

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

EDUCATION PRE-K - 12
Senator Wise, Chair
Senator Bullard, Vice Chair

MEETING DATE: Monday, February 21, 2011
TIME: 4:00 —6:00 p.m.
PLACE: 301 Senate Office Building

MEMBERS: Senator Wise, Chair; Senator Bullard, Vice Chair; Senators Alexander, Benacquisto, and Montford

| TAB | BILL NO. and INTRODUCER | BILL DESCRIPTION and SENATE COMMITTEE ACTIONS | COMMITTEE ACTION |
|-----|---|--|------------------|
| 1 | Presentation on SIRIUS Project | | |
| 2 | Presentation on Empowering Effective Teachers | | |
| 3 | OPPAGA VPK Report Overview | | |
| 4 | SB 90 Gaetz | Financial Emergencies; Requires a plan of a county or municipality to improve the efficiency, accountability, and coordination of the delivery of local government services to include a structural and services consolidation plan if the county or municipality is subject to review and oversight by the Governor. Authorizes a financial emergency review board for a local government entity or district school board to consult with other governmental entities for the consolidation of all administrative direction and support services, etc. CA 01/11/2011 Fav/2 Amendments ED 02/21/2011 GO BC | |
| 5 | SB 150 Smith (Identical H 67) | Career and Education Planning; Revises the general requirements for middle grades promotion to require that a course in career and education planning explore the National Career Clusters. ED 02/21/2011 CM BC | |

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Education Pre-K - 12

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|-----|--|--|------------------|
| 6 | SB 228 Siplin (Similar H 61) | Code of Student Conduct; Requires the district school board to include in the code of student conduct adopted by the board an explanation of the responsibilities of each student with regard to appropriate dress and respect for self and others and the role that appropriate dress and respect for self and others has on an orderly learning environment, etc. | |
| | | ED 02/21/2011 JU BC | |
| 7 | SB 254 Sobel (Identical H 27) | Educational Plant Surveys; Authorizes an extension to a school district educational plant survey submission deadline. Provides restrictions. Provides requirements for the submission of a request for an extension to the Department of Education and requiring department approval. Provides restrictions on school district construction during the extension period. Requires the State Board of Education to adopt rules. | |
| | | ED 02/21/2011 CA GO BC | |

SIRIUS

College Readiness

SIRIUS Academics

Affordable, extraordinarily high quality digital and print course materials

- *23 courses currently*
- *20 courses in development*

SB 1908

(passed in 2008)

- High school grades
- Assessment of college readiness
- In-high school remediation

2008-09 High School College Placement Testing (All Students)

| Total Tests Administered | Total Tests Passed | Percent of Passed Tests |
|--------------------------|--------------------|-------------------------|
| 57,631 | 22,209 | 39% |

| College | Algebra Tests Pass % | Reading Tests Pass % | Writing Tests Pass % | Total Tests Pass % |
|--|----------------------|----------------------|----------------------|--------------------|
| Florida State College at Jacksonville (Duval County) | 19% | 15% | 40% | 25% |

Source: Florida Department of Education, Division of Accountability, Research and Measurement, Community College Technical Center MIS

SIRIUS

College Readiness

- Adapted Student Life Skills course
- Specially trained master's degree teachers
- CPT / PERT Assessment
- Individual academic plan
- Collaborative remediation
- College readiness “certification”

SIRIUS College Readiness

2010-11 High School Participation SLS Course

Nassau: All high schools, 204 students

Duval: 18 of 20 high schools, 1,749 students

SIRIUS College Readiness

High School Participation Pilot of Full Model

- *Six high schools in Duval County*

The Future

- Implement full model in all Nassau and Duval schools
- Aligning remedial courses with PERT assessment
- North East Florida Education Consortium
- National Science Foundation Grant Application (*\$5 million*)

SIRIUS

College Readiness

SIRIUS 1908

Collaborative Solutions

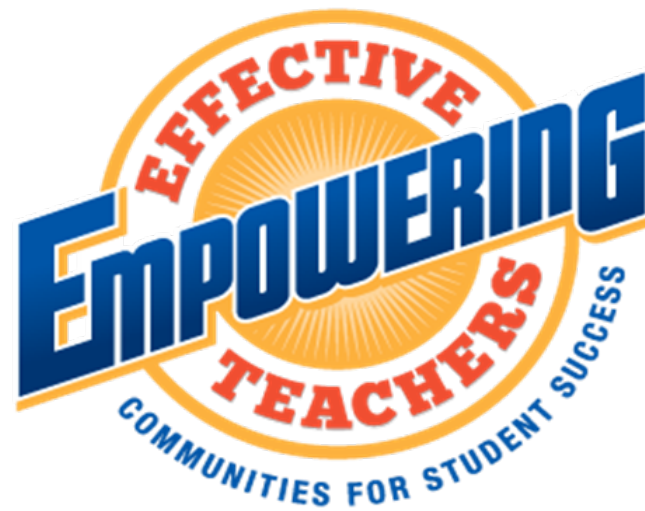
- SLS 1103---Strategies for Success in College, Career and Life (3 college credits)
- MAT 0024 Elementary Algebra (college prep noncredit)
- MAT 1033 Intermediate Algebra (4 college credits)
- ENC 0021 Introduction to Composition (college prep noncredit)
- REA 0010 Introduction to Reading Techniques (college prep noncredit)

Evidence

SIRIUS Success Rates

| <u>Course</u> | <u>% Passing</u> |
|--|------------------|
| Introduction to Composition (ENC 0021) | 92.8% |
| Introduction to Reading Techniques (REA 0010) | 78.0% |
| Elementary Algebra (MAT 0024) | 95.0% |

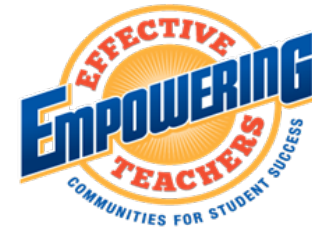
FLORIDA  STATE COLLEGE
AT JACKSONVILLE™



Empowering Effective Teachers |
Empowering Communities
for Student Success

About the Grant

Increase Teacher Effectiveness



Jan 2010 –United Way Worldwide Increasing Teacher Effectiveness Challenge Grants

- 14 in Florida, North Carolina and Tennessee

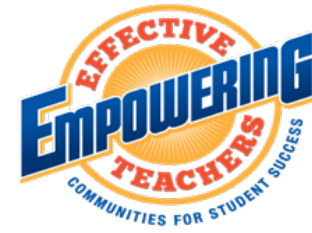
Assist community advocacy, communication and mobilization

Align to United Way Worldwide Education Goals:

- Cut high-school dropout numbers in half by 2018
- Better prepare students: college/post-secondary success.

Empowering Effective Teachers

Organizer's Mission



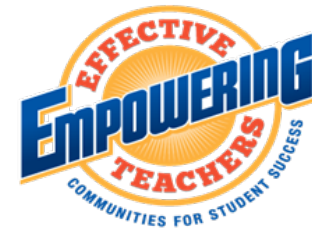
United Way of Florida Grant Organizing Team Mission

UWOF organizers endeavor to assist Florida's local United Way grantees and community alliances to better define, understand, mobilize and implement strategies that will empower effective teachers to change policy and practice to enable success for all students.



Florida's Education Stakeholders

Eclectic Community Roles



Teacher

Superintendents

Student

State Policy Maker

State Agency

School Rep-Other

School Board Member

School Administrator

Retiree

Principal

Parent

Local Elected Official

Higher Education

Faith Community

Education Advocate

District Administrator

District Personnel

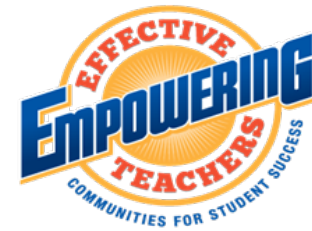
Community Non-Profit

Community Member-nos

Business Member

Florida's Education Stakeholders

Eclectic Diverse Community



Income – Low, Median, High

Geographic –Urban, Rural,
Suburbia

Cultural – Hispanic/Latino,
Haitian, Asian, African-
American, Caucasian,
Other

Juvenile Justice Clients
Repeat Offenders

Education – Masters/PhD
College, Post-Secondary,
Some College, High
School, Low Literacy

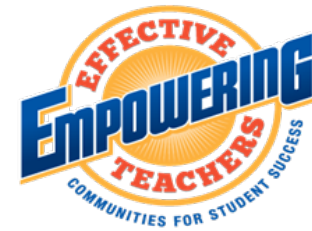
Children in Foster Care

School – Traditional
Public, Virtual, Charter

Business – Small, Medium,
Large, Minority-Owned

Community Conversations

Connecting In Civil Discourse



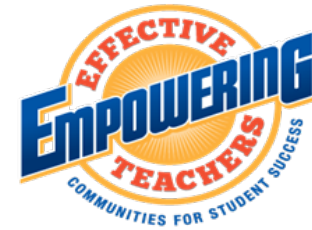
Blended Approach –Face-Face & Virtual

- Listening Tour: *Groups in Common*
- Power Lunch Series: *Eclectic Forums*
- Statewide **Virtual** Summit: *Feb 1, 2011*
- EET WIKI - 24/7/365 www.uwof.org

Public Forums – Public Libraries, FSU, UF, FLVS, Rehabilitation Center, School, Home, Community Center, District Office, Online.

Listening Sessions

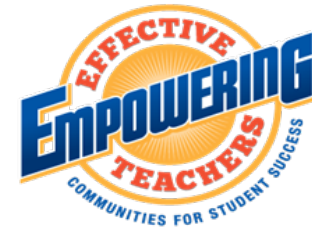
Key Questions



- What is an effective teacher?
- What is/was your personal experience with effective teachers?
- What do you believe is working to improve teacher effectiveness?
- What do you believe is not working to improve teacher effectiveness?
- How can communities and states best support effective teachers?
- How can communities and states best attract effective teachers?
- How can communities and states best retain effective teachers?

Listening Sessions

All Stakeholders – What's Missing



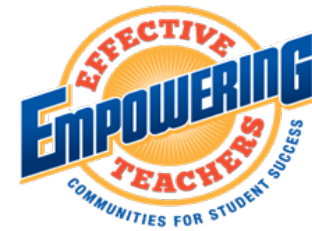
Clear Communication and Relationships of Understanding

A lack of consistent communication and understanding with info voids and miscommunication between and within stakeholders.

- Disconnects equal “Myths” and “Assumptions”
- Know Your Audience & WIFM?(What’s in it for Me?) A lack of understanding or asking relevant questions creates frustration.
- Myths, supposition and assumptions widen gaps between community alliances.
- **Multiple stakeholders in a student’s education.**

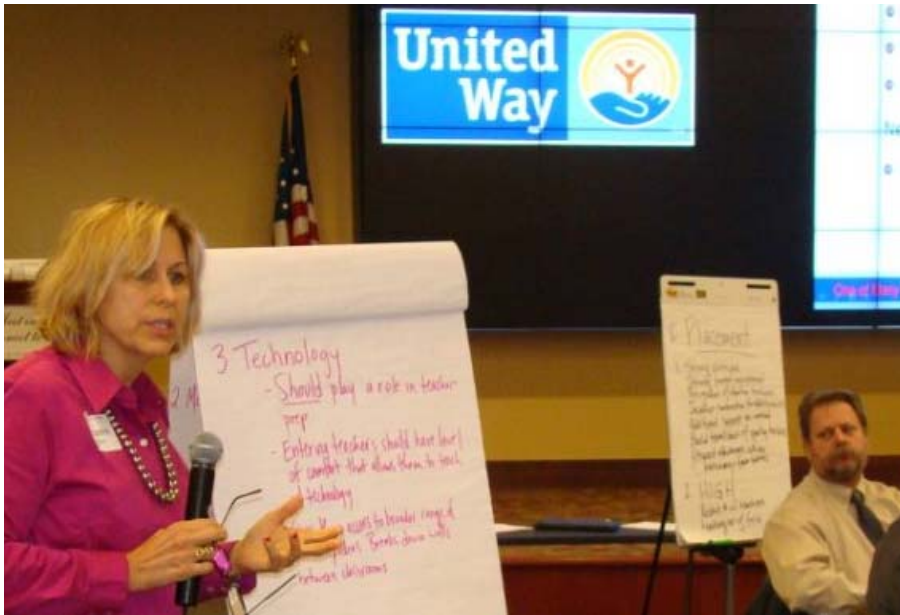
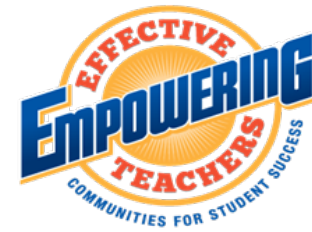
Listening Sessions

Real Voices



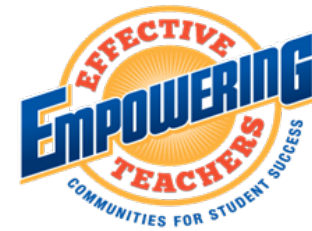
Power Lunch Series

Collaborative Stakeholders



Florida's Education Stakeholders

Eclectic Community of People

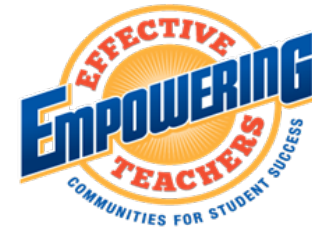


“Great eclectic mix of people!”

“Ensuring opposites brought a freshness that really was a community conversation about education. I’ve been at this for years, yet learned new thoughtful and insightful viewpoints.”

Teacher Effectiveness Conversation

Common Themes



Topics of Discussion Per Forum

Florida and national stakeholder common area themes of discussions regarding highly effective teachers

1. Preparation and Development

2. Recruitment and Retention

3. Evaluation and Placement

– Preparation

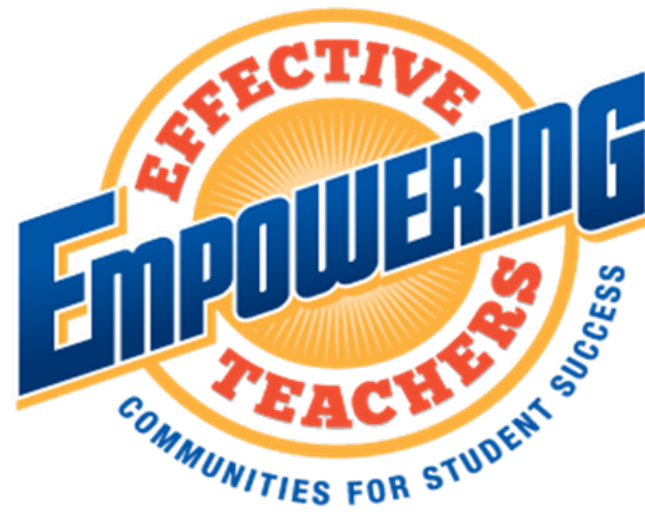
– Retention

– Development

– Evaluation

– Recruitment

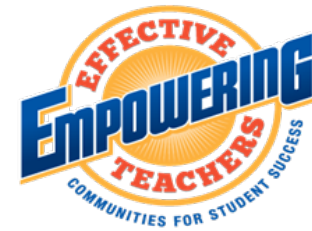
– Placement



Preparation & Development

Effective Teachers – *Challenge*

Preparation and Development



40% Of U.S. Teacher Workforce Leaving Over Next Five Years.

Teacher Preparation Student Pool Short of Demand

Expect Effective Teachers From All Preparation Programs

Enable Career Long Professional Development that is:

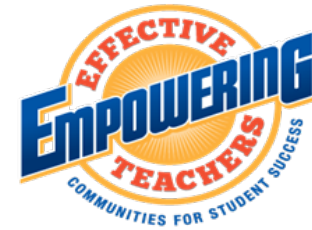
- Prescriptive to the teacher's needs

- Relevant to what teachers want and need to prepare for current and future career paths

- Supportive of new and innovative teaching opportunities.

Effective Teachers – *Findings*

Preparation and Development



Align K12 effective educator criteria

Define 'highly effective teacher'

Classroom Management Skills

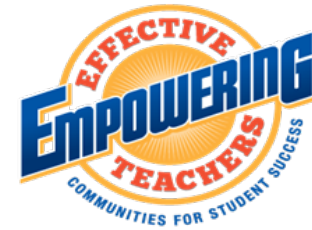
- New teachers in real, diverse, multitude of settings
- Understanding Local Resources
- Low Income Student Struggles
- Differing cultures -rural, urban, affluent, low-income

Exposure to Real, Relevant, Experience

- Career Academies Technology -Teachers partner with corp. industry to put real life examples into play the classroom
- Community Partnerships for Principals/Teachers/Students

Effective Teachers – *Questions*

Preparation and Development



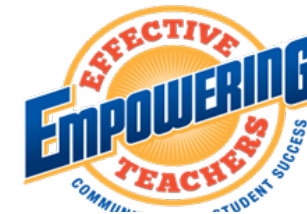
1. *“Passionate that all students can learn; Sets high expectations; Knowledge and enthusiasm for subject/teaching; Adapts instruction to student diversity; Respects, cares and motivates students, uses diverse tools/ resources to plan and organize engagement, is collaborative.”*

Define a Highly Effective Teachers' skill sets?

2. *Classroom Management is #1 challenge of new teachers. **How to deliver multiple real-life experiences for skill building in preparation of teaching assignment?***
3. *Exposure to Real, Relevant, Experience. **How can communities partner with schools, districts and the state to create workforce relevant experiences?***

Effective Teachers – *Findings*

Preparation and Development



Choose your **Top 3 Bold Answers**
to Empower Effective Teacher **Preparation**

Info Agenda EET_Polling_Act1 x

01

Participants Chat Q&A Polling

Remaining time: 0:00 Time limit: 1:00

Poll results:

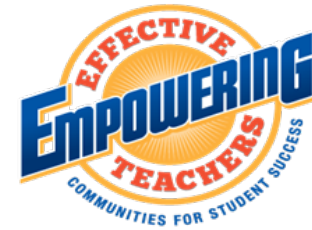
| Questions | Results | Bar Graph |
|---------------------------------|---------|-----------|
| 1.Choose your Top 3 Bold Ans... | | |
| <input type="checkbox"/> a. . | (22%) | ■ |
| <input type="checkbox"/> b. . | (42%) | ■■■ |
| <input type="checkbox"/> c. . | (31%) | ■■■ |
| <input type="checkbox"/> d. . | (36%) | ■■■ |
| <input type="checkbox"/> e. . | (22%) | ■ |
| <input type="checkbox"/> f. . | (39%) | ■■■ |
| <input type="checkbox"/> g. . | (31%) | ■■■ |
| <input type="checkbox"/> h. . | (36%) | ■■■ |
| <input type="checkbox"/> i. . | (25%) | ■ |

Choose your **Top 3 Bold Answers**
to Empower Effective Teacher **Preparation**

- a. Nurturing children - knowing the teacher has a personal interest in me (team 1)
- b.** Provide a direct experience for teachers through mentorships, internships, discussions with businesses (team 5)Q3
- c. Paired and mentoring with a high impact, master teacher - team 4 - Question 2
- d.** Constantly researching and seeking best-practices to make learning relevant for children and to approach with a positive attitude. (Team 9) Q1
- e. Team 7 - More vibrant induction system, need more formal "internship" period for new teachers
- f.** Curriculum for classroom mgt as part of training in school which includes full year internships in multiple diverse settings(team 3)
- g. Pair student teachers with highly qualified mentor teachers in real-life classroom situations (team 2) prep q2
- h.** Q1 T8: Ability to differentiate learning styles and to integrate into teaching for diversity of students. Have a high skill set in Emotional Intelligence (Daniel Goleman) in order manage and bridge individual teaching style with the classroom at large. Building a relationship with the children to be able to deeply understand the students learning style and apply appropriately.
- i Q1: HIGH EMOTIONAL INTELLIGENCE--INTUITIVE AND CARING THAT ALLOWS YOU TO REACH YOUR STUDENTS--TEAM 6 QUESTI

Effective Teachers – *Findings*

Preparation and **Development**



Professional Development

- Career Lattices versus Ladders
- Prescriptive Development and Planning

Mentoring

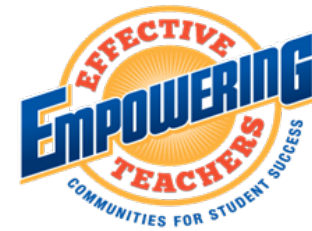
- Master Teachers
- Recognizing New Teacher Skills Benefit Mature Mentors
- Peer and Leadership Collaboration with Time and Tools

Community Integration

- Teacher / Principal / Industry Knowledge Partnerships
- Connection / Correlation of Workforce Skills and Teacher Preparedness

Effective Teachers – *Questions*

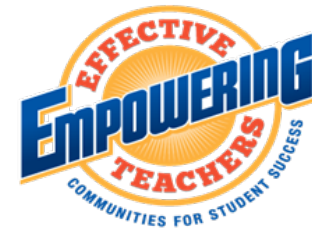
Preparation and **Development**



1. *Teachers and Principals Want Prescriptive Development.*
How do we make Individual Professional Development Plans more relevant useful career tools?
2. *New Teacher and Induction Mentoring is deemed Essential.*
How do we develop high quality trained mentors during teacher shortages to support 1.25 to 2.5 hrs a/week of new teacher mentoring plus induction mentoring?
3. *Collaborating with Industry Thought Leadership.*
What policy changes or options beyond the district can enable workforce relevant experiences for teachers within industry ?

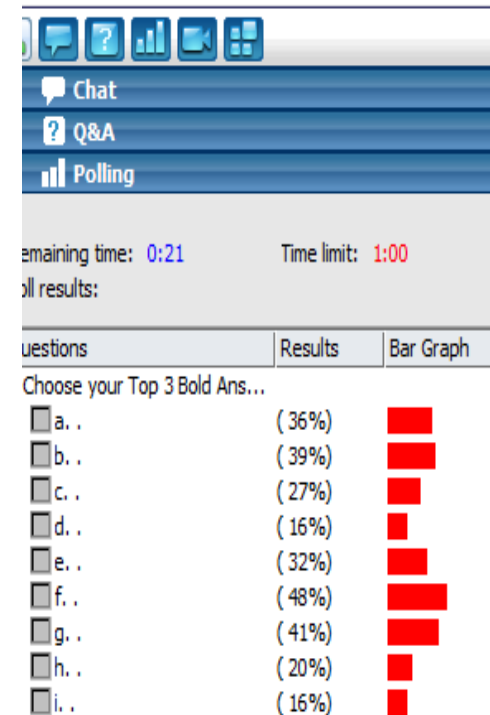
Effective Teachers – *Questions*

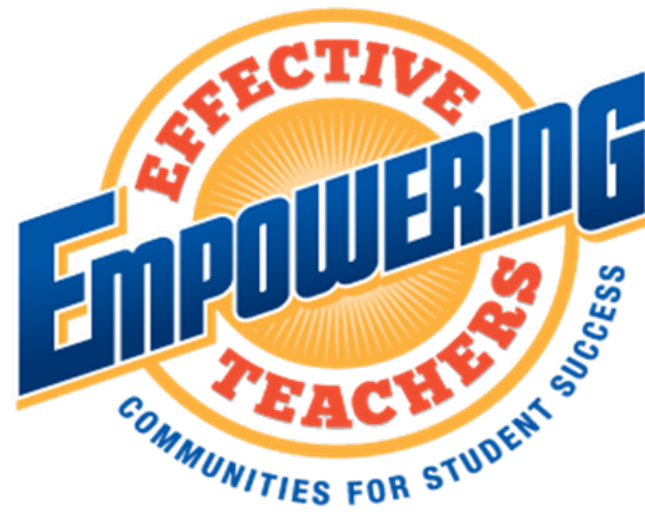
Preparation and **Development**



Choose your **Top 3 Bold Answers**
to Empower Effective Teacher **Development**

- a. Q2:NEED TO KNOW WHICH TEACHERS ARE PRODUCING GREAT RESULTS AND OUTCOMES TO IDENTIFY PRIORITIES--IDENTIFY MENTORING TRAINING PROGRAMS--TEAM 6
- b.** Needs to be data based and the collaboration between teachers and administrators on site (team 1)
- c. Team teaching approach with experienced and new teacher (team 5) Q2
- d. Q3 -Visiting scholars - industry people going into school and teachers going into industry - share good processes for making it happen (team 3)
- e. Team 7 Better identify the best teachers who may serve as mentors
- f.** Q1 T8: Feedback is constant and aligned with the development of their professional development and career plans. IPDP would be attached and connected to teacher appraisal.
- g.** Have specific training in mentorship and full release from teaching duties (part of lattice career path) (team 2) (dev q2)
- h. Individual teachers need to have a clear voice for their individual/class students' needs (Team 9)
Q1 - Act 2
- i. Mentor training needs to be developed for retired or tenured teachers with guidelines on how to be a mentor, structure to function for the mentoring teachers or individuals in instructional positions that step up and want to be mentors, create some kind of offset of their schedule to give them time to work with - Team 4

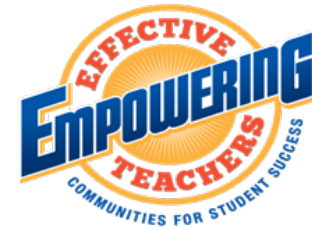




Recruitment & Retention

How do we attract and retain effective teachers?

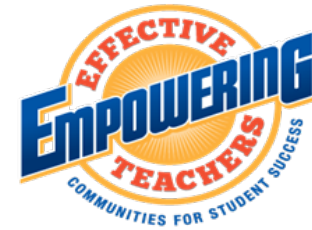
Effective Teachers – *Challenge* Recruitment & Retention



- The growing teacher shortage
- Nationally, one-third of new teachers leave the profession after three years and nearly half after five years.
- The average length of stay for teachers in Florida is 5 years. Exceptional Student Education teachers length of stay is 18-24 months.

Effective Teachers – *Findings*

Recruitment and Retention



Decision Factors for All Teachers

- School/District Leadership
- Vision & Communication, Support
- Working Conditions

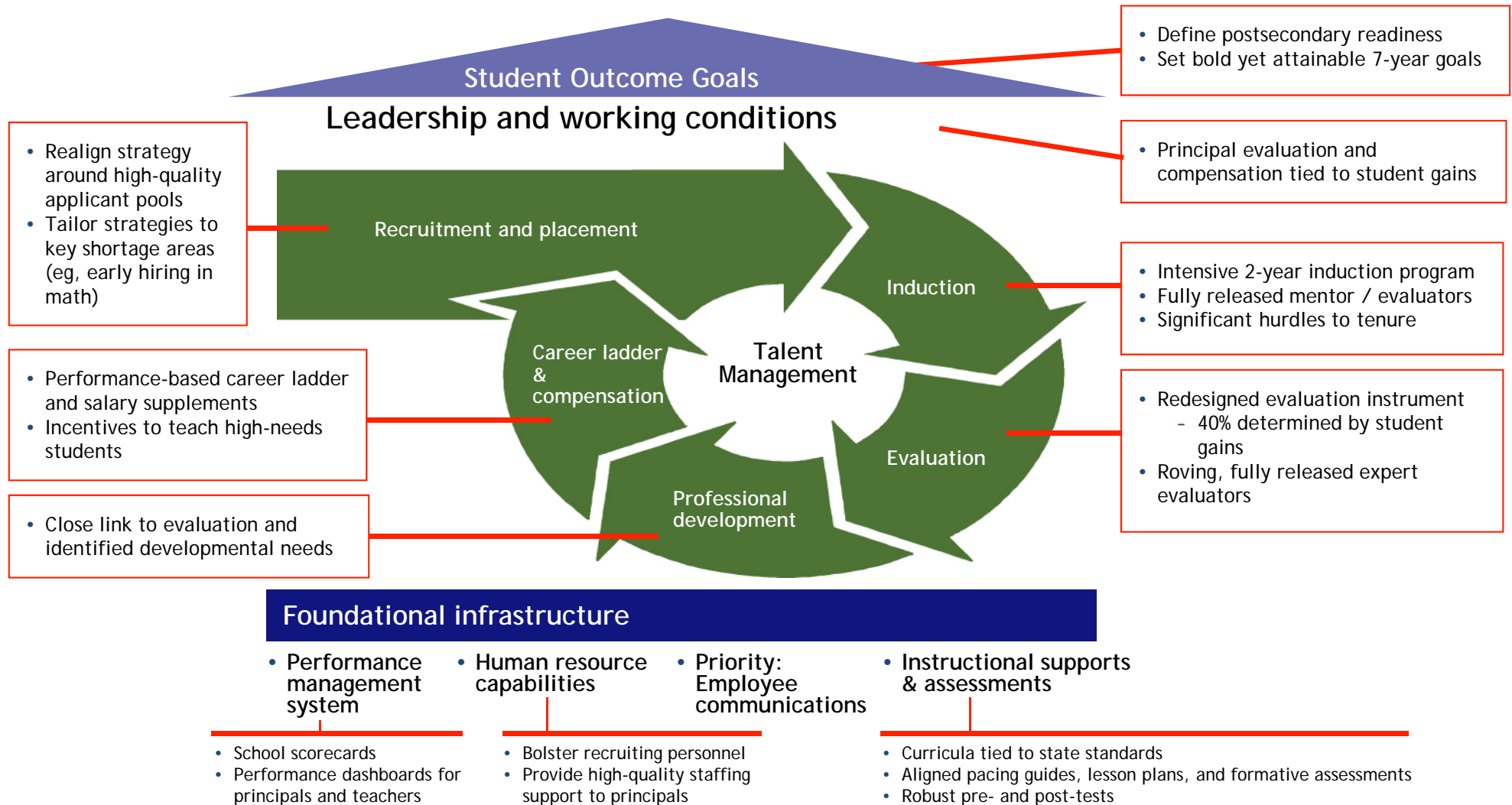
New Teachers Choose Their First School

- School Geographic Location
- Assignment Placement, Specialty Teachers
- Induction Mentoring

Existing Effective Teachers

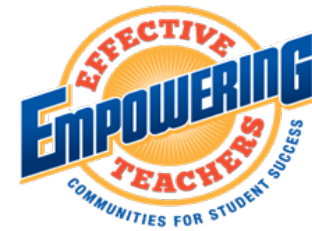
- Career Lattice / Ladder Growth
- Blended Compensation Model
- New responsibility and opportunities for innovation

Hillsborough Effective Teachers Plan



Effective Teachers – *Questions*

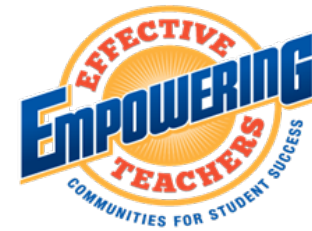
Recruitment and Retention



1. How can incentives or policies help schools, districts and communities come together to ensure a successful recruitment program?
2. What innovation, flexibility or incentives can schools / districts have to entice the best and brightest effective teachers?
3. What policy implications impact a school/districts ability to recruit highly effective teachers?

Effective Teachers – *Findings*

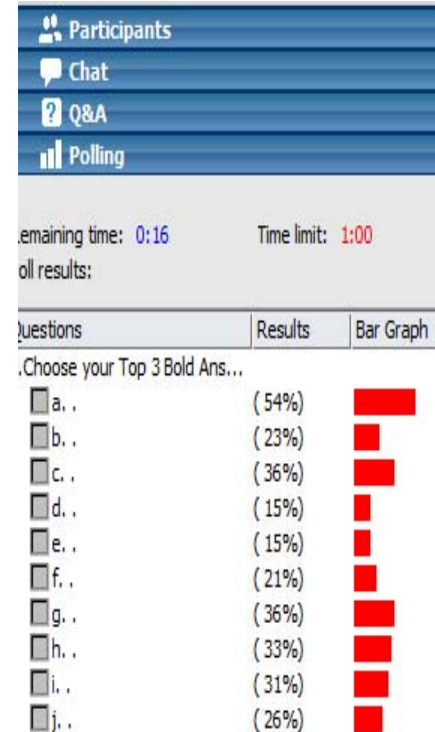
Recruitment and Retention



Choose your **Top 3 Bold Answers**
to Empower Effective Teacher **Recruitment**

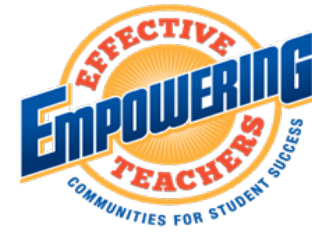
- a. Empower teachers and give them a leadership stake in the school (team 5) Q2
- b. Performance based pay will attract motivated people willing and able to perform the task - team 4-Q1
- c. Continuous support to help teachers create a vibrant classroom where kids are fully engaged. (team 2) Make sure that support staff receive similar/related improvement tools to those received by teachers (team 2). (recr Q2)
- d. Q2: FIND WAYS TO DEMONSTRATE APPRECIATION OF TEACHING AS A PROFESSION TO COLLEGE PROSPECTS AND LET THEM KNOW THEY'LL HAVE ACCESS TO CUTTING EDGE IDEAS-TEAM 6
- e. Provide more access to technology and local business to make school more relevant (team 3)
- f. Has to be pay that goes up with effectiveness (pay for performance) Master teacher equivalent of AP - team 1
- g. Q2 T7 Develop culture that honors teaching as a profession; make it a community wide project not just within the school
- h. Q2 T7 Change structure of school; such as flexible hours, dates; more project based learning - throw out the old notions of what a school is
- i. Identify hinderences - Promote Culture of school - opportunities for collaboration, teachers feeling very connected to the school - part of the school and part of the community (Team 9)

J Q2 T8: Incentivizing the career path of Highschool Juniors and Seniors who might be interested in teaching for returning to their school or local area to teach. Thereby: Schools or Districts being able to connect the education lifecycle most effective teachers and where they migrated from? In addition, What training programs or schools did they attend? What was their path before their current teaching position?



Effective Teachers – *Findings*

Recruitment and **Retention**



New Teacher Continuous Yearly Mentoring

Teacher Planning Time

Strong Peer Collaboration

Onsite/Embedded Professional Development

Recognition Programs

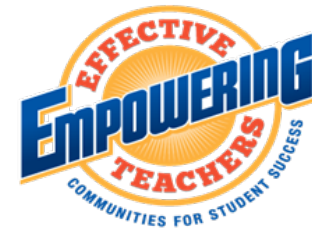
Flexibility

Community Benefits

- Loan Forgiveness
- Child Care

Effective Teachers – *Questions*

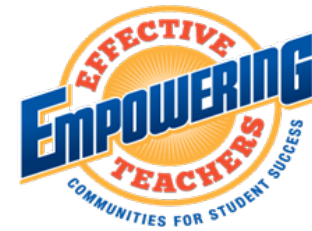
Recruitment and **Retention**



1. What policy changes or recognition and benefit programs can be offered to retain effective teachers?
2. How can peer learning communities and technology tools support onsite effective teacher professional development?
3. Can and should local businesses/organizations provide personal and professional incentives?

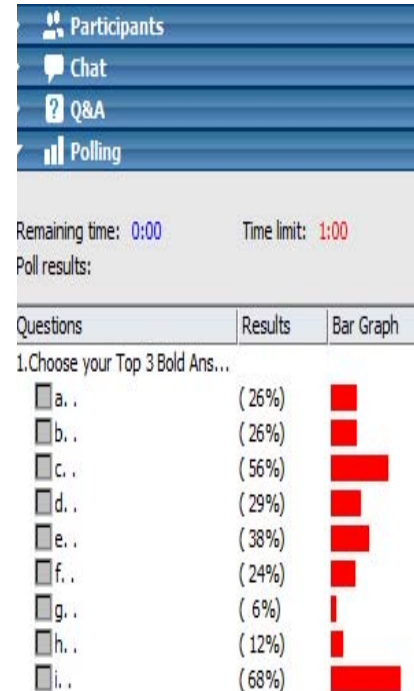
Effective Teachers – *Findings*

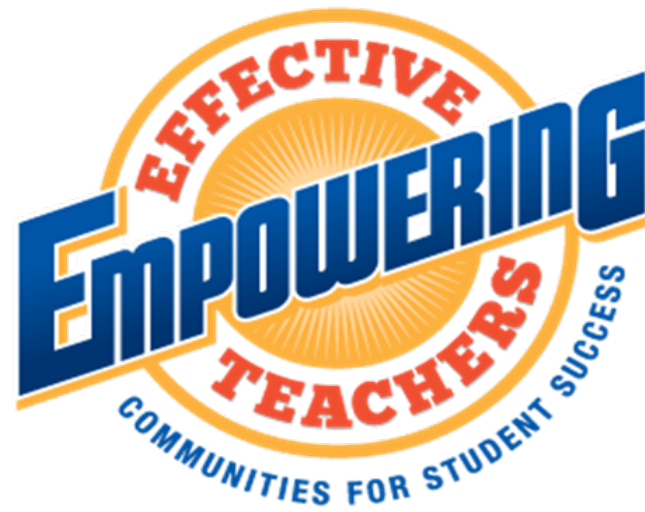
Recruitment and **Retention**



Choose your **Top 3 Bold Answers**
to Empower Effective Teacher **Retention**

- a. Intimidated by technology - provide training on technology -- modeling and greater accessibility (team 1)
- b. Q2: MAKE AVAILABLE SHORT VIDEOS OF EFFECTIVE TEACHERS IN THE CLASS AND THEN AN INTERVIEW ABOUT THE THINGS THEY DO THAT MAKE THEM EFFECTIVE--FROM ACROSS THE COUNTRY--TTEAM 6
- c. New career dev/lattice for teachers to take on mentor and leadership roles with increased pay/performance pay (team 5) Q2
- d. Access to virtual development opprtunities from around world (team 3)
- e. Q1 T8: We can make a significant policy change regarding parent involvement: For those who are on welfare or public assistance, it might also be helpful for them to volunteer, take parenting classes, etc in the school their child attends.
- f. Address the causes (e.g. inability to move forward) of widespread prevalence of depression among teachers (2X rate of other professions like firemen and police officers), either tuning out or burning out. (team 2)
- g. Flexibility of person to person as well as on line access - team 4
- h. Q3:PROVIDE FEEDBACK ON WHAT SKILL SETS ARE NEEDED FROM GRADUATES--TEAM 6
- i. Providing more peer collaboration with or without technology in the classrooms - ensure training and access to best and brightest technology to support an effective teacher (Team 9) Q2 - Act 2



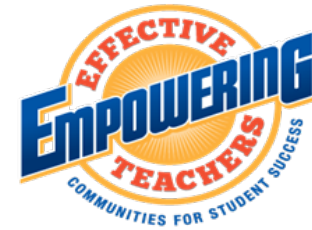


Evaluation & Placement

How do we identify and create a developmental evaluation system for teachers?

Effective Teachers – *Challenge*

Evaluation and Placement



Florida is a National Data Systems Leader

Capable of Linking Student Achievement Scores and Teacher Evaluations

- Limited Only Part of Effective Teachers Identification

Must Develop Evaluation System Assessment Tools

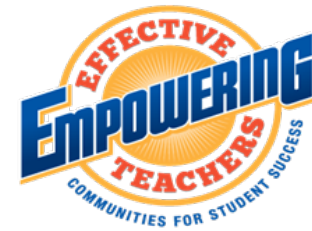
- Fair, equitable, transparent, timely, aligned, prescriptive

Effective Teachers Are Key to Student Achievement

- Effective teachers unevenly distributed across low-income school districts
- Minority students having least access

Effective Teachers – *Findings*

Evaluation and Placement



Effective Teacher Criteria & Measurement System

- Created by All-Stakeholders

Evaluation Rubric

- Planning, Prep, Learning Environment, Instruction, Professional Responsibility

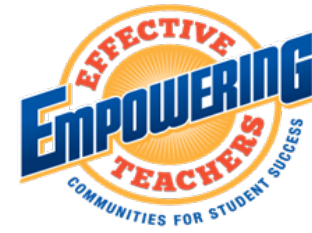
Multiple Observers/Evaluators

- HIGHLY Trained

Formal/Informal Observation Component

Effective Teachers – *Findings*

Evaluation and Placement



Teacher evaluations based on percentage of student progress minimum with multiple year review

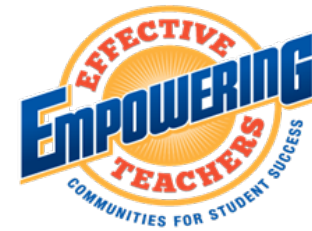
- Develop alternative measures for effective teachers in special area and ESE

Student achievement and growth measured by multiple contexts

- Student work samples, end of course exams,
- 21st Century Skills

Effective Teachers – *Questions*

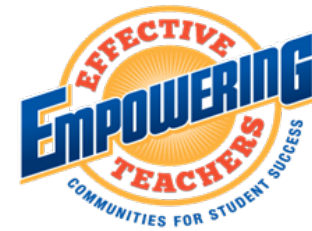
Evaluation and Placement



1. Should a statewide taskforce be formed with teachers, administrators –multiple stakeholders to create a template for all teacher evaluations in Florida?
2. Should evaluations be left to the school districts to create?
3. Should student achievement data be linked to teacher performance at 50% as recommended by Race To The Top?

Effective Teachers – *Findings*

Evaluation and Placement



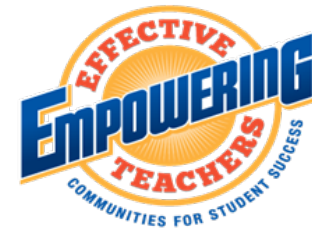
Choose your Top 3 Bold Answers to Empower Effective Teacher Evaluation

| Questions | Results | Bar Graph |
|-------------------------------|---------|-----------|
| Choose your Top 3 Bold Ans... | | |
| <input type="checkbox"/> a. . | (44%) | |
| <input type="checkbox"/> b. . | (6%) | |
| <input type="checkbox"/> c. . | (22%) | |
| <input type="checkbox"/> d. . | (38%) | |
| <input type="checkbox"/> e. . | (41%) | |
| <input type="checkbox"/> f. . | (38%) | |
| <input type="checkbox"/> g. . | (38%) | |
| <input type="checkbox"/> h. . | (41%) | |

- a. Q2 T7 Want uniform evaluations across state but need flexibility in how it is interpreted and applied at district level, state and district need to work together - neither should act alone
- b. Hearing from others helps to enrich the district's efficiency (multiple stakeholders) (Team 9) Q1 - Act 3
- c. Q2: YES, LEAVE TO SCHOOL DISTRICTS BECAUSE THEY ARE VERY DIVERSE--YOU CANT ALWAYS COMPARE DISTRICTS--TEAM 6
- d. The process of evaluating performance - some agreement on the methodology and identification of core competencies. What other methods (beyond observation)? (Team 5) Q1
- e. We need to have universal expectations for teachers in Florida - an information tool for our children/All teachers on same page It also has to take into consideration there are huge difference in districts and counties (team 1)
- f. Student growth needs to play a significant role in evaluation. Although 50% is an arbitrary number, it's as good target as any -- need a student growth model that's fair/accurate and consistent for all grades and subjects. Go forward based on what we have now. (team 2)
- g. Important that all stakeholders in local community have input into creating the evaluation of teachers, Working within certain ranges with regard to percentages and permitting flexibility among districts-Team 4 - Q2
- h. WE need to first identify what we want to see as the outcome for the student - what do we want to see them be and do as result of instructions - what do we want to see in society (team 3)

Effective Teachers – *Findings*

Evaluation and Placement



Strategic placement of effective teachers in high needs schools is needed

Must have strong district principal and administrative leadership support

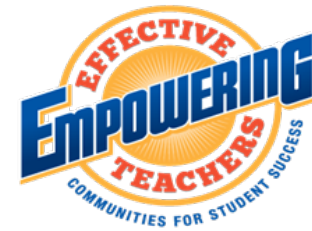
Clear goals and resources for the staff prescriptive to the student population

Teachers skilled and sensitive to work within culture of student body's environment.

Ensure necessary resources addressing populations' needs

Effective Teachers – *Questions*

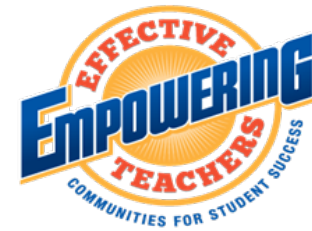
Evaluation and Placement



1. Should effective teachers that teach in high need schools get additional compensation?
2. How can we reduce the number of teachers teaching out-of-field in high need schools?
3. Should there be a special designation for teachers teaching in high need schools?

Effective Teachers – *Findings*

Evaluation and Placement



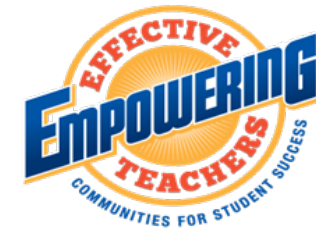
Choose your **Top 3 Bold Answers**
to Empower Effective Teacher **Placement**

- a. Q1 T7 Possible but not automatic just because you are in high need area; tied perhaps to additional training or specific circumstances - then additional \$ is OK, alternative could be student loan/debt forgiveness
- b. Q1 T7 create a "high needs" educator certificate/designation; helps make them more marketable
- c. Yes for a special designation - Additional compensation, status, more training and support come after the designation (Team 9) Q3 - Act 3
- d. There needs to be a way for teachers who are electing to go to high needs schools to have adequate time to be see their efforts take root before the evaluation comes with such force (team 1)
- e. Yes, high need schools (low socio-eco, high risk) there are real challenges for teachers. Requires high skills and devotion to children, with the proviso that they show progress (team 5) Q1
- f. Q2: DISTRICTS SHOULD CONSIDER POLICY THAT AVOIDS HAVING TEACHERS MOST AT RISK OF FAILURE ASSIGNED TO HIGH NEED SCHOOLS--TEAM 6
- g. Tap into a database (e.g. certification) or create a database to track who/where the expertise is located. Assumes that we can attract qualified teachers into the high-need schools. Real solution is not to zero in, but to raise the bar of qualification statewide so that every school has qualified teachers. Otherwise, a zero-sum game. (team 2)
- h. Yes, there should be because some teachers go above and beyond - 24 hours to help the student beyond the school -- will have to have compensation around that too. (team 3)
- i. Teachers could opt out after 3 years and placed somewhere else to avoid burn out.

| Questions | Results | Bar Graph |
|-------------------------------|---------|-----------|
| Choose your Top 3 Bold Ans... | | |
| <input type="checkbox"/> a. . | (33%) | |
| <input type="checkbox"/> b. . | (30%) | |
| <input type="checkbox"/> c. . | (30%) | |
| <input type="checkbox"/> d. . | (37%) | |
| <input type="checkbox"/> e. . | (26%) | |
| <input type="checkbox"/> f. . | (22%) | |
| <input type="checkbox"/> g. . | (44%) | |
| <input type="checkbox"/> h. . | (15%) | |
| <input type="checkbox"/> i. . | (33%) | |

Alliance Members

Just a Few...



THE FLORIDA STATE UNIVERSITY





United Way of Florida

Thank you Summit Attendees!

For a complete written or video summit record click this link.



HuffPost Education article links.

Why Teacher Effectiveness?

In education, teacher effectiveness is a key determinant of whether children from every background can succeed in school.

Teachers are the primary in-school influence on student performance. Annually, students with most effective teachers learn up to an entire grade level more than students with the least effective teachers. In three years, average students with high performing teachers score 20 percentile on student achievement tests, similar students with three years of low-performing teachers score 27 percentile.

Empowering Effective Teachers matters to United Way of Florida (UWOF) and our members

Over the next few months, United Way is bringing Floridians opportunities to join neighbors and colleagues to listen, learn and discuss issues from a local perspective to encourage building strong community alliances around empowering effective teachers.



Every Floridian stands to benefit from the success of this bold initiative to bring our state together as outstanding public schools are essential to creating a capable and knowledge based workforce for the future.

- Attracting new companies, residents and investment. Help students grow into responsible citizens who can contribute to their communities and participate in our national democracy. Build a community that supports students, teachers, education leaders and innovators who truly value education.

ToolKit & Online Community

Open 24 Hours A Day!

Access, download, and share with others in your community important events, research, conversations. Let's all enable change for the better for our kids.

5 Common Themes of Empowering Effective Teachers

About the Grant.

A Welcome Letter For Empowering Effective Teachers

About EET>>

EET Welcome Letter. What is a Community Education Alliance? Find out HERE. Read about United Way of Florida's Organizers' Mission HERE. Download the report from the United Way Florida Listening Tour HERE. Frequently Asked Questions

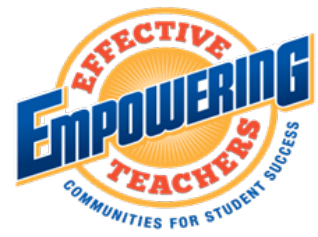
Featured>>

United Way's EET Grants are awarded from the Hillsborough Public Schools District Grant. Hillsborough's district grant is a 7-year initiative to develop quality systemic change with specific teacher effectiveness system goals in a true collaborative team approach. The United Way 3-year grants focus on helping communities broaden, strengthen, further define and mobilize local education capacity conversations across Florida.



EET Tools>>

- 1. Research Find & Share. 2. Contribute your Content.



Empowering Effective Teachers WIKI Online Community

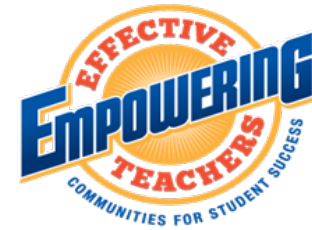
www.uwof.org

www.tothevillagesquare.org

Partnership with the Village Square –a non-partisan non-profit group dedicated to maintain factual accuracy in civic and political debate.

Next Steps

Short - and Long -Term Sustainability

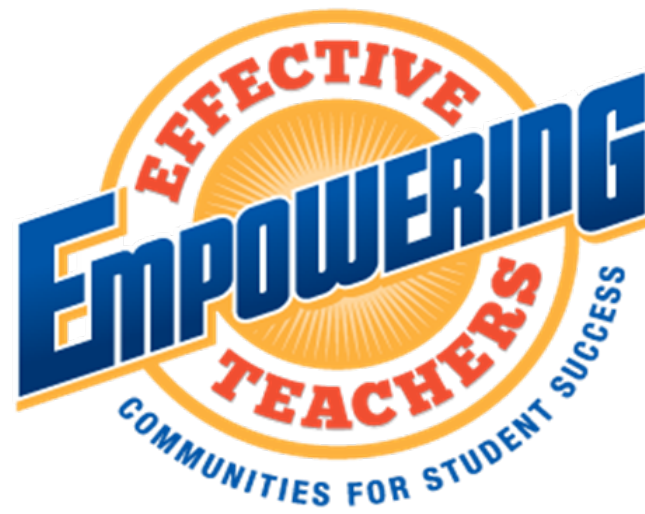


Advisory Team “Next Steps” Virtual Conference Meeting

Continue collective and collaboration voice with action.

Blended out-reach communications, actions, and action advocacy plan

- Connect existing community alliances
- Develop community alliances: existing and new
 - STEM –FL –Phase II & III
 - CAN –Enlace
 - Others...
- Local United Way Initiatives



Empowering Communities for Student Success

Keep the Community and Active

OPPAGA Update on Voluntary Prekindergarten Program

Senate Education Pre-K – 12

David Summers

OPPAGA

February 21, 2011

OPPAGA Reports

- *61% of Voluntary Prekindergarten Children Are Ready for Kindergarten; Accountability Process Needs Improvement (April 2008)*
- *Steps Taken to Improve the VPK Program; Additional Actions Needed to Increase Program Accountability (November 2010)*

Background

- November 2002: constitutional amendment to create universal prekindergarten for 4 year olds
- September 2005: the VPK Program began
- 2009-10: **157,000** enrolled in program
 - Approximately 67% of all 4 year olds
- FY 2010-11: the Legislature appropriated **\$404 million** for the VPK Program

Agencies Involved in VPK

- *Agency for Workforce Innovation*: Program coordination and administration
- *Department of Education*: Educational standards and program outcomes
- *Department of Children and Families*: Licensing of child care centers
- 31 local *early learning coalitions*: Local level administration

Two Key Shortcomings in Accountability Process

- The department does not regularly report the percentage of children fully ready for kindergarten on all measures combined
- About 10% of providers do not receive an accountability rating

Readiness Assessments

- Two assessments are included in the Florida Kindergarten Readiness Screener (FLKRS):
 - *Early Childhood Observation System (ECHOS)*: Measures classroom behavioral skills
 - *Florida Assessments for Instruction in Reading – Kindergarten (FAIR-K)*: Measures letter-naming and phonemic awareness skills

VPK Assessment Process

- All VPK children must take the assessments at the beginning of their kindergarten school year
 - All public kindergarten children are assessed
 - Parents of VPK children who attend nonpublic kindergarten are responsible for getting their children assessed

Kindergarten Readiness in 2009-10

Classroom Skills Assessment (ECHOS)

| | VPK | Non-VPK | Difference |
|-------|------------|---------|------------|
| Ready | 93% | 83% | 10% |

Reading Assessment (FAIR-K)

| | VPK | Non-VPK | Difference |
|-------|------------|---------|------------|
| Ready | 74% | 55% | 19% |

- VPK children did better than non-VPK on both assessments
- VPK children more prepared on classroom skills than reading
- Difficult to determine how effective the program is at preparing children for school because department does not publish the percentage children ready on both measures

Department Actions to Report Children Ready on All Measures

- The department is currently proposing an administrative rule change that would define readiness as the percentage of children ready on **both** current measures
- This change will improve program accountability by allowing policymakers and the public to know the percentage of VPK children that are fully ready for kindergarten

VPK Readiness Rating Process

- Florida law requires VPK providers to receive annual readiness ratings
- Each VPK provider is given a readiness rating based on its children's scores if it had:
 - At least **four** children who **(1)** completed at least 70% program and **(2)** were subsequently assessed on both measures in kindergarten
- Providers are deemed “low performing” if they are in the bottom 15% of all providers based on readiness rating scores

Unrated Providers

- About 10% of providers did not receive an accountability rating in 2008
- Department indicates the reason is that these providers did not have complete scores for at least 4 children who completed the program
 - Department believes that a primary contributing factor is that children who attend nonpublic kindergarten are not being fully assessed

Department Actions to Address Number of Unrated Providers

- Provided more information for VPK parents about the need to have their children assessed if they attend nonpublic schools
- Worked with AWI to better match program enrollment data and assessment scores
- Despite these efforts, the percentage of providers that did not receive a rating remained at 10% (579) in 2010

Additional Actions

- The department indicates that Florida law does not allow nonpublic schools to administer the full statewide kindergarten screening
- The department would be supportive of amending s. 1002.69(1), *Florida Statutes*, to specifically authorize nonpublic schools to administer the screening
 - would enable school districts to work with nonpublic schools to increase the number of VPK completers who receive screenings

Questions?



**The Florida Legislature's
Office of Program Policy Analysis
and Government Accountability
(OPPAGA)**

www.oppaga.state.fl.us

David Summers - (850) 487- 9257

II. Present Situation:

Efficiency and Accountability in Local Government Services

Section 163.07, F.S., outlines a voluntary plan for local governments to use to resolve conflict and increase efficiency regarding the delivery of local government services.¹ Initiation of the plan requires a resolution by majority vote of the governing body(s) of any one of:

- Each of the counties involved;
- The majority of the municipalities within each county; or
- The municipality or combination of municipalities that represent a majority of the municipal population in each county.²

Required elements of the resolution include identification of a commission of representatives from the county, municipality, and any affected special districts whose purpose is to develop the plan; identification of support services; and a proposed timetable.³ The adopted plan must:

- Designate the included area and local government services.
- Describe the existing organization and anticipated reorganization of these services.
- Identify responsible local agencies.
- Designate services that should be delivered regionally or countywide.
- Outline cost reduction and increased provider accountability measures.
- Include a multi-year capital outlay plan for infrastructure.
- Specifically describe any related expansion of municipal boundaries.
- Provide procedures for modifying or terminating the plan.
- Specify modifications to any necessary special acts.
- Provide an effective date.⁴

Any plan developed must conform to current local government comprehensive plans and be approved by majority vote of the governing body(s):

- In each of the counties involved,
- Of a majority of municipalities in each county, and
- Of the municipality(s) that represent a majority of the municipal population in each county.⁵

Following initial approval, the plan must also be approved by a majority of voters in each county, and a majority of voters of the municipalities that represent a majority of the municipal population of each county, through a countywide referendum.⁶ Plans involving special district mergers or dissolutions, or municipal annexation require additional compliance.⁷

¹ s. 163.07(2), F.S.

² s. 163.07(2), F.S.

³ *Id.*

⁴ s. 163.07(3)(a) – (j), F.S.

⁵ s. 163.07(4) and (5)(a), F.S.

⁶ s. 163.07(5)(b), F.S.

⁷ s. 163.07(6) – (7)

Financial Emergency

Chapter 218, F.S., provides the Local Governmental Entity, Charter School, Charter Technical Career Center, and District School Board Financial Emergency Act⁸, to preserve the fiscal solvency of local government entities,⁹ charter schools, and district school boards that are in a state of financial emergency. Under its provisions, a local governmental entity, charter school, charter technical career center, or district school board that meets one of the statutory indicators of financial distress is required to notify the Governor or Commissioner of Education and the Legislative Auditing Committee.¹⁰

Statutory indicators of financial distress include any one of the following conditions based on lack of funds:

- Failure within the same fiscal year in which due, to pay short-term loans, make bond debt service or other long term debt payments when due.
- Failure to pay uncontested claims from creditors within 90 days after presented.
- Failure to transfer on time, employee income withholding taxes or contributions for federal social security or employees' pension, retirement or benefit plans.
- Failure to pay current employee wages and salaries or retirement benefits to former employees for one pay period.
- Insufficient resources by the local government, charter school, charter technical career center, or district school board, to fund an unreserved or total fund balance or retained earnings deficit, or unrestricted or total net assets deficit.¹¹

Upon notification that one or more of these conditions is met, the Governor or Commissioner of Education, as appropriate, must then determine whether state assistance is needed to resolve or prevent the financial deterioration.¹² If state assistance is needed, then the entity is determined to be in a state of financial emergency.¹³

Once a determination is made, the Governor or Commissioner of Education has the power to implement certain remedial measures to resolve the financial emergency.¹⁴ Pursuant to s. 218.503(3), F.S., the Governor or Commissioner of Education may:

- Require the local governmental entity or district school board's budget to be approved by the Governor or Commissioner of Education, respectively.
- Authorize and provide for repayment of a state loan to the local governmental entity.

⁸ The full title of this act is the "Local Governmental Entity, Charter School, Charter Technical Career Center, and District School Board Financial Emergencies Act".

⁹ s. 218.502, F.S., defines local government entity to mean "a county, municipality, or special district".

¹⁰ s. 218.503(1)-(2), F.S. **Note:** a charter school must notify the charter school sponsor, the Commissioner of Education, and the Legislative Auditing Committee; a charter technical career center must notify the charter technical career center sponsor, the Commissioner of Education, and the Legislative Auditing Committee; and the district school board shall notify the Commissioner of Education and the Legislative Auditing Committee.

¹¹ s. 218.503(1)(a)-(e), F.S. ". . . as reported on the balance sheet or statement of net on the general purpose or fund financial statements."

¹² s. 218.503(3), F.S.

¹³ *Id.*

¹⁴ s. 218.503 (3), F.S.

- Prohibit issuance of bonds, notes, certificates of indebtedness, or any other form of debt while in a state of financial emergency.
- Inspect and review the entity's records, information, reports, and assets.
- Consult with local governmental entity and district school board officials and auditors to discuss necessary procedures to bring accounting books, systems, financial procedures and reports into state compliance.
- Provide technical assistance.
- Establish a financial emergency board to oversee local government or district school board activities, appointed by the Governor or State Board of Education as appropriate.
- Require and approve a plan to be prepared by the local governmental entity or district school board that prescribes necessary actions to adjust the entity's debt.¹⁵

Subsection (5) of s. 218.503, F.S., prohibits a local government entity or district school board from applying for bankruptcy under the Federal Constitution without prior approval from the Governor for local governmental entities or the Commissioner of Education for district school boards.¹⁶

Financial Emergency Board

In assisting a local government entity or district school board declared to be in a state of financial emergency, the Governor, or the Commissioner of Education, may establish a financial emergency board to oversee activities.¹⁷ The Governor or the State Board of Education shall appoint members and select a chair. Once established, the board may:

- Review the entity's records, reports, and assets;
- Consult with local entity officials and auditors and with state officials regarding the necessary steps to bring the entity's accounting books, systems, financial procedures and reports into compliance with state requirements; and
- Review the entity's operations, management, efficiency, productivity, and financing of functions and operations.¹⁸

All recommendations and reports made by the financial emergency board must be provided to the Governor for local governmental entities or to the Commissioner of Education and the State Board of Education for district school boards.¹⁹

Financial Emergency Plan

Upon declaration of a state of financial emergency, the Governor or Commissioner of Education may require the respective local governmental entity or district school board to develop a plan, subject to Governor or Commissioner approval, that prescribes remedial actions to adjust the entity's current financial state.²⁰ The adopted plan must include:

¹⁵ s. 218.503(3)(a)-(h), F.S.

¹⁶ s. 218.503(5), F.S.

¹⁷ s. 218.503 (3)(g)1., F.S.

¹⁸ s. 218.503 (3)(g)1. a.-c., F.S.

¹⁹ s. 218.503 (3)(g)2., F.S.

²⁰ s. 218.503 (3)(h), F.S.

- Provision for full payment of obligations outlined in subsection (1) of s. 218.503, F.S., designated as priority items, which are currently due or will become due.²¹
- Establishment of priority budgeting or zero-based budgeting, to eliminate items that are not affordable.
- The prohibition of a level of operations which can be sustained only with nonrecurring revenues.²²

District School Boards

Section 1011.051, F.S., requires superintendents to provide written notice to the district school board and the Commissioner of Education (Commissioner) if the unreserved general fund balance in a district’s approved operating budget is projected to drop below 3 percent of projected general fund revenues.²³ If it is projected to drop below 2 percent, in addition to the notice requirement, the Commissioner must make a determination within 14 days to appoint a financial emergency board if the Commissioner does not reasonably expect that the district has a plan in place to avoid a financial emergency.²⁴

The Department of Education reports that the following school districts have either been in a state of financial emergency or are subject to notification requirements:

| School District | Date of Notification | Projected Financial Condition Ratio at Time of Notification (FY 2009-10) | Financial Condition Ratio at June 30, 2010 |
|-----------------|----------------------|--|--|
| Gadsden | March 15, 2010 | 1.74% | 5.72% |
| Indian River | August 30, 2010 | 1.61% | 1.53% |
| Jefferson | April 27, 2010 | 1.90% | 2.84% |
| Taylor | April 30, 2010 | 1.79% | 6.65% |

| School District | Date of Notification | Projected Financial Condition Ratio at Time of Notification (FY 2008-09) | Financial Condition Ratio at June 30, 2010 |
|-----------------|----------------------|--|--|
| Dade | February 23, 2009 | 2.25% | 3.83% |
| Gadsden | February 17, 2009 | 0% | 5.72% |
| Glades | March 5, 2009 | .71% | 16.91% |
| Jefferson | March 9, 2009 | 0% | 2.84% |
| Volusia | March 3, 2009 | 1.40% | 8.75% |
| Washington | March 10, 2009 | 1.66% | 26.13% |

²¹ s. 218.503(1), F.S., as previously discussed above, addresses the indicators of financial distress.

²² s. 218.503 (3)(h)1.-3., F.S.

²³ s. 1011.051(1), F.S.

²⁴ s. 1011.051(2), F.S.

The following school districts have been included in the Auditor General’s “Significant Financial Trends and Findings Reports” as having a financial condition ratio below 3 percent for the 2008-09 fiscal year: Highlands, Jefferson, Manatee, Miami-Dade and Taylor county district school boards.

Exact amounts are reflected in the following table:

| School District | Financial Condition Ratio (FY 2008-09) | Number of Consecutive Years Ratio Under 3% |
|-----------------|---|---|
| Highlands | 2.01% | 1 |
| Jefferson | -8.05% | 2 |
| Manatee | 2.96% | 2 |
| Miami-Dade | 2.36% | 3 |
| Taylor | 0.48% | 6 |

For fiscal year 2009-10, the Auditor General has issued an operational report indicating that Indian River county district school board reported a financial condition ratio below 3 percent.²⁵ As the Auditor General has not completed audits for fiscal year 2009-10, there may be additional district school boards identified as meeting the threshold ratio in upcoming reports.

III. Effect of Proposed Changes:

This bill mandates inclusion of consolidation of services plans for entities in a state of financial emergency as follows:

- For counties and municipalities that have adopted the voluntary efficiency plan pursuant to s. 163.07, F.S.; or
- For local entities, including district school boards, for which the Governor or Commissioner of Education has required a corrective plan.

In addition to other authority provided to financial emergency boards, this bill specifically enables the board to consult with other governmental entities for the consolidation of administrative direction and support services, such as asset purchasing and sales, economic and community development, including planning and zoning, building inspections, facilities and fleet management, engineering and construction, and insurance coverage and risk management.

This bill does not limit local entities to consolidation with geographically adjacent or demographically similar entities to realize cost savings through shared support.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

²⁵ E-mail from David Ward, Audit Supervisor, Office of the Auditor General (February 15, 2011). The 2008-09 fiscal year findings are published in Office of the Auditor General Report No. 2011-028. Fiscal year 2009-10 findings are contained in Report No. 2011-055.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

Counties and municipalities that elect to adopt an efficiency and accountability plan and that are under Governor review and oversight due to financial emergency will be required to include a structural and services consolidation plan as part of the adopted plan under s. 163.07, F.S. Any fiscal impact is indeterminate at this time.

Local government entities and district school boards that are declared by the Governor or Commissioner of Education to be in a state of financial emergency will be required to include the consolidation, sourcing or discontinuance of all administrative direction and support services as part of the entity's adopted financial emergency plan. Any fiscal impact is indeterminate at this time.

Financial emergency boards acting on behalf of an entity that has been declared to be in a state of financial emergency will be authorized to consult with other governmental entities for consolidation of all administrative direction and support services.

VI. Technical Deficiencies:

The sponsor may want to clarify the term, "structural and services consolidation plan", located on lines 117-118 of the bill.

VII. Related Issues:

None.

VIII. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

- B. **Amendments:**

Barcode 405462 by Senate Committee on Community Affairs on January 11, 2011:
Emphasizes that a local governmental entity or district school board financial emergency plan must include provisions *implementing* the consolidation, sourcing, or discontinuance of all administrative direction and support services (WITH TITLE AMENDMENT).

Barcode 464888 by Senate Committee on Community Affairs on January 11, 2011:
Clarifies that counties and municipalities that elect to adopt an efficiency and accountability plan under s. 163.07, F.S., and that are under the review and oversight of the Governor due to financial emergency must include a plan for the consolidation of all administrative direction and support services as part of any adopted efficiency and accountability plan (WITH TITLE AMENDMENT).



174198

LEGISLATIVE ACTION

| | | |
|--------|---|-------|
| Senate | . | House |
| | . | |
| | . | |
| | . | |
| | . | |
| | . | |

The Committee on Education Pre-K - 12 (Benacquisto) recommended the following:

Senate Amendment (with title amendment)

Between lines 320 and 321
insert:

(6) The failure of the members of the governing body of a local governmental entity or the failure of the members of a district school board to resolve a state of financial emergency constitutes malfeasance, misfeasance, and neglect of duty for purposes of s. 7, Art. IV of the State Constitution.

===== T I T L E A M E N D M E N T =====

And the title is amended as follows:



174198

13 Delete line 19
14 and insert:
15 support services; providing that the members of the
16 governing body of a local governmental entity or the
17 members of a district school board who fail to resolve
18 a state of financial emergency are subject to
19 suspension or removal from office; providing an
20 effective date.



464888

LEGISLATIVE ACTION

| | | |
|------------|---|-------|
| Senate | . | House |
| Comm: FAV | . | |
| 01/11/2011 | . | |
| | . | |
| | . | |
| | . | |

The Committee on Community Affairs (Thrasher) recommended the following:

Senate Amendment (with title amendment)

Delete lines 117 - 118
and insert:
Governor pursuant to s. 218.503 must include a plan for the consolidation of all administrative direction and support services, including, but not limited to, services for asset sales, economic and community development, building inspections, parks and recreation, facilities management, engineering and construction, insurance coverage, risk management, planning and zoning, information systems, fleet management, and purchasing.



464888

13 ===== T I T L E A M E N D M E N T =====

14 And the title is amended as follows:

15 Delete lines 6 - 7

16 and insert:

17 local government services to include a plan for the
18 consolidation of all administrative direction and
19 support services if the county or



405462

LEGISLATIVE ACTION

| | | |
|------------|---|-------|
| Senate | . | House |
| Comm: FAV | . | |
| 01/11/2011 | . | |
| | . | |
| | . | |
| | . | |

The Committee on Community Affairs (Thrasher) recommended the following:

Senate Amendment (with title amendment)

Delete line 277

and insert:

4. Provisions implementing the consolidation, sourcing, or discontinuance of all

===== T I T L E A M E N D M E N T =====

And the title is amended as follows:

Delete line 17

and insert:

develop a plan implementing the consolidation,



405462

13

sourcing, or

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Education Pre-K - 12 Committee

BILL: SB 150

INTRODUCER: Senator Smith

SUBJECT: Career and Education Planning

DATE: February 17, 2011 REVISED: _____

| | ANALYST | STAFF DIRECTOR | REFERENCE | ACTION |
|----|-----------------|-----------------|-----------|--------|
| 1. | <u>Carrouth</u> | <u>Matthews</u> | <u>ED</u> | _____ |
| 2. | _____ | _____ | <u>CM</u> | _____ |
| 3. | _____ | _____ | <u>BC</u> | _____ |
| 4. | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ | _____ |

I. Summary:

Under the bill, the career exploration course taken by middle grades students and required for promotion must be aligned to the National Career Clusters, as supported by Florida’s Career Clusters Initiative. Course alignment to career clusters will serve to support student awareness of labor market trends and careers available in the global economy and to provide a framework for middle grades career exploration.

The bill deletes the provision to require the Department of Education to develop course frameworks and professional development for the middle grades career exploration course.

This bill amends section 1003.4156 of the Florida Statutes.

II. Present Situation:

Middle Grades Career Exploration and Planning

Section 1003.4156, F.S., requires a student to successfully complete three middle school or higher courses in English, three middle school or higher courses in mathematics, three middle school or higher courses in social studies, three middle school or higher courses in science, and one course in career and education planning to be completed in grades 7 or 8, to be promoted from middle school. Each student is required to complete a personalized academic and career plan by the end of the career and education planning course.

The career and education planning course may be taught by any member of the instructional staff and must include career exploration using CHOICES¹ or a comparable program. Current law, however, does not require exploration of any specific career fields.

The Florida Department of Education recommends using the CHOICES Explorer and Career Futures² programs for the career exploration component of the course. School districts may purchase the CHOICES Explorer and Career Futures from the DOE.³

Career Clusters

To effectively prepare students for tomorrow's workforce, schools must help students achieve in more challenging coursework by providing students with relevant contexts for learning. By providing a connection to future goals, students are often motivated to work harder and enroll in more rigorous courses.⁴ Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. It also serves to identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace.

National Career Clusters

Currently, there are 16 identified workforce areas within the National Career Clusters. The 16 clusters represent all career possibilities and serve as a method of organizing instruction and applied learning in career and technical preparation courses, career academies, work-based learning programs, smaller learning communities, magnet and charter schools, and secondary schools that are restructuring around career themes.⁵ The career clusters serve as a framework for Florida's required career exploration course at the middle grades. The following list identifies the 16 career clusters and includes one additional cluster adopted by Florida in the area of energy.⁶

- Agriculture, food, and natural resources;
- Architecture and construction;

¹ CHOICES Explorer is an online education and career exploration system that provides extensive libraries of education, career, and recreation articles. The site provides career profiles, postsecondary program descriptions, career videos, and other career exploration resources. Students can research individual academic subjects or take the Career Finder or Major Finder assessments to determine which academic, career, and majors interest them. Students can also combine their assessment results and career goals with the personalized education plan in FACTS.org.

¹ Career Futures is career exploration and planning software available on CD-ROM that provides students with access to information on more than 650 occupations. It is designed to develop a student's self-awareness and career exploration skills. Career Futures employs hands-on activities that demonstrate how interests, education, earnings, and skills relate to the workplace.

² Career Futures is career exploration and planning software available on CD-ROM that provides students with access to information on more than 650 occupations. It is designed to develop a student's self-awareness and career exploration skills. Career Futures employs hands-on activities that demonstrate how interests, education, earnings, and skills relate to the workplace.

³http://facts23.facts.org/florida/facts/Home_Page/Middle_School_Students/middleSchool.exploreCareers/careerplanning!/ut/p/c5/04_SB8K8xLLM9MSSzPy8xBz9CP0os3iDEEtPfx9TQwMDSzcLA093DwvPAJ9QQwsfI6B8JG55U3MCusNB9gFV4ACOBIB5mAkWAS6GOBPCPbwMvJ0NPY3N0OSx2I8i7-9vbgmUtwh29fYLNgbAQEDeUN_Plz83Vb8gN8Ig0zPLBABYbho4/dl3/d3/L3dDakUvd0trQUpqRk0vWUZYcFB3ISEvNI8wVDIJT0w1MTBPTzc5MEIHOFNFS05TMzAwNA!!/

⁴ <http://www.careerclusters.org/whatis.php>

⁵ <http://www.fldoe.org/workforce/dwdframe/>

⁶ Email correspondence with the Vice Chancellor, Division of Workforce Education, Florida Department of Education, April 16, 2010, on file with the Education Pre-K – 12 Committee.

- Arts, audio/visual technology, and communications;
- Business management and administration;
- Education and training;
- Finance;
- Government and public administration;
- Health science;
- Hospitality and tourism;
- Human services;
- Information Technology;
- Law, public safety, corrections, and security;
- Manufacturing;
- Marketing;
- Science, technology, engineering, and mathematics;
- Transportation, distribution, and logistics; and
- Energy (Florida only).⁷

Florida's Career Clusters Initiative⁸

Florida is actively partnering in the States' Career Clusters Initiative⁹ which was established by the National Career Technical Education Foundation to provide career clusters as a tool for seamless transition from education to careers. The Division of Career and Adult Education within the Florida Department of Education publishes the curriculum frameworks aligned to the career clusters delineated by the U.S. Department of Education.

Course Frameworks and Professional Education Associated with Middle Grades Career Exploration

In 2010, the department reviewed and updated the current frameworks for the middle grades career exploration course which identifies student performance standards. The Course Code Directory identifies the courses that meet the middle grades promotion requirement and schools must use one of the approved courses to meet the career planning and exploration requirement.¹⁰

To assist teachers in planning a comprehensive middle school career course, the department developed The Educator's Toolkit on Career and Education Planning. The on-line professional development Toolkit provides easy access to classroom activities, lesson plans, and related web-based resources.¹¹

⁷ Based on recommendations by statewide advisory groups, Florida added Energy as the 17th career cluster in 2009.

⁸ See <http://www.fldoe.org/workforce/dwdframe/>

⁹ The initiative helps states as they connect career technical education to education, workforce preparation, and economic development. The initiative promotes information-sharing, techniques, and methods to aid the development and implementation of career clusters within states. See <http://www.careerclusters.org/index.php>.

¹⁰ There are 62 courses currently approved for the middle grades career course and can be accessed at: <http://www.fldoe.org/workforce/ced/pdf/approved-courses.pdf>.

¹¹ See <http://www.fldoe.org/workforce/ced/>.

III. Effect of Proposed Changes:

The bill requires that the career exploration course taken by middle grades students and required for promotion purposes must be aligned to the National Career Clusters, as supported by Florida's Career Clusters Initiative. Course alignment to career clusters will serve to support student awareness of labor market trends and careers available in the global economy and to provide a framework for middle grades career exploration. Middle school students who are exposed to relevant career information may be better prepared to acquire skills that will enable them to earn industry certifications at the high school level in high-wage, high-skill, and high-demand careers.

The bill deletes the provision to require the department to develop course frameworks and professional development for the middle grades career exploration course. Current law provides for flexibility in how the course is delivered, allowing any member of the instructional staff to teach the course and permitting the course to be integrated with other coursework. By eliminating the course frameworks and associated professional development, the career exploration could be diminished and may affect the opportunity for middle school students to effectively choose courses or be academically prepared for high school courses required in career areas in which they may be interested.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

The Department of Education bill analysis requests that the bill require that the career course be aligned to Florida's Career Clusters rather than the National Career Clusters to include Florida's addition of the Energy workforce area.¹²

VII. Related Issues:

None.

VIII. Additional Information:

A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

B. **Amendments:**

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

¹² Florida Department of Education Legislative Bill Analysis, December 20, 2010, on file with the Committee.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Education Pre-K - 12 Committee

BILL: SB 228

INTRODUCER: Senator Siplin

SUBJECT: Code of Student Conduct

DATE: February 19, 2011 REVISED: _____

| | ANALYST | STAFF DIRECTOR | REFERENCE | ACTION |
|----|---------|----------------|-----------|--------------------|
| 1. | Brown | Matthews | ED | Pre-meeting |
| 2. | _____ | _____ | JU | _____ |
| 3. | _____ | _____ | BC | _____ |
| 4. | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ | _____ |

I. Summary:

This bill requires student conduct codes to include provisions on student dress and style of wearing clothing.

District school boards are specifically required to adopt a dress code policy that prohibits students from wearing clothing in a revealing manner or in a way that is disruptive to learning.

This bill provides sanctions for violators, which range from a verbal warning and parental notice to in-school suspension.

To maintain participation eligibility in interscholastic extracurricular activities, students are required to comply with district school board student conduct code, including the section on dress code policy.

This bill substantially amends sections 1006.07 and 1006.15, and reenacts section 1002.23(7), of the Florida Statutes.

II. Present Situation:

As part of their duties to maintain student discipline and preserve school safety, district school boards are required to adopt student conduct codes for public schools, from elementary through high school, and distribute the code annually to teachers, school employees, students and parents.¹ Certain material is required for inclusion in the code, such as:

¹ s. 1006.07(2), F.S.

- Consistent policies and specific grounds for disciplinary action, including school suspensions, expulsions and other responses to certain substance-related offenses;
- The process to be followed for discipline, including corporal punishment;
- Student rights and responsibilities; and
- Notice of various infractions and penalties.²

In accordance with the supplemental powers and duties of district school boards, permissive authority is provided to school boards to require students to wear uniforms, or adopt other dress-related requirements, if considered necessary to protect the safety or welfare of the student body or school employees.³

Section 1006.15, F.S., addresses student criteria for participation in extracurricular activities. To maintain participation eligibility, this provision requires certain factors to be met, such as a minimum grade point average, execution of an academic performance contract, and compliance with certain conduct requirements.⁴

The exposure of underwear, also known as “sagging,” allegedly originated in jails, where inmates are denied belts for security reasons.⁵ There appear to be a growing number of cities that have banned sagging.⁶ Several Florida school districts have, in fact, adopted policies that establish specific standards for dress and grooming for public school students.⁷

An example of a dress code policy in a student conduct code is that adopted by the School Board of Orange County, which provides, in part:

Clothes shall be worn as they are designed – suspenders over the shoulders, pants secured at the waist, belts buckled, no underwear as outerwear, no underwear exposed....clothing with holes, tears, or inappropriate patches will not be allowed if considered obscene....Bare midriffs and bare sides should not show even when arms are extended above the head.

A violation of the code based on dress is considered to be a Level 1, or least serious offense. Penalties range from parental contact and a verbal reprimand to a withdrawal of privileges and detention. Repeat offenders are reclassified to Level II, which authorizes in-school suspension.⁸

² s. 1006.07(2), F.S.

³ s. 1001.43(1)(b), F.S.

⁴ s. 1006.15(3)(a), F.S.

⁵ <http://www.buzzle.com/articles/sagging-pants-history.html>

⁶ Opa-Locka, Florida, enacted a sagging ban ordinance on October 24, 2007, in schools, parks, and city-owned property. *See* http://www.floridatrend.com/print_article.asp?aID=48655. The Atlanta Board of Education has banned sagging in all of the system’s public schools. *See* <http://blogs.bet.com/news/newsyoushouldknow/atlanta-cracks-down-on-low-riding-jeans/>.

⁷ Duval County Public Schools’ dress code includes a prohibition on the exposure of underwear. *See* <http://www.duvalschools.org/static/students/codeofconduct/codeofappearance.asp>. Santa Rosa County School District’s code of student conduct prohibits the wearing of clothing that reveals undergarments. *See* <http://www.santarosa.k12.fl.us/files/csc.pdf>

⁸ The Orange County School District Code is available online at:

https://www.ocps.net/Documents/CodeofStudentConductandParentGuide_2010-11.pdf.

III. Effect of Proposed Changes:

District school boards will be required to include a student dress policy in student conduct codes. This bill requires language to be included in the policy which prohibits students from wearing clothing to school during the regular school day that indecently or in a vulgar manner exposes underwear or body parts or that is disruptive to an orderly learning environment.

Schools will then be required to monitor this component of the policy and impose sanctions for students who violate the policy. The extent of involvement required by the school is contingent on how many times a student has committed an offense as follows:

- For first offenders, the school is required to exclude a student from extracurricular activities for up to 5 days and the principal must notify the student's parent or guardian;
- For second offenders, in addition to excluding participation in extracurricular activities, the principal must meet with the parent or guardian;
- For third offenders, the extracurricular activity exclusion is extended to up to 30 days, the school must place the student in in-school suspension for up to 3 days, and the principal must both call, and send written notice to a parent or guardian.

In addition, it is expected that the school will incur related recordkeeping duties, and provide some level of training to school personnel regarding observation of student dress and the process for enforcement.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. Other Constitutional Issues:

First Amendment

The bill may potentially implicate First Amendment concerns. Courts have long held that students do not lose their constitutional right to freedom of speech or expression at the schoolhouse gate.⁹ However, courts have also repeatedly affirmed the authority of the states and school districts to prescribe and control conduct in schools.¹⁰ Mere regulation of clothing or dress is not constitutionally problematic. Rather, the court will review the

⁹ *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503, 506 (1969).

¹⁰ *Id.* at 507.

restriction in the context of whether the policy interferes with a constitutionally protected political viewpoint. Therefore, at different points in history, the court has upheld on First Amendment grounds the ability of individuals to wear armbands to school to protest the Vietnam War,¹¹ armbands signifying allegiance to a Nazi association¹² and hoods and robes indicating membership in the Ku Klux Klan.¹³ Likewise, courts have routinely denied the extension of First Amendment protections to instances where a policy restricts dress that cannot be shown to be political speech.

Specifically on point is a case that involved a school prohibition on the wearing of pants in a manner that is known as “sagging”. In spite of the student’s assertions that sagging pants constituted the style of “hip hop”, and the greater African-American group identity, the court held that this did not rise to the level of speech, thereby precipitating analysis of political content.¹⁴ In fact, the court noted that the wearing of a certain clothing style is generally not considered to be expressive conduct.¹⁵

Also, since Tinker, even in the presence of political expression, some courts have recognized as valid a school’s restriction on speech in furtherance of education interests. In so doing, the court has reiterated that First Amendment rights are not automatically coextensive with the rights of adults in other environments, and that even if the government could not censor the same speech outside of the school setting, “A school need not tolerate student speech that is inconsistent with its basic educational mission.”¹⁶ In another case, the U.S. Supreme Court upheld a school’s disciplinary action of sanctioning speech that contained language considered vulgar and obscene, based on a rule that prohibited “conduct that substantially interfered with the educational process, including the use of obscene, profane language or gestures.”¹⁷

Therefore, it appears that precedential support exists for the prohibition of certain clothing, or the manner in which clothing is worn, based on an assertion that it is otherwise disruptive to learning. Still, without knowing the specific language that district school boards would draft should this bill become law, it is unclear whether a potential challenge could result on the premise that the actual provision would be unconstitutionally vague or overbroad.

¹¹ *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969).

¹² *Collin v. Smith*, 578 F.2d 1197, 1201 (7th Cir. COA 1978).

¹³ *Hernandez v. Superintendent, Fredericksburg-Rappahannock Joint Security Center*, 800 F.Supp. 1344 (U.S.D.C. VA. 1992).

¹⁴ *Bivens By and Through Green v. Albuquerque Public Schools*, 899 F.Supp. 556, 558, 561 (U.S.D.C. N.M. 1995); *See also Blau v. Fort Thomas Public School District*, 401 F.3d 381 (6th Cir. 2005) (upholding dress code restriction on baggy or tight clothing, among other things); *Brandt v. Board of Educ. of City of Chicago*, 480 F.3d 460 (7th Cir. 2007) (upholding dress code restriction on “gifted” T-shirt); *Canady v. Bossier Parish School Bd.*, 240 F.3d 437 (5th Cir. 2001) (upholding mandatory uniform policy); *Bar-Navon v. School Board of Brevard County, Florida*, 2007 WL 3284322, (M.D. Fla. 2007) (granting motion for summary judgment for the school district on dress code policy that provides that pierced jewelry is limited to the ear).

¹⁵ *Bivens*, *supra* note 10, at 560.

¹⁶ *Hazelwood School District v. Kuhlmeier*, 108 S.Ct. 562, 567-69 (1988).

¹⁷ *Bethel School District No. 403 v. Fraser*, 106 S.Ct. 3159, 3160 (1986).

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

District school boards may incur a slight cost from adding a student dress policy to existing codes on student conduct. Schools may incur an indeterminate impact in monitoring and enforcing the student dress component of the conduct code.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:**A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Education Pre-K - 12 Committee

BILL: SB 254

INTRODUCER: Senator Sobel

SUBJECT: Educational Plant Surveys

DATE: February 19, 2010 REVISED: _____

| | ANALYST | STAFF DIRECTOR | REFERENCE | ACTION |
|----|---------|----------------|-----------|--------------------|
| 1. | Brown | Matthews | ED | Pre-meeting |
| 2. | _____ | _____ | CA | _____ |
| 3. | _____ | _____ | GO | _____ |
| 4. | _____ | _____ | BC | _____ |
| 5. | _____ | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ | _____ |

I. Summary:

This bill provides an extension of up to 180 days to school districts for submission of educational plant surveys. Requests for extension must be made by a district school superintendent to the Department of Education no later than 90 days before the submission deadline, and are limited to four consecutive extensions per survey. This bill specifies requirements for request content. The Department is required to develop and provide the application for request for extension.

During an extension, this bill prohibits school districts from contracting for new construction projects, except for local bonded projects and those funded by voter-approved, one-half-cent sales surtax for public school capital outlay monies.

The State Board of Education is authorized to adopt rules.

This bill substantially amends section 1013.31, of the Florida Statutes.

II. Present Situation:

Educational Plant Surveys

Section 1013.31, F.S., requires school districts to provide for educational plant surveys at least once every five years. These surveys are required prior to the expenditure of Public Education Capital outlay (PECO), Lottery, or Capital Outlay and Debt Service funds.¹

¹ s. 1013.31(1), F.S.

Surveys must be conducted by the local school boards themselves, or an agency employed by the board. Areas to be addressed in the surveys include:

- An inventory of existing educational and ancillary plants;
- Recommendations for existing and new educational plants;
- The use of school plants based on an extended school day or year-round operation; and
- Other needs as determined by the Department of Education.²

After completion, surveys must be reviewed and approved by the board, with a copy submitted to the Department of Education.³

The school district's survey must be submitted as part of the overall district educational facilities plan.⁴ The district educational facilities plan, provided in s. 1013.35, F.S., represents a long-range plan for facility needs over five, 10, and 20 year periods, through a coordinated approach with local government. The plan generally provides estimates for new school needs based on projected student population, an inventory of existing schools, and alternative options to reduce the need for additional permanent student stations.⁵

OPPAGA Study

OPPAGA published a report on current authority for granting extensions for educational plant surveys.⁶ The report indicated that state law does not include express criteria for evaluating district requests to extend deadlines for school district educational plant surveys. However, s. 1001.42(13)(b), F.S., does grant general authority to the Department of Education (Department) to withhold salaries of district superintendents who fail to file required reports within the specified period.⁷ The Department has not used this option and typically grants the request for extension instead.

OPPAGA notes that the pool of school districts that fail to submit educational plant surveys timely is relatively small. In the last five-year period, the Department has either accepted a late submission or granted an extension for submission from five school districts. These were Broward, Duval, Highlands, Pinellas, and Polk counties. Of these, Broward County received the most extensions, which were two six-month extensions and a one-year extension.⁸

The Department indicates that late educational plant surveys may result in unnecessary construction, as follows:

² s. 1013.31(1)(a), F.S.

³ *Id.*

⁴ s. 1013.31(1)(b)1., F.S.

⁵ s. 1013.35(2)(a), F.S.

⁶ *The Criteria Used to Grant Extensions for Educational Plant Surveys Should Be Clarified*, Research Memorandum, OPPAGA (February 12, 2010).

⁷ Pursuant to s. 1001.42(13)(b), F.S., district school boards are required to withhold salary when notified by the Department that the superintendent has failed to file a required report on time.

⁸ *Id.* at 2.

...delays in submitting...surveys...may enable a school district to circumvent the state-level review and approval process prior to beginning a major construction project....For example, during its extension period, the Broward County School Board began constructing several new schools and upgrading existing schools based on outdated survey data that was seven years old. The department reports that in May 2009, it received and approved Broward's new...survey but could not halt several construction projects that the district began during the extension period, even though the department deemed these projects to be unnecessary based on the new survey data. Broward County currently has 32,000 excess student stations.⁹

Based on these findings, OPPAGA recommends a more formal criteria approval process, and a statutory prohibition on new project construction during an extension period. As examples of criteria to be considered, OPPAGA recommends, based on consultation with the Department of Education, limiting extensions to the following:

- Natural disasters;
- Re-evaluation required to support a local bond referendum;
- Major rezoning due to increased/decreased enrollment;
- Grade structure realignment;
- Growth management issues and level of service agreements; and
- A significant change in district leadership such as a new superintendent or school board members.¹⁰

III. Effect of Proposed Changes:

School districts would be able to request extensions for additional time to complete educational plant surveys.

The prohibition on new project construction during the duration of the extension may prevent unnecessary construction.

It is unclear whether an extension can be requested based upon the rejection of an earlier request.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

⁹ *Id.*

¹⁰ OPPAGA Research Memo, *supra* note 6, at 3.

C. Trust Funds Restrictions:

None.

D. Other Constitutional Issues:

This bill, as written, may result in a potential unlawful delegation of legislative authority challenge. Specifically, language authorizing the Department of Education to grant or deny survey extensions may prove problematic as it does not also provide for standards or criteria to be applied by the Department to use in its determinations.

Article II, Section III of the state constitution provides:

The powers of the state government shall be divided into legislative, executive and judicial branches. No person belonging to one branch shall exercise any powers appertaining to either of the other branches unless expressly provided herein.

Known as the nondelegation doctrine, the court has interpreted this provision fairly broadly and permitted legislative delegation within a statute to stand where the power granted amounts to a mere technical matter of implementation and not a fundamental policy decision.¹¹

The pivotal test that the court applies to these instances is whether a statute “contains sufficient standards or guidelines to enable the agency and the courts to determine...the agency is carrying out the legislative intent.”¹² In so doing, the court considers the subject matter involved and the degree of difficulty entailed in articulating exact standards in statute, and typically deems as valid situations specifically requiring agency expertise.¹³

As this bill does not appear to provide any standards or direction in establishing standards, even generally, it may be challenged as constitutionally suspect.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

¹¹ *Tory v. State*, 686 So.2d 689, 693 (Fla. 4th DCA 1996).

¹² *Id.*

¹³ *Apalachee Regional Planning Council v. Brown*, 546 So.2d 451, 453 (Fla. 1st DCA 1989).

C. Government Sector Impact:

The Department of Education would incur costs associated with rulemaking to create the application form and adopt criteria to be applied in evaluating requests for extension.

The state could incur extra costs if student stations are built using an outdated plant survey.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:**A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.