### Go Higher Florida Task Force
#### FINAL RECOMMENDATIONS

**Goals of Task Force:** Increase postsecondary readiness via better alignment of secondary/postsecondary curriculum and assessments; decrease the need for postsecondary remediation; increase postsecondary enrollments and student success in the workplace.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Strategic Action</th>
<th>Implementation Initiative(s)</th>
<th>Required Statute/Rule Change (yes/no)</th>
<th>Timeline Targets (from/to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adoption of a definition of “college and career readiness” for Florida by both the State Board of Education and the Board of Governors.</td>
<td>K12, Community Colleges, Workforce Education and Board of Governors/State University System staff develops definition in conjunction with the Articulation Coordinating Committee (ACC).</td>
<td>Recommendation by ACC and adoption by State Board of Education and Board of Governors.</td>
<td>Possibly; May want to codify (2009)</td>
<td>January 2008</td>
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| 2. Require all high school students to take rigorous and relevant courses that prepare them for life after graduation. | a. Officially acknowledge that 21st century college readiness and career skills are one and the same by identifying core competencies which target postsecondary readiness.  
   b. Set a target date for ensuring identified competencies become integrated within the “default” curriculum for high school graduation.  
   c. Increase expectations/rigor in Math and Science curriculum. | 1. **Secondary:** Continue to expand multiple and varied secondary paths to prepare for life after high school graduation via major areas of interest, career academies, Advance Placement, Dual Enrollment, (Early College), International Baccalaureate Program, etc.  
   2. **Postsecondary:** Establish postsecondary work teams to identify math, reading and writing competencies necessary for direct entry into college level core courses without the need for remediation.  
   3. **Secondary and Postsecondary:** Work collaboratively to ensure that competencies which prepare students for college-level work are embedded in core high school | Yes | 2007-2015  
   1. Ongoing  
3. Develop/adopt high school/postsecondary assessment(s) which are clear in purpose and function, i.e., assessing skills in core courses for high school graduation and/or assessing postsecondary readiness in core courses.

Streamline/link assessments so that tests students take in high school can also serve as readiness tests for college and/or work. Set target date (Fall 2010).

2. Secondary and Postsecondary: Establish workgroup(s) to ensure alignment of assessment(s) with core competencies at all levels.  
3. Secondary and Postsecondary: Clearly identify levels of learning outcomes (“scores”) starting with Grade 8 which track progress needed for basic college/career readiness.  
4. Secondary and Postsecondary: Use data bridges to develop student profiles. Link ongoing academic support plan to enhance basic skills as needed to each progressive assessment. | 1. Secondary and Postsecondary: “Share” community college “prep course” (remedial) curriculum with secondary system. Incorporate into high school course code directory as elective options for rising seniors who do not score college-ready on standardized assessments.  
4. Fall 2010 |

4. Using FACTS.org and other media avenues, improve public awareness of college/career readiness. 

Expand use of “Go Higher” slogan in materials/ads.

2. December 2008 |
| 1. | Work with ADP consultants to identify and benchmark college and career readiness competencies and appropriate assessments. | Information which clarifies current:  
- FCAT-Relationship of scores to college/workforce readiness.  
- CPT-Relationship of scores to “open-door,” college-readiness and mandatory placement in remedial classes.  
- SAT/ACT-Relationship of scores to college-readiness AND university admissions in Florida. | 4. As appropriate and timely |
| 2. | Secondary and Postsecondary: Collaborate on language and presentation of information which deals with redesign of Florida’s K-16 assessment framework. |  
2. | Secondary and Postsecondary: Collaboration in supporting and communicating/promoting reframed competencies/curriculum and assessments among their constituents. | Possibly; 2009-10 | 2007-2010 |