to Florida's public colleges and universities, specifically the funding models and budgeting procedures of the Board of Regents and the State Board of Community Colleges, will be reviewed during 1993.
- The Education Standards Commission is working with teacher training entities, both preservice and inservice, to develop standards for training *Blueprint 2000* educators and also is reviewing the current process for approval of educator training programs.

The Postsecondary Accountability Articulation Committee will continue to meet as needed to monitor progress on the implementation of its recommended strategies and will report to the State Board of Education in early 1994.

STRATEGIES

Restructure Teacher Education

- **Restructure the State's teacher education programs to require the demonstration of specific teacher skills/competencies needed for Florida's diverse student population and for effective teaching in *Blueprint 2000* schools.**

The tenets of *Blueprint 2000* aimed at curriculum reform, school restructuring and systems change will both require and reward innovation and excellence in teaching. Immediate concerns are agreement and acceptance of a new role for the classroom teacher and more effective approaches for training, certifying and developing teachers.

As this decade unfolds, students in Florida classrooms will become increasingly varied in their cultural, ethnic, and social backgrounds and experiences, in the economic status and structure of their families and in their range of abilities. The traditional beliefs and methods of how teachers teach and how students learn will not suffice. Preparing future educators for diverse teaching and learning environments will require fundamental changes in college and university practices and bold innovation in teacher education curriculum, administration and delivery.

School reform efforts are influencing the formal teacher education programs statewide as many of the programs are redesigning their curriculum both to focus on the subject matter content of the curriculum and to address the diverse needs of the State's schools. Meaningful teacher education programs must now include components on educational technology, multicultural issues of diversity, performance-based assessment and English as a Second Language (ESL).

The role of community colleges as primary "feeders" to the area colleges of education should be emphasized in the development of interinstitutional teacher education programs. Articulation agreements have been established among certain public institutions that enable community colleges to provide introductory education and core courses in preparation for the professional baccalaureate curriculum. In addition, student interest in teaching is being fostered and supported at a number of colleges through the establishment of future educator clubs.

*Reexamine
teacher education
curriculum and
delivery.*

***Promote
teacher training
partnerships among
school districts,
community colleges
and colleges of
education.***

The Board of Regents is promoting efforts to develop working partnerships among colleges of education, community colleges and local school districts that direct the clinical preparation of prospective teachers primarily in the public schools under the supervision of trained mentor teachers. The following selected programs highlight collaborative teacher education efforts.

- *Teacher Education Alliance* - Florida Atlantic University, Broward Community College and the Broward County School District are collaborating in the implementation of an experimental teacher education program that restructures the curriculum, emphasizes technology and multiculturalism and includes “joint appointments” of professional staff to work across the traditional lines of educational systems.
- *Alliance for Tomorrow’s Teachers* - The University of North Florida, Duval and Clay County School Districts, Duval Teachers United, the Clay County Education Association and the Florida Community College at Jacksonville are working cooperatively to restructure the teacher preparation program while simultaneously assisting three urban elementary schools to produce increased achievement in K-6 students and reduce the attrition rate of beginning teachers placed in urban schools. The *EXCEL/SPRINT* program within this collaborative effort includes the appointment of jointly-funded clinical faculty with appointments at both the university and school districts and the use of district-wide teams of exemplary mentor teachers to help future teachers link theory to best practice through pre-internship field experiences.
- *Suncoast Collegium for Teacher Education* is a partnership with the University of South Florida and the School Districts of Pasco, Hillsborough, Polk, Pinellas, Manatee and Sarasota counties. The partnership is designed to simultaneously reinvent the region’s public schools and the programs which prepare professionals for the schools through the establishment of a network of Professional Development Schools. These schools will serve as centers for the preservice and inservice preparation of teachers and the development of new organizational and instructional strategies.

The Florida Department of Education has established the *Florida Academy For Excellence In Teaching* at four sites as collaborative inservice education projects. The four sites are the University of North Florida working with Clay and Duval Counties; Stetson University working with schools in Volusia and Osceola Counties; the University of South Florida working with Pasco County schools; and the Southwest Teacher Education Center working with Glades, Hendry, Charlotte and Lee County

schools. The collaborative academies are designed to pilot a new partnership model for inservice training, to coordinate changes in teacher preparation programs, to encourage research-based instructional strategies and to provide high quality inservice education through networking.

The Department of Education is also operating five *model technology schools* in the State to enable the designated schools to develop curriculum and deliver instruction using the latest advances in education technology.

- **Base teacher certification and licensure upon documented performance, and review state certification policies to be certain that procedures do not impede the employment of qualified individuals as public school teachers.**

There remains an untapped pool of academically talented individuals with an interest in teaching who can be attracted to the teaching profession through alternative methods of recruitment, training and certification. Recent trends in the State, however, have resulted in the reduced viability of the alternate teacher certification process. Although a variety of alternate certification methods has been available in Florida for many years, most colleges of education, school districts and communities have not fully supported the process. As the number of teacher vacancies has decreased due to the budget cuts of the past few years, the supply of teacher candidates has increased to the point that most school districts are able to, and desire to, hire teachers who have matriculated through the traditional professional education and state certification routes. The interest in and demand for alternately trained and certified teachers has significantly decreased and, due to the low level of interest in the process by teacher applicants and by school districts, the 1993 Legislature failed to fund the five statewide Alternate Certification Centers for the coming year.

Regardless of the current employment climate in Florida public schools, the State Department of Education must work to identify real and perceived barriers to entry for qualified individuals interested in teaching. Rigid and bureaucratic certification standards must be abandoned, and the process must have sufficient flexibility to attract experienced, capable individuals to the teaching profession. Specifically, the State should establish a concentrated program, modeled after *Teach For America, Inc.*, to recruit and train exemplary students from the State's arts and sciences, graduate and professional schools to teach in the State's public schools. More importantly, to strengthen the preparation and selection of teachers for *Blueprint 2000* schools, the State and the school districts must develop and promote a performance driven assessment system of state certification designed to measure outcomes that directly relate to the demonstration of effective teaching.

*Recruit and employ
exemplary
baccalaureate
graduates to teach.*

■ **Establish a statewide plan to increase the number of minority teachers in Florida schools.**

An urgent concern facing the Florida education system is the low numbers and percentages of minorities that are both in the teaching profession and in teacher preparation programs in relation to the percentages of minority students in the State's public schools.

Figure 9 shows that during 1992, 24 percent of the students in Florida's public school classrooms were black compared to 14 percent of the teachers, and 13 percent of public school students were Hispanic compared to five percent of the teachers. **Table 2** compares percentages for blacks and Hispanics over a five year period. As shown, the percentages of black students are increasing at the same time that the percentages of black teachers continue on a steady decline. Among Hispanics, the percentages for both students and teachers are increasing, although the number of Hispanic students is growing at a faster rate than is the number of teachers.

As the public school enrollment becomes increasingly diversified, there must be a broad commitment to attract and retain more minority students in teacher preparation programs and to certify and employ more minority teachers. Up to this point, however, the Department of Education, the colleges of education and the school districts have had limited success. While a recent statewide "Teach-In" conducted by the Department

***61% of Florida
public school
students are white,
compared to
80% of teachers
who are white.***

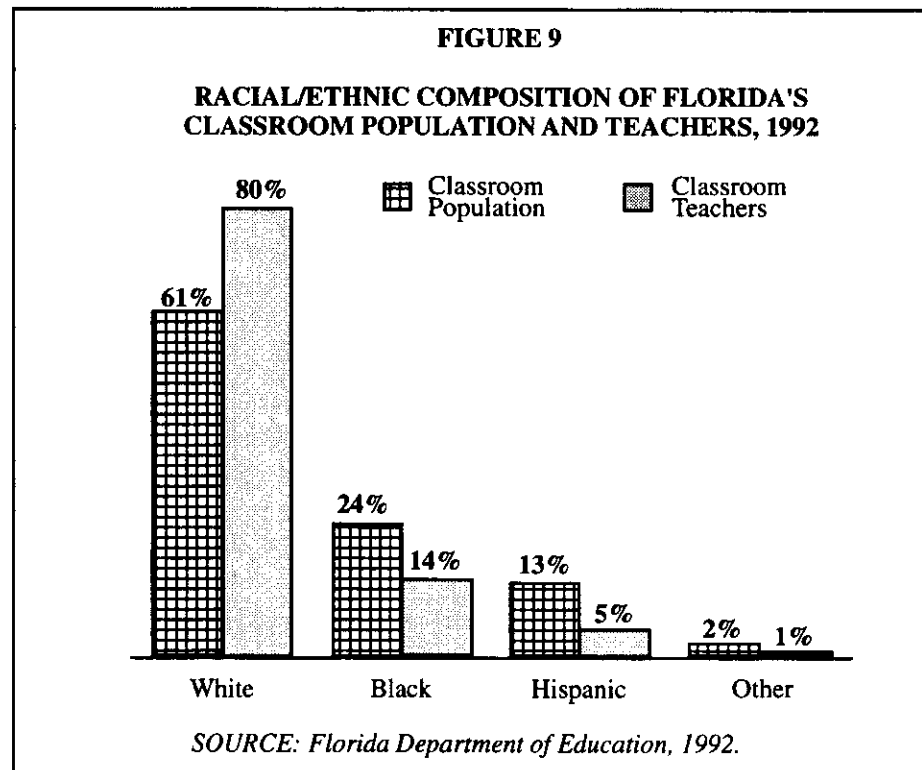


TABLE 2

TRENDS IN THE NUMBER OF BLACKS AND HISPANICS
AS A PERCENTAGE OF STATE TOTAL

	BLACKS		HISPANICS	
	<u>1986</u>	<u>1991</u>	<u>1986</u>	<u>1991</u>
Public School Enrollment	23.6	24.2	9.5	12.9
Classroom Teachers	16.0	14.5	3.8	5.1
	<u>85-86</u>	<u>90-91</u>	<u>85-86</u>	<u>90-91</u>
Admissions to SUS Teacher Education	3.9	4.8	NA	NA
SUS Teacher Education Graduates	5.8	5.2	4.6	7.6
All Teacher Education Graduates	7.6	7.7	5.1	8.0

SOURCE: Florida Department of Education, 1992.

The increase in minority graduates of the State's teacher education programs has not kept pace with the increase in minority public school students.

of Education to connect approximately 1,100 teacher candidates with over 30 hiring school districts was successful, only 20 of the teacher candidates were minorities despite considerable promotion strategies by the department.

The 1992 Board of Regents Teacher Education Program Review states that the strategy most likely to increase minority enrollment in colleges of education is a vigorous effort to identify minority students in 6th and 7th grade in the public schools, move them to academic and college-bound programs, and provide access to scholarship supports to enter two- and four-year institutions as prospective teachers. The Review recommends a four-year forgiveness loan program at all baccalaureate institutions and at two-year institutions articulated with the teacher education programs that would, within four years, initiate a significant stream of minority students moving toward and through teacher preparation programs.

Teacher education programs need to collaborate with school districts, as well as community colleges, to ease the transition for minority students from high school to college and from community college to the baccalaureate institution. The following selected programs highlight collaborative efforts to recruit, retain and graduate minority teachers.

- Florida Agricultural and Mechanical University (FAMU), the Palm Beach School District and Palm Beach Community College are working cooperatively to increase the supply of minority teachers. Palm Beach high school students interested in the teaching profession are

identified by the School District and are accepted into the FAMU College of Education. Palm Beach Community College assists the students by providing early education course work which transfers to FAMU. The School District guarantees the student a student teaching assignment and a teaching position upon graduation from FAMU. Similar "Grow Your Own" programs are in place at the University of South Florida and at the University of Central Florida.

***Promote
collaborative
programs to
increase the supply
of minority teachers.***

- The Bethune-Cookman College Division of Education is committed to increasing the supply of minority teachers in the State, particularly black males. This program emphasizes personalized, individual attention in the recruitment of black males and has resulted in the development of a large cadre of minority teacher education students.
- The University of North Florida has established a Premier Program with the Florida Community College at Jacksonville to provide individualized 2 Plus 2 programs of study, student support and financial assistance for future minority teacher education majors at UNF.
- The Hillsborough County School District, in conjunction with the University of South Florida, has established a pilot "Middle School Teacher Corps" project in which middle school minority students are selected to become tutors and role models in elementary schools. The program is designed as an academic/professional group and family participation is encouraged. At the conclusion of the year, students receive a U.S. Savings Bond as the beginning of their college savings program. Entering enrollment in this project doubled in its second year.
- Florida Future Educators of America Programs encourage and support career aspirations in teaching and play a vital role in the recruitment of minorities into the teaching profession. There are approximately 800 state-sponsored chapters throughout Florida in public and private postsecondary institutions and senior high, middle and elementary schools. Recruitment efforts by committed chapter advisors and student members around the State, particularly at the middle and elementary school levels, have proven effective in the recruitment of minority students into Future Educators of America chapters. A recent survey of Florida chapters revealed that the statewide student membership was 45 percent white, 27 percent black, and 15 percent Hispanic.

Nationally, there has been increasing interest in the creation of a nationwide service learning program and in the establishment of educational scholarships and loan programs in exchange for work in community service projects. Student service has continued to gain favor in an attempt to direct the intellect and energy of students toward addressing chronic

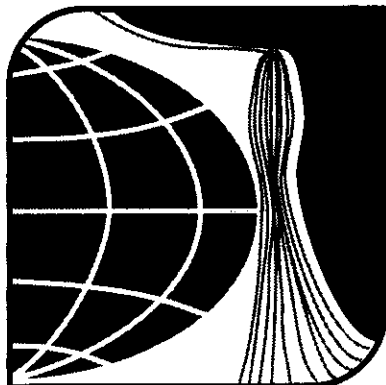
societal problems. An alternate strategy to increase the supply of minority teachers would be to establish a Florida Teacher Corps to identify and recruit high achieving minority junior and senior college students to commit two years to the teaching profession following graduation, particularly in secondary schools with high minority enrollments and teacher shortages. *Teach For America, Inc.*, a national teacher corps of talented liberal arts graduates who commit a minimum of two years to teach in underserved urban and rural schools, has attracted 25 percent minority members and over half of the charter corps members have elected to continue in teaching. As in the *Teach For America* program, stipends and financial assistance for additional graduate or professional education would be used as incentives, and the program would include intensive summer pre-service training and internships prior to placement and ongoing mentoring and in-service professional development during the two years.

Alternate teacher selection strategies aimed at placing additional minority teachers in classrooms should be piloted in Florida, particularly in urban, multicultural school districts that tend to have high teacher vacancies and turnover. As an example, the Haberman Urban Teacher Selection Interview has been used in such school districts around the nation to identify potentially successful urban multicultural teachers. Research has indicated that applicants' scores on the instrument correlate highly with their success as first-year teachers in urban multicultural classrooms. The interview process has been used primarily in urban school districts in states with alternate certification to help select minority college students for beginning teacher programs.

While it is a fact that most minority students in the State will not have a minority teacher, an equally important fact is that the majority of current teachers (80 percent white) will continue to teach the State's minority students. In addition to increasing the supply of minority teachers, all components of the education system must be prepared to address the educational needs of the culturally and ethnically diverse populations in the schools. Issues of multiculturalism and diversity must be included in the professional education curriculum and inservice training of all teachers, administrators and staff in the education system.

Establish Florida Teacher Corps to recruit, train and employ minority teachers.

ECONOMIC DEVELOPMENT



*Compete on the
basis of higher
productivity.*

Postsecondary education must provide the human resource development, technology transfer, and research that will enable Florida's citizens to be economically and socially productive and the State's business and industry to be competitive in a world economy.

STRATEGIES

Promote Economic Development

- **Support economic development, especially in targeted industries, through public-private partnerships and coordination of technology innovation and human resource development. Provide consistent, on-going support for these initiatives.**

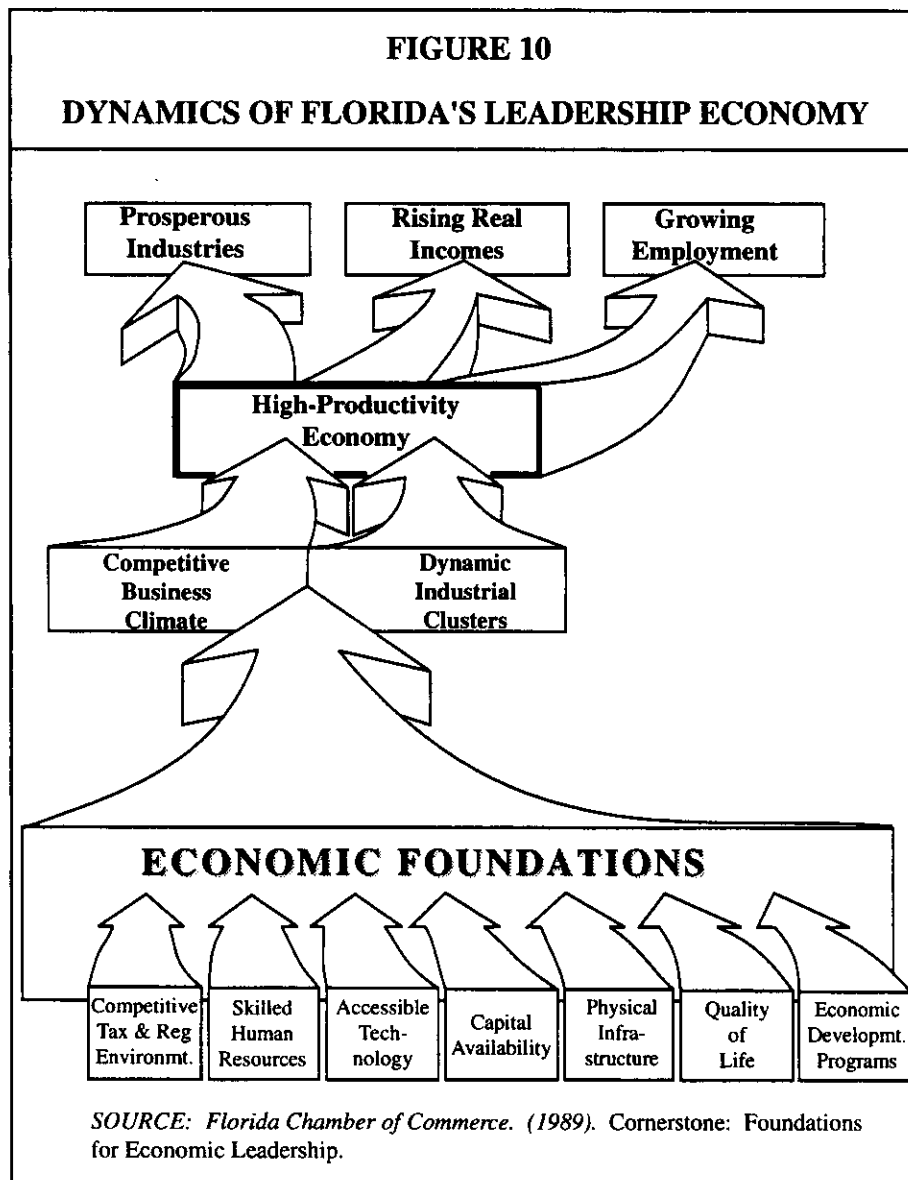
Florida's economy has traditionally been based on agriculture, tourism, and services to retirees. In 1991, however, international trade surpassed tourism in Florida as the State's top economic force. Although Florida succeeded in the 1980s in diversifying its economy by increasing employment in high value-added manufacturing and business and financial services, Florida's economic structure remains oriented toward low value-added businesses, especially those in its large retail sector. Florida remains underrepresented in high value-added, high-wage manufacturing. In addition, a significant portion of Florida's manufacturing base is composed of high technology and related industries which are heavily dependent on the Department of Defense. The Department of Defense directly purchases over one-half of the total output of Florida's technology-based industries. Correspondingly, employment in these industries brings higher than average wages and comprises a large portion of skilled manufacturing jobs for Florida workers. The long-term economic impact of present trends in defense downsizing and shifting priorities remains uncertain.

In 1989, the Florida Chamber of Commerce set forth a vision of Florida as a leadership economy. The Chamber envisioned a world-competitive economy built on a dynamic mix of productive manufacturing and service industries that create a rising standard of living for all Floridians (*Cornerstone: Foundations for Economic Leadership*). To be a leadership economy, the Chamber stated that Florida must learn to compete nationally and internationally on the basis of higher productivity by adding value to products and services, not simply on the basis of low cost.

Achieving this vision of Florida's future requires a commitment to build stronger economic foundations in high-quality human resources, accessible technology, capital availability, and forward-looking physical infrastructure (**Figure 10**). The Chamber stressed the importance of these

critical foundations for growth of dynamic industrial clusters in Florida ranging from biomedical, information, and space industries to business services, tourism and experience industries, and value-added agriculture. The *Cornerstone* report identified skilled human resources and accessible technology as both critically important to Florida's emerging and expanding industries and having the greatest current competitive weaknesses.

The 1992 Legislature created an economic development project, *Enterprise Florida*, which addressed the need for skilled human resources and accessible technology by combining public and private resources to help expand and diversify industrial clusters at strategic locations around the State. The mission of *Enterprise Florida* is to improve the quality of life for all Floridians by building a diversified and competitive economy characterized by better employment opportunities leading to higher wages.



Build stronger economic foundations in high-quality human resources, accessible technology, capital availability, and forward-looking physical infrastructure.

advance the development of educational/research infrastructures for other targeted industry clusters to promote industries that further the State's economic development goals.

STRATEGIES

Strengthen International Education

- **Infuse the discussion of international issues throughout the curriculum, and encourage students to become fluent in key foreign languages.**

Florida's future is inextricably tied to international trade; since 1991, international trade has been the State's top economic force. Few communities throughout the State can afford to ignore the increasingly complex bonds that tie the Florida economy to the global market. With the formation of the North American Free Trade Agreement, attention has been focused on increasing trade opportunities with Mexico and emerging Latin American economies. It should be noted, however, that in 1992, five of the 10 fastest growing Florida export markets were in the former Soviet Union or Soviet satellites.

Seize a greater portion of the trade market.

Florida Trend (March, 1993) stated that activity at the State's major sea-ports is an increasingly important indicator of the future direction of Florida's economy. Florida's major ports are spending more than \$600 million on infrastructure improvements to take advantage of rising trade and to seize a greater portion of the trade market. Important market openings among the State's leading trade partners present unprecedented opportunities for Florida commerce. If the State's economic base is to grow and prosper, Florida must strive not to lose market share to other, more aggressive states.

The Florida International Affairs Commission (FIAC) serves as the primary state entity responsible for the oversight and coordination of policies and activities relating to international affairs of the State. FIAC has cited the importance of education to international programs to not only achieve language proficiency for business purposes but also to be sensitive to the complexities of another's culture.

STRATEGIES

Improve Training Programs

- **Develop evaluation and performance monitoring and funding practices that will provide feedback on and reward training out-**

comes, placement, creation of jobs, and return on investment of training dollars.

Assessments of employers in the State by the Palm Beach Economic Council (1991) and the Florida Education and Training Placement Information Program (FETPIP) reveal dissatisfaction with the basic skills of employees. Employers want employees with better communication skills, stronger interpersonal skills, and the ability to think critically, reason, and problem solve. Employers expressed the need for more communication between business/industry and education concerning their workforce preparation requirements of the future.

Often, students enter career-preparation programs poorly prepared and with low expectations. Programs are frequently targeted at low-wage jobs and training on job skills exclusively. Basic skills preparation, especially in communication, science, math, and technology, are neglected. The education system needs to prepare students for employment and continued education through programs that provide a foundation for practice, career maintenance, and career enhancement.

Recent education initiatives, such as Tech Prep programs (funded through the federal Carl Perkins Act), link secondary and postsecondary education programs with business/industry in local consortia and utilize applied academics in mathematics, science, and communications to form the strong academic foundation which will enable students to understand complex technologies and new skill requirements in work environments.

Additional strategies include: clustering related occupational training programs to facilitate development of core curricula and common performance measures and articulation among related programs; focusing job preparation and retraining programs on targeted occupational clusters; incorporating apprenticeships and cooperative learning experiences in the curriculum; incorporating active links to employers and others in the professions; and providing quality job-placement assistance.

To determine the effectiveness of strategies, student assessment needs to be expanded beyond measuring student completions and placement into jobs to measuring what students know and can do. SHEEO (1992) suggests the needed changes in student assessment include: 1) schools, colleges, and employers should define the basic skills needed to succeed in the work place; 2) postsecondary education should support the development of an expanded set of national occupation- or industry-specific skills standards; and 3) successful achievement of these skills should be documented on certificates of mastery and other credentials for prospective employers and education institutions.

Measure what students know and can do.

The Florida Department of Education, in conjunction with the Department of Labor and Employment Security and the U.S. Department of Defense, combined their computer capabilities to develop the Florida Education and Training Placement Information Program (FETPIP). By using data stored in various computer data bases, accurate follow-up information on former students, their progress in the job market, their continuing education status in Florida, and/or military status may be tracked. FETPIP provides for the evaluation of publicly funded training programs. The continuous application of information concerning workforce supply and demand, employer and employee satisfaction with educational preparation of workers, and program reviews can improve program effectiveness and keep programs current with emerging technologies.

***Target state
funds toward
welfare reduction
and economic
development.***

Currently, the Division of Vocational, Adult, and Community Education is proposing a new funding approach for adult and vocational education programs that addresses both the mastery of occupation- or industry-specific skills and competencies as well as the rise in Florida's public assistance programs. The new funding approach would incorporate performance-based incentives which would ensure that funds are targeted toward welfare reduction and economic development. The intent of this funding approach is to stimulate change in the economies of our educational system which will encourage innovative approaches to accomplishing 'more with less.' In addition to new public funding approaches, the State might also consider promoting private investment in career-preparation activities through tax structure reforms that encourage investments that can move the State toward higher value-added activities and income growth (e.g., business investment in research and development, equipment, employee training and individual investments in education and saving instruments, and tax incentives for businesses providing training, retraining, or continuing education opportunities for their employees).

In order to maximize use of our State's human resources, postsecondary education must respond to the growing diversity of our population. Institutions must provide greater opportunity for all students to achieve to their fullest potential through changes in the curriculum as well as through diversification of their faculty and students.

The Commission has monitored minority participation in higher education since the original *Master Plan* in 1982 and has promoted access and early intervention activities through study recommendations and involvement in several projects to enhance minority participation such as the College Reach-Out Program and the Graduate Minority Conference. Both the State University System and the Community College System offer an array of programs designed to increase minority participation in higher education. The Florida Legislature enacted accountability legislation in 1992 that requires both community colleges and universities to develop and implement a plan to assure progress in the enrollment and completion of minority students. The legislation also requires public higher education institutions to take strong measures to increase the number of women and minorities in administrative and faculty positions. State and institutional need-based financial aid programs as well as certain scholarships and grants help provide higher education opportunities for a large number of minority students. In addition, academically underprepared students have access to postsecondary study through the College and Vocational Preparatory Programs funded by the State. While recognizing the value of these and other statewide policies and programs, the Commission believes that state and institutional commitment to and responsibility for retaining and graduating minority students can and should be strengthened.

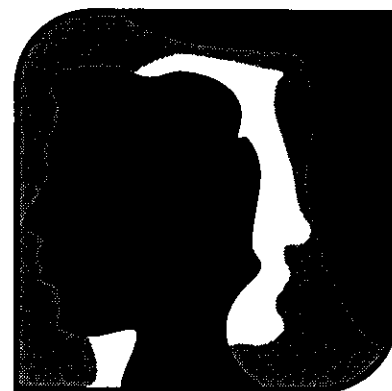
STRATEGIES

Improve Minority Recruitment, Enrollment, Retention, and Graduation

■ **Link equity goals to the pool of potential students.**

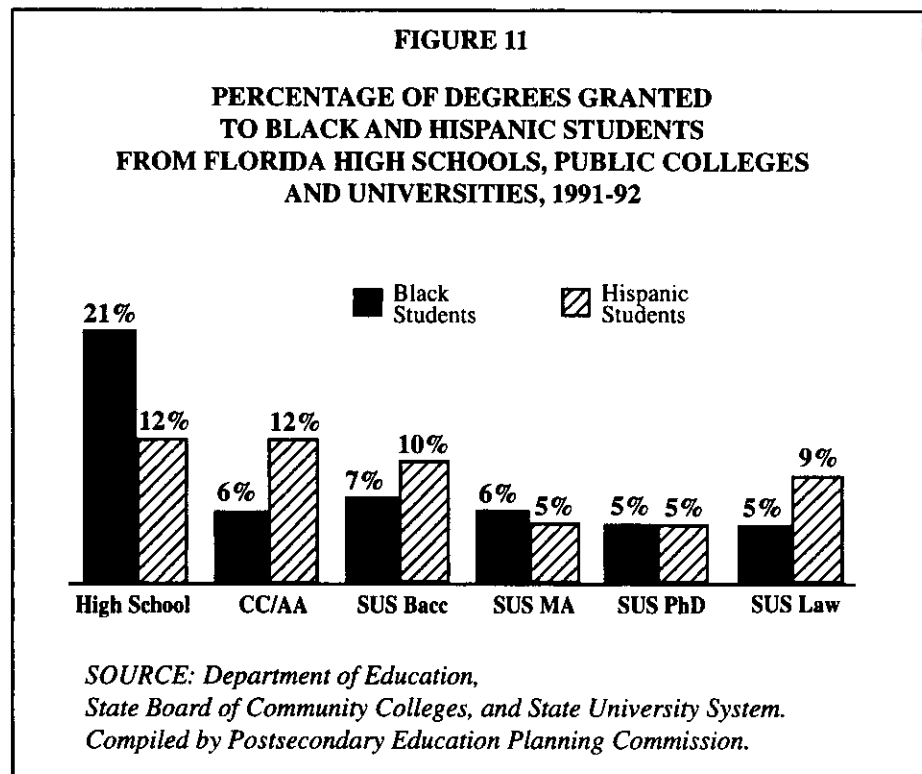
Despite intervention strategies, the increase in the number of minority students graduating from Florida public high schools has not resulted in a significant increase in the numbers of minority students enrolling in and graduating from public postsecondary colleges and universities (Figure 11). This is particularly true of black students who constituted 21 percent of all high school graduates in 1992 but only seven percent of all public university graduates that same year. Hispanic students represented 12 percent of high school graduates in 1992 and 10 percent of public university graduates that year. Many factors contribute to this discouraging and continuing trend including financial aid needs, choice

DIVERSITY



Set and meet ambitious and realistic equity goals.

The increase in the number of minority students graduating from high school has not resulted in a significant increase in minority postsecondary education graduates.



of courses taken in high school, academic enhancement programs, and other equal access opportunity issues. State laws and programs designed to improve minority access to postsecondary education have enhanced enrollment figures but have not yet made a notable difference in the number of minority students who graduate from the State's community colleges and transfer to and graduate from the State's public and private universities. Evidence suggests that institutions with the most successful rates of minority graduation have set the highest goals and made the strongest commitment to enhancing minority access, retention, and graduation. Below are some examples of existing programs and activities to increase minority access.

- Concerned over the decline of minority participation in higher education in Florida's community colleges, the State Board of Community Colleges adopted an implementation plan with recommendations for increasing the participation of black students, particularly males, in the State's 28 community colleges. Each college must develop a marketing plan that includes recruitment and enrollment strategies to promote ethnic and gender diversity in general and which specifically encourages all black students to acquire a postsecondary education. Each college is required to develop, support, and promote funding for college programs, including financial assistance to support those students who demonstrate financial need. Programs and activities designed to promote academic progress and success among black students must also be developed and supported.

- At Miami-Dade Community College, the award winning Black Student Opportunity Program provides support for those “average” high school students who because of economic or motivational factors would typically not attend higher education. A partnership between the college, the Greater Miami Urban League and the Dade County public schools, the Black Student Opportunity program provides external support and encouragement to students for the last three years of high school. Students in the program earn money for each good grade received. The money is kept in a personal fund to help pay for college expenses. Since 1987, 94 percent of the program’s participants have gone on to higher education. Those students who elect to attend Miami-Dade Community College may continue to receive money for good grades to be used toward college expenses.
- At Central Florida Community College, “Mad Dads,” a joint effort created by the College Reach-Out Program and local black residents, provides counseling and support services to seriously at-risk black youths, many of whom are experimenting with or are addicted to drugs. The purpose of the program is to keep program participants in high school until graduation and then provide a tuition-free education at CFCC. In the fall of 1992, 88 percent of the program participants enrolled at the community college.
- The State University System began setting specific five-year equity goals in 1988 for enrollment, graduation, and employment. Although some universities achieved or nearly achieved a number of the 135 goals, the systemwide achievement rate was 43 percent. The Board of Regents has adopted new five-year goals as well as a more rigorous methodology for setting and measuring attainment of those goals. Universities throughout the State continue to develop and implement strategies and programs for enhancing educational equity.
- Florida International University (FIU), with the largest Hispanic student population in the SUS, has steadily increased its enrollment and graduation rates among black students in part due to a systemwide commitment to recruiting and retaining minority students. This commitment extends to a strong collaboration with the Dade County school system to help at-risk students become interested in and academically prepared for higher education. Once on campus, the FIU Office of Minority Affairs provides a variety of academic development services as well as financial assistance, internships, and social and cultural programming. The university offers a program designed to assist incoming black students who excelled in high school with counseling, advising, tutoring, and various support services. In addition, FIU has increased the number of minority faculty and staff as part of an overall effort to create a more inclusive, multicultural institution.

Develop collaborative programs to help recruit and retain minority students.

- The State's independent higher education institutions have also developed various strategies for improving minority access and retention. At the University of Miami, the Department of Minority Affairs developed a Peer Advice Leader (PAL) Program comprised of minority upper level and graduate students who provide tutoring and mentoring services for incoming freshmen and transfer students. In addition, the university provides a variety of academic support services, cultural enhancement groups, and financial awards and scholarships for minority students.

STRATEGIES

Improve the Campus Climate

- **Increase opportunities for minority and other students to interact with faculty outside of the classroom.**

As previously noted, recruiting additional minority students to attend the State's postsecondary institutions will not alone significantly improve lagging graduation rates. Evidence suggests that minority students do not succeed at institutions where they feel isolated and removed from the campus culture. To combat the growing racial and ethnic tension on college campuses, there must be a cooperative effort among administrators and faculty to create and sustain an inclusive multicultural learning community. Minority students have greater success at institutions where the learning environment promotes respect and understanding of cultural, ethnic, and racial differences. As several institutions have discovered, minority students benefit particularly from positive interaction with faculty and staff both inside and outside of the classroom. For example, at the University of Florida, the Minority Mentor Program matches a minority student with a faculty member based on the student's intended major. In addition, at the beginning of each fall semester, the Office for Student Services holds special orientation programs that allow minority students to interact with administration, faculty, and staff. The programs are structured to provide an informal atmosphere where participants may openly address the concerns of Asian, black, and Hispanic students. Such programs are in part dependent on the successful recruitment of minority faculty and staff.

*Create
an inclusive
learning
environment.*

- **Reward exemplary programs that integrate opportunities for relevant community service by students and faculty.**

Functions and organizations that bring diverse student groups together also help to counter the growing trend toward resegregation on many campuses. Most colleges and universities in the State have made an

effort to implement diversity programming through their offices of student affairs and/or academic affairs offices. Increasingly, institutions are integrating community service and service learning programs and activities into the overall educational experience for both students and faculty. The goal of community service and service learning is to educate students about being responsible citizens. By undertaking voluntary action for the benefit of others in their communities, students help themselves by developing a form of civic self-interest. In 1990, the Florida Legislature funded the Florida Office of Campus Volunteers (FOCV). Hosted by Florida State University, FOCV assists colleges and universities throughout the State in establishing and maintaining community service programs. A 1993 Presidential Task Force at FSU made several recommendations for expanding and strengthening community service opportunities and requirements for students and faculty and called for the establishment of an office to direct all community service and service learning programs.

Integrate and link service and academic study.

In 1991, a coalition of colleges and universities formed the Florida Campus Compact. The Florida Compact, designed to create service opportunities for students and integrate community service into the curricula, is part of the National Campus Compact. The Compact's statewide office is located at Brevard Community College. The college also developed its own compact project, the Center for Service-Learning in 1988. The Center's mission is to make service an integral part of students' education. Since its inception, over 5,000 Brevard students have contributed approximately 150,000 hours of service in various service-learning options and service-learning courses. Over 20 disciplines ranging from biology to humanities provide students with a variety of opportunities to integrate and link service and academic study. The director of the center reports directly to the provost.

STRATEGIES

Broaden Existing Academic Curricula

- **Develop a multicultural curriculum that fosters critical thinking about issues of race, culture, and ethnicity.**

The most controversial diversity issue is the concept of multicultural education. Unlike particularism, which is the special history of specific groups, multiculturalism weaves diverse cultural experiences and perspectives into a common historical learning experience. As the demographic composition of colleges and universities becomes more diverse, the academic curricula will likely reflect a more heterogeneous interpretation of the American experience, culture, and identity. In Florida, several universities have taken steps to restructure their academic programs

***Multiculturalism
weaves diverse
cultural experiences
and perspectives
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experience.***

and courses to reflect a more diverse learning perspective. An excellent example of incorporating multicultural perspectives and critical thinking into general coursework is at the University of South Florida. Students are required to take courses in English composition, quantitative methods, natural sciences, social sciences, historical perspectives, fine arts, and African, Latin American, Middle Eastern or Asian perspectives. The goal of this requirement is to integrate, wherever appropriate, issues about values and ethics, race and gender, as well as international and environmental concerns. The university has made a commitment to support faculty in the preparation and teaching of these courses.

Postsecondary education cannot expect growth in per student funding to match increasing demands and costs of quality postsecondary education. To serve more students in the face of less than “normal” funding of the 1980s, new flexible management models for cost reduction, resource allocation, and revenue enhancement must be designed and implemented.

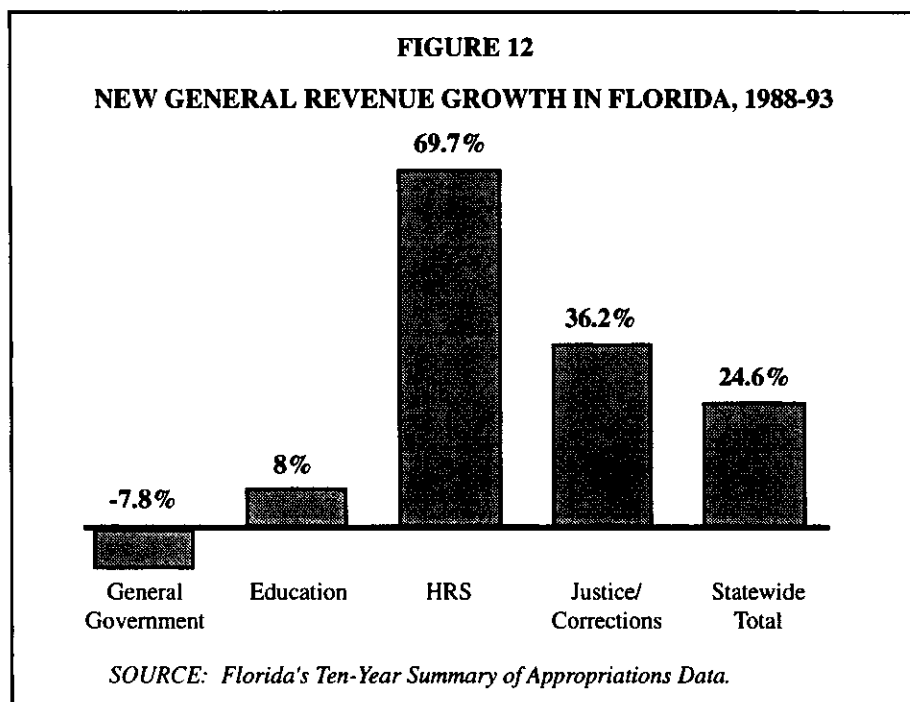
A major challenge facing Florida postsecondary education centers on state funding: the inadequacy of state support for higher education as perceived by many within the system, versus a concern held by many outside the system for the more efficient use of existing resources to meet state needs. In Florida, rapid growth in population and in demands for services has caused strong competition for available state funds and has taxed the State’s ability to fund its delivery system for Education. For the period of 1982 through 1991, while the total annual state appropriations devoted to Education increased from \$4 billion to \$8 billion, the percentage of Education of total annual state appropriations declined from 38.83 percent of the total appropriation in 1982 to 27.47 percent of the total in 1991. During that same period, the annual state appropriation for Health and Rehabilitative Services increased from 21.67 percent (\$2.3 billion) to 28.62 percent (\$8.4 billion) of the total annual state appropriation. The annual state appropriation for Corrections increased from 2.57 percent (\$271 million) to 3.22 percent (\$949 million) of the total annual state appropriation. **Figure 12** displays how education has fared in competition for new general revenue over the past five years.

In higher education, the financial crisis in the State, that has included a series of budget cuts, has eroded institution budgets and has threatened the quality of the learning experience for the growing student enroll-

FINANCE, PRICING, INCENTIVES



Maintaining the rate of growth in funding enjoyed by postsecondary education in the past is highly unlikely.



Education is losing the competition for new general revenue.

In public universities and community colleges, total per student funding is lower now than in 1988-89.

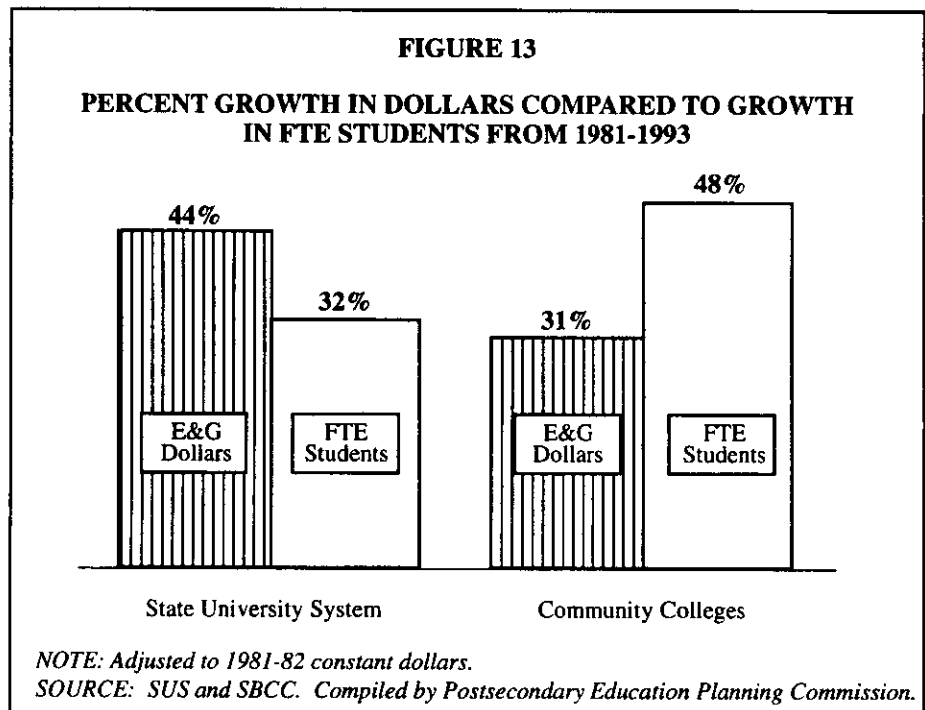
TABLE 3 ACTUAL STATE FUNDING PER FTE, 1987-1992		
YEAR	COMMUNITY COLLEGE SYSTEM	STATE UNIVERSITY SYSTEM
87-88	\$3,828	\$8,594
88-89	3,985	9,339
89-90	4,071	10,087
90-91	3,955	9,727
91-92	3,923	9,151
92-93	3,970	9,020

SOURCE: State Board of Community Colleges and State University System. Compiled by Postsecondary Education Planning Commission.

ment. In 1992-93, total funds per FTE in both public universities and community colleges are at lower levels than provided in 1988-89 without adjusting for inflation (**Table 3**).

Maintaining the rate of growth in funding enjoyed by postsecondary education in the past is highly unlikely. In the State University System, from 1981 to 1993, education and general funding increased 44 percent in constant dollars compared with a 32 percent increase in enrollment. This trend is reversed in the community college system where dollars grew 31 percent and enrollment increased 48 percent (**Figure 13**).

In the SUS, education and general dollars have grown at a rate greater than student enrollment. The reverse is true for community colleges.



Redesign/Restructure System for Allocation and Use of State Resources

■ Provide performance based funding.

Faced with increased demand and limited resources, a fundamental change in thinking is required. **Figure 14** displays old and new perspectives on higher education finance.

The Division of Vocational, Adult, and Community Education (DVACE) has embarked on a new approach to financing programs in technical fields. Spurred by legislation introduced but not passed during the 1993 session, DVACE is developing a performance based funding model that will provide incentive funding based on improvements in enrollments, completions, and placements. In addition, the Division is developing an algorithm for calculating Florida's rate of return on investment in vocational training programs which will consider program costs in comparison with average earnings of program completers.

The Postsecondary Education Planning Commission has endorsed, and the State Board of Education has included in its 1994-95 budget request, a proposal with independent Florida law schools to address the need for more minorities in the legal profession. Rather than simply funding the difference in tuition between the public and independent institutions as most existing academic program contracts, the proposal envisions a portion of the contract being allocated based on improvements in graduation rates and passage of the Florida Bar exam.

Provide incentive funding based on improvements in enrollments, completions, and placements.

*Faced with
increased demand
and limited
resources, a
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is required.*

FIGURE 14
A NEW MODEL
FOR HIGHER EDUCATION FINANCE

OLD PARADIGM

Personal Income

Growth in personal income will allow resources coming to higher education to increase without increasing the price of higher education.

Access

Access to higher education means low price and subsidizing all students in order to keep the price low.

Subsidies

Subsidize the price to students by funding the costs of the institution.

Public Dollars

Public dollars pay for institutional costs.

Central Authorities

Central authorities are in the best position to make key financial decisions.

Budget Game

Winning the budget game is getting needs funded.

Budgeting

Budgeting means managing costs.

Tools

There are essentially two tools for responding to fiscal constraints: (1) cut back or cut out; and (2) increase revenues.

Capital

Capital is free; institutions are not responsible for paying the debt service on their own capital. This is true for public institutions, primarily.

Definitions:

- Price* - The cost to the student/customer of the goods or service provided; (tuition).
- Cost* - What the provider incurs for creating the goods or service.
- Value* - The worth of what we do as perceived by the customer.

FIGURE 14 (continued)

**A NEW MODEL
FOR HIGHER EDUCATION FINANCE**

NEW PARADIGM

Personal Income

Growth in personal income will be too slow to allow more resources to go to higher education without significantly raising the price.

Access

Price should be made to be more equal to the cost.

Subsidies

Students should be subsidized directly.

Public Dollars

Public dollars will pay for results of value to the customers.

Central Authorities

Central authorities will set performance criteria and design institutional incentives that promote high performance. Local administration will make the key financial decisions.

Budget Game

Winning the budget game will mean helping customers get their needs met and getting paid for their success.

Budgeting

Budgeting means managing price and value, not costs.

Tools

The major tool is to redesign the way we do things.

Capital

Institutions should pay for their own capital.

SOURCE: Dr. Peter C. Hutchinson, President of Public Strategies, Inc., and Senior Fellow, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota.

***Needed: a written,
understandable
and objective
funding model
for requesting,
appropriating and
allocating resources
on an equitable,
mission-oriented
basis among the
universities.***

■ **Adopt a uniform funding process for the state universities.**

In 1992, the Commission examined the funding methods used by the Legislature and the Board of Regents for allocating resources to the individual state universities. The Commission found significant differences in the two approaches. The legislative formula places greater priority on undergraduate education and student support while the Board of Regents formula gives greater emphasis to graduate education and research activities. The study called for development of a consensus funding formula by a task force of state and institutional representatives. The 1993 Legislature supported this recommendation and has requested the development of "a written, understandable and objective funding model for requesting, appropriating and allocating resources on an equitable, mission oriented basis among the universities....The proposed funding model shall be an integral part of the accountability process established pursuant to S.240.214, F.S." The model is to be developed in conjunction with representatives of the universities, legislative and Governor's office staff, and the Postsecondary Education Planning Commission and is to be completed by January 1, 1994.

■ **Address modifications needed in community college funding.**

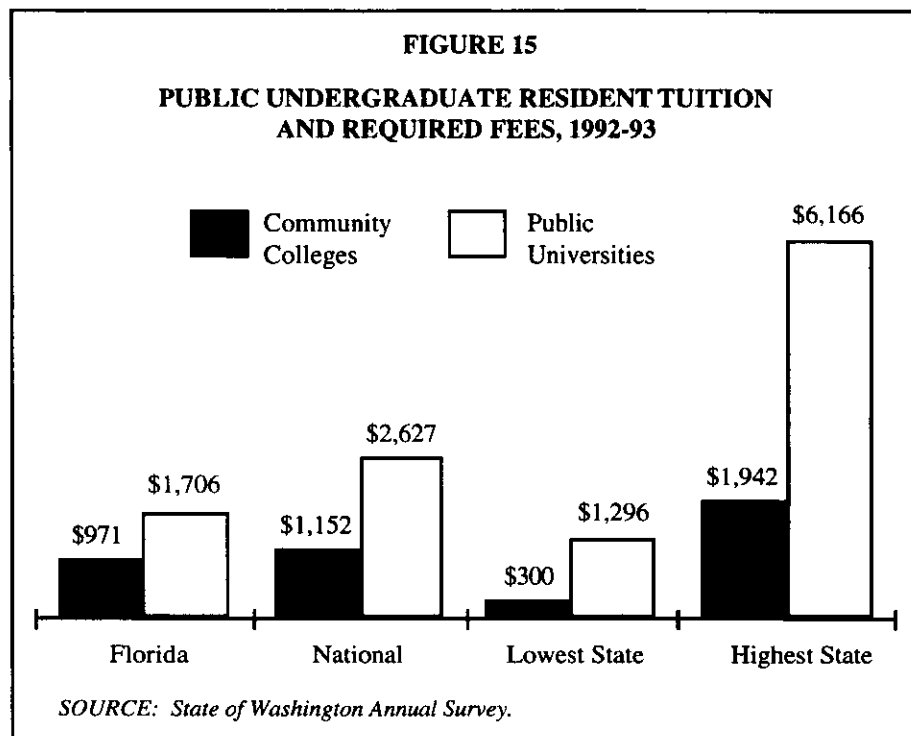
While improvements in the allocation of funding for community colleges are possible, the basic design of this process is sound. Local management flexibility is emphasized. While equalization among the colleges has been a primary legislative concern, the changes needed to address this are relatively minor. The Commission is currently working with the State Board of Community Colleges on an analysis of the modifications required. Other areas in need of attention are funding to cover the operating costs of new facilities, which had been provided by the Legislature until two years ago, and an examination of the most appropriate methods to provide capacity for increased demand through permanent or leased facilities or some other alternative. Finally, both the colleges and school districts provide vocational training. Any performance based funding considered in this area should be consistently applied to both delivery systems.

Improve Use of Non-State Resources

- **Index tuition in the public sectors to the national average or other external standard.**

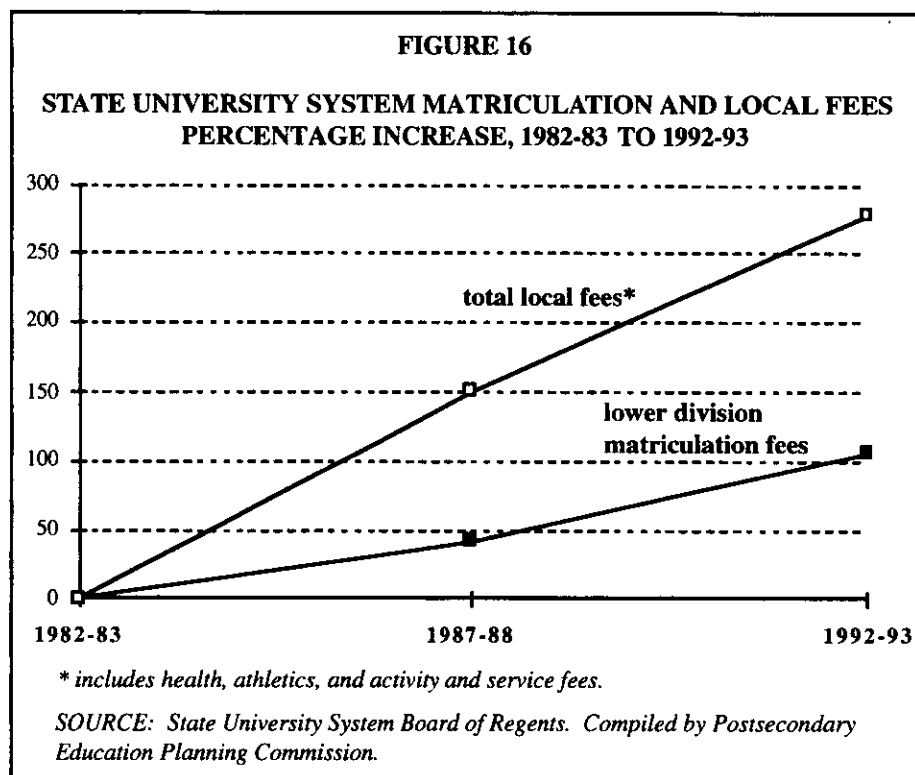
The original *Master Plan* recommended that tuition be indexed to state general revenue appropriations to permit students, parents, institutions, and the State to plan on expected tuition levels. In 1991, the Legislature adopted policy to index postsecondary fees charged by school districts, community colleges and universities to prior year program costs. For community college and undergraduate university academic programs the fees are to be 25 percent of cost. For vocational programs offered by school districts and community colleges, fees shall equal 10 percent. Non-resident students are assessed the full program cost.

Even with the increases required by implementation of the indexing policy, Florida remains a low tuition state. In 1992-93, Florida ranked 42nd in university resident undergraduate tuition and fees or 65 percent of the national average (**Figure 15**). In fact, the only public tuition charge in Florida which exceeded the national average was for non-resident community college students (\$3595 or 109 percent of the national average). Florida has not always been a low tuition state. In 1967-68, the average annual tuition cost for a four-year college was \$302 nationally, \$296 in Southern Regional Education Board (SREB) states and \$375 in Florida (124 percent of the national average).



Public university fees in Florida are significantly below the national average.

*Local fees
have increased
significantly more
than matriculation
fees in the SUS.*



■ **Cap local non-instructional fees as a percentage of matriculation fee.**

Included within the state university fees are local activity and service, health and athletic fees which are subject to approval by institutional committees at least half of whose membership must be students appointed by the student body president. Systemwide, these fees have grown from \$4.04 per credit hour in 1982-83 to \$12.39 per hour in 1992-93 or 277 percent (Figure 16). During this period matriculation charges have increased 105 percent. Overall state university fees are low from a national perspective, and a major share of what increase they have experienced in the past decade is in non-instructional areas. Community colleges were first authorized to charge an activity and service fee in 1983, and it may not exceed 10 percent of the matriculation fee.

■ **Provide stable, consistent funding to the independent sector and expand use of the contract option.**

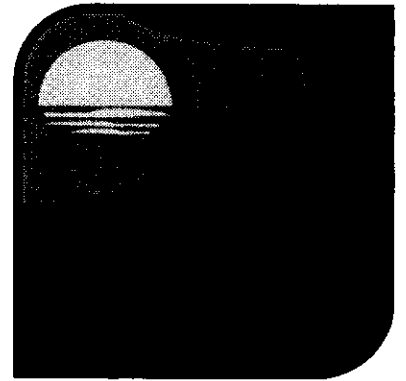
The tuition voucher, academic program contracts and capitation grants for selected programs have historically been the primary forms of state support to the independent sector. Until now, academic contracting has been limited to programs offered at four-year colleges and universities.

In the past, the Commission has recommended expanding this approach to include technical training offered by licensed independent schools, institutes, and colleges. A recent study conducted by the Florida Department of Labor indicates that nine out of 10 of the fastest growing occupational fields require less than a baccalaureate degree. In training areas subject to external validation or licensure, contracting has the potential for meeting immediate labor market demands.

***9 out of 10 of the
fastest growing
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Fort Lauderdale

Dr. Anthony Cantanese, President
Florida Atlantic University

Dr. Will Holcombe, President
Broward Community College

Mr. James Naugle, Mayor
City of Fort Lauderdale

Ms. Carol Cleveland, Director
*Economic Council of Palm Beach
County*

Mr. Paul Edwards, Coordinator
Miami-Dade Community College

Dr. Leonard Berry, Provost
Florida Atlantic University

Ms. Patricia Donowa, President
Beacon Career Institute

Mr. Joe Mathos,
Assistant Superintendent
Dade County Schools

Mr. Bob Miles, Director
NOVA University

Mr. Don Horine
Palm Beach Post

Ms. Patricia Schuster
Miami-Dade Community College

Dr. Judy Blucker, Vice Provost
Florida Atlantic University

Dr. Barbara Bader,
Director of Academic Programs
Florida International University

Dr. Lynn Laureati,
Assistant Vice President
Florida Atlantic University

Dr. Patricia Dyer, Vice President
Palm Beach Community College

Ms. Beverly Williams
Vocational and Technology Education

Mr. A. Baldwin
Miami-Dade Community College

Ms. Marcia Belcher
Miami-Dade Community College

Dr. Jon Alexiou, Vice President
Miami-Dade Community College

Dr. Mantha Mehallis, Director
Florida Atlantic University

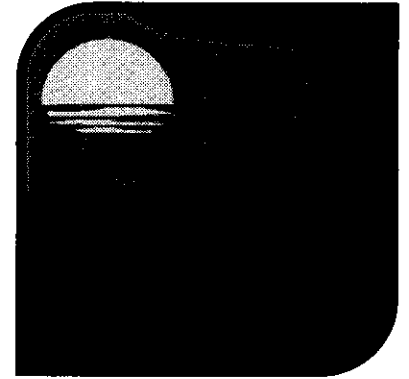
**Mr. Nelson Perez, Executive
Director**
Dade County Schools

Ms. Carrie Mickey, Director
Dade County Schools

Dr. Sue Kinzer, Director
Teacher Education Alliance

**Dr. Michael Armstrong,
Director of Planning**
State University System

Blueprint 2000
and
State
Education
Goals



BLUEPRINT 2000

The Florida Legislature passed *Blueprint 2000* in the spring of 1991. It begins:

The Legislature recognizes that the children and youth of the state are its future and its most precious resource. To provide these developing citizens with the sound education needed to grow to a satisfying and productive adulthood, the Legislature intends that by the year 2000, Florida establish a system of school improvement and accountability . . .

The Legislature wanted to provide clear guidelines for achieving this purpose "and for returning the responsibility for education to those closest to the students, that is the schools, teachers, and parents." The importance of community involvement and collaboration is reflected in the letter and spirit of this legislation.

The intent of the legislation is to raise standards and decentralize the system so school districts and schools are free to design learning environments and experiences to better meet the needs of each child.

While the legislation specifies high goals for our schools, it provides local schools and school districts with flexibility to achieve these goals in their own way. The legislation suggests movement toward even more local control and greater funding flexibility as the new comprehensive system is implemented.

The Florida Commission on Education Reform and Accountability, created by the legislation, is charged with recommending to the State Board of Education the components of this comprehensive system. The State Board has approved the Commission's recommendations, which establish standards for each of the seven goals and describe a transition system for achieving the vision of *Blueprint 2000*. The transition system includes common data elements and reporting guidelines for all public schools. Copies of the Commission's approved recommendations are available from:

The Florida Commission on Education
Reform and Accountability
Suite 224-B, Collins Building
107 W. Gaines Street
Tallahassee, Florida 32399-0400

Following are the seven state goals set forth in *Blueprint 2000*.

GOAL 1:

Readiness to Start School

Communities and schools collaborate to prepare children and families for children's success in school.



GOAL 2:

Graduation Rate and Readiness for Postsecondary Education and Employment

Students graduate and are prepared to enter the workforce and postsecondary education.



GOAL 3:

Student Performance

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.



GOAL 4:

Learning Environment

School boards provide a learning environment conducive to teaching and learning.



GOAL 5:

School Safety and Environment

Communities provide an environment that is drug-free and protects students' health, safety, and civil rights.



GOAL 6:

Teachers and Staff

The schools, districts, and state ensure professional teachers and staff.



GOAL 7:

Adult Literacy

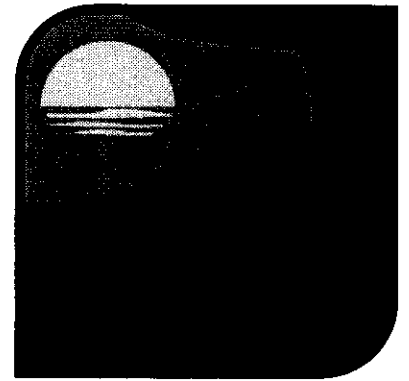
Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.



STATE EDUCATION GOALS



Statement of Cooperation



STATEMENT OF COOPERATION

Blueprint 2000: A System of School Improvement and Accountability will result in major systemic changes to Florida's public school system. For this change to succeed, postsecondary educational systems within the state must participate in cooperative long range planning. The Florida Commission on Education Reform and Accountability, the Board of Regents, the State Board of Community Colleges, the Independent Colleges and Universities of Florida, the Postsecondary Education Planning Commission, the Education Standards Commission and the Department of Education agree to work together to facilitate the reform and restructuring of the K-12 education system of Florida.

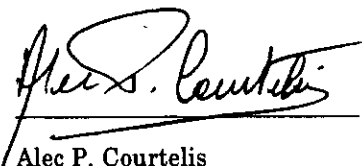
Areas which appear to require mutual examination and discussion include the following.

1. Student transition from K-12 through postsecondary education:
 - academic programs and student services among postsecondary institutions and public schools to promote the smooth transition of individual students from high school to postsecondary education opportunities;
 - existing articulation agreements;
 - new agreements that emphasize performance rather than time;
 - impediments which increase time to certificate or degree completion;
 - access to critical courses across district lines.
2. Student Assessment and Credentialing:
 - procedures for the recognition of alternative student assessment and credentialing measures, with the potential for systemwide implementation.
3. Teacher Education:
 - teacher education programs;
 - teacher certification;
 - performance based approaches that address the needs of the learning environment as envisioned in *Blueprint 2000*;
 - demonstration of specific teaching skills and competencies;
 - inservice education;
 - efforts to identify, enroll, graduate, certify and employ qualified minorities.

On behalf of the above mentioned entities, we further agree to work together to develop a consolidated progress report that will:

1. identify potential barriers in each system to the successful implementation of Blueprint 2000;
2. specify appropriate strategies for removing the barriers to permit the successful implementation of Blueprint 2000 at the postsecondary level.

The progress report will be compiled by the Commission on Education Reform and Accountability and the Postsecondary Education Planning Commission and will be submitted to the State Board of Education at its June 8, 1993 meeting.



Alec P. Courtelis
Chairman, Board of Regents
Universities of Florida



Wendell W. Williams
Chairman, State Board
of Community Colleges



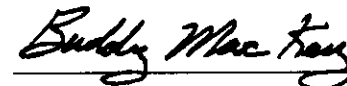
T.K. Wetherell
President, Independent
Colleges and Universities
of Florida



Robert Taylor
Chairman, Postsecondary
Education Planning Commission



Grace M. Northrop
Chairman, Education
Standards Commission



Buddy MacKay
Lt. Governor and Co-Chair,
Commission on Education
Reform and Accountability



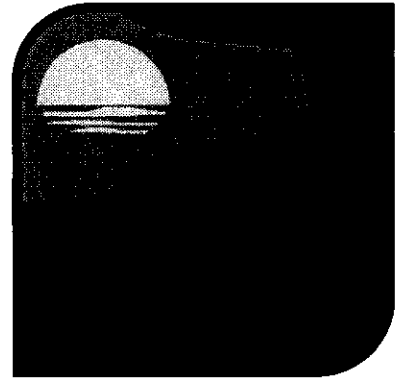
Betty Castor
Commissioner of Education
and Co-Chair, Commission
on Education Reform and
Accountability

FEBRUARY 9, 1993

Date



List of
Commission
Reports,
1988-93



**COMMISSION
REPORTS,
1988-93**

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ASSESSING EFFORTS TO IMPROVE SCIENCE, MATHEMATICS, AND TECHNOLOGY-RELATED EDUCATION AT THE POSTSECONDARY LEVEL -- March, 1993 (Prepared in collaboration with the Department of Education Title II Eisenhower Mathematics and Science Education Program, National Science Foundation/Florida Department of Education State-wide Systemic Initiative (SSI), and the Florida Chamber of Commerce)

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STATE UNIVERSITY SYSTEM FUNDING PROCESS -- January, 1992 (Prepared in response to Specific Appropriation 577A of the 1991 General Appropriations Act)

AN ANALYSIS OF THE PROCESSES USED TO FUND THE STATE UNIVERSITY SYSTEM OF FLORIDA -- December 23, 1991, Technical Report for the Commission's 1992 Report - *State University System Funding Process* (Prepared by MGT of America, Inc.)

EXTERNAL FUNDING FOR COMMUNITY COLLEGE COURSES AND PROGRAMS -- February, 1992 (Prepared in response to Specific Appropriation 577A of the 1991 General Appropriations Act)

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A STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM -- December, 1992 (Prepared in response to a request by the College Reach-Out Program Advisory Committee)

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A STUDY OF ACADEMIC PROGRAM CONTRACTS WITH INDEPENDENT POSTSECONDARY INSTITUTIONS -- February 16, 1989 (Prepared in response to Specific Appropriations 523 through 527 of the 1988 General Appropriations Act)

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