

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

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

BILL: CS/SB 1474

SPONSOR: Education and Senator Horne

SUBJECT: Professional Development Academies

DATE: March 29, 1999 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>White</u>	<u>O'Farrell</u>	<u>ED</u>	<u>Favorable/CS</u>
2.	_____	_____	<u>FP</u>	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

I. Summary:

This Committee Substitute authorizes the establishment of professional development academies for professional educators, schools, and school districts, with funds to be allocated by the Commissioner of Education or an appropriations act.

The bill creates a new section of the Florida Statutes, as yet undesignated.

II. Present Situation:

Professional development programs for teachers are delivered in each school district and through a network of six area Teacher Education Centers.

Historically, the state provides annual funding for teacher training of over \$30 million, and federal funds provide an additional \$11 million. Private foundations, notably the Annenburg Foundation and the Carnegie Foundation, also have funded some initiatives. In most districts, the state and federal funding represents by far the major effort, with local funds provided in comparatively small amounts.

In January of 1999, the Education Standards Commission adopted the Subject Matter Content Standards for Teachers, a guide to align the content of professional development programs with the Sunshine State Standards for students. The 1998 Legislature created the Excellent Teaching Program to encourage Florida teachers to meet the rigorous certification requirements of the National Board for Professional Teaching Standards. Funded with \$12 million in 1998 and recommended for \$15 million in SB 2500 for 1999, this program pays for the majority of fees required for the certification process and adds an annual bonus to a successful teacher's salary.

In addition, there are five Florida Academies for Excellence in Teaching:

- The Dade Academy for Excellence in Teaching, a 3-year old operation focusing on literacy and operated in two elementary schools and one middle school in Dade county.

- The Genesis Academy for Teaching Excellence, a 5-year old partnership between Florida Atlantic University and eight schools.
- The Southwest Florida Teacher Education Council Academy for Excellence in Teaching, a 1997 partnership between the teacher education council in Lee County and the Florida Gulf Coast University.
- The Pasco/USF/ Hillsborough Academy for Excellence in Teaching, a 6-year old partnership between the University of South Florida and Pasco County School District.
- The Suncoast Academy for Teacher Induction, a 3-year old collaboration among Pinellas County Schools, the University of South Florida, and Florida A & M University.

The Department of Education funded these academies in 1997-98 and 1998-99 from federal Goals 2000 funds. The 1999-20000 Legislative Budget Request of the Department of Education requested a total of \$5.5 million in General Revenue for these academies. As of this date, the proposed budget does not contain an appropriation specifically for them.

Despite these progressive-sounding developments, most teachers say that the opportunities for professional development are fragmented, overly general, and weak on follow-through. A major finding of a 1997 Staff Development Evaluation Study conducted by the Department of Education is that, “The scale of staff development activity in Florida is enormous, but an effective, coordinated system of staff development does not exist.” Another finding of that study is that, “Implementation of the effect of staff development on student achievement is virtually unstudied.”¹

The term used most often to describe the state of professional development for teachers today is, “a mile wide and an inch deep.”

According to data prepared in February 1998 by The Education Trust, the following facts indicate the need to consolidate and intensify the preparation of teachers:

Florida High School Demographics	High school classes taught by teachers lacking even a minor in the subject
All high schools	19.9 percent
Low-poverty high schools	18.9 percent
High-poverty high schools	22.3 percent
Low-minority high schools	9.7 percent
High minority high schools	21.9 percent

¹ Florida Department of Education. *The 1997 Staff Development Evaluation Study*, presented by Frank T. Brogan Commissioner, September 30, 1997.

III. Effect of Proposed Changes:

The Committee Substitute under consideration establishes professional development academies to meet the human resource development needs of professional educators, schools, and districts.

The Commissioner will allocate funds appropriated for the academies unless otherwise provided in the General Appropriations Act. To be eligible for startup funds, an academy must:

- Be established by at least one district school board, members of the business community, and postsecondary education institutions. College credits may be awarded.
- Demonstrate the ability to provide high-quality trainers and training and appropriate follow up and coaching to improve student performance.
- Be operated under contract with public partners, governed by an independent board of directors including as members: at least one superintendent and one school board chair, the president of the collective bargaining unit representing the majority of the region's teachers, and three others who are not employees or elected or appointed officials of the district.
- Be financed during the first year by an equal or greater match from private funding sources and demonstrate the ability to be self-supporting within 1 year.
- Own or lease a facility to deliver training on-site and through distance learning and other technology-based delivery systems.
- Provide professional development services for participating school districts and provide professional development services to other school districts, private schools, and individuals on a fee-for-services basis.

The existing Florida Academies for Excellence in Teaching do not meet all of these requirements - only the postsecondary education partnership is common to them all. To be eligible for state funding under this bill, the existing academies would have to make adaptations in organizational structure, raise matching funds from private sources, and become self-supporting within one year.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Economic Impact and Fiscal Note:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

Specific Appropriation 54A of SB 2500 would appropriate \$10 million for the professional development academies and require a cash match from private sources. To draw down state dollars, an academy must raise at least \$1 million. The maximum in private dollars that will be matched is \$2.5 million.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Amendments:

None.