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# Improving Access to Quality Education for all Floridians

A Report of the 2005-2006  
Florida Education Access Task Force

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Access Task Force Co-Chairs:

F. Philip Handy, Chair of the Florida State Board of Education  
Carolyn R. Roberts, Chair of the Florida Board of Governors

*Final Report Dated February 2006*

# “Education will play an instrumental role in America’s economic prosperity”

*(Committee for Economic Development)*

*“In the coming decades, education will continue to play an instrumental role in America’s economic prosperity. Demographic changes will accompany economic changes to intensify the current premium placed on higher education.”*

**Source:**

**Committee for Economic Development**

***Cracks in the Education Pipeline: A Business Leader’s Guide to Higher Education Reform***

Guided by Advisory Committee on Higher Education Reform and National Center for Public Policy and Higher Education  
Washington, D.C. (May 2005)

# “Florida’s Economy is at a Turning Point”

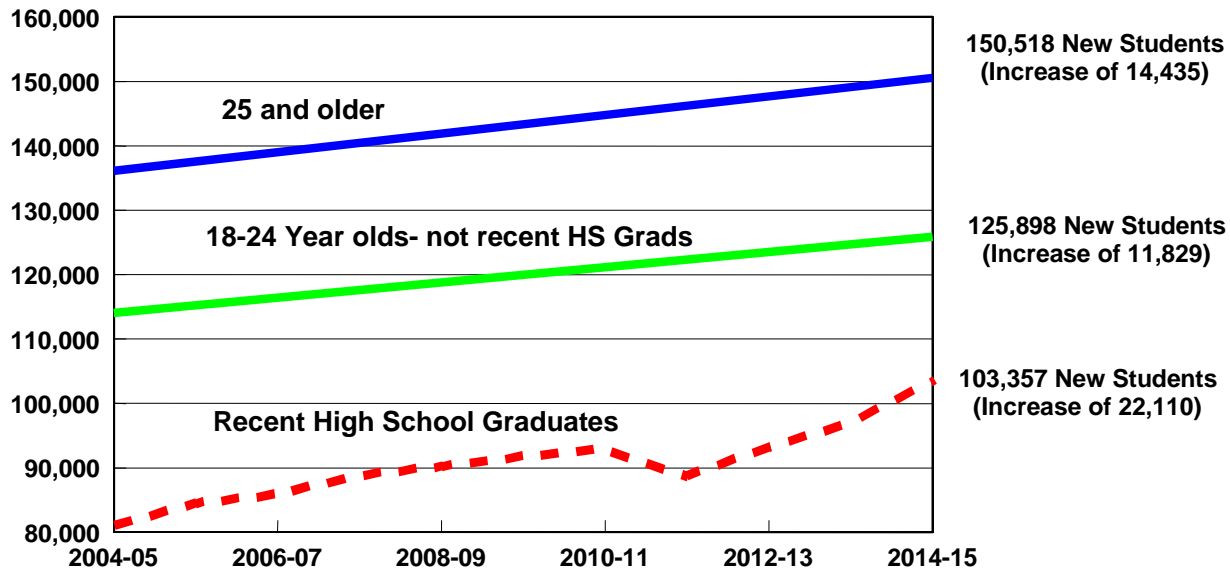
*(Florida Chamber of Commerce)*

*“Florida’s intellectual infrastructure (‘Talent’) – workforce skills, education system, and research and development capacity – may be the critical determinant of the state’s competitiveness in the 21<sup>st</sup> century economy. Florida’s intellectual infrastructure is not keeping pace with the changing demands of the global economy, and is slipping behind its competition.”*

Source:  
Florida Chamber of Commerce  
*New Cornerstone*  
Tallahassee, Florida (2003)

# An Increase of 48,000-138,000 New Students is Expected Over the Next 10 Years

**EXHIBIT 2-1  
DEMAND FOR POSTSECONDARY EDUCATION IN FLORIDA IS PROJECTED TO INCREASE  
BY A MINIMUM OF 48,000 STUDENTS BETWEEN 2004-05 AND 2014-15**



Note: Estimates include school district vocational certificates, all community college programs, and undergraduate enrollments for the state university system and ICUF.

**379,773 Total New Students  
(Increase of 48,374)**

Source: FIDOE [www.firn.edu/doe/evaluation/pdf/pro/hsgrad/pdf](http://www.firn.edu/doe/evaluation/pdf/pro/hsgrad/pdf), K20 Education Data Warehouse, FETPIP, <http://flrand.org/cgi-bin/annual.cgi>

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# Challenge: Close the Gap

*“A comparison of the degrees awarded and the needs of Florida employers make it apparent that students’ employment prospects will be improved if they pursue academic programs more clearly aligned with the state’s employment base.”*

Source:

**Florida Council of 100**

*Preparing for the Future: A Brief Review of the Major Drivers of Florida’s Future  
in the First Decades of the 22nd Century*

(January 2006)

## **ATF GOAL:**

Identify education policies that, if adopted, will serve student growth and help shape Florida's economic future.

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# Charge: Identify Policy Actions

- Identify policy actions that will:
  - Increase **student demand** for postsecondary education; and
  - Increase **postsecondary capacity** to meet demand.
- Focus efforts:
  - Focus particularly on critical economic development occupations.

# Prioritize “High-Impact” Policy Recommendations

## “High-Impact” Recommendation:

*The recommendation has a high probability of significantly changing student and/or institutional behavior in a way that yields a significant (quantifiable) increase in the number of students enrolling in and completing postsecondary education, especially in critical need occupational areas/programs that will positively impact Florida’s economic future.*

Source:

**Florida Education Access Task Force**  
***Improving Access to Quality Education for all Floridians:***  
***A Report of the 2005-2006 Florida Education Task Force***  
Tallahassee, FL (February 2006)

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# "High Impact" Recommendations to Grow Demand:

- **Expand student financial assistance**
  - Fully fund the need-based Florida Student Assistance Grant (FSAG).
  - Expand FSAG to students enrolled in programs tied to critical need occupational areas, including vocational certificates.
  - Expand FSAG to supplement awards to first generation college students.
  - Implement a supplemental Bright Futures Scholarship award for students enrolled in critical workforce occupational areas/programs.
- **Authorize tuition differentiation to motivate student behavior**
  - Both premiums and discounts at institutional levels (technical centers, community colleges and state universities).
- **Establish performance funding mechanisms to motivate institutional behavior**
  - Increase recruitment, enrollment, retention, and graduation of transfer students in critical need bachelor degree programs.

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# "High Impact" Recommendations to Grow Capacity:

- **Support educational sector strategic efforts**
  - SUS and CCS strategic plans for enrollment growth, particularly in targeted workforce areas.
  - Establish and maximize regional partnerships in critical need bachelor degree areas.
  - Continue to implement current policy authorizing, with State Board of Education approval, community colleges to grant bachelor degrees in unmet need in applied fields and/or critical workforce areas and high-demand fields.
- **Authorize alternative facility funding mechanisms**
  - Authorize local communities to levy facilities-related financial support for their respective community college(s) and/or regional university campus(es) through a local tax referendum.
  - Designate a portion of PECO funds to support joint recommendations of the State Board of Education and Board of Governors to fund institutional-level agreements for joint-use workforce program facilities.

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# Other Recommendations

- **Strengthen administrative oversight and facilitation**
  - Adopt and implement a comprehensive public awareness campaign.
  - Expand online advising (FACTS.org).
  - Expand funding for the College Reach-Out Program (CROP).
  - Balance changes to the College Pre-paid Tuition Program.
  - Enforce effective articulation mechanisms.
  - Maximize and coordinate use of technology and distance learning.
- **Target assistance for students demonstrating financial need**
  - Set a fixed award amount for Bright Futures Medallion and Gold Seal Awards with additional assistance if awardees demonstrate financial need at a mid-level threshold.
  - Allocate difference in lottery funds awarded before and after application of need-based components to the FSAG.
- **Publish efficiency and effectiveness outcomes**
  - Identify, adopt and report benchmarks for comparing efficiencies.
  - Require institutions to regularly assess and adopt to local needs.

# “Florida Faces Two Major Options at the Dawn of the 21<sup>st</sup> Century” *(Florida Chamber of Commerce)*

- Two major options:
  - Continue the path followed for decades; and
  - Redouble efforts to compete as a location for value-added production and services.
- “Florida’s policy efforts should address K-20 issues that target student and institutional achievement and performance.” *(Florida Council of 100, 2006)*
- “It is imperative to link education efforts to Florida student and economic demand and need.” *(Enterprise Florida, Inc., 2006)*

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# Immediate Action Required

- **Adopt legislative recommendations**
  - 10 recommendations require Legislative action (including all “high impact” and 3 others).
- **Implement administrative oversight and facilitation**
  - Ensure effective mechanisms supporting public awareness, advisement, articulation, efficiencies, technology and distance learning.
  - Balance College Pre-paid Program changes.
- **Visibly report expectations and outcomes**
  - Establish and report performance output and outcome measures, targets and standards.

Explore more information at:

[www.fldoe.org/osi/atf.asp](http://www.fldoe.org/osi/atf.asp)