FLORIDA ATLANTIC UNIVERSITY

Board of Trustees

Item: SP: A-2b

Tuesday, June 4, 2024

SUBJECT: APPROVAL OF A LEGISLATIVE BUDGET REQUEST (LBR) TO SEEK FUNDING FOR THE "FAU LABORATORY SCHOOLS INSTITUTE"

PROPOSED Board ACTION

The approval of the FY2025-26 Legislative Budget Request to seek funding for the "FAU Laboratory Schools Institute."

BACKGROUND INFORMATION

Each year, in anticipation of the upcoming state legislative session, State University System (SUS) institutions are required to submit their operational legislative budget requests (LBR) to the Board of Governors (BOG) for review. The *FAU Laboratory Schools Institute* is classified as a university-unique budget request. As stated in the attached LBR documents, the Institute is requesting $2 million in recurring funds to support its activities, including curriculum development, guest speakers, staffing, and data analytics.

A.D. Henderson University School and Florida Atlantic University High School have consistently earned recognition by the USDE as a National Blue-Ribbon Awardee and by the FDOE as a Florida School of Excellence since the inception of the School of Excellence designation. According to Niche, the elementary program is ranked third in the nation, the middle school ranks fifth, and the high school holds the thirty-first ranking. Notably, the high school stands out as the sole institution in the nation where students can earn both their high school diploma and bachelor's degree simultaneously. This unique educational model has garnered attention from prestigious sources such as the *Associated Press*, *Manhattan Institute*, *Good Morning America*, and various local and regional news outlets.

However, outside of FAU Laboratory Schools, recent results published by the Programme for International Student Assessment (PISA) ranks the U.S. 18th in science and 34th in math worldwide. The 2023 National Assessment of Educational Progress (NAEP) reported a five-point drop in reading, the most significant decline since 1990, and a seven-point drop in math, the first in our nation's history. These scores confirm a failing education system, underscoring an urgent need to redesign education in America. For instance, the latest "Nation's Report Card" exposed alarming deficiencies in students' knowledge of U.S. history and civics, with just 13 percent of students deemed proficient in U.S. history and a mere 22 percent in civics. Nearly one-third of eighth graders are performing below NAEP in basic civics. In U.S. history, 40 percent of eighth graders performed below NAEP basic (denotes partial mastery of the knowledge and skills fundamental for proficient work at a given grade), meaning they likely cannot identify simple historical concepts in primary or secondary sources. This knowledge gap persists into adulthood, with a third of the population unable to identify the three branches of government and another 72% not knowing that the First Amendment protects the freedom of the press.

To address these challenges, Florida Atlantic is seeking the funding to establish the "FAU Laboratory Schools Institute," which will serve as the epicenter for reengineering education in Florida and our nation. The approach will focus on five key areas designed to extend the impact of our thriving educational model beyond our school campuses. The model will:

- develop and execute leadership training programs tailored for educators at all levels,
- expand focused teacher professional learning in science and mathematics,
- expand the impact of the Cane Institute for Advanced Technologies,
- develop one million future K-12 student researchers by scaling the A.D. Henderson University School and Florida Atlantic University High School Research Initiative,
- and develop and implement a program of study focused on American Exceptionalism.

Since 2019, the Board of Governors has required that an institution's Board of Trustees must approve the university-unique LBRs and subsequently submit them to the BOG by a specified date. This year, the BOG has provided guidance that asks university boards to ensure that LBRs are board approved and submitted prior to July 31, 2024.

Implementation Plan/Date

Upon approval by the Board, the Provost's office will submit the attached LBR documentation and inform BOG staff that the Florida Atlantic Board of Trustees has reviewed and supports the request.

Fiscal Implications

See attached LBR for proposed budget estimates.

Supporting Documentation: State University System E&G 2025-26 Legislative Budget Request Form I & II (attached)

Presented by: Mr. Ryan Britton, Executive Director of Government Relations

Phone: 561-297-2583

State University System
Education and General
2025-2026 Legislative Budget Request
Form I

University(s):	Florida Atlantic University (FAU)
Request Title:	FAU Lab Schools Institute
Date Request Approved by University Board of Trustees:	June 4, 2024 (pending)
Recurring Funds Requested:	$2,000,000
Non-Recurring Funds Requested:	0
Total Funds Requested:	$2,000,000
Please check the request type below:	
Shared Services/System-Wide Request	☐
Unique Request	☒

I. Purpose –

1. Describe the overall purpose of the plan, specific goal(s) and metrics, specific activities that will help achieve the goal(s), and how these goals and initiatives align with strategic priorities and accountability plan established by each university (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program?

The traditional education system was built for a different era and often fails to adequately prepare students for the complexities of the modern world. Reimagining education requires a shift towards more flexible, personalized, and innovative approaches that empower learners to thrive in a rapidly changing society.

To that end, FAU and FAU Lab Schools have developed world-class K-12 educational programs and built state-of-the-art facilities that serve as a blueprint for how to approach education now and in the future. FAU Lab Schools serves as a stellar example of innovation in education with a mission to share best practices and improve outcomes for students throughout the state and nation. To accomplish this goal, the FAU Lab Schools Institute has been established. Our clear and focused approach to STEM disciplines has yielded exceptional results, with students of all backgrounds demonstrating outstanding performance in workforce readiness, cutting-edge research, and state test scores. Our K-12

students double the state average in mathematics, science, and literacy with virtually no gap between economically advantaged and disadvantaged cohorts.

The goal of the Institute is to develop and equip educational leaders and teachers to facilitate project-based, competition-centric learning crucial for preparing students for the challenges they will face in the future. By engaging students in tackling real-world challenges and collaborating on solutions, the Institute will foster essential skills like critical thinking and problem-solving while nurturing their creativity and innovation necessary for today's rapidly changing landscape. This approach will empower students to become lifelong learners and active contributors to their communities and beyond.

This competition-centric approach has been validated by robust analytics as evidenced by a significant impact on student success across various metrics such as grade point averages, state test scores, National Merit Scholar performance, and success in local, state, national, and international competitions. These data further reinforce the effectiveness of the approach and provide a solid foundation for promoting it to a wider audience, including educators, administrators, and policymakers. By expanding this approach throughout Florida, we can measure the tangible benefits of incorporating project-based, competition-centric learning into educational practices and highlight its potential to positively impact student outcomes in grades K-12 for replication.

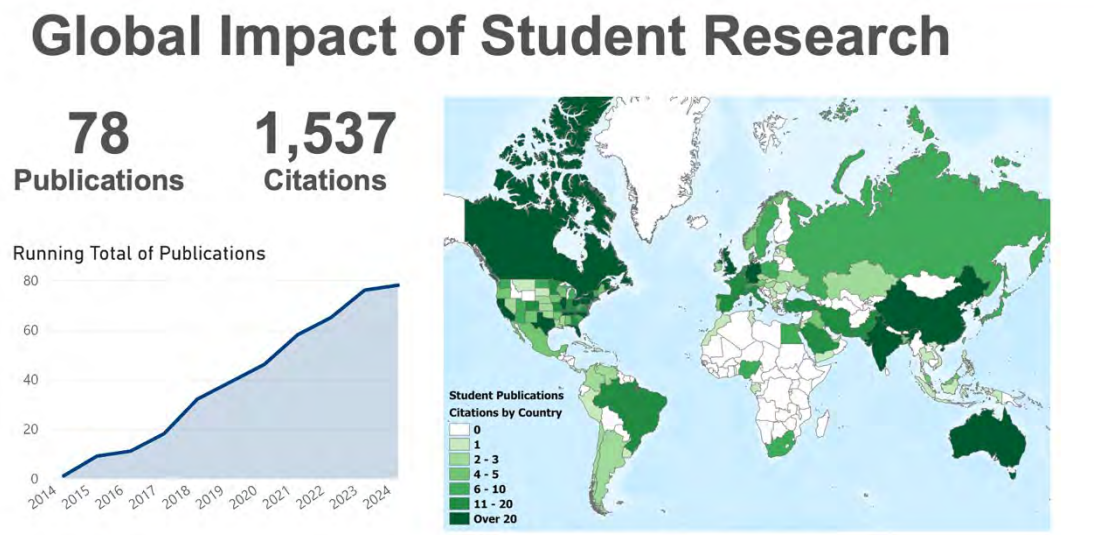
International & National Data

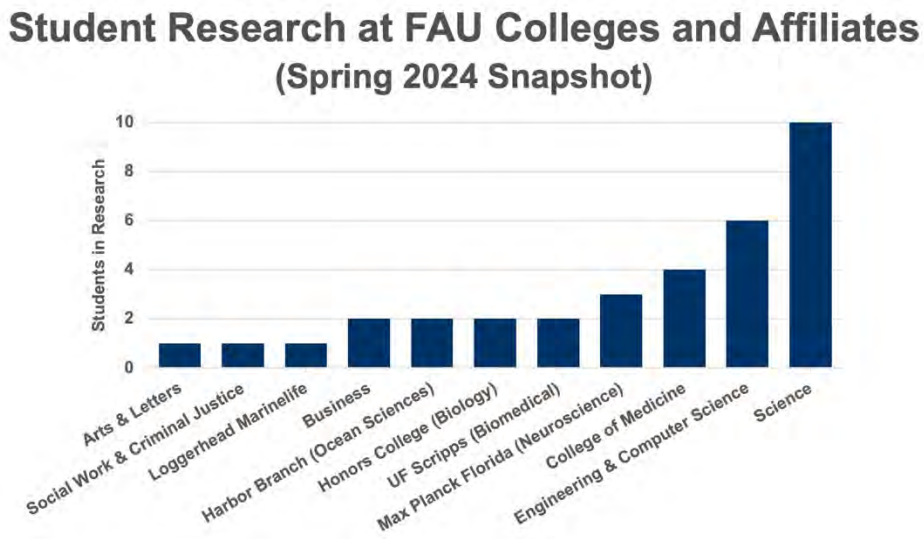
Results published by the Programme for International Student Assessment (PISA) ranks the U.S. 18th in science and 34th in math worldwide. The 2023 National Assessment of Educational Progress (NAEP) reported a five-point drop in reading, the most significant decline since 1990, and a seven-point drop in math, the first in our nation's history.

These results are not isolated to science, mathematics, and reading. For instance, the latest *Nation's Report Card* exposed alarming deficiencies in students' knowledge of U.S. history and civics, with just 13% of students deemed proficient in U.S. history, and a mere 22% in civics. Nearly one-third of eighth graders are performing below NAEP in basic civics. In U.S. history, 40% of eighth graders performed below NAEP basic standard meaning they likely cannot identify simple historical concepts in primary or secondary sources. This knowledge gap persists into adulthood, with a third of the population unable to identify the three branches of government and another 72% not knowing that the First Amendment protects the freedom of the press. These scores further confirm an urgent need to redesign education in America.

A.D. Henderson University Laboratory School Data

A.D. Henderson University Laboratory School and both campuses of Florida Atlantic University High School have received extraordinary support from the state legislature. This support has led to recognition by the USDE as a multiple National Blue-Ribbon Awardee and by the FDOE as a Florida School of Excellence since the inception of the School of Excellence designation program. According to Niche, the elementary program is ranked third in the nation, the middle school ranks fifth, and the high school holds the thirty-first ranking. Notably, the high school stands out as the sole institution in the nation where students can earn both their high school diploma and bachelor's degree simultaneously. Over 100 students have received their bachelor's degree prior to receiving their high school diploma.





Comprehensive Educator Research Program

Funded by U.S. Department of Education, Javits Program Grant

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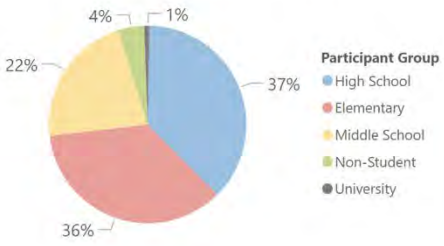
Educational Action Research Studies



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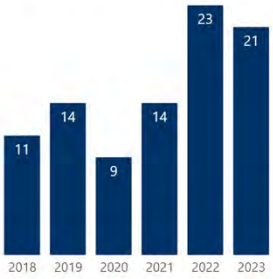
Presentations by Teachers/Staff



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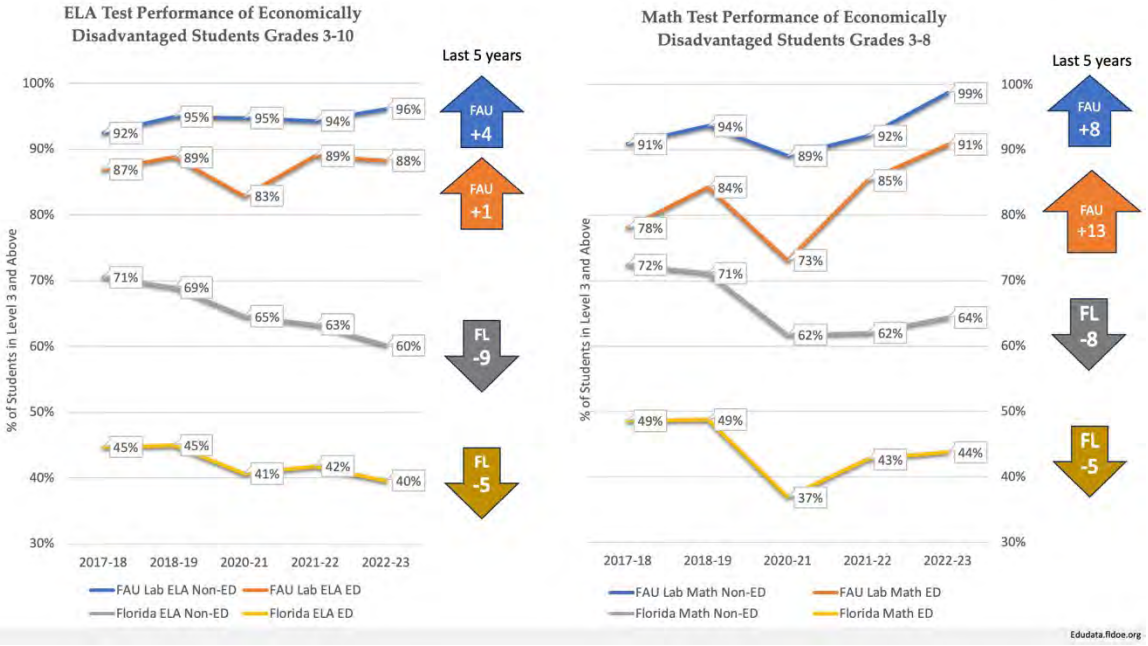
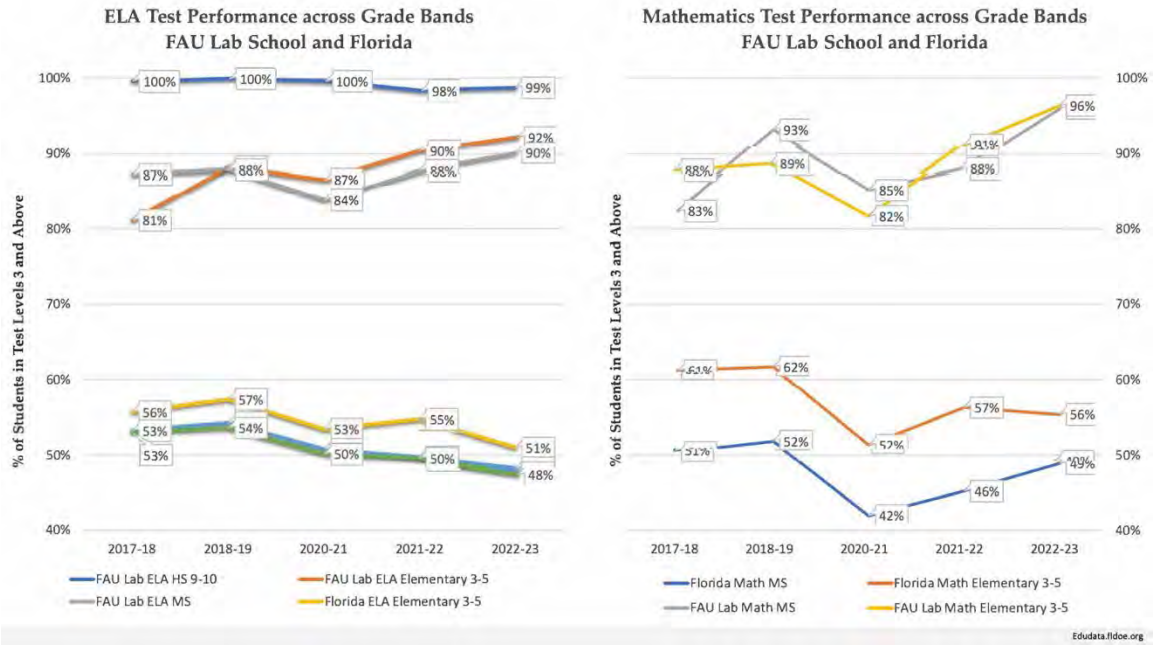
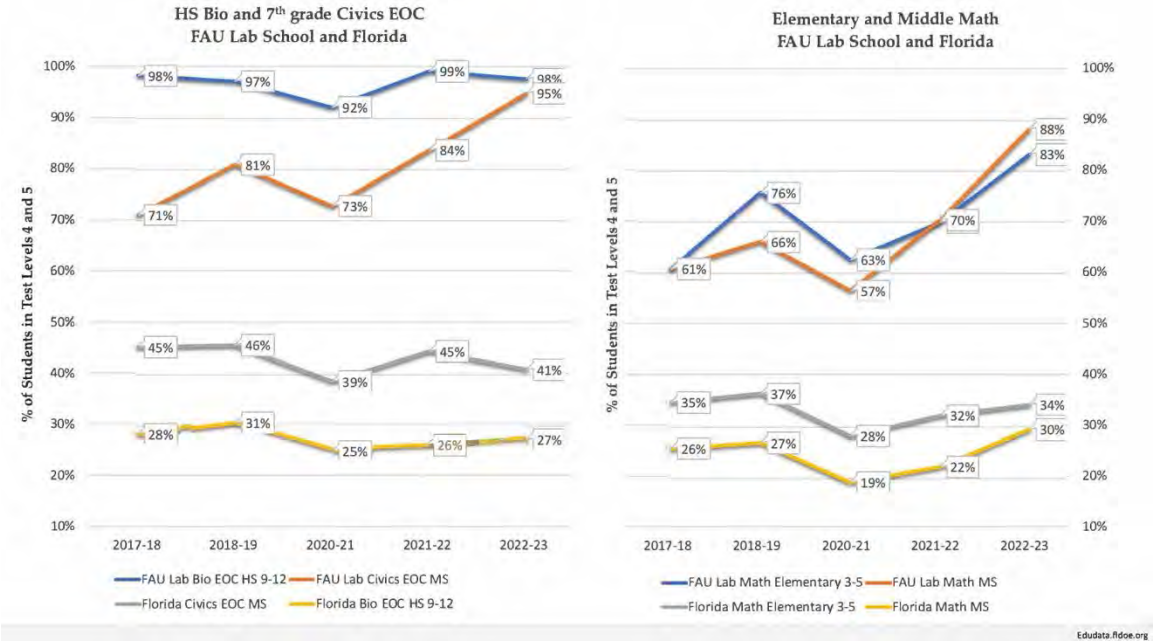
Publications by Teachers/Staff







There are currently 3,249,259 students attending public and private K-12 schools in Florida. These students are supported by approximately 187,031 public school staff, including teachers, librarians, guidance, and administrative personnel serving those students. There are approximately 445,067 students attending private schools and 43,553 private school staff, including teachers, librarians, counselors, and administrative personnel serving those students.

Section 1002.32, F.S. establishes developmental laboratory schools in Florida and guides the work of FAU Lab Schools-A.D. Henderson University Laboratory School and Florida Atlantic University High School. With that, we strive to exceed the goals and vision at the core of the laboratory school model, and in particular those set forth in Section 1002.32, F.S., which states in part,

> 3) MISSION.—The mission of a lab school shall be the provision of a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning. Programs to achieve the mission of a lab school shall embody the goals and standards established pursuant to ss. 1000.03(5) and 1001.23(1) and shall ensure an appropriate education for its students.
>
> (d) Research, demonstration, and evaluation conducted at a lab school may consist of pilot projects to be generated by the affiliated college, the State Board of Education, or the Legislature.

The Institute will be established to respond to the findings of PISA and NAEP data, specifically focusing on Florida schools regardless of affiliation: public, private, charter, or homeschool. By leveraging leadership and teacher professional learning to expand STEM and corollary curricular programs with curriculum competitions throughout the state and nation, the Institute will not only enhance student skills but also directly address the growing demand for a workforce with strong STEM competencies addressing the needs published by the U.S. Bureau of Labor Statistics (2022) projecting over the course of ten years, the demand for STEM occupations will experience a 10.8% increase as opposed to non-STEM occupations increasing only by 2.3%.

This initiative is crucial for ensuring that students are well-prepared for the future job market, where STEM, and presentation and competition skills are increasingly in demand. Moreover, by incorporating STEM and other curriculum competitions, students are not only gaining proficiency in mathematics and science but also strengthening their literacy and presentation skills through heightened engagement and deeper learning experiences.

The Institute will play a vital role in equipping students with the essential skills they need to succeed in the 21st-century workforce. This proactive approach will undoubtedly have a significant and positive impact on student outcomes and overall educational attainment in the state.

ACTIVITIES, GOALS, and METRICS

Activity: The Institute will develop and execute **Leadership Professional Learning** programs tailored for educators at all levels, including teachers, assistant principals, principals, superintendents, and school board members.

Goal: These programs will offer insights gained from experience and a strategic roadmap for adopting a student-centric, competitive approach to curriculum and instruction. The goal is to make school and district decision-makers aware of the successful outcomes of this approach and implement the approach in their school districts, and private and charter schools. Leadership development will create a cascading effect, strengthening the quality of teaching, research, and innovation.

Metrics: This is a new model; therefore, does not have baseline data. Future model execution will be measured by a robust analytics system utilizing both baseline and post hoc data including school and contextual factors such as student participation, attendance, grade point average, discipline, competitive achievements, and performance on state-standardized assessments (FAST & EOC) in English Language Arts, mathematics, science, and social studies. Additionally, participants will learn how to develop and execute a National Merit Scholar Program.

Activity: Expand focused teacher professional learning utilizing a competition-centric curriculum in science, mathematics, social studies, and English Language Arts. This Institute will leverage the platform developed through the **Stiles Nicholson STEM Teacher Academy (SNSTA),** made possible by a $2,000,000 gift to FAU from the Stiles-Nicholson Foundation.

Goal: This hands-on approach to teaching STEM has provided teachers and administrators the opportunity to learn, apply these methods in the classroom, and transform their students into science, mathematics, English Language Arts, and social studies competitors.

Metrics: Through this professional learning model, the SNSTA and FAU Laboratory Schools have trained 458 teachers, impacting 103,217 students in 88 schools and six (6) school districts in Florida. By 2027, the program is projected to reach 900 teachers and 203,025 students in 150 schools across 15 school districts.

Activity: The Institute will expand the impact of the **Cane Institute for Advanced Technologies,** which was made possible by a $1,000,000 gift from the Cane family.

Goal: The platform will be used as a force multiplier in school districts by exposing students and their teachers to today's most complex challenges through hands-on instruction in autonomous vehicles, robotics, virtual reality, augmented reality, automation, aeronautics, robotic agriculture, and artificial intelligence. In turn, these teachers and students, along with industry partners, will use competition platforms to solidify their knowledge, skills, and abilities to solve problems facing Florida and create new technologies to better the world around them.

Metrics: From 2020 to 2023, student participants in the Cane Institute for Advanced Technologies have garnered over 300 competitive STEM awards. Throughout this three-year period, 336 schools were impacted, and 2,000 teachers and 20,000 students were trained in STEM. By 2027, the program is projected to reach 4,000 teachers and 400,000 students in 300 schools across the State of Florida. This pipeline will contribute to the number and percentage of bachelor's degrees in STEM and health.

Activity: **A.D. Henderson University School and Florida Atlantic University Marcus Foundation Research Initiative**. This tried and proven school model, supported by a $2,000,000 gift from the Marcus Foundation, enables students to engage in real-world research starting in kindergarten. By the time students reach high school, they are fully immersed in learning and executing research practices, working in university labs, writing research grants, publishing in peer-reviewed journals, and securing patents. After honing the research program, we expanded to FAU High School in Jupiter in partnership with Max Planck Academy. This unique program is a more intensive STEM high school research experience in partnership with the Max Planck Florida Institute (MPFI) for Neuroscience in Jupiter, Florida. The Academy provides high school students the opportunity to receive mentorship and conduct cutting-edge research at MPFI. Due to the uniqueness of the students' preparation, UF Scripps has taken a particular interest and has engaged many of our high school students to work in laboratories at UF Scripps.

Goal: The model consistently produces workforce-ready students in fields such as healthcare, engineering, computer science, architectural design, robotics, and artificial intelligence.

Metrics: From program inception in 2015, our high school students have published 81 peer-reviewed research articles in journals such as the New England

Journal of Medicine and the Journal of Leukocyte Biology. These student-authored articles have been cited over 1,500 times throughout the globe. They have been awarded 272 grants, earned 6 patents, and have received over 35 awards, including 4 students earning the prestigious Goldwater Scholar designation. By 2028, the program is projected to produce 160 peer-reviewed research articles generating 300 student-authored grants. These articles, supported by student-authored grants, will be cited in excess of 2,500 times globally, earning 60 awards and multiple prestigious scholarly designations, including the prestigious Goldwater Scholarship.

Activity: The Florida Legislature passed several bills supporting the development and implementation of a program of study focused on American Exceptionalism. s. 1004.89, F.S. created the Institute for Freedom in the Americas.

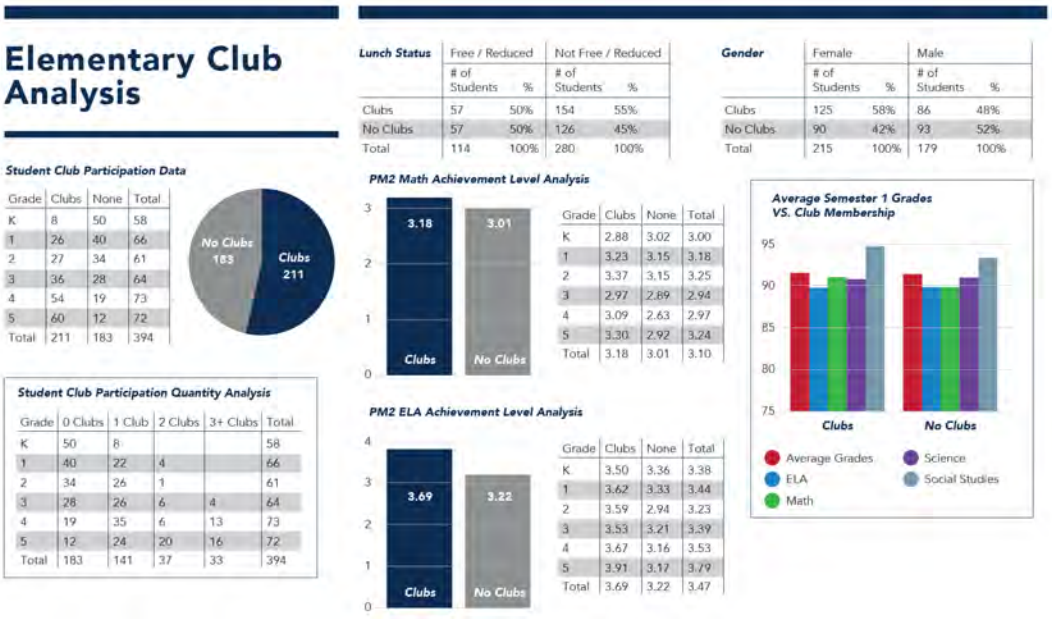
Goal: The **Platform for K-12 "American Exceptionalism"** will support the development of educators and students by aligning curricular programs in U.S. history, American Government, law studies, free-market capitalism, and financial literacy with civics-focused local, state, and national competitions. This program will utilize standards approved by the State of Florida Board of Education and include workshops, guest speakers, and an introduction to the many competitions focused on competitions.

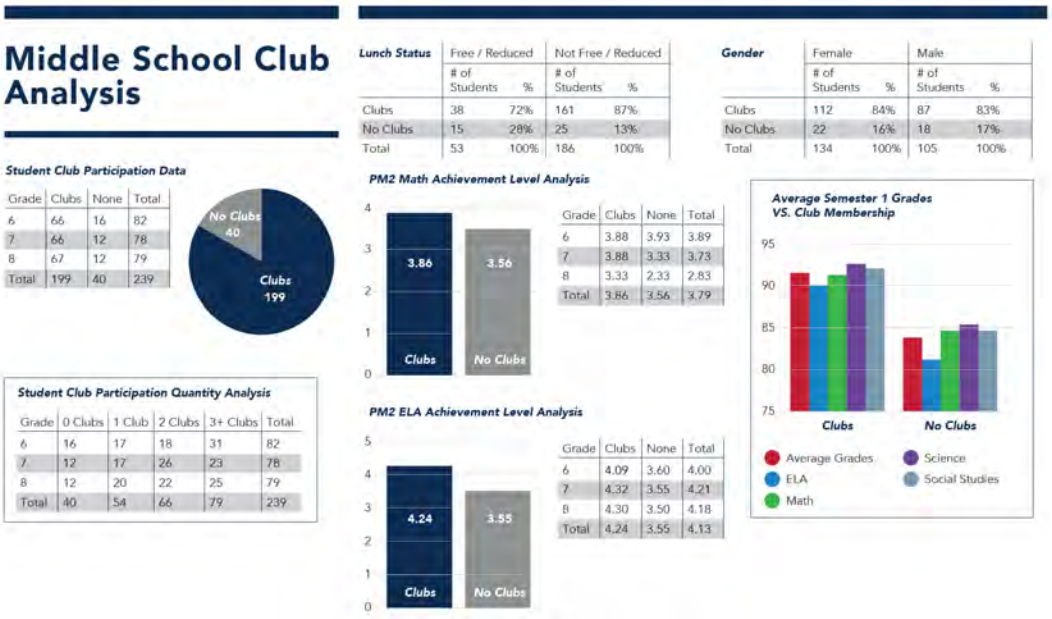
Metrics: The mission of the Institute will be to provide learning opportunities for schools, school districts, charter, private, and home school leaders to learn and disseminate lessons on American Exceptionalism. This program will utilize standards approved by the State of Florida Board of Education and include workshops, guest speakers and introduction to the many competitions focused on speech and debate, Model United Nations, Mock Trial, U.S. Chamber of Commerce Foundation's National Civics Bee, The National History Day Contest, and The National History Bowl, will bring historical documents to life and facilitate the application of lessons learned in the classroom. The goal is to train approximately 100 educators and 100 student leaders a year in American Exceptionalism and pathways to competitions. This multiplier effect will impact thousands of students.

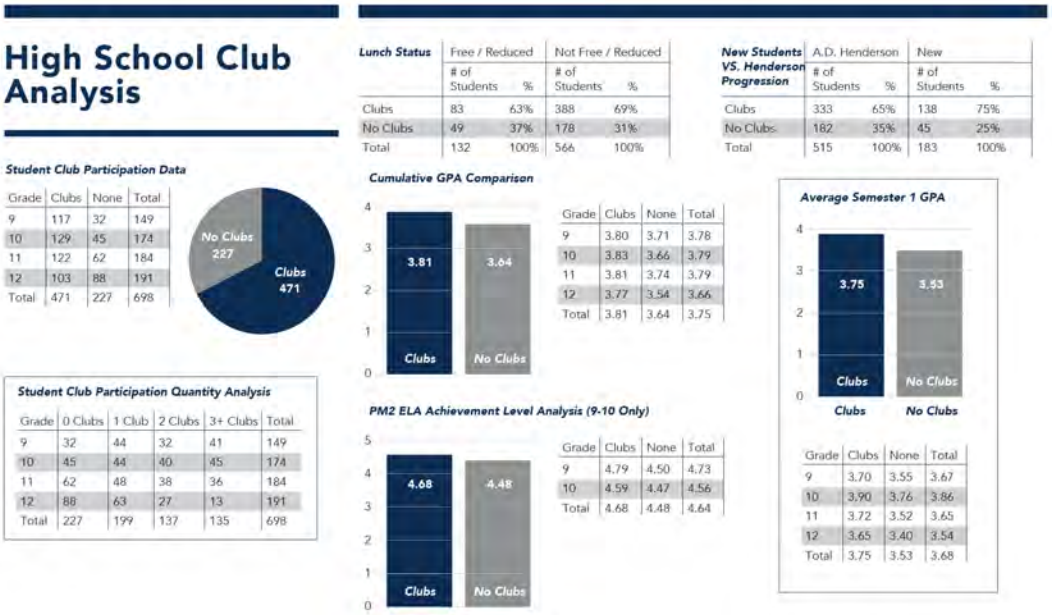
2. *Describe any projected impact on academic programs, student enrollments, and student services.*

This comprehensive plan is focused on enhancing academic programs, particularly in STEM fields, across the state. Strengthening teaching quality,

promoting research activity, and fostering better collaboration with STEM-focused businesses are all potential outcomes of this curricula competition-centric approach to teaching and learning. Moreover, focusing on the K-20 pipeline and emphasizing curricular competitions can effectively nurture interest and talent in these areas from early education through higher levels. This holistic approach has the potential to significantly advance STEM education and innovation within the state.







II. Return on Investment - *Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if the issue focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

Leadership Training for Student-Centered Competitive Approach to Curriculum and Instruction (SNSTA)

Current State (Timeline & Projected Impact)	Number of Participants (Teacher & Administrator)	Number of School Districts	Number of Schools	Number of Students
New Program	New Program	New Program	New Program	New Program
2025-2028	100	20	50	1,000

Teacher Training for Student-Centered Competitive Approach to Curriculum and Instruction (CIAT)

Current State (Timeline & Projected Impact)	Number of Participants (Teacher & Administrator)	Number of School Districts	Number of Schools	Number of Students
2020-2023	458	6	88	103,217
2025-2028	900	15	150	203,025

Student & Teacher Research (MI)

Current State (Timeline & Projected Impact)	Number of Participants (S) Student Publications and (T) Teacher Publications/Research Presentations	Number of Citations	Number of Research Grants	Number of Patents
2015-2024	(S) 81 (T) 49	(S) 1,547	(S) 272	(S) 6
2025-2028	(S) 160 (T) 100	(S) 2,500	(S) 500	(S) 12

The Platform for "American Exceptionalism"

Current State (Timeline & Projected Impact)	Number of Participants (Teacher & Administrator)	Number of School Districts	Number of Schools	Number of Students
New Program	New Program	New Program	New Program	New Program
2025-2028	400	15	150	203,025

III. Personnel – *Describe personnel hiring and retention plans, making sure to connect both plans to initiative(s) and goal(s) described in section I. State the amount of faculty FTE and staff FTE and estimated funding amounts used for retention and new hires in each category. In describing faculty hires, provide overall hiring goals, including academic area(s) of expertise and anticipated hiring level (e.g. assistant professor, associate professor, full professor). Please describe how funds used for faculty or staff retention will help the institution achieve its stated goals.*

The Institute requests $2,000,000 of recurring state funding to establish and sustain the FAU Laboratory Schools Institute. The funding will support one full-time director position responsible for leading the Institute in communicating and executing its goals and strategies for successful implementation of the Institute initiatives, ensuring financial sustainability, fundraising, and leveraging successes to develop and expand partnerships. Funding will also support two managerial/professional staff to develop communication systems, create and maintain a delivery platform for content and resources, and provide technical support.

High-performing content experts and practitioners are essential for providing quality support to teachers, and school and district leaders. The funding will support five full-time faculty at the university school instructor level or higher to serve as content developers, professional learning leaders, and implementation coaches. Fifty-three (53%) of the funds will be allocated towards hiring,

recruitment, and preparing high-performing personnel to successfully implement the Institute initiatives.

The remaining 47% of the funds will be utilized to support and implement the initiatives with fidelity. This includes contracting with an external evaluator to assess the effectiveness of the Institute initiatives and to guide continuous improvement efforts, offering financial incentives for high-need teachers and leaders to participate in professional learning and coaching, supporting data analytics, and publishing and dissemination activities. Additional funds will be used for supplies, materials, and technology to maintain the operations and delivery of services.

IV. Facilities (*If this issue requires an expansion or construction of a facility, please complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	N/A			
2.				

2025-2026 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II

University: Florida Atlantic University

Issue Title: FAU Lab Schools Institute

	RECURRING	NON-RECURRING	TOTAL
Positions			
Faculty	5	0.00	5
Other (A&P/USPS)	3	0.00	3
Total	8	0.00	8
Salaries and Benefits	$1,066,000	$0	$1,066,000
Other Personal Services	$0	$0	$0
Expenses	$934,000	$0	$934,000
Operating Capital Outlay	$0	$0	$0
Electronic Data Processing	$0	$0	$0
Financial Aid	$0	$0	$0
Special Category (Specific)	$0	$0	$0
Total All Categories	$2,000,000	$	$2,000,000