

Go Higher, Florida! Task Force FINAL RECOMMENDATIONS

Goals of Task Force: Increase postsecondary readiness via better alignment of secondary/postsecondary curriculum and assessments; decrease the need for postsecondary remediation; increase postsecondary enrollments and student success in the workplace.

Recommendation	Strategic Action	Implementation Initiative(s)	Required Statute/Rule Change (yes/no)	Timeline Targets (from/to)
1. Adoption of a definition of “college and career readiness” for Florida by both the State Board of Education and the Board of Governors.	K12, Community Colleges, Workforce Education and Board of Governors/State University System staff develops definition in conjunction with the Articulation Coordinating Committee (ACC).	Recommendation by ACC and adoption by State Board of Education and Board of Governors.	Possibly; May want to codify (2009)	January 2008
2. Require all high school students to take rigorous and relevant courses that prepare them for life after graduation.	<p>a. <i>Officially</i> acknowledge that 21st century college readiness and career skills are one and the same by identifying core competencies which target postsecondary readiness.</p> <p>b. Set a target date for ensuring identified competencies become integrated within the “default” curriculum for high school graduation.</p> <p>c. Increase expectations/rigor in Math and Science curriculum.</p>	<p><u>1. Secondary:</u> Continue to expand multiple and varied secondary paths to prepare for life after high school graduation via major areas of interest, career academies, Advance Placement, Dual Enrollment, (Early College), International Baccalaureate Program, etc.</p> <p><u>2. Postsecondary:</u> Establish postsecondary work teams to identify math, reading and writing competencies necessary for direct entry into college level core courses without the need for remediation.</p> <p><u>3. Secondary and Postsecondary:</u> Work collaboratively to ensure that competencies which prepare students for college-level work are embedded in core high school</p>	Yes	2007-2015 1. Ongoing 2. September 2007 – June 2008 3. January 2008 – December 2008 4. September 2007 – December 2008 (pilot) 5. January 2008 – December 2008

		<p>curriculum.</p> <p><u>4. Postsecondary and Secondary:</u> “Share” community college “prep course” (remedial) curriculum with secondary system. Incorporate into high school course code directory as elective options for rising seniors who do not score college-ready on standardized assessments.</p> <p><u>5. K-16:</u> Establish process for collection of secondary paths so they can be added to FACTS.org ePEP.</p>		
<p>3. Develop/adopt high school/postsecondary assessment(s) which are clear in purpose and function, i.e., assessing skills in core courses for high school graduation and/or assessing postsecondary readiness in core courses.</p>	<p>Streamline/link assessments so that tests students take in high school can also serve as readiness tests for college and/or work. Set target date (Fall 2010).</p>	<p><u>1. Secondary and Postsecondary:</u> Establish assessment workgroup to make recommendations for redesign of Florida’s testing framework. Explore common secondary “end-of-course” exams.</p> <p><u>2. Secondary and Postsecondary:</u> Establish workgroup(s) to ensure alignment of assessment(s) with core competencies at all levels.</p> <p><u>3. Secondary and Postsecondary:</u> Clearly identify levels of learning outcomes (“scores”) starting with Grade 8 which track progress needed for basic college/career readiness.</p> <p><u>4. Secondary and Postsecondary:</u> Use data bridges to develop student profiles. Link ongoing academic support plan to enhance basic skills as needed to each progressive assessment.</p>		<p>1. September 2007 – March 2008</p> <p>2. September 2007 – December 2008</p> <p>3. September 2007 – December 2008</p> <p>4. Fall 2010</p>
<p>4. Using FACTS.org and other media avenues, improve public</p>	<p>Expand use of “Go Higher” slogan in materials/ads,</p>	<p><u>1. Secondary and Postsecondary:</u> Collaborate on language/presentation of</p>		<p>1. September 2007 – June 2008</p> <p>2. December 2008</p>

<p>awareness/understanding of current and future assessments, at all levels, their use as diagnostic tools, and the relationship between these assessments as measures of achievement and learning gains. Emphasize/promote system wide, cross-sector communication and participation.</p>	<p>brochures, websites (including FACTS.org), etc., dedicated to communicating Florida’s emphasis on “Go Higher” from K-20, including what college readiness means.</p>	<p>information which clarifies current:</p> <ul style="list-style-type: none"> • FCAT-Relationship of scores to college/workforce readiness. • CPT-Relationship of scores to “open-door,” college-readiness and mandatory placement in remedial classes. • SAT/ACT-Relationship of scores to college-readiness AND university admissions in Florida. <p><u>2. Secondary and Postsecondary:</u> Collaborate on language and presentation of information which deals with redesign of Florida’s K-16 assessment framework.</p> <p><u>3. Secondary and Postsecondary:</u> Officially adopt the “Go Higher, Florida – Education Pays” brand. Use FACTS.org as “go-to” for information.</p> <p><u>4. Secondary and Postsecondary:</u> Communicate transitions/changes in assessments.</p>		<p>4. As appropriate and timely</p>
<p>5. State of Florida should join 30 other states in The American Diploma Project (ADP) initiative.</p>	<p>Work with ADP consultants to identify and benchmark college and career readiness competencies and appropriate assessments.</p>	<p><u>1. Secondary and Postsecondary:</u> Collaboration and support in ADP workgroups.</p> <p><u>2. Secondary and Postsecondary:</u> Collaboration in supporting and communicating/promoting reframed competencies/curriculum and assessments among their constituents.</p>	<p>Possibly; 2009-10</p>	<p>2007-2010</p>

