

COUNCIL FOR EDUCATION POLICY, RESEARCH & IMPROVEMENT

Career and Professional Education: Preparing Florida's Students for the Knowledge Economy *Florida Master Plan for K-20 Education*

2005 Progress Report

2004 Policy Recommendations	Action to Date
<p>1. Schools and school districts should be responsible for establishing intensive acceleration programs to get students to grade-level reading, writing, and mathematics benchmarks in 5th, 8th, and 12th grade, modeling best practices nationally and internationally</p>	<p>As part of the 2005-06 General Appropriations Act:</p> <ul style="list-style-type: none">• \$89 million in funds for the <i>Reading Instruction Allocation</i> have been included in the FEFP to institutionalize reading as the foundation of all learning. The allocation is provided for a K-12 comprehensive, district-wide system of research-based reading instruction.• <i>Just Read, Florida!</i> was appropriated \$68 million (\$10 million in state funds, \$58 million in federal funds) to achieve Florida's reading goal for all students to be reading on grade level or higher by 2012.• \$2.5 million was appropriated for two <i>Innovative Reading Pilot Programs</i> that will use internet technology to teach reading to students in grades K-3) (\$1.5 million) and to teach reading to Limited English Proficiency students in grades 4-10 (\$1 million). <p>Section 1008.25, Florida Statutes provides that each school district establish a comprehensive program for student progression that must include:</p> <ul style="list-style-type: none">• Standards for evaluating each student's performance,

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	<p>including how well he or she masters the performance standards approved by the State Board of Education.</p> <ul style="list-style-type: none"> • Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. • Appropriate alternative placement for a student who has been retained 2 or more years. <p>The 2004-05 General Appropriations Act provided that, “the Department of Education shall not disburse supplemental academic instruction funds to a district until the superintendent certifies that the district has implemented all the requirements of section 1008.25, Florida Statutes.” These requirements include the assessment of students, the development of academic improvement plans, and the provision of intensive reading instruction to students found to be deficient in reading.</p> <p>The 2004 Legislature passed the Middle Grades Reform Act, which contained the following four components:</p> <ul style="list-style-type: none"> • Ensure middle grades curriculum and course offerings are based on effective research-based programs • Require each school with fewer than 75% of students reading on grade level to implement a Rigorous Reading Requirement • Develop Personal Middle School Success Plans for entering sixth grade students who scored below level 3 in Reading or Math in fifth grade, in collaboration with student, parent, and teacher, including educational goals, strategies to achieve goals, and benchmarks for student

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	<ul style="list-style-type: none"> • Conduct a Comprehensive Reform Study in consultation with education stakeholders on academic requirements, attendance policies and strategies, teacher quality, school leadership, and parental and community involvement. <p>In the interim the State Board of Education formed a Middle Grades Reform Task Force reaching recommendations for further reforms. These proposed reforms died in the 2005 Legislative Session, as part of the Governor's proposed A++ plan.</p>
<p>2. Every student in Florida should be made aware of career options by the start of high school and provided with <u>extensive guidance</u> in order to plan their coursework in accordance with their career aspirations.</p>	<ul style="list-style-type: none"> • Personal Middle School Success Plans (see above) are part of the Middle Grades Reform Act.
<p>3. Every high school in Florida should develop a research-based Career and Professional (CAP) Academy with the following features: 1) small learning community, 2) strong academics in a career context (with standards-based career-technical coursework), and 3) partnerships with the local business community.</p>	<p>As part of the 2005-06 General Appropriations Act:</p> <ul style="list-style-type: none"> • \$6 million was appropriated to the <i>SUCCEED – Career Paths Initiative</i> which seeks to establish secondary and postsecondary career and professional academies in school districts or school district postsecondary career centers. • Funds are to be awarded via a competitive grant program.
<p>4. Every student in a Florida high school should graduate with a rigorous, high standards-based curriculum <u>and</u> an area of concentration (i.e., math/science, career/technical, humanities). Each concentration should have the same high academic foundation in reading, mathematics, and writing.</p>	
<p>5. High schools should be evaluated and rewarded for improvement on measures relating to the successful transition of students from high school into careers and postsecondary education through the use of outcomes such as graduation from high school and continuation rate into a school district technical education center, community college, or university program.</p>	
<p>6. Florida should place a greater priority on ensuring adequate resources are provided to postsecondary adult and career</p>	<p>As part of the 2005-06 General Appropriations Act:</p> <ul style="list-style-type: none"> • School district postsecondary adult and career education

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<p>education programs to meet the current and projected demand for skilled workers.</p>	<p>programs received an additional \$5 million in base funding (for a total of \$393.7 million), and \$5 million in performance-based incentive funds.</p> <ul style="list-style-type: none"> • The overall community college appropriation was \$1.079 billion – a net increase of \$60.7 million. • The budget includes a total of appropriation of \$31 million for the <i>SUCCEED, Florida</i> and <i>Jobs for Florida's Future</i> programs which will provide students with education opportunities that prepare them for rewarding careers and economic self-sufficiency. <ul style="list-style-type: none"> • Funds under <i>SUCCEED, Florida</i> appropriation will be distributed through a competitive grant process for the following purposes: (1) to establish career and professional academies (\$6 million); (2) to increase the capacity of nursing programs at public and private postsecondary institutions (\$5 million in the CC budget, \$5 million in universities budget; and (3) to increase the capacity of teacher certification programs at public and private postsecondary institutions (\$5 million). • A total of \$10 million was appropriated as non-recurring capitalization grants to specific community colleges to assist with the implementation of programs identified in the State Board of Education's <i>Jobs for Florida's Future</i> budget request • Workforce Education appropriations: Performance funding category for community colleges is \$18,075,996, the amount of funding provided from workforce performances is \$7,901,625 for 2005-06. The community colleges received \$10,000,000 for <i>Jobs for Florida's Future</i>, which are capitalization funds for new program or expansions in workforce.

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	<p>Note: The majority of community college funding is contained in the CCPE, but the Workforce dollars are no longer broken out.</p>
<p>7. All career and technical education programs should ensure that their program completers exit with skills and credentials endorsed by local and/or state industry sectors.</p>	
<p>8. Community colleges and area technical centers should jointly develop, within their local service areas, a strategic plan for career and technical training in partnership with local industry sectors.</p>	

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