

Council for Education Policy, Research and Improvement
Current recommendations regarding language in House Bill 769

House Bill 769 Language	CEPRI Proposals	
	Recommendations	Implementation Strategies
<u>Section 11, Part 4(D)</u> Recommendations for the implementation of innovative programs that provide high school students with work-related career-based educational opportunities.	✓	✓
<u>Section 11, Part 4(F)</u> Recommendations for improvements to guidance counseling and advising to ensure that all students in the K-12 system are properly informed and prepared for their future careers regardless of whether they intend to train for those careers in a traditional college setting or through workforce education.	✓	✓
<u>Section 11, Part 4(A)</u> A recommended funding model for workforce education that encompasses both enrollment and performance.	✓	✓
<u>Section 11, Part 4(E)</u> Recommendations for the implementation of innovative options or expanded use of existing resources for the delivery of postsecondary workforce education.		
<u>Section 11, Part 4(B)</u> A recommended allocation model for workforce education based on occupational completion points, literacy completion points, and program length.	✓	✓
<u>Section 11, Part 4(C)</u> Recommendations to improve articulation and obtain the maximum appropriate transferability of coursework between components of the workforce education system and between workforce education programs and advanced degrees.	✓	✓

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House Bill 769 – Section 11, Part 4(D)

Recommendations for the implementation of innovative programs that provide high school students with work-related career-based educational opportunities. Recommendations shall reflect the consideration of a broad array of options, including, but not limited to, high school career academies, charter technical centers, industry-certified educational opportunities, and the expanded use of career dual enrollment or other acceleration mechanisms. Recommendations shall also include expanded opportunities for partnership with business and industry to ensure that all components of any recommended program are relevant and appropriate to prepare students for further education and employment.

CEPRI Conclusions and Recommendations

The Council for Education Policy, Research and Improvement has developed the following vision for transforming Florida's pre-K-20 education system:

All students will graduate from high school fully capable of choosing, entering and being successful in either the workforce, further career education, or postsecondary degree programs

However certain challenges exist in Florida hindering the possibility of that vision becoming a reality:

- ❑ For every ten ninth-graders, three do not earn a high school diploma.
- ❑ Of the seven ninth-graders who do graduate, four immediately pursue a college or university education.
- ❑ The remaining six out of every ten ninth-graders exit without a high school diploma or a college/university opportunity.

In order to overcome these challenges and meet the vision CEPRI has set forth, **a new approach to high school education** needs to be pursued that encompasses the following key components:

- ❑ A small learning community
- ❑ High standards for all students – “All Means All”
- ❑ A rigorous and relevant curriculum
- ❑ Effective and extensive career guidance and counseling

The Council examined a model that provided these high school characteristics to its students, a model commonly known as a “career academy.” This type of school-within-a-school is comprised of three key elements: (1) a small learning community; (2) a college-prep curriculum with a career theme; and (3) partnerships with employers, the community, and higher education. Organized around an occupational area, each academy creates a structure in which student learning is linked with potential career options. The academy differs from traditional academic and vocational education by **preparing students for both college and career**. The career theme is woven throughout the curriculum with the high standards necessary for admission to a university.

The following policy recommendations and implementation strategies from CEPRI's upcoming report, ***Career and Professional Education: Preparing Florida's Students for the Knowledge Economy***, provide direction on making this new approach to high school education a reality:

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Policy Recommendation:

- ***Every high school in Florida should develop a research-based Career and Professional 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.***

Related Implementation Strategies

- The Florida Department of Education and the State Workforce Board should work in cooperation to create a high level office to oversee the development of “Career and Professional Academy”. This office should be responsible for the coordination of state planning grant awards to high school for the development of a research-based “Career and Professional Academy” design. In partnership with local business, the high school should design a rigorous academic curriculum with a career-based focus. The local business community should be responsible for the career-based elements of the program (internships, job shadowing, business lectures and steering committees or boards made up of business partners).
- The Florida Legislature should adopt statutory language that defines a “Career and Professional Academy” and provides for a process for certification of career academies that meet the criteria.
- Planning grants in the amount of \$15,000 should be provided through an RFP competitive process for high schools to develop a research-based “Career and Professional Academy.” High schools that currently have a career academy would be eligible to apply and re-design their model to meet the rigorous standards of the research-based model.
- Acceleration pipelines for students in the middle grades should be developed to encourage and prepare them for participation in a “Career and Professional Academy.” Opportunities should be available for students, who participate in pipeline activities organized as “summer bridge” or weekend programs, to have first choice in “Career and Professional Academies”. An example of a program would be a partnership between a school district and NASA for a summer science/math preparation program.

Policy Recommendation:

- ***Every student in a Florida high school should graduate with college preparatory curriculum and an area of concentration (i.e., career/professional, math/science, humanities). Each concentration should have the same high academic foundation in reading, mathematics, and writing.***

Related Implementation Strategies

- Funding and resources should be provided to support teacher professional development in instructional practices that will support high student achievement, integration of academic and technical curricula, and use of “applied academics” that is rigorous but contextual and leads to improved student motivation and conceptual understanding.

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- In partnership with postsecondary educational institutions (particularly community colleges), high schools should identify opportunities for students to include career/technical coursework in their program of study.

Policy Recommendation:

- ***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.***

Related Implementation Strategies:

- School districts and chambers of commerce should promote the development of educational partnerships in which high school students graduate with a two year career-technical credential that has been endorsed by local business and industry through programs like charter-technical and collegiate high schools.
- The Legislature should provide funding and incentives for technical centers and community colleges to offer postsecondary career-technical coursework for high school students in partnership programs.

In order for this new approach to high school education to be a success, **a strong foundation in elementary and middle school education is a necessity.** One of the critical barriers to creating and enhancing the economic development potential of Florida is the deficiency in basic skills among the state's population. **Fundamental skills in reading, writing, and mathematics provide the necessary foundation for a skilled worker.** The following recommendation and implementation strategy provide direction on building this foundation:

Policy Recommendation:

- ***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.***

Related Implementation Strategy:

- School districts should administer college placement tests no later than the 11th grade to evaluate student readiness for postsecondary education. This will ensure that students planning to attend a community college or university can engage in coursework that will increase the likelihood that they are ready to be successful in postsecondary education by the time of graduation.

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House Bill 769 – Section 11, Part 4(F)

Recommendations for improvements to guidance counseling and advising to ensure that all students in the K-12 system are properly informed and prepared for their future careers regardless of whether they intend to train for those careers in a traditional college setting or through workforce education. Recommendations shall address the effect of students receiving guidance and advising beginning at the middle school level that balances the postsecondary academic and workforce education options available to students. Recommendations shall reflect a consideration of best practices and innovative models for student advisement. Recommendations shall also include opportunities for state and local educational entities to partner with business and industry to align existing guidance counseling and advising resources with other agencies and organizations and to develop an intensive marketing campaign to attract high school students into postsecondary education programs leading to careers that are of critical need to the state. The recommendations shall include a timeline for implementation to be completed no later than July 1, 2005.

CEPRI Conclusions and Recommendations

In its upcoming report, *Career and Professional Education: Preparing Florida's Students for the Knowledge Economy*, CEPRI concludes that:

- ❑ Meaningful career and academic advice is probably not available to students in ways that make a difference. Based on data available for the 2001-02 school year, the statewide high school counselor to student ratio is 364 to 1. The ratios at some high schools were as high as 500 or 600 to 1.
- ❑ While aspirations for college are high, many students are not prepared to enter postsecondary education based on the curricular choices that they have made in high school.

The following policy recommendation and implementation strategies address those issues:

Policy Recommendation:

- ❑ ***Every student in Florida should be made aware of career options by the start of high school and provided with extensive guidance in order to plan their coursework in accordance with their career aspirations.***

Related implementation strategies:

- The Department of Education should identify best practices for an advising system that ensures all students have access to quality time with an academic advisor. Explore the teacher-advisor model in which each teacher advises and monitors the progress of a small number of students.
- School districts should mandate the development of an education and training plan related to career interests for late middle school and high school students, to be updated along the progression towards graduation.

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- School districts should utilize peer mentoring programs that rely on high achieving school peers and young adults to provide support for secondary students planning their education and careers.
- The Department of Education, in partnership with the business community, should develop an intensive marketing campaign to attract high school students into postsecondary education programs leading to careers that are of critical need to the State. This campaign should also involve the active marketing of the “Career and Professional Academies” that demonstrate the integration of academic and career education.

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House Bill 769 – Section 11, Part 4(A)

A recommended funding model for workforce education that encompasses both enrollment and performance. The recommendations must include a process for providing for growth and development of new programs to meet the demands of economic development at the state, regional, and local levels. Recommendations for funding should reflect consideration of state funding, student fees, and federal and private funding, as well as diverse needs and challenges faced by institutions.

CEPRI Conclusions and Recommendations

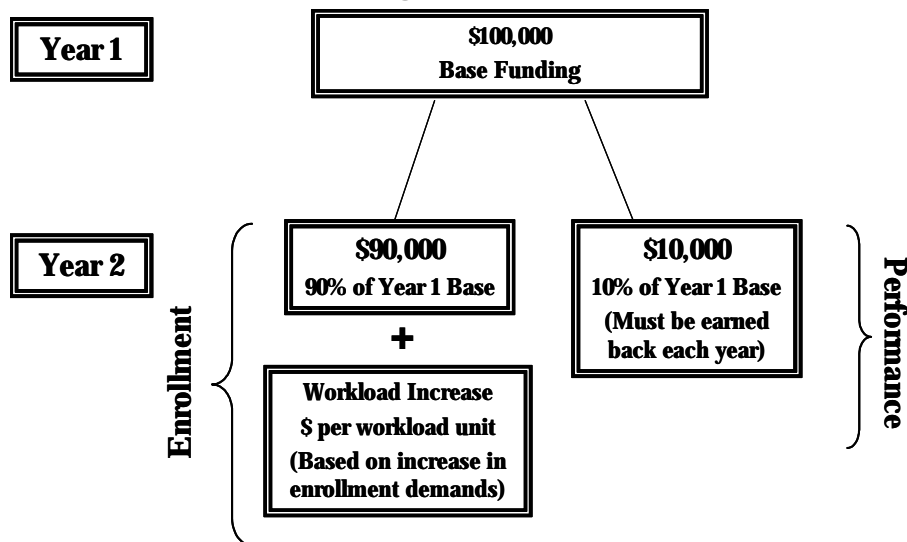
In its report, *A New Emphasis and Funding Methodology for Adult and Career Education* (January 2004), CEPRI concluded that:

- ❑ The transformation of adult and career education programs from focusing on inputs (students entering the system) to outputs (students completing and gaining sustainable employment) has benefited the state in terms of productivity.
- ❑ Reliance on a performance model to adequately distribute resources is probably not realistic as the number of recent high school graduates expands in the next 10-15 years.
- ❑ A system that combines workload (providing access for new students) and performance (rewards for outcomes) would provide the greatest benefit to the state.

CEPRI recommended the following in the report:

- ❑ ***The 2004 Legislature should establish a new enrollment and performance model for funding adult and career education in which each institution's base is a percentage of their prior year's allocation adjusted each year for workload with the remaining percentage awarded based on performance outcomes*** (Recommendation 3).

An illustrated example of a funding model:



- ❑ ***The Legislature should provide non-recurring funding for new program development and expansion in adult and career education programs on a competitive basis through the Workforce Development Capitalization Incentive Grants, as provided for in s. 1011.80, F.S. The competitive grant process should incorporate an evaluation of program effectiveness to be used in future grant competitions*** (Recommendation 5).

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House Bill 769 – Section 11, Part 4(E)

Recommendations for the implementation of innovative options or expanded use of existing resources for the delivery of postsecondary workforce education. These options must respond to the need for access to workforce education in geographic areas of high demand or unmet need or to demand for programs in occupational clusters that are targeted for purposes of economic development. Recommendations must include, but are not limited to, consideration of the increased use of distance learning, agreements for the innovative use of facilities, and other innovative partnerships and programs that would improve access to workforce education.

CEPRI Recommendations

CEPRI has not yet development recommendations at this time.

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House Bill 769 – Section 11, Part 4(B)

A recommended allocation model for workforce education based on occupational completion points, literacy completion points, and program length. Performance outcomes should reflect program completion, job placement, and successful transfer to another educational institution. Performance outcomes for traditionally hard-to-serve populations may be weighted based on empirical evidence. Performance outcomes should encourage the expansion of public-private partnerships by including the successful leveraging of private resources. Performance outcomes should be evaluated by examining an institution's performance over time rather than its performance relative to other institutions and should be consistent regardless of the type of institution offering the program.

CEPRI Recommendations

From *A New Emphasis and Funding Methodology for Adult and Career Education* (January 2004):

- ***The new funding allocation models for adult and career education should be developed by the Department of Education's Division of Community Colleges and Workforce Education with the following workload and performance guidelines*** (Recommendation 4):
 - a) *Workload should be measured by occupational completion points for adult vocational programs and literacy completion points for adult general education. These measures combine both instructional time and achievement factors. The length of the program segment should be a consideration in the application of any weights to occupational completion points.*
 - b) *Performance outcomes should reflect the production of skilled and literate workers with sustainable employment, in compliance with the legislative intent outlined in s. 1004.92, F.S. These measures should focus on student program completion (including terminal OCP completion), placement in high wage/high demand occupations, and successful transition to another education level. Any weights to performances by traditionally hard to serve populations (i.e., English speakers of other languages, economically disadvantaged) should be applied based on empirical evidence.*
 - c) *Performance outcomes should be evaluated by examining an institution's performance over time rather than its performance relative to other institutions.*

From *Career and Professional Education: Preparing Florida's Students for the Knowledge Economy* (forthcoming):

Policy Recommendation:

- ***Community colleges should develop, within their local service areas, a strategic plan for career and technical training in partnership with area career-technical centers and local industry sectors.***

Related implementation strategies:

- In cooperation with local workforce development boards, area chambers of commerce, community colleges, school districts, and area technical centers should conduct a "needs assessment" analysis to determine which training programs are critical to the economic development of their region. These needs assessments should form the basis for a

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- strategic plan for workforce education for the region. These strategic plans should address, at a minimum, the following elements:
- ❑ Articulation agreements between postsecondary vocational and college programs to assure the “seamless” transition of students.
 - ❑ Plans for avoiding duplication of high-cost facilities and equipment, either by avoiding program overlap or by sharing resources
 - ❑ The development of “career ladders,” with support from local employers, that take students from high school through higher levels of postsecondary training
- The local strategic plan should include strategies for ensuring adequate access to education and training programs by examining the feasibility of the following:
- a. Multiple site offerings to reach the most disadvantaged populations,
 - b. Flexible scheduling through weekend and night courses for the working population,
 - c. Short-term, accelerated training options, and
 - d. Distance learning, where appropriate.
- To ensure access to training for disadvantaged populations, the Legislature should provide adequate financial aid for enrollment in career and technical education programs and part-time students.
- Districts that develop and implement strategic plans that are effective based upon outcomes established by the accountability process should be eligible for incentive funding.

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House Bill 769 – Section 11, Part 4(C)

Recommendations to improve articulation and obtain the maximum appropriate transferability of coursework between components of the workforce education system and between workforce education programs and advanced degrees. The implementation plan shall include a review of current articulation practices for workforce education, examples of best practices, and specific methods to improve articulation options for all students participating in workforce education.

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Policy Recommendation:

- ***Community colleges should develop, within their local service areas, a strategic plan for career and technical training in partnership with area career-technical centers and local industry sectors.***

Related implementation strategies:

- In cooperation with local workforce development boards, area chambers of commerce, community colleges, school districts, and area technical centers should conduct a “needs assessment” analysis to determine which training programs are critical to the economic development of their region. These needs assessments should form the basis for a strategic plan for workforce education for the region. These strategic plans should address, at a minimum, the following elements:
 - Articulation agreements between postsecondary vocational and college programs to assure the “seamless” transition of students.
 - Plans for avoiding duplication of high-cost facilities and equipment, either by avoiding program overlap or by sharing resources
 - The development of “career ladders,” with support from local employers, that take students from high school through higher levels of postsecondary training