

FACTE Conference

Unprecedented Times Revitalizing the Economy & Reforming Education

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1:45pm

Revitalizing the Economy

**The Role Career and Technical
Education Can and Will Play**

Revitalizing the Economy

Millions of Americans are making dramatic career turnabouts as a range of industries are shedding thousands of jobs – many which will not return for years, if ever.

Health Care, clean energy, computer science and the government are expected to grow robustly in coming years.

New careers in areas such as alternative energy and biotechnology are emerging.

Experts say that there will be a great skills “mismatch” as current workers reposition themselves in the new economy.

Revitalizing the Economy (con't)

Jobs of the future will require more than a high school diploma but the majority will require less than a 4 year degree.

Career and Technical Education programs will play a major role in providing the knowledge and skills needed for this new economy.

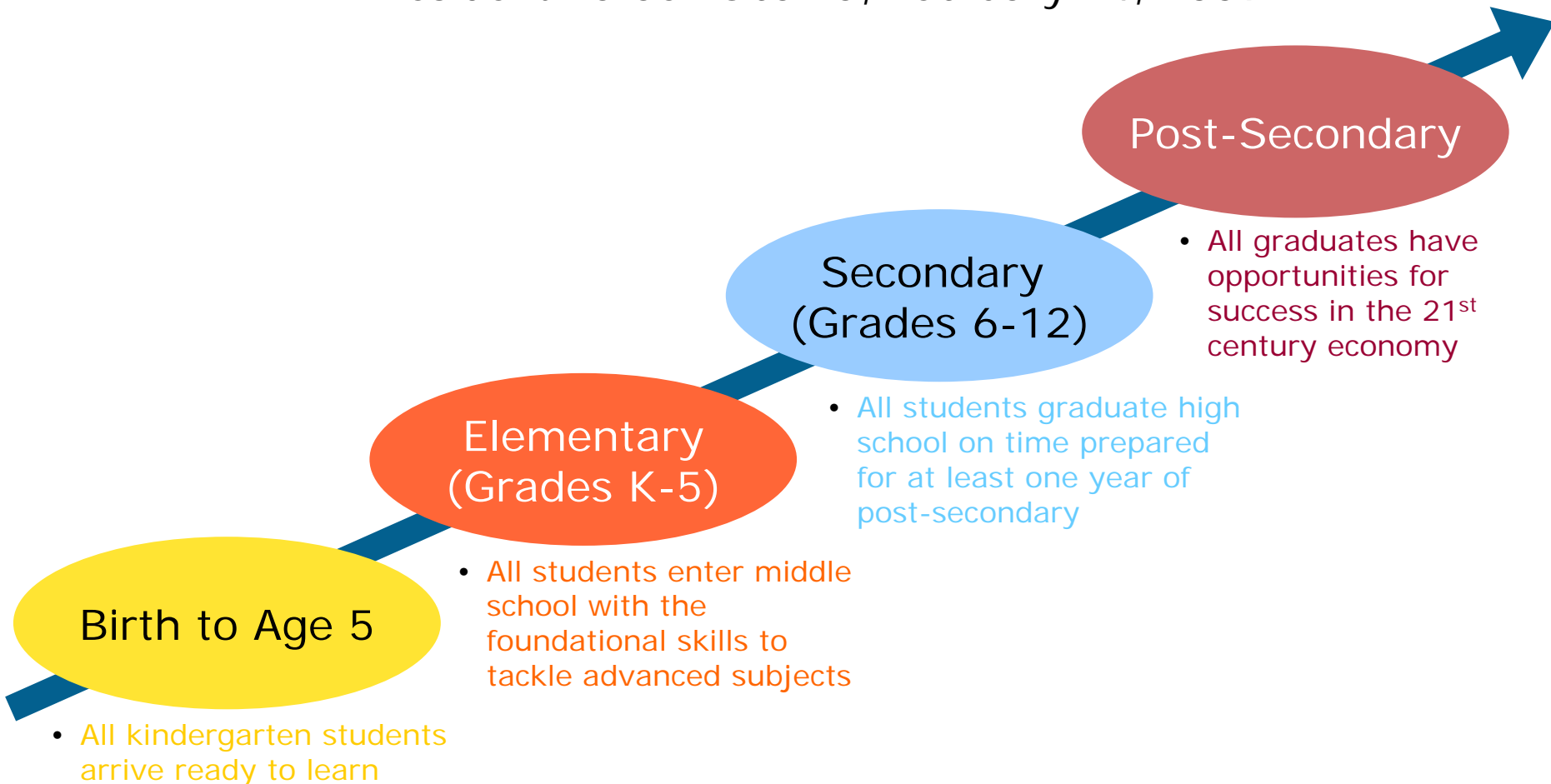
Nationally and locally, CTE is being recognized as a major strategy for revitalizing the economy.

Reforming Education

Florida's vision for reforming education perfectly aligns with the national vision

“By 2020, America will once again have the highest proportion of college graduates in the world.”

President Barack Obama, February 24, 2009



Key USDOE Reforms

Expand and improve **early learning** opportunities.

Raise **standards** and improve **assessments**.

Recruit, retain and support **effective educators**, and ensure that they are equitably distributed.

Build robust **data systems** that track student progress and improve practice.

Turn around **low-performing schools**, focusing on dropout factories and their feeder schools.

Expand **college access and completion**.

Expanding & Improving Early Learning Opportunities

Improve **quality** of programs.

Expand **access** to programs.

Increase **coordination**:

Among early childhood programs.

Between early childhood programs and public school system and other social service providers.

Standards and Assessments

Support nation's movement toward a **coherent system** of standards, assessments, curriculum, instruction, and educator development.

Support states in moving toward **common standards and assessments** that are vertically aligned, internationally benchmarked, and college and career ready.

Support the development of assessments that **fairly and validly measure progress**.

Support the development, dissemination, and implementation of **curricula** that support effective instruction.

Standards and Assessments

CTE “Next Generation Occupational Standards” are aligned with Florida’s Next Generation Sunshine State Standards

NGSSS are aligned with national standards and internationally benchmarked standards

Talent

Dramatically increase the number of effective educators.

Decrease the number of ineffective educators.

Attract and retain a higher percentage of effective educators and eliminate the gap based on income and race/ethnicity.

Make teaching and school leadership more attractive as a profession.

Talent

CTE Instructors

Alternative certification

Funding for “mini-grants” to assist CTE instructors with obtaining appropriate industry certification(s)

Professional Development Institute

Secondary Instructors – SREB professional development and CATER

New administrator’s training

Data Systems

Transparency

Accountability

Performance management

Improved practice

Innovation

Data Systems

Florida has a very comprehensive data system

Ability to provide data to districts and schools regarding program performance and student performance

Increased emphasis on using data in CTE to improve program and student performance

Turning Around Low-Performing Schools

The USDOE is committed to tackling the dropout crisis, and this means turning around our 5,000 lowest-performing schools.

The USDOE will support states, districts, and outside organizations in changing conditions so they can successfully implement aggressive strategies, including:

- Turnarounds with new leaders and staff.

- Transformations that include:

 - Extended learning time.

 - Using data to identify students at risk of dropping out.

 - Rewarding effective educators willing to work in turnaround schools.

- Closing schools and restarting them as charters.

Turning Around Low-Performing Schools

Staff in the Division of Career and Adult Education will participate on teams working with the “targeted” schools – CTE programs will be reviewed

College Access and Completion

The USDOE will work with states to:

Strengthen state and community colleges.

Ensure college readiness among high school graduates.

Expand access to and awareness of federal financial aid, so that financial barriers do not prevent students from going to college.

Dramatically increase need-based aid, access to loans and expand tax credits.

Florida Department of Education –

College and Career Readiness definition

Gold Standard Career Pathways

Major ARRA Funding Streams

Program	FY09	ARRA	FY10 Request
State Fiscal Stabilization Fund		\$48.6b	
Title I Grants to LEAs	\$14.5b	\$10b	\$13b
Title I School Improvement Fund	\$545m	\$3b	\$1.5b
IDEA Part B Grants to States	\$11.5b	\$11.3b	\$11.5b
Race to the Top		\$4.35b	
Innovation Fund		\$650m	\$100m
Education Technology	\$269.9m	\$650m	\$100m
Teacher Incentive Fund	\$97m	\$200m	\$517m
State Longitudinal Data Systems	\$65m	\$250m	\$65m

State Fiscal Stabilization Fund

For Phase I, the federal government has obligated over \$30 billion.

The Phase II application will be posted for public comment in late July.

Final application will be available in late September.

Transparency on state and local progress towards reforms will drive conversation and focus actions.

States will share with the public and with the US Department of Education specific data metrics around the four assurances.

SFSF Phase Two: Proposed Reporting Requirements

Report against a set of indicators under each assurance.

Mix of confirming existing information and reporting new data.

Do *not* need to demonstrate progress against indicators.

If unable to report information, State would have to submit a plan that will ensure information will be reported by September 30, 2011. This plan would include:

Description of any issues preventing the State from collecting and/or reporting the data.

Description of its plan for developing a system to collect the data.

Timeline for implementing the plan.

Sources of funds the State would use to carry out its plan.

Process for disseminating the data.

**Focus on data,
not narratives**

**Designed to bring
transparency and
reveal both
strengths and
underlying
challenges**

SFSF Phase Two

Confirm 9 indicators

Provide 3 descriptions

Populate 20 new indicators (7 Y/N)

Data and applications will be posted and available to the public.

Drive necessary conversations among all of the key stakeholders – students, parents, teachers, principals, administrators, community leaders, business leaders, and elected officials at every level.

Other ED applications and grants.

Race to the Top

American Recovery and Reinvestment Act:

\$4.35 billion

Grantees:

States

Type of Grant:

Competitive

Race to the Top: Overview

\$4.35 billion Race to the Top Fund is the largest ever federal competitive investment in school reform.

The purpose is to encourage and reward states making dramatic education reforms, especially in the four assurance areas.

Effective Teachers & Principals

Data Systems

Standards & Assessments

School Turnaround

Requires states to have made significant progress in these four education reform areas in order to receive a grant.

Structured in two competitions:

State Competition: approximately \$4 billion.

Standards and Assessment Competition: approximately \$350 million.

For both, 50% of funds flow through States to LEAs.

Race to the Top: Overview (con't)

Requires the Governor to apply on behalf of a State

The USDOE will reward States for having created

conditions for reform, including legal and regulatory (as measured through the Conditions Criteria in the notice) and

For increasing student achievement.

The USDOE will also provide incentives for states to develop and implement comprehensive reform strategies.

The USDOE encourages state leaders to:

Design a unified state effort around ambitious reforms.

Support districts' reform efforts: identify effective practices, replicate and disseminate those practices, then hold districts accountable for outcomes.

Repurpose and align ARRA and other funds to have the most dramatic impact.

Race to the Top: Timelines

Preliminary Timeline – State Competition Phase 1

Late July 2009	Release proposed requirements and criteria for public comment
30 days	Public comment period
October	“Notice inviting applications” available
December	Application deadline for Phase 1 (2 months to apply)
March 2010	Winners announced for Phase 1

Preliminary Timeline – State Competition Phase 2

June 2010	Application deadline for Phase 2 (8 months to apply)
September	Winners announced for Phase 2

Preliminary Timeline – Standards and Assessment Competition

Early 2010	“Notice inviting applications” available
June	Application deadline
September	Winners announced

Innovation Fund

FY 2010 proposed budget:

\$100 million

American Recovery and Reinvestment Act:

\$650 million

Grantees:

Local educational agencies (LEAs) (including charter school LEAs) and nonprofit organizations working in collaboration with one or more LEAs or a consortium of schools.

To be eligible, an LEA must have made progress in raising student achievement, significantly closing the achievement gap, and made progress in other areas.

Type of Grant:

Competitive

Funds will be awarded to scale up and support proven reforms and strategies

Priorities aligned with Race to the Top and the State Fiscal Stabilization Fund.

School Improvement Grants

FY 2009 appropriations:

\$545 million

American Recovery and Reinvestment Act:

\$3 billion

Grantees:

States, which make sub grants to school districts

Type of Grant:

Formula to states; discretionary to school districts

Purpose:

Title I School Improvement Grants provide states and school districts funds to leverage change and turn around Title I schools identified for improvement, corrective action, or restructuring. Authorized under the Elementary and Secondary Education Act (ESEA) in 2002, the program did not receive funding until fiscal year 2007. The current \$3.5 billion provides an unprecedented opportunity for states and school districts to implement significant reforms to transform their chronically lowest-achieving schools.

School Improvement Grants

Targeting lowest-performing schools with significant resources.

Same bottom 5% as in SFSF.

Over \$500,000 currently allowed.

Aggressive action – 4 models:

Turnaround Model <i>New leadership, staff, plan.</i>	Close/consolidate Model <i>Close & enroll students elsewhere.</i>
Restart Model <i>Restart under new organization.</i>	Transformation Model <i>Comprehensive transformation.</i>

School Improvement Grants

States traditionally select the least rigorous (if any) intervention option for struggling schools.

Of the 45 states with schools in restructuring in SY06-07, 29 selected “other” as restructuring strategy.

The Center on Education Policy analyzed five states’ restructuring efforts and found that they often choose the least prescriptive option: “other.”

Percentages of Schools in Restructuring Implementation in Five States Choosing Various Options in 2006-2007					
Federal Restructuring Option	CA	GA	MD	MI	OH
Option #1 – reopen as charter school	1%	0%	1%	0%	2%
Option #2 – replace all or most school staff relevant to failure	13%	4%	12%	7%	4%
Option #3 – contract with an external provider	10%	2%	1%	0%	2%
Option #4 – state takeover	NA	NA	NA	NA	NA
Option #5 – engage in other major restructuring	90%	94%	86%	96%	93%
<p><i>Source: Adapted from Table 5, p. 10 of Center on Education Policy (2008c). A Call to Restructure Restructuring: Lessons from the No Child Left Behind Act in Five States. Washington, DC.</i></p>					

School Improvement Grants

Need to start planning **now**.

Identify and train **turnaround principals**.

Recruit **lead partners** and **CMOs**.

Start **clearing away rules and requirements** that make this work difficult.

Develop **turnaround zones**, special units in SEA to be entrepreneurial and responsible for this effort.

Teacher Incentive Fund

FY 2009 funding:

\$97 million

American Recovery and Reinvestment Act:

\$200 million

Grantees:

Districts, states, and nonprofits

Type of Grant:

Competitive

Teacher Incentive Fund

The Teacher Incentive Fund (TIF), established in 2006, supports performance-based teacher and principal compensation systems in high-need schools, primarily through grants to school districts and consortia of school districts.

TIF supports a variety of performance-based teacher and principal compensation systems that reward teachers and principals for increases in student achievement and boost the number of effective instructors teaching in hard-to-staff subjects and in high need schools.

Grants to districts and states that develop innovative performance-based compensation systems that target high-need schools.

- Focus on student growth.

- Encourage plans that reward teachers who teach in high-needs subjects in high-needs schools.

- Promote career development models.

State Longitudinal Data Systems

\$250 million in Recovery Act; \$65 million request for FY2010.

Grants to support states in working with state agencies and LEAs to establish seamless data systems.

New focus on coordination: early education, K-12, post-secondary education, workforce.

Getting information into the hands of users (teachers, parents, school leaders) so that they can best support students and make instructional and program decisions.

Other Major Initiatives

Student Aid and Fiscal Responsibility Act of 2009

[H.R. 3221]

**Grants for Renewable Energy Education for the
Nation (GREEN) Act**

Health Care Professional Training Funds

Workforce Reinvestment Reauthorization

Postsecondary Initiatives

Student Aid and Fiscal Responsibility Act of 2009 [H.R. 3221]

Title V - Community College Initiative

Provides minimum grants of \$1 million to entities, including career and technical education schools that carry out programs which meet at least two of the following criteria:

Two of the possible criteria are:

(4) Creating workforce programs that provide a sequence education and occupational training that lead to industry-recognized credentials....

(6) Implementing other innovative programs, services, policies designed to (a) increasecertificate, and industry recognized credential completion rates.....

Chapter 1 – Grants for modernization, renovation, or repair of public school facilities

Allowable uses of funds includes “modernization, renovation, or repair of science and engineering laboratories, libraries and career and technical education facilities

Grants for Renewable Energy Education for the Nation (GREEN) Act

The GREEN Act was incorporated into the American Clean Energy and Security Act of 2009 in the form of Section 421, Clean Energy Curriculum Development Grants, which passed the House on June 26.

The Clean Energy Curriculum Grants will foster partnerships between secondary, postsecondary and community groups that develop and implement high-quality CTE programs of study focused on careers in the areas of renewable energy, energy efficiency and climate change mitigation.

The Clean Energy Curriculum Development Grants are one way for CTE to train the next generation of green collar workers who are desperately needed to fill renewable energy jobs that now exist and those that will be created.

Health Care Professional Training Funds

On July 28, 2009 HHS Secretary Sebelius announced Recovery Funding Available to Expand Health Professions Training including \$200 million that targets health professions training programs to strengthen the workforce in key areas such as:

\$80.2 million for scholarships, loans, and loan repayment awards to students, health professionals, and faculty. Of those funds, \$39 million will be targeted to nurses and nurse faculty, \$40 million to disadvantaged students in a wide range of health professions, and \$1.2 million to health professions faculty from disadvantaged backgrounds.

\$50 million in grants to health professions training programs. Funds will be used to purchase equipment needed to expand programs and improve the quality of training.

Health Care Professional Training Funds (con't)

\$47.6 million to support primary care training programs. These funds will support the training of residents, medical students, physician assistants, dentists and individuals, many of whom will practice in underserved areas.

\$10.5 million to strengthen the public health workforce. Funds will support public health traineeships and increase the number of individuals trained through preventive medicine and dental public health residencies.

\$10.2 million to increase the diversity of the health professions workforce.

\$1.5 million to support the efforts of state professional licensing boards in reducing barrier to telemedicine.

Workforce Investment Act Reauthorization

Modernizing adult education.

Ensuring better coordination of programs for those eligible for vocational rehabilitation.

Addressing the needs of disconnected youth.

Revitalizing community colleges as engines for economic development.

Postsecondary Initiatives

Shorter, simpler, and more user friendly Free Application for Federal Student Aid (FAFSA).

Community College initiatives.

Other initiatives and funding streams include:

Program	FY10 Request
Pell Grants	\$28.7 billion / \$5,500 maximum
Perkins Loans	\$6 billion
Federal TRIO Programs	\$905.1 million
College Access & Completion Fund	\$500.0m
Title III Aid for Institutional Dev.	\$465.5m
GEAR UP	\$313.2m

QUESTIONS?

Loretta Costin
Vice Chancellor

Florida Department of Education
Division of Career and Adult Education

<http://www.fldoe.org/workforce/>