



Florida Department of Education
Governmental Relations Office



K-20

2003 Legislative Interim Project Update

The Florida Senate

The Florida House of Representatives

*The Council for Education Policy Research and Improvement
(CEPRI)*

*The Office of Program Policy Analysis and Government
Accountability (OPPAGA)*



Kim McDougal, Ph.D.
Assistant Deputy Commissioner of Education
August 26, 2003

This document was prepared by Department of Education staff based on information gathered from the Florida Senate, the Florida House of Representatives, CEPRI and OPPAGA.



*The Florida Senate
Education Interim Projects for 2003*



****Interim Study summary information was obtained from the Senate Interim Work Plan****

1. Florida Comprehensive Assessment Test (FCAT) Impact on Pupil Progression and High School Graduation

Project objectives will include:

- Determine if FCAT requirements have had a negative impact on high school graduation and third-grade promotion rates.
- Determine effectiveness of remedial activities with students not earning passing scores on tenth-grade and third-grade FCAT assessments.
- Determine the availability and effectiveness of alternative means of meeting high school graduation and third-grade promotion requirements.
- Assess the comparability of FCAT with commercial standardized assessments such as the SAT and ACT.

Statutory or Budget Authority: N/A

Legislative Staff: Lynda deMarsh-Matheus/Valerie Dormady

DOE Contact: John Winn, Deputy Commissioner

Due Date: February 1, 2004

2. McKay Scholarship Program Accountability

The project objective is to develop a suggested accountability system for the McKay Scholarship Program that will:

- Provide assurance to the public that the program operation is fiscally responsible.
- Keep the educational well-being of the students as the program focal point.
- Strengthen and enhance the scholarship program and not diminish its scope or growth.
- Not over regulate schools participating in the program.
- Not discourage reputable schools from participating in the program.

Statutory or Budget Authority: N/A

Legislative Staff: Lynda deMarsh-Matheus/Valerie Dormady

Note: This document was prepared by Department of Education staff based on information gathered from the Florida Senate, the Florida House of Representatives, CEPRI and OPPAGA.



DOE Contact: George Youstra, Director, Private and Independent Education

Due Date: November 1, 2003

3. Corporate Income Tax Scholarship Program Accountability

The project objective is to develop a suggested accountability system for the Corporate Income Tax Scholarship Program that will:

- Demonstrate academic gains for scholarship recipients.
- Keep the educational well-being of the students as the program focal point.
- Strengthen and enhance the scholarship program and not diminish its scope or growth.
- Not over regulate schools participating in the program.
- Not discourage reputable schools from participating in the program.

Statutory or Budget Authority: N/A

Legislative Staff: Lynda deMarsh-Matheus/Valerie Dormady

DOE Contact: George Youstra, Director, Private and Independent Education

Due Date: November 1, 2003

4. Review the Impact and Implementation of the Access to Better Learning and Education (ABLE) Grant Program

This project will research several of the outstanding issues remaining after the passage of the ABLE Grant program. Prior to the 2004 Legislative Session, the Education Committee staff will use the interim period to review the ABLE Grant Program and the implications of possible changes in eligible institutions. Specifically, committee staff will:

- Review the number of eligible institutions and students to better identify the potential cost of the program.
- Identify the degree programs offered by each eligible institution at each site.
- Identify the differences in criteria used by the regional and non-regional accrediting associations.

Statutory or Budget Authority: N/A

Legislative Staff: Ed Woodruff

DOE Contact: Theresa Antworth, Office of Student Financial Assistance and Sandra Knight, Commission on Independent Education

Due Date: January 2004

5. Monitor the Implementation of the Universal Pre-kindergarten Education Program (both Education and Commerce Committee projects are represented in this description)

The Senate Committee on Education will monitor the State Board of Education's study on the curriculum, design, and standards for the voluntary universal pre-kindergarten education



program and concurrently monitor the audits of the existing school readiness programs to be conducted by the Office of Program Policy Analysis and Government Accountability and by the Auditor General.

The Senate Committee on Commerce, Economic Opportunities, and Consumer Services will review the School Readiness Act, as well as any related sections of law governing school readiness programs and associated child-care programs, to identify obsolete or erroneous provisions and other technical and conforming changes needed to improve the organization and clarity of these governing statutes in preparation for the Legislature's anticipated consideration of policy changes during the 2004 Regular Session. Although the committee is monitoring implementation of the voluntary universal pre-kindergarten education program jointly with the Committee on Education, it is not the purpose of this interim project to confront the major policy questions deriving from the recommendations of the State Board of Education, the Office of Program Policy Analysis and Government Accountability, and the Auditor General. This interim project, rather, will focus on a technical clean-up of the School Readiness Act and any related statutes, addressing only those policy questions that are inescapable when recommending necessary changes to improve the construction of these governing statutes.

Statutory or Budget Authority: N/A

Legislative Staff: Mike O'Farrell, Joe Gillespie

DOE Contact: Jim Warford, Chancellor, K-12 Public Schools and Shan Goff, Bureau Chief, Instructional Support and Community Services

Due Date: Ongoing

6. Monitor the Implementation of the Reduction in Public School Class Size

In November 2002, Florida voters approved Amendment #8 to Section 1, Article IX of the State Constitution. The amendment establishes the maximum number of students in certain grade groups assigned to a teacher teaching in a public school classroom beginning with the 2010-2011 school year. Senate Bill 30A provides for the phased-in implementation of class size reduction, as well as a number of new provisions to assist school districts in meeting the class-size limits. Monitoring activities will enable the Education Committee staff to determine areas of the class size implementation process that may need modification.

Statutory or Budget Authority: N/A

Legislative Staff: Mike O'Farrell

DOE Contact: Jim Warford, Chancellor, K-12 Public Schools and Jeanine Blomberg, Assistant Deputy Commissioner

Due Date: Ongoing



7. Monitor the Certification of American Sign Language Instructors

The 2003 Legislature adopted legislation requiring Florida teachers of American Sign Language (ASL) to be certified by both the state and the Florida American Sign Language Teachers' Association (FASLTA). Although FASLTA is required to begin certifying ASL teachers in 2006, it does not currently offer certification. As a result there is no administrative structure to facilitate such certifications and no standards for ASL teachers have been established. The relative roles, as described in the legislation, of the Department of Education (DOE) and FASLTA with regard to ASL teacher certification also require further examination. The committee will monitor FASLTA's progress in developing certification standards and structures, examine any ambiguity in the roles of DOE and FASLTA with respect to ASL teacher certification, and recommend remedial legislation if necessary.

Statutory or Budget Authority: N/A

Legislative Staff: Mike O'Farrell

DOE Contact: Jim Warford, Chancellor, K-12 Public Schools

Due Date: Ongoing

8. Monitor the Duties and Transition Issues regarding the University Board of Governors

Article IX, Section 7 of the Florida Constitution requires that the state university system be operated and managed by a statewide Board of Governors. Certain responsibilities of the Board of Governors are described in the Constitution and include, without limitation, defining the mission of each constituent university, establishing each university's articulation with free public schools and community colleges, coordinating the state university system, and avoiding wasteful duplication of facilities or programs within the state university system. Senate staff will monitor the actions of the Board of Governors relative to its constitutional mandate; review the possibility of litigation that could result from any failure of the Board of Governors to carry out its constitutional mission; examine, for clarification purposes, the respective roles of the State Board of Education and the Board of Governors; and recommend proposed remedial legislation to clarify the authority of the Board of Governors, if necessary.

Statutory or Budget Authority: N/A

Legislative Staff: Mike O'Farrell

DOE Contact: Debra Austin, Chancellor, Colleges and Universities

Due Date: Ongoing

9. Monitor the Implementation of Community College Baccalaureate Programs with Funds Contained in Specific Appropriations 6 and 101a

In the 2003-2004 General Appropriations Act, funding for St. Petersburg College's baccalaureate degree programs was continued and increased to provide funding for the rising senior class. An additional \$1,000,000 of non-recurring Lottery funding was provided



to Chipola College, Edison College, and Miami-Dade College for those institutions to continue the implementation of their baccalaureate degree programs. This project will:

- Identify the progress made by each of the five community colleges in establishing baccalaureate degree programs, including the institution's ability to meet accreditation standards.
- Identify the enrollment trends and examine procedures used to compare enrollments with local employment demands and community demand for access to baccalaureate degree programs.
- Determine whether comparable procedures are in place to measure baccalaureate program success.
- Determine feasibility of program expansion to other community colleges and other baccalaureate program areas.

Statutory or Budget Authority: N/A

Legislative Staff: Mike O'Farrell

DOE Contact: David Armstrong, Chancellor, Community Colleges

Due Date: Ongoing

10. Monitor the Implementation of Changes for Access to Postsecondary Education Made by Chapter 2003-8, Laws of Florida

Chapter 2003-8, Laws of Florida, provides for waiving the requirement to earn a passing score on the Florida Comprehensive Assessment Test (FCAT) in order to receive a standard high school diploma. This waiver applies to a student with a disability, as defined in section 1007.02(2), Florida Statutes, for whom the individual educational plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The law provides the criteria for the waiver to be granted. Students who have been awarded a special diploma or a certificate of completion are eligible to enroll in certificate career education programs. Students with disabilities may be eligible for reasonable substitution for admission, graduation, and upper-level division requirements of public postsecondary educational institutions, in accordance with the newly created provisions of law. Under the law, the State Board of Education must:

- Adopt rules, including those for test accommodations and modifications of procedures, as needed for students with disabilities.
- Develop substitute admission requirements where appropriate.
- Conduct a review of the extent to which authorized acceleration mechanisms are currently used by school districts and public postsecondary educational institutions.
- Submit a report to the Governor and the Legislature by December 31, 2003.

Note: This document was prepared by Department of Education staff based on information gathered from the Florida Senate, the Florida House of Representatives, CEPRI and OPPAGA.



The U.S. House of Representatives has passed legislation (House Resolution 1350) relating to the reauthorization of the federal Individuals with Disabilities Education Act (IDEA) that includes additional assessment provisions for students with disabilities. Similar legislation may be enacted by the U.S. Senate and ultimately become law. The purpose of monitoring this legislation is to identify any particular areas of concern, including areas that could be addressed in subsequent state legislation.

Statutory or Budget Authority: N/A

Legislative Staff: Mike O'Farrell

DOE Contact: Jim Warford, Chancellor, K-12 Public Schools

Due Date: Ongoing

Senate Education Appropriations Interim Projects for 2003

11. Report the Impact of the General Appropriations Act on Various Educational Institutions and School Districts

Rather extensive reports reflecting educational appropriations passed by the legislature, have been produced for a number of years in the spring and fall by Senate Education Appropriations Subcommittee staff. The spring report, which is a district and institutional level summary of the impact of the General Appropriations Act, will continue to be developed by subcommittee staff. Preparation of the fall report, which provides a historical perspective of education funding by major delivery system, will be assumed by the Department of Education.

The project staff will continue the printing and distribution of the spring report in book form. The purpose of the report is to provide a quick reference for Senators and aides on education funding specifics for all delivery areas of the state's educational system, and to be a quick source for frequently asked questions about the financing of education in Florida.

Statutory or Budget Authority: N/A

Legislative Staff: John Newman

DOE Contact: Ray Monteleone, Chief Financial Officer

Due Date: November 1, 2003

12. Report Laptop Computer Use in the Classroom

The ability to use information technology effectively is increasing in importance not only for enhancing teaching and learning, but also as a basic skill that is necessary in many fields of employment. Many individuals are not afforded opportunities to become proficient in the use of basic technology because of economic barriers. The integration of technology into public school curriculum is a means of providing innovative learning opportunities and exposing economically disadvantaged students to technology at an early age. Mobile



technology has the added advantage of providing opportunities for increasing parental involvement in their children's education, producing benefits to both parents and students.

The project will examine specific examples where mobile computing is being integrated into K-12 education around the country to determine what the experience has been in terms of costs and benefits.

Statutory or Budget Authority: N/A

Legislative Staff: John Newman
DOE Contact: TBA

Due Date: November 1, 2003

13. Monitor the Council for Education Policy Research and Improvement (CEPRI) Analysis of Workforce Education Funding

The President of the Senate has requested the CEPRI to conduct a study on workforce education funding to recommend alternatives that will consider long-term stability, accommodate growth, and reward performance. Recommendations are due by October 15. The project will monitor the progress of the CEPRI study and develop any responses needed to implement the recommendations in either legislation or proviso language.

Statutory or Budget Authority: N/A

Legislative Staff: John Newman
DOE Contact: Nancy Cordill, Acting Vice Chancellor, Workforce Education

Due Date: October 15, 2003

14. Monitor the Impact of Various Tuition Policies on the Prepaid Tuition Program

Proviso language following Specific Appropriation 49 of the General Appropriations Act (GAA) for 2003-2004, requires preparation of a dynamic model by the Department of Education to study the impact of various tuition policies on the Florida Prepaid Tuition Program. Because this program is greatly impacted by changes in tuition rates, particularly over time, it is important that the underlying assumptions used within this program be reviewed. The workings of this model will need to be studied, since it will likely be used as the basis of proposed changes in the next legislative session. The project will monitor the progress of the reports as they are developed. Once submitted, the model is anticipated to become useful as a tool in the development of tuition policy in postsecondary education.

Statutory or Budget Authority: Specific Appropriation 49 of the GAA

Legislative Staff: John Newman
DOE Contact: Ray Monteleone, Chief Financial Officer

Due Date: Specific Appropriation 49 contains three phases for the DOE study:



- By October 30 - DOE must develop short- and long-term scenarios for future tuition increases and share those scenarios with the Prepaid College Program.
- By November 30 - the Prepaid College Program must conduct an analysis of the Department's scenarios for future tuition increases and submit a report to the Department on how the scenarios would impact the Prepaid College Program and its contract prices.
- DOE is then required make a report to the Governor, Speaker, and President on its findings (with the same due date of November 30, 2003) with recommendations to ensure the long-term viability of the Prepaid College Program, which may include recommendations to modify the assumptions upon which the program's fiscal soundness and contract prices are based.

15. Monitor the Study of the Price Level Index, Sparsity Index, and Wealth Adjustment

Specific Appropriation 113 of the GAA, provides \$75,000 for the University of Florida to study the Florida Price Level Index, the Sparsity Index, the Sparsity Wealth Adjustment, and the .51 mill discretionary operating levy within the Florida Education Finance Program (FEFP). Each of these issues was significantly debated during the 2003 Legislative Session, and this study was funded rather than making any changes to current policy. The report is due January 1, 2004. There will be pressure to address these issues again next session. The project will monitor the progress of the study to be done by the University of Florida Bureau of Economic and Business Research, and it will review the results with the goal of using this information as a foundation to make any changes in legislation or modifications in the FEFP computations during the 2004 Session.

Statutory or Budget Authority: Specific Appropriation 113 of the GAA

Legislative Staff: John Newman

DOE Contact: Ray Monteleone, Chief Financial Officer

Due Date: January 1, 2004



*The Florida House of Representatives
K-20 Education Interim Projects for 2003*



****Information in this section was gathered by discussions with House staff. As of this date, no formal Interim Work Plan for the House has been released.****

1. Florida Better Educated Students and Teachers (BEST) Act Early Innovator Developmental Models for Best Practices Implementation of Statewide Program

Specific Appropriation 64A provides \$25 million to identify and fund school districts that will establish best practices developmental models during the 2003-2004 school year, for pilot implementation of the Florida BEST Teaching Program. Senate Bill 30A requires statewide implementation in the 2004-2005 school year. Implementation of the BEST program is required to include the provision of an established infrastructure for assistance provided by lead teachers and mentor teachers on an ongoing basis to beginning and struggling teachers and teachers who strive to become more proficient.

Statutory or Budget Authority: 2003-04 General Appropriations Act, Specific Appropriation 64A

Legislative Staff: Lynn Cobb/Michael Carlson

DOE Contact: Jim Warford, Chancellor, K-12 Public Schools and Betty Coxe, Deputy Chancellor, K-12 Public Schools

Due Date: February 2004

- 2. Workforce Education** (A Joint project of the House Committees on Education K-20 and Education Appropriations). This project is a multifaceted examination of workforce education program delivery and funding options and mechanisms. The project will research concerns relating to inadequacies, inefficiencies, duplication, and excess bureaucracies; lack of alignment with needs of Florida's workforce; lack of credibility with students, families, and business; lack of flexibility to adjust to changing needs; failure of secondary and postsecondary guidance to appropriate career education; and lack of coordination between governance systems. This will likely result in major legislation.

Statutory or Budget Authority: N/A

Note: This document was prepared by Department of Education staff based on information gathered from the Florida Senate, the Florida House of Representatives, CEPRI and OPPAGA.



Legislative Staff: Ouida Ashworth

DOE Contact: Nancy Cordill, Acting Vice-Chancellor, Workforce Development

Due Date: Draft report due January 26, 2004; final report due in February

3. **School Readiness Program and Universal Pre-kindergarten (UPK)**

The State Constitution requires the establishment, no later than the beginning of the 2005 school year, of a voluntary, free, high-quality pre-kindergarten program for all 4-year-olds. The existing school readiness program was established in 1999 for economically disadvantaged and at-risk birth-to-5-year-olds. The existing program has had notable successes but also notable struggles, and there have been numerous implementation problems. In order to effectively establish the new program, it is also necessary to revisit the existing program. The Speaker of the House of Representatives and the President of the Senate have ordered program and financial audits of the existing school readiness program, and Senate Bill 1334 details the requirements of these audits and requires the State Board of Education to study curriculum, design, and standards for the new program. Legislative staff will monitor and collate all audits and studies. This will result in major legislation during the 2004 Session.

House staff is closely monitoring the meetings and work products of the UPK Council. The UPK Council has a project website where meeting information and materials are posted (www.upkcouncil.org).

The **UPK Council** has conducted three meetings and one teleconference to date. The Council will continue to conduct meetings and conference calls through September 2003 to review research and develop recommendations for the State Board of Education to consider in October 2003. The recommendations of the Advisory Council will address expected outcomes, curriculum and assessment standards, program delivery design, coordination with existing school readiness programs, best practices, and cost estimates. Outcomes to date include the development of guiding principles and quality indicators. A final report will be generated by October 15, 2003 and presented at the State Board of Education meeting on October 21, 2003. The following meetings are scheduled:

Teleconference: Wednesday, September 10, 2003

Focus:

Planning for Delivery Design and Administrative Structure Meeting

Time (Eastern):

10:00 AM - 12:00 PM

Telephone:

TBA

Agenda:

TBA

Meeting: Wednesday, September 17, 2003

Tampa

Focus:



Delivery Design and Administrative Structure

Time (Eastern):

9:30 AM - 3:30 PM

Location:

TBA

Tampa

Agenda:

TBA

Teleconference: Wednesday, October 01, 2003

Focus:

Planning for Final Report Meeting

Time (Eastern):

10:00 AM - 12:00 PM

Telephone:

TBA

Agenda:

TBA

Meeting: Wednesday, October 15, 2003

Tallahassee

Focus:

Final Report

Time (Eastern):

9:30 AM - 3:30 PM

Location:

TBA

Tallahassee

Agenda:

TBA

Meeting: Tuesday, October 21, 2003

TBA

Focus:

State Board Meeting

Time (Eastern):

TBA

Location:

TBA

Agenda:

TBA

Statutory or Budget Authority: Senate Bill 1334

Legislative Staff: Michael Carlson

DOE Contact: Jim Warford, Chancellor, K-12 Public Schools and Shan Goff, Bureau Chief, Instructional Support and Community Services



The Office of Program Policy Analysis and Government Accountability (OPPAGA) is currently conducting the research as directed in Senate Bill 1334. OPPAGA's task is to measure the level of progress by the Partnership for School Readiness and the Agency for Workforce Innovation (AWI) in implementing the readiness program in Florida. OPPAGA staff is traveling to 13 of the 50 readiness coalitions conducting interviews with coalition staff, parents, legislators, etc. OPPAGA plans to survey the other 37 coalitions by phone and have this research completed by August. OPPAGA's report is due to the Legislature in January 2004; however, a preliminary report may be delivered at the September meeting of the UPK Council so they can make decisions on service delivery of universal pre-kindergarten.

The **Auditor General** has surveyed all 50 local readiness coalitions and picked eleven coalitions with which to conduct financial and operational audits. The audit research is expected to be completed by the end of August. It is customary for the Auditor General to release preliminary findings 30 days prior to the published report so that the audited agencies have a chance to respond. Preliminary findings should be released around December 1, 2003, with a final report due to the Legislature in January 2004.

Due Date: Draft report due February 15, 2004

4. **Higher Education Fiscal Policy Issues.** In the course of crafting House Bill 1745 during the 2003 Legislative Session, House Education Committee members examined numerous issues relating to higher education fiscal policy, including future decoupling of Bright Futures, tightening the definition of residency for tuition purposes, tuition and fees flexibility for universities and community colleges, the feasibility of charging for hours of coursework in excess of the hours needed for program completion, and university/community college funding formulas. House Bill 1745 passed the House but was not considered in the Senate.

Subsequently, proviso was enacted in the General Appropriations Act regarding university funding and the actuarial assumptions of the prepaid college program. Specific Appropriation 2545 requires a study by the Council for Education Policy Research and Improvement of the feasibility of Five-year funding/performance contracts between the State and selected universities; and Specific Appropriation 49 requires a Department of Education review and report with recommendations regarding the actuarial assumptions underlying the Prepaid College Program. Staff will monitor and collate all studies and reports, in conjunction with the initiatives of House Bill 1745. This will likely result in major legislation.

Statutory or Budget Authority: N/A

Legislative Staff: Betty Tilton

DOE Contact: TBA

The Council for Education Policy Research and Improvement (CEPRI) is conducting a study on the proposed University Five-Year Contract, which was proposed by the University of Florida and Florida State University during the 2003 Regular Session. The contract would have granted the universities flexibility in exchange for performance. The Legislature didn't



accept the proposed contract, but directed CEPRI to study the feasibility of such a contract. The Legislature added Florida International University to the study. Speaker Byrd asked that the University of South Florida and the University of Central Florida be added as well. Staff will present a draft template for a proposed Five-Year Contract, laying out numerous options and decision points, with staff recommendations for each decision point. This draft template will incorporate a review of university programs, tuition flexibility, and financial aid options as they relate to the recommendations for the Five-Year Contract. A draft final report will be presented at the October CEPRI meeting.

Due Date: Final report due November 1, 2003

The Department of Education's Prepaid College Program – Specific Appropriation 49 requires several steps in a study that are sequential in nature:

- By October 30 - The Department of Education must develop short- and long-term scenarios for future tuition increases and share those scenarios with the Prepaid College Program.
- By November 30 - The Prepaid College Program must conduct an analysis of the Department's scenarios for future tuition increases and submit a report to the Department on how the scenarios would impact the Prepaid College Program and its contract prices.
- DOE is then required to make a report to the Governor, Speaker, and President on its findings (with the same due date of November 30, 2003) with recommendations to ensure the long-term viability of the Prepaid College Program, which may include recommendations to modify the assumptions upon which the program's fiscal soundness and contract prices are based.

Due Date: Draft report due February 15, 2004; final report due March 1



*Council for Education Policy, Research and Improvement
(CEPRI) Interim Projects for 2003*



****Information in this section was obtained from discussions with CEPRI staff****

1. CEPRI is conducting a major study of education funding that will result in the development of an effective approach for funding K-20 education to achieve the overall vision for education in Florida. Two key studies that are a part of this project are the University Five-Year Contract Study and the Workforce Education Funding Study. The report is scheduled to be complete by November 2003.
 - A. The **University Five-Year Contract**, which was proposed by the University of Florida and Florida State University during the 2003 Regular Session, would have granted the universities flexibility in exchange for performance. The Legislature didn't accept the proposed contract, but directed CEPRI to study the feasibility of such a contract. The Legislature added Florida International University to the study. Speaker Byrd asked that the University of South Florida and the University of Central Florida be added as well. Staff will present a draft template for a proposed five-year contract, laying out numerous options and decision points, with staff recommendations for each decision point. This draft template will incorporate a review of university programs, tuition flexibility, and financial aid options as they relate to the recommendations for the five-year contract. A draft report will be presented at the October CEPRI meeting. The final report is due to the Legislature on November 1, 2003.
 - B. Senate President Jim King asked CEPRI to study **Workforce Education Funding** and report its findings and recommendations to the Legislature. No due date has been determined
2. A study on **Leadership** will examine the policy options for ensuring quality public school leadership in a K-20 education system. The study will focus on the leadership role of district school boards and superintendents in implementing education reforms, the impact of Florida's Sunshine Laws (open public records) on school leader selection, and the leadership implications of school district size. This project is scheduled to be complete by November 2003.
3. A study of **Partnerships and Collaborations** will investigate the business/citizen/education alliances that have been established in other states and countries to implement and sustain

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educational reform and recommend whether to establish such an alliance in our state. This project is scheduled to be complete by November 2003.

4. An **Early Learning** study will provide strategies and plans for ensuring that Florida's pre-kindergarten students are guaranteed a highly effective, early learning and educational experience that will lead to achievement of "on grade level" reading and other academic skills by the third grade. This project is scheduled to be complete by May 2004.
5. CEPRI is statutorily required to produce a **Master Plan**, which addresses education funding among other issues. The funding committee will explore the University Five-Year Contract options for funding, as well as other options in the Master Plan. The planning process will get underway after November, when the Five-Year Contract Study is completed.
6. CEPRI is also required by law to produce an education **Report Card**. This is an ongoing, annual project which is generally published in August of each year.



*Office of Program Policy Analysis and Government Accountability
(OPPAGA) Interim Projects for 2003*



****Information in this section was obtained from discussions with OPPAGA staff****

1. **Exceptional Student Education** - This project will provide information about the variety of state programs that serve children with disabilities. It focuses primarily on the children served by Exceptional Student Education programs and will address:
 - Services and funding for disabled students living in residential facilities.
 - Funding sources and expenditures for children with disabilities, and coordination and monitoring of services provided to children with disabilities.

Statutory or Budget Authority: N/A

OPPAGA Staff: Jane Fletcher

DOE Contact: Shan Goff, Bureau Chief, Instructional Support and Community Services

Due Date: August 2003 and Sept 2003

2. **Bright Futures – Continuation** - This project will examine whether the program has helped improve baccalaureate degree production and overall academic performance.

Statutory or Budget Authority: Statutory

OPPAGA Staff: Jane Fletcher/Dan Cohen-Vogel

DOE Contact: Theresa Antworth, Office of Student Financial Assistance

Due Date: January 2004

3. **Higher Education Options** - This report will review several methods for funding state postsecondary institutions.

Statutory or Budget Authority: N/A

OPPAGA Staff: Jane Fletcher/Karen Helland

DOE Contact: TBA

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Due Date: December 2003

4. **K-12 Support Services** - This project will use information gathered from the completed best practice reviews as a starting point to analyze support services provided by school districts and identify opportunities where a district could use alternate service delivery mechanisms to provide higher quality services for a lower cost.

Statutory or Budget Authority: N/A

OPPAGA Staff: Jane Fletcher/David Summers
DOE Contact: TBA

Due Date: December 2003

5. **School Readiness** - In Senate Bill 1334, the 2003 Florida Legislature directed OPPAGA, the Auditor General, and the State Board of Education to examine issues related to school readiness programs and the implementation of Universal Pre-K Ballot.

Statutory or Budget Authority: Statutory

OPPAGA Staff: Jane Fletcher/Tim Elwell
DOE Contact: TBA

Due Date: January 2004

6. **Private Colleges and Universities** - Florida helps support private colleges and universities in a variety of ways. This project reviews each of these funding mechanisms.

Statutory or Budget Authority: Statutory

OPPAGA Staff: Jane Fletcher
DOE Contact: TBA

Due Date: October 2003

7. **Workforce Development** - OPPAGA is conducting a follow-up review of its reports on the Workforce Education Programs and will analyze the performance of each of these programs.

Statutory or Budget Authority: N/A

OPPAGA Staff: Jane Fletcher
DOE Contact: TBA



Due Date: December 2004

8. **College Affordability** - This study looks at the affordability of college for students who applied for federal financial aid.

Statutory or Budget Authority: Statutory

OPPAGA Staff: Jane Fletcher/Tim Elwell
DOE Contact: TBA

Due Date: August 2004

9. **Student Financial Aid** - This report provides information on the types of students that received financial aid from federal and state financial aid programs.

Statutory or Budget Authority: Statutory

OPPAGA Staff: Jane Fletcher/Tim Elwell
DOE Contact: TBA

Due Date: September 2004

10. **Prepaid Tuition Program** - This study will examine the revised actuarial projections for the Prepaid College Board due out in September 2003.

Statutory or Budget Authority: N/A

OPPAGA Staff: Jane Fletcher/Dan Cohen Vogel
DOE Contact: TBA

Due Date: January 2004

In addition to the projects above, OPPAGA will be conducting follow-up projects that are likely to be initiated and completed before March 2004. This includes the following reports:

- Justification Review: Kindergarten Through Twelfth Grade Public Education Program
- Justification Review: State University System-Florida Department of Education
- Best Financial Management Practices Review of the Lake County School District
- Program Review: Articulation Works for Most Community College Transfer Students
- Special Examination: Responsibilities Not Fulfilled by Occupational Access and Opportunity Commission; Program Performance Declines

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Florida Department of Education
Governmental Relations Office



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- Best Financial Management Practices Review of the Miami-Dade County School District
- Best Financial Management Practices Review of the Osceola County School District
- Best Financial Management Practices Review of the Lee County School District

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