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Introduction

Institutional cooperation across educational sectors has been strongly encouraged by policy makers for some time. Continual efforts are being made to ease students' transition from secondary to postsecondary education, and Florida has been a leader in the area of articulation. Recently, concern has risen over the large number of recent high school graduates who require postsecondary remediation. The Legislature has supported the provision of performance incentive funds for successful remedial reduction efforts. In addition, increased attention is focused on the need for improving the preparation of school teachers.

The Florida Community College System *Strategic Plan for the Millennium 1998-2003* emphasized the importance of school district/community college collaboration as part of its Access Challenge. The plan outlines several strategies and activities that have helped to ensure the success of community college students as they progress from secondary to postsecondary education. Among these is the annual collection and evaluation of interinstitutional articulation agreements.

According to Section 240.1161, Florida Statutes, (F.S.) superintendents of schools and community college presidents are required to "jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas." This program shall be outlined in a comprehensive interinstitutional articulation agreement, which is developed by an articulation committee established by the school superintendent and community college president. Articulation agreements must be completed each year prior to high school registration for the fall term of the following year.

The purpose of this program review was to gather information relating to inter-institutional articulation agreements between school districts and community colleges. The review assesses the degree to which each agreement meets the statutory requirements outlined in Section 240.1161, F.S. Of particular interest was the institutional response to the statutory requirements relating to the development of mechanisms and strategies for both reducing the incidence of postsecondary remediation and improving the preparation of elementary, middle, and high school teachers.

Interinstitutional Articulation Agreements

Florida law requires each community college to jointly develop an interinstitutional articulation agreement with each of the school districts in its service area. Section 240.1161, F.S., further stipulates that each interinstitutional articulation agreement must include a plan to reduce the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates. It directs each articulation committee to annually analyze and assess the effectiveness of each of the mechanisms designed to reduce postsecondary remediation needs and present the results to the participating school boards and community college board of trustees.

In addition to the remedial reduction plan required in Section 240.1161, F.S., each interinstitutional articulation agreement must include a plan for improving the preparation of elementary, middle, and high school teachers. Mechanisms and strategies to improve teacher preparation, such as professional development programs, should be developed cooperatively and include curricular content which is need-focused and responsive to policy and program priorities. In addition, school districts and community colleges are encouraged to develop plans that utilize new technologies, address critical needs in their implementation, and include both pre-service and in-service initiatives. The Legislature believes that collaboration among school districts, postsecondary institutions and practicing educators is an essential factor in improving teaching, and consequently, reducing the need for postsecondary remediation.

During the 2000 Legislative Session, the passage of House Bill 2105 resulted in the expansion of Section 240.1161, F.S., to include specific provisions relating to the delineation of courses and programs available to students eligible to participate in dual enrollment. The bill was approved by the Governor in mid-June. However, since the majority of articulation agreements for the 2000-01 school year were already completed by June, the new requirements may not be included in this year's agreements. Any new requirements will be included in the 2001-02 interinstitutional articulation agreements.

Methodology

The research design for this Level I program review included several methods of data collection. Statutes and rules relating to articulation agreements were referenced and a checklist was made so that the degree to which each inter-institutional articulation agreement met statutory requirements could be adequately assessed. Each of the colleges were surveyed and asked to provide a detailed copy of their interinstitutional articulation agreement with each school district within their service area.

Each institution was asked to complete a survey and provide a list/outline of activities and initiatives relating to remedial reduction and teacher preparation. The survey also included questions relating to the Access Challenge programs in which they are involved. In an effort to assess the effectiveness of these programs, the survey requested that the institutions provide the methods by which their remedial reduction, teacher preparation, and Access Grant programs are evaluated.

Each of the 28 community colleges submitted copies of their interinstitutional articulation agreements with school districts in their service area. All 28 of the colleges returned the portions of the survey related to teacher preparation and remedial reduction activities.

Remedial Reduction

Section 240.1161(2)(c), Florida Statutes, specifically states that the articulation agreement must include, but is not limited to:

Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading and writing for first-time-enrolled recent high school graduates, based upon the findings in the postsecondary readiness-for-college report produced pursuant to s.240.118. Each articulation committee shall annually assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs. Results of the assessment shall be annually presented to participating district school boards and community college boards of trustees and shall include, but not be limited to:

- 1. Mechanisms currently being initiated.*
- 2. An analysis of problems and corrective actions.*
- 3. Anticipated outcomes.*
- 4. Strategies for the better preparation of students upon graduation from high school.*
- 5. An analysis of costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions.*
- 6. The identification of strategies for reducing costs of the delivery of postsecondary remediation for recent high school graduates, including the consideration and assessment of alternative instructional methods and services such as those produced by private providers.*

Findings

There are many basic similarities between the articulation agreements of the 28 community colleges. However, there are a wide variety of initiatives and programs that have been implemented by the colleges to reduce the need for remediation. This section will outline some of the initiatives that have been implemented at the colleges.

The interinstitutional articulation agreements and the surveys completed by each college were analyzed to determine the kinds of activities that have been implemented to address the issues outlined in the statute. The mechanisms utilized to reduce the incidence of postsecondary remediation, as outlined in the interinstitutional articulation agreement, can be grouped into various categories. Each category will be listed and a brief description of the kinds of activities that fall within the category will be provided. In addition, the extent to which mechanisms in each category are utilized by the colleges will be discussed.

- ◆ *College Readiness/Guidance Counselor Workshops* – Several colleges host workshops for high school guidance counselors. These workshops address issues related to the transition from high school to college, and provide admissions, testing, and educational planning information. They are designed to familiarize high school guidance counselors with the community college in their service area and with the high school coursework that is needed to prepare students for the College Placement Test.
- ◆ *Faculty-Staff Workshops & Committees* – Many colleges focus on faculty development and involvement as a means to reduce the need for postsecondary remediation. Workshops focus on innovative teaching strategies and enhancing teaching effectiveness in the classroom, while committees serve to enhance communication between secondary and postsecondary teachers.
- ◆ *Specific Staff Assignments* – A few colleges designate a staff member to be responsible for issues associated with articulation and remedial reduction. For example, colleges may assign advisors to each high school or create a K-12 liaison position.
- ◆ *College Fairs & Campus Visits* – The majority of colleges host events on campus for high school students and their parents to visit the college and ask questions about available programs and career opportunities. Also, many of the colleges participate in college fairs that take place at high schools within their service areas. Information is often distributed in the form of brochures and printed material.
- ◆ *Career Planning/Exploration* – Several colleges provide programs and activities related to specific careers to assist students in identifying their interests and talents. Career preparation is a primary focus of these activities. Other efforts in this area also include school-to-work and tech-prep activities.
- ◆ *Summer Programs* – Summer programs generally focus on addressing academic deficiencies in high school students prior to their entry to college. They are designed to give students a jump-start and ensure that they are adequately prepared for college level work.
- ◆ *Early Testing* – Many colleges offer to administer the College Placement Test (CPT) to high school students beginning in grade 10 so that academic deficiencies can be identified early. Once deficiencies are identified, the correction process can take place before the student leaves high school, thus reducing the need for remediation at the postsecondary level.
- ◆ *At-Risk Student Programs* – A wide variety of programs and initiatives have been implemented focusing on certain identified “at-risk” student populations. For example, programs may target unwed teen mothers, minority students, first generation college students, and/or students who have been identified as potential high school dropouts. Several colleges have secured state and federal grants to

support these activities, e.g., GEAR UP, Talent Search, Take Stock in Children, and the College Reach Out Program (CROP).

- ◆ *Middle/Elementary School programs* – Many of the at-risk student populations are identified prior to entering high school. Early intervention is considered crucial to their future success. Additional efforts include readiness letters sent out to 8th graders and reading programs targeted toward elementary school children.
- ◆ *Utilization of Technology* – Some colleges have used technology to enhance instruction and increase the accessibility of information. Examples include innovations such as: the creation of a mobile computer lab (Florida Community College at Jacksonville), extended utilization of web pages (“Cyberliteracy site” – Okaloosa-Walton Community College); and computer-based classroom instruction in mathematics (Santa Fe Community College & Valencia Community College).
- ◆ *Reports/Research Studies* – Various studies have been conducted relating to the readiness of First-Time-In-College (FTIC) students and evaluations have been done on high school sites. In addition, some colleges report to high school principals on the progress of former students once they reach the college (Valencia Community College).
- ◆ *Increased High School graduation requirements & academic rigor* – A few high schools have collaborated with colleges to increase high school graduation requirements so that students will be better prepared for college level work.
- ◆ *Other* – A variety of other mechanisms have been utilized, which include: financial aid/scholarships for targeted populations, advising and mentoring programs, arts programs, and an array of dual enrollment opportunities.

Evaluation

The colleges were asked to identify any methods that are in place to evaluate the effectiveness of the remedial reduction mechanisms listed above. The degree to which the mechanisms are evaluated and the sophistication of the measurement techniques vary widely across the colleges. Survey responses revealed that most evaluation methods consist of informal feedback from participants, including both verbal and written communications. In addition, some colleges focus more on process than outcomes in evaluating their programs and initiatives. It is expected that, over time, the methods of evaluation will be refined so that results can be measured more concretely. The single College Placement Test (CPT) and cutoff scores used by all 28 community colleges provide a unique evaluation opportunity for these programs. Some colleges have used the test for pre- and post-test evaluations of remedial reduction strategies, e.g., the Connections Program at Tallahassee Community College.

Best Practices

Although every community college has met statutory requirements for the inclusion of mechanisms and strategies for remedial reduction in their interinstitutional articulation agreements, a few colleges have made an exceptional effort in this area. Four colleges in particular have made a strong commitment to reducing the need for postsecondary remediation and identifying their programs in the agreements. These include Central Florida Community College, Gulf Coast Community Colleges, Indian River Community College, and South Florida Community College.

Central Florida Community College –

CFCC has collaborated with school districts in its service area to implement a variety of mechanisms to reduce the incidence of postsecondary remediation. Efforts include: 1) administering the CPT to 10th graders; 2) sending a college readiness letter to all 8th graders encouraging them to take college prep courses; 3) establishing a leadership for Remediation Task Force; and, 4) offering student support services and a variety of programs/activities that are geared toward at-risk student populations (i.e. Talent Search, Project Future, Project Quickstart).

South Florida Community College –

SFCC has taken the approach of working with its area school districts to increase the rigor of the high school curriculum and addressing student remedial needs at the high school level. Efforts include: 1) 10th grade CPT testing; 2) offering MAT 1033 as a high school elective; 3) increasing math requirements for high school graduation and eliminating Level I math and language arts courses; 4) requiring high school students reading below two grade levels to take remedial reading in high school; 5) participating in the College Reach Out Program; and, 6) increasing communications with high schools by appointing a year-round high school articulation officer.

Gulf Coast Community College –

GCCC has also made a considerable effort to reduce the need for remediation. Mechanisms include: 1) conducting high school visits to discuss college preparation and opportunities; 2) administering CPT testing; 3) providing student support services for at-risk students (particularly EXCEL scholarship recipients); 4) participating in the College Reach Out Program (CROP); and, 5) establishing a Remediation Articulation Committee to collaborate on strategies to reduce the need for College Preparatory instruction at the postsecondary level.

Indian River Community College –

IRCC has taken a variety of approaches to address the problem of remediation. Mechanisms include: 1) participating in a Southern Regional Education Board (SREB) Principal's Retreat to involve business partners in revising mission and goals; 2)

sponsoring workshops so that applied learning strategies would be included in lesson plans; 3) revising vocational syllabi to enhance academic rigor; 4) providing information technology training to “train the trainer” on new technologies; and, 5) hosting an SREB Summer Conference to provide remediation teaching strategies for instructors (**10% decrease in remediation for Tech Prep grads in 5 years).

Teacher Preparation

The high incidence of postsecondary remediation has also led to a concern regarding the adequate preparation of school teachers. It is believed that improving teacher preparation and professional development will result in a reduced need for remediation at the postsecondary level. In 1999, additional language was added to Section 240.1161, Florida Statutes, relating to teacher preparation. Specifically, the language states that:

The district interinstitutional articulation agreement shall include a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers. Effective collaboration among school districts, postsecondary institutions, and practicing educators is essential to improving teaching in Florida’s elementary and secondary schools, and consequently, the retention and success of students through high school graduation and into postsecondary education.

In addition, the language specifies that:

Professional development programs shall be developed cooperatively and include curricular content which focuses upon local and state needs and responds to state, national, and district policy and program priorities. School districts and community colleges are encouraged to develop plans which utilize new technologies, address critical needs in their implementation, and include both preservice and inservice initiatives.

Findings

Initiatives to enhance teacher preparation have been implemented by all 28 community colleges. Specific mechanisms to improve teacher preparation vary widely and focus on both pre-service and in-service activities. As done for remedial reduction, the interinstitutional articulation agreements and the surveys completed by each college were analyzed to determine the kinds of activities that have been implemented to address the issues outlined in the statute. The mechanisms utilized to enhance teacher preparation, as outlined in the interinstitutional articulation agreements, can be grouped into various categories. Each category will be listed and a brief description of the kinds of activities that fall within the category will be provided. In addition, the extent to which mechanisms in each category are utilized by the colleges will be discussed.

Teacher In-service/Professional Development Workshops – A majority of the colleges offer some type of teacher in-service training relating to improving the instructional strategies used by teachers. Workshops generally focus on improving instructional delivery, career guidance, student preparation, student retention/attrition, and specific subject area content.

Technology Specific Teacher Training/Workshops – Some colleges have elected to focus on teacher training in the area of technology. A variety of opportunities are offered including access to computer labs as well as on-campus and on-line educational technology courses.

Curriculum & Instruction Workshops – At several colleges, high school and college faculty attend workshops that focus specifically on curriculum and instruction. These activities provide for communication between faculty at different levels of education.

College Courses Offered for Teachers/Teachers Assistants – In addition to the three common prerequisite courses for teacher education, the community colleges offer a wide array of courses to practicing teachers and teachers' assistants for the purposes of certification and re-certification. Many colleges have increased distance learning opportunities and scheduled teacher education courses during off-hours to increase access.

Pre-service activities for education majors (future teacher recruitment) – Pre-service activities offered by the colleges include: 1) internships, field experience, and practicums; 2) college faculty visits to high schools and orientations for prospective education majors; 3) teacher education academies and learning communities; and, 4) organized Florida Future Educators of America (FFEA) chapters.

Tutoring/Mentoring – Some colleges have established programs to provide professional mentoring to prospective teachers (particularly in the areas of math and science).

Articulation – Several community colleges have entered into 2+2 agreements with both public and private universities to offer teacher education programs and the baccalaureate degree at community college campuses.

Alternative Certification – Several colleges are working with their local school districts to develop alternative certification options for potential teachers who already hold a baccalaureate degree. In addition, the Distance Learning Consortium is working with the Department of Education to develop an online statewide alternative certification option for all 67 school districts.

Other – A variety of other mechanisms have been utilized, which include: financial aid opportunities, diversity training, school-to-work activities, needs identification, and dual enrollment opportunities for education majors.

Evaluation

Participant evaluation was a primary method of evaluation for mechanisms relating to improving teacher preparation. Most responses came in the form of oral feedback and requests for continuation of programs. Some written feedback was collected, but not provided for the purposes of the survey. It will be necessary to follow-up on the types of participant questionnaires that were used by various colleges to assess whether the effectiveness of the mechanisms are being adequately measured. The number of participants for a particular activity was also cited as an evaluation result, but it is not clear that success can be measured by high participation numbers.

Although improvement of evaluation procedures will be necessary in the future, there is still some concrete data to report on the state level. According to the recent program review relating to teacher education, the Florida Community College System has shown a marked improvement in the numbers of students enrolling in teacher preparation courses. Specifically, system-wide enrollments in teacher preparation courses have increased by 228% between 1994-95 and 1998-99. All 28 of the community colleges offer and report student enrollment in the three required teacher education courses, with 25 of the 28 colleges reporting an enrollment increase of 100% or more since 1994-95. In addition to increased enrollment in teacher preparation courses, principals have acknowledged that pre-service training has resulted in an enhanced ability of first-year teachers to encourage cultural diversity, accommodate different learning styles and abilities, maintain ethical standards, know their subject matter, and appropriately use technology.

Best Practices

Indian River Community College –

IRCC's teacher education initiatives are focused on two goals – improving the preparation of future teachers and enhancing the continuing education and professional development of current teachers. Activities related to the preparation of future teachers include: 1) developing Teacher Academy Programs to prepare teacher's aides and clerical personnel to become teachers; 2) creating and promoting scholarship programs to encourage students to pursue education degrees (target minorities, instructional aides); 3) establishing teacher mentoring programs for teachers-in-training; 4) increasing accessibility of education courses through on-line offerings, 2+2 articulation with Florida Atlantic University, and conducting transfer workshops; and, 5) disseminating ideas and information relating to teacher preparation through a variety of committees, symposiums, and consortiums.

Initiatives relating to continuing education and the professional development of current teachers include: 1) providing in-service training to more than 1,000 teachers annually (via summer and fall symposiums); 2) developing courses to improve the skills and performance of substitute teachers; 3) offering a teacher recertification course as well as certification courses required for out-of-field special education teachers; 4) offering

English as a Second Language (ESOL) training to current teachers; 5) providing courses, internships, and training for teachers in specific discipline areas (particularly math and science); 5) providing computer technology training; and, 6) maintaining tuition agreements with school districts to enable teachers to complete college courses at minimal cost.

Santa Fe Community College –

SFCC’s teacher preparation efforts focus primarily on the recruitment and retention of pre-professional teachers. A wide variety of efforts include: 1) increasing access to core prerequisites by scheduling courses during afternoon and evening hours or on Saturday mornings; 2) developing distance learning courses for core prerequisites; 3) conducting orientations each semester for prospective education majors; 4) identifying a college advisor to serve as an “education” advisor; 5) increasing the quality and variety of required field work placements; and, 6) construction of a data base of education students to monitor the transfer of SFCC students to upper division programs.

Conclusion and Suggestions for the Future

Overall, the community colleges have demonstrated a strong commitment to reducing the need for postsecondary remediation and improving the preparation of school teachers. Based on survey responses, it is evident that a variety of initiatives have been developed and implemented across the System. However, the majority of these activities are not well documented in the interinstitutional articulation agreements. Although the colleges are meeting the statutory requirement of implementing mechanisms relating to remedial reduction and the improvement of teacher preparation, the requirement that those mechanisms be outlined in the articulation agreement has not yet been fulfilled by every college. It will be necessary for future articulation agreements to provide appropriate documentation of these activities.

The evaluation of mechanisms relating to remedial reduction and teacher preparation is also a statutory requirement. However, the degree to which these mechanisms are evaluated and the sophistication of the measurement techniques vary widely across the Community College System. In order to adequately assess the effectiveness of both remedial reduction and teacher preparation initiatives, it will be necessary to enhance the evaluation procedures relating to these activities. The colleges, in conjunction with the school districts in their service areas, should be encouraged to develop concrete evaluation methods that measure outcomes rather than process. Statistical data indicating improvement in student achievement, rather than participation in programs, is suggested.

As the focus of education in Florida moves toward a K-20 approach, the interinstitutional articulation agreements between community colleges and the school districts in their service areas may take on even greater significance. These agreements can serve as an umbrella that document all of the K-20 activities in the state and can be utilized to promote cooperation between all sectors of education. The Legislature has expressed

interest in these activities and the articulation agreements provide a forum to report the many innovative and collaborative activities that have been developed and implemented by the Florida Community College System.

APPENDIX A

**PROGRAM REVIEW SURVEY
DISTRICT INTERINSTITUTIONAL ARTICULATION AGREEMENTS
Specific Activities Relating to Remedial Reduction and Teacher Preparation
(as required by Section 240.1161, Florida Statutes)**

REMEDIAL REDUCTION

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information
<i>Ex: Summer Bridge Program</i>	<i>Provide preparation for students who fail the CPT</i>	<i>Each summer since 1994</i>	<i>Pre- & Post-test of CPT</i>	<i>43/50 students passed CPT upon program completion</i>	<i>Joe Smith Phone: Email:</i>
<i>Ex: "College Night"</i>	<i>Provide parents & students with exposure to college campus</i>	<i>Fall & Spring semester since Fall 1997</i>	<i>Participant feedback questionnaire</i>	<i>Positive parent reaction - Only 20% of HS seniors in attendance</i>	<i>Linda Jones Phone: Email:</i>

TEACHER PREPARATION

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information

ADDITIONAL EFFORTS not included in the Interinstitutional Articulation Agreements
(i.e. *Access Challenge Activities, CROP, etc.*)

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information

APPENDIX B

Section 240.1161, Florida Statutes - District interinstitutional articulation agreements--

(1) Superintendents of schools and community college presidents shall jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

(2) The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

(a) A ratification or modification of all existing articulation agreements.

(b)1. A delineation of courses and programs available to students eligible to participate in dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.

2. A delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs.

3. A delineation of the process by which students and their parents exercise their option to participate in an articulated acceleration program.

4. A delineation of high school credits earned for completion of each dual enrollment course.

5. Provision for postsecondary courses that meet the criteria for inclusion in a district articulated acceleration program to be counted toward meeting the graduation requirements of s. 232.246.

6. An identification of eligibility criteria for student participation in dual enrollment courses and programs.

7. A delineation of institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.

8. An identification of the criteria by which the quality of dual enrollment courses and programs are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality.

9. A delineation of institutional responsibilities for assuming the cost of dual enrollment courses and programs that includes such responsibilities for student instructional materials.

10. An identification of responsibility for providing student transportation if the dual enrollment instruction is conducted at a facility other than the high school campus.

11. A delineation of the process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes as determined by the Articulation Coordinating Committee in accordance with s. 229.551(1)(f)6.

(c) Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates, based upon the findings in the postsecondary readiness-for-college report produced pursuant to s. 240.118. Each articulation committee shall annually analyze and assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs. Results of the assessment shall be annually presented to participating district school boards and community college boards of trustees and shall include, but not be limited to:

1. Mechanisms currently being initiated.

2. An analysis of problems and corrective actions.

3. Anticipated outcomes.

4. Strategies for the better preparation of students upon graduation from high school.

5. An analysis of costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions.

6. The identification of strategies for reducing costs of the delivery of postsecondary remediation for recent high school graduates, including the consideration and assessment of alternative instructional methods and services such as those produced by private providers.

Wherever possible, public schools and community colleges are encouraged to share resources, form partnerships with private industries, and implement innovative strategies and mechanisms such as distance learning, summer student and faculty workshops, parental involvement activities, and the distribution of information over the Internet. The Legislature may provide performance incentive funds for the effective implementation of remedial reduction plans developed and implemented pursuant to this paragraph. The district interinstitutional articulation agreement shall include a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers. Effective collaboration among school districts, postsecondary institutions, and practicing educators is essential to improving teaching in Florida's elementary and secondary schools and consequently, the retention and success of students through high school graduation and into postsecondary education. Professional development programs shall be developed cooperatively and include curricular content which focuses upon local and state needs and responds to state, national, and district policy and program priorities. School districts and community colleges are encouraged to develop plans which utilize new technologies, address critical needs in their implementation, and include both preservice and inservice initiatives.

(d) Mechanisms and strategies for promoting "tech prep" programs of study. Such mechanisms should raise awareness about the programs, promote enrollment in the programs, and articulate students from a secondary portion into a planned, related postsecondary portion of a sequential program of study that leads to a terminal postsecondary vocational or technical education degree or certificate.

(3) The superintendent of schools is responsible for incorporating, either directly or by reference, all dual enrollment courses contained within the district interinstitutional articulation agreement within the district pupil progression plan.

(4) The Articulation Coordinating Committee shall review each articulation agreement and certify the common course code number of postsecondary courses that meet each district's graduation requirements.

(5) School districts and community colleges may enter into additional interinstitutional articulation agreements with state universities for the purposes of this section. School districts may also enter into interinstitutional articulation agreements with eligible independent colleges and universities pursuant to s. 236.081(1)(g). State universities and community colleges may enter into interinstitutional articulation agreements with nonpublic secondary schools pursuant to s. 240.116.

(6) The Articulation Coordinating Committee shall approve any course for inclusion in the dual enrollment program that is contained within the common course designation

and numbering system. However, college-preparatory and other forms of precollegiate instruction, and physical education and other courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, may not be so approved, but must be evaluated individually for potential inclusion in the dual enrollment program.

(7) The Department of Education shall provide the Articulation Coordinating Committee with the staff support and resources necessary to implement the provisions of this section.

(8) The State Board of Education may adopt rules necessary to implement the provisions of this section pursuant to ss. 120.536(1) and 120.54.

History.--s. 7, ch. 87-212; s. 36, ch. 89-278; s. 2, ch. 90-365; s. 3, ch. 95-143; s. 14, ch. 97-2; s. 9, ch. 97-246; s. 2, ch. 99-13; s. 2, ch. 99-150; s. 7, ch. 2000-225; s. 3(7), ch. 2000-321.

1Note. --Repealed January 7, 2003, by s. 3(7), ch. 2000-321, and shall be reviewed by the Legislature prior to that date.