

**NOTE: THESE MINUTES ARE SUBJECT TO APPROVAL BY THE FULL COUNCIL AT ITS NEXT MEETING. SHOULD REVISIONS BE MADE, THEY WILL BE INCLUDED AS AN ITEM IN THE MINUTES OF THAT MEETING.**

Minutes of the Meeting of the  
**COUNCIL FOR EDUCATION POLICY, RESEARCH AND IMPROVEMENT**  
February 15 & 16, 2005  
Erwin Technical Center  
Tampa, Florida

**Members Present:** Akshay Desai    Bob Taylor  
W. C. Gentry    Harold Wishna  
Rajendra Gupta

**Members Absent:** Bob McIntyre  
Elaine Vasquez

**Approval of Minutes**

The minutes of the January 11 & 12, 2005, meeting were approved as circulated.

**Chairman's Report**

Chairman Akshay Desai thanked the Hillsborough School District and Mr. Mike Donohue for hosting the meeting. He announced the resignation of Council member Ms. Pat Telson.

**Executive Director's Report**

Dr. William Proctor reported on his participation in the National Postsecondary Educational Cooperative/National Center for Education Statistics groups.

Dr. Proctor said he recently met with Commissioner John Winn and community college Chancellor David Armstrong to brief them on the community college baccalaureate degree proposals. He will attend their March meeting to provide an overview of the bachelor of applied science and how it is being offered around the country; a general picture of what the degree is.

He mentioned that as part of the A Plus Plus Program supported by the Governor's office, CEPRI would be eliminated if that entire bill goes forward.

Mr. Bob Taylor said he thought there needed to be a discussion about the bachelor's degree so policy issues are addressed. Chairman Desai agreed there needs to be a comprehensive discussion.

**State Board of Education Report/Board of Governor's Report**

No report at this time.

## Studies/Assignments

**Instructional Materials Pilot** - The Council voted to accept the Instructional Materials study as Part I of a continuing study. In Part I, the Council reviewed the full-year cost savings reported by the districts that participated in the Instructional Materials Pilot. Beginning in May, Council staff developed the outline for the study in consultation with representatives from the Department of Education, the pilot districts, publishing and used textbook concerns, the Florida School Book Depository (FSBD), the Legislature, and the Office of Program Policy Analysis and Government Accountability.

Recommendations based on the information gathered in Phase I of the study are as follows:

- **Expand the pilot program to 3-5 additional districts in all regions of the state.** The initial pilot was concentrated in the central part of the state and included only one district of significant size (Polk County). As illustrated in the pilot study, savings can be realized on the cost of the books and on shipping when larger purchases are made from used vendors. Expanding the pilot to target for the inclusion districts that, due to growth in student enrollment and the subsequent opening of new schools, need large numbers of books in the latter stages of an adoption cycle, and thus would appreciate the cost savings on books that have a limited life span on the adoption cycle.
- **Revise the current pricing structure so the price of instructional materials is lowered 10-20 percent for the final two years of the adoption cycle.** This recommendation could be applied exclusively to districts with schools opening during the final two years of the adoption cycle that would be purchasing large quantities of books that would be off-adoption in two years. Such a price reduction would cushion the schools as they purchase books on a new adoption cycle that would likely be 10 percent higher in cost from books in the previous adoption cycle.

In Phase II of the study, the Council will investigate the viability of formally incorporating used vendors into the textbook acquisition process starting at the third year of the six-year adoption cycle. Council activities will include:

1. Pricing out textbooks over the course of a six-year adoption cycle to determine the sales trend-line for a given book and comparing the costs of books purchased from the book depository versus purchasing from a used vendor in the final three years of adoption.
2. Contacting instructional materials representatives in North Carolina to explore the cost differences in a private compared to a publicly run textbook depository.
3. Comparing costs of textbooks in adoption states to prices charged in non-adoption states to determine if the “most favored nation” clause produces real cost savings.

**In-service Education** - The Council voted to accept the In-service study as Part I of a continuing study. In Part I, resources at the state, school district, and university level were analyzed and Department of Education staff, district staff development directors, university administrators and regional education consortia staff were interviewed. In addition, issues relating to the financial resources allocated to in-service education were explored with legislative staff. District and university staff development personnel were impaneled to discuss, with Council members, the types of in-service activities conducted in their service areas and efforts to determine the impact of training on student performance.

The interim phase of this report contains a number of findings with regards to the content, delivery, and funding of in-service education in Florida public schools, and provides a narrative summary of efforts at both the state and school district level to meet the goal of improving student achievement through participation in in-service education programs. The accordant changes that have come about in the delivery and implementation of in-service education since the enactment of F.S. 1012.98 have been recent and the effectiveness of these new approaches is still in the process of being evaluated. In addition, because of the complexity of the funding mechanisms used to finance in-service education, questions remain regarding the dollar amount that is allocated to in-service education in the 67 Florida public school districts and the specific funding sources for the expenditures.

The following study activities are proposed for Phase II of the project to gather additional data and information on these issues:

1. Contact staff development directors and other appropriate district personnel in school districts that have completed the first cycle of on-site reviews using the Professional Development System Evaluation Protocols and gather data on the evidence of improved student performance based on staff development participation/practices.
2. Obtain a more accurate accounting of staff development dollars by contacting the Auditor General's office to determine what cost accounting reports are submitted by school districts detailing their staff development expenditures.
3. Continue to work with Schultz Center and Duval County School District personnel to develop a model for measuring the effectiveness of staff development in terms of improved student achievement.
4. Conduct a detailed and descriptive analysis of the staff development funding mechanisms in a representative sample of Florida school districts.
5. Identify "best practices" in staff development that positively impact student achievement, particularly in low-performing schools/districts.

### **Class Size Amendment Study Outline**

Mr. Juan Copa presented a brief study outline on the Council's preliminary evaluation of the class size amendment. This analysis will focus on two major areas: (1) funding for class size reduction and (2) the impact of the class size reduction amendment on various outcomes. First, there will be an accounting of the funds that have been allocated thus far for class size reduction. To the extent that data is available, an investigation of how schools are spending their class size allocations will be undertaken. Second, this analysis will examine the effects of the amendment on various issues, such as the number of teachers teaching out-of-field and the ability of school districts to hire and provide raises for teachers. Chairman Desai requested that the analysis also include a review of the literature on the effectiveness of class size reduction in other states and internationally. Council member Mr. W.C. Gentry also agreed that the study should first assess the effectiveness of class size reduction and then provide the practical implications that the state has faced in its implementation of the class size amendment. Mr. Taylor advised that the analytical portion of the study not be delayed for the more conceptual assessment of the effectiveness of class size reduction as an educational reform.

## **State Board of Education Strategic Plan**

Dr. Theresa Klebacha, of the State Board of Education, reported on the Strategic Plan. Commissioner Winn wanted new challenges and changes to the Plan. The statutes state what the mission and goals of the Florida K-20 system should look like. The statute identifies four goals – high student achievement, seamless articulation, skilled work force, and quality efficient services. Eight Strategic Imperatives were identified as priorities – 1) Increasing the supply of highly qualified K-12 teachers; 2) Set, align, and apply academic standards consistently at every level of the K-20 education system; 3) Increasing rates of learning and completion; 4) Improving the quality of school leadership at all levels; 5) Improve the quality and increase the quantity of all educational options; 6) Aligning the workforce’s education with the skill requirements of the new economy; 7) Aligning financial resources with performance expectations; and 8) Achieving world-class, nationally recognized institutions of higher learning by improving access, funding, performance, and accountability. The strategic imperatives have served to guide policymaking, planning, and budgetary decisions at the state level and throughout the K-20 governance structure.

## **Edison Community College Baccalaureate Proposal**

Dr. Jon Rogers summarized the proposal submitted by Edison College to establish a Bachelor of Applied Science program in Public Safety Management. He reported that Edison College and Florida Gulf Coast University have been operating a partnership baccalaureate program in public services management since 2002. In July 2004, a joint letter from FGCU President Bill Merwin and Edison President Ken Walker requested a modification in the agreement to transfer the degree program to Edison College for the delivery of a bachelor of applied science program.

Dr. Ken Walker elaborated on the need for the baccalaureate program and the plans for implementation. He said there is a need in southwest Florida for public safety employees to increase their skills in human resources, budgeting and organization behavior in order to advance into positions of leadership. There are over 60 public safety agencies in the college’s five-county service area. Dr. Walker expects that demand for the baccalaureate program will increase as the region continues its rapid growth in population and in demand for services.

FGCU President Merwin expressed his support for the Edison College proposal and indicated that this particular degree program, as well as other applied baccalaureate degree programs, is best placed at a community college. The clientele in the public services program has appeared to be more comfortable at the community college. He reported that the university has a full agenda of program development, research initiatives and public service to address the institution’s mission in the region. Following testimony on the need for the proposed program by public safety representatives, the Council unanimously recommended that the State Board of Education approve the request of Edison College to establish a Bachelor of Applied Science degree program in Public Safety Management.

Mr. Taylor discussed how the college program will support the state’s seamless delivery system and also expressed the need for additional information on applied baccalaureate models. Chairman Desai called for consistent criteria in this review/approval process in order to further define the community college baccalaureate policies. The Council further recommended to the State Board of Education that a statewide plan is needed for the delivery of baccalaureate education, particularly applied bachelor degree programs.

During lunch Mr. Donohue, principal of the Erwin Technical Center, welcomed everyone and discussed the Center and its contributions to the area.

### **Master Plan – Major Initiatives**

Dr. Pat Dallet said the Council decided early on to focus on a small number of key issues and to identify strategies and actions related them. He read through the status report and commented on the issues, studies and components of the master plan that have been developed or are yet to be developed.

**Funding** – Mr. Bob Cox presented an overview of the DOE budget request and the Governor's recommendations for 2005-2006.

**Stay the Course** – Ms. Kristina Goodwin stated that in continuing the Council's efforts to stay the course, Alabama, Kentucky, Maryland, Massachusetts, North Carolina, Texas, and Washington were researched because they were identified as having a successful business/education partnership organization.

She reached six of the seven business/education organizations and spoke with the president or vice-president of each organization and obtained information on their reasons for success and continuing challenges.

Mr. Taylor suggested that we clearly define success so it can be better measured.

### **Other Items of Interest**

There were no items of interest.

### **Adjournment**

The meeting adjourned at 1:20 p.m., Wednesday, February 16, 2005. The next meeting will be held in Tallahassee on April 6, 2005.



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William B. Proctor  
Executive Director