

Study on Acceleration Mechanisms: Timeline and Task Force Membership

Report Timeline

- ◆ Due to the Governor and the Legislature by December 31, 2003
- ◆ State Board approval is required by early December
- ◆ Articulation Coordinating Committee (ACC) approval required by November
- ◆ Completed draft by mid-October

Task Force Membership

The Task Force will be comprised of representatives from the K-20 community. There will be equitable representation from each public education sector and the membership within sectors will be geographically balanced. The membership will include:

- State Universities – experts in admissions, registration, transfer & articulation, and business operations/budget issues
- Community Colleges – experts in dual enrollment coordination, advising, student services, enrollment services, instructional services, and business operations/budget issues
- Public Schools – experts in advanced academic programs, curriculum, guidance, and business operations/budget issues
- Department of Education – representatives of FACTS, Bright Futures, ARM, Division of Community Colleges, and Division of Colleges and Universities
- Other – a representative from Florida Association of Non-Public Schools (although the study requires a review of acceleration mechanisms in school districts and public postsecondary institutions, a member of FANS will be added to provide another perspective)

“Mini-groups” designated to work on specific issue areas will meet independently over the summer (most likely via conference call) to work on gathering relevant data to be used in drafting each section of the report.

Preliminary Issues to be addressed in the Report:

Advising – the manner in which students, including students with documented disabilities are advised regarding the availability of acceleration options.

Access – the availability of acceleration mechanism options to eligible students, including students with documented disabilities.

- ◆ Survey of course offerings by school and district
- ◆ Where are courses offered (particularly dual enrollment)? Who pays the instructor?
- ◆ How do student eligibility requirements for various acceleration mechanisms impact student enrollment and success? (GPA requirements, age, prerequisites, passage of the College Placement Test (CPT), etc.)
- ◆ Distance Learning opportunities – Statewide Articulation Agreement for dual enrollment - Community College Distance Learning Consortium? Virtual School?
- ◆ Parental Notification Requirements – how are parents/students currently notified of options?
- ◆ Development of a common advising tool
- ◆ Utilization of FACTS
- ◆ Legal Issues for Guidance Counselors
- ◆ What is provided for students with disabilities?
- ◆ How will the accelerated high school option affect the need for accelerated course options?

Grading Practices – the grading practices, including weighting of courses, of school districts and public postsecondary institutions with regard to credit earned through acceleration mechanisms.

- ◆ Inconsistencies in statute among various accelerated options and honors courses
- ◆ Purposes of GPA weighting
- ◆ Challenges associated with GPA weighting policies
- ◆ Examination of course rigor as it relates to GPA weighting
- ◆ Data on student success in subsequent courses

General Education – the extent to which credit earned through an acceleration mechanism is used to meet the general education requirements of a public postsecondary educational institution.

- ◆ Data on course enrollment and success
- ◆ Alignment with SUS admissions and Bright Futures core courses
- ◆ Vocational course considerations

Class Size Reduction – the extent to which the secondary instruction associated with acceleration mechanism options could be offered at sites other than public K through 12 school sites to assist in meeting class size reduction needs.

- ◆ Distance Learning
- ◆ Community colleges – how many dual enrollment courses are offered on the community college campus vs. the high school?

Funding – the manner in which funding for instruction associated with acceleration options is provided.

- ◆ FTE funding
- ◆ Incentive funding
- ◆ Seat Time Conversion for dual enrollment
- ◆ Home schooled and Private school students
- ◆ Text Books
- ◆ Lab Costs
- ◆ Possible funding sources for accelerated options

Joint Course Offerings – the feasibility of providing students, including students with documented disabilities, the option of choosing Advanced Placement credit or College Level Examination Program (CLEP) credit as an alternative to dual enrollment credit upon completion of a dual enrollment course.

- ◆ Partnership between College Board and community colleges to offer joint AP/dual enrollment courses
- ◆ Faculty Requirements
- ◆ Funding Issues
- ◆ Transcript issues