

Committee on K-12

ACTION PACKET

Meeting

Tuesday, January 23, 2007

1:00 p.m.— 4:00 p.m.

212 Knott Building

COMMITTEE MEETING REPORT

Committee on K-12

1/23/2007 1:00:00PM

Location: 212 Knott Building

Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
Anitere Flores (Chair)	X		
Gary Aubuchon	X		
Dorothy Bendross-Mindingall	X		
Marti Coley	X		
Will Kendrick	X		
Curtis Richardson	X		
Garrett Richter	X		
Shelley Vana	X		
Totals:	8	0	0

Committee meeting was reported out: Tuesday, January 23, 2007 6:09:25PM

COMMITTEE MEETING REPORT

Committee on K-12

1/23/2007 1:00:00PM

Location: 212 Knott Building

Other Business Appearance:

Frank Fuller (State Employee) (At Request Of Chair) - Information Only
Okaloosa Applied Technology Center/ Common Campus 1976 Lewis Turner Blvd.
Fort Walton Beach Florida 32547

Florida's New Standards

Mary Jane Tappen (State Employee) - Information Only
Florida Department of Education
325 W. Gaines St. Suite 501A
Tallahassee Florida 32399
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Florida's New Standards

Barbara Elzie (State Employee) (At Request Of Chair) - Information Only
Just Read, Florida!
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Tallahassee Florida 32399

Florida's New Standards

Kate Kemker (State Employee) (At Request Of Chair) - Information Only
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Tallahassee Florida 32399
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Global Competitiveness

Cheri Pierson Yecke (Lobbyist) (State Employee) - Information Only
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325 W. Gaines
Tallahassee Florida 32399
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K-12 Education & Bioscience in the 21st Century

Deborah Leach-Scampavia - Information Only
Scripps Florida
5353 Parkside Dr.
Jupiter Florida 33458
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K-12 Math & Science Education

Norman, E. Thagard, M.D. (At Request Of Chair) - Information Only
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2525 Pottsdamer St.
Tallahassee Florida 32310
Phone: 850-410-6432

Committee meeting was reported out: Tuesday, January 23, 2007 6:09:25PM

COMMITTEE MEETING REPORT

Committee on K-12

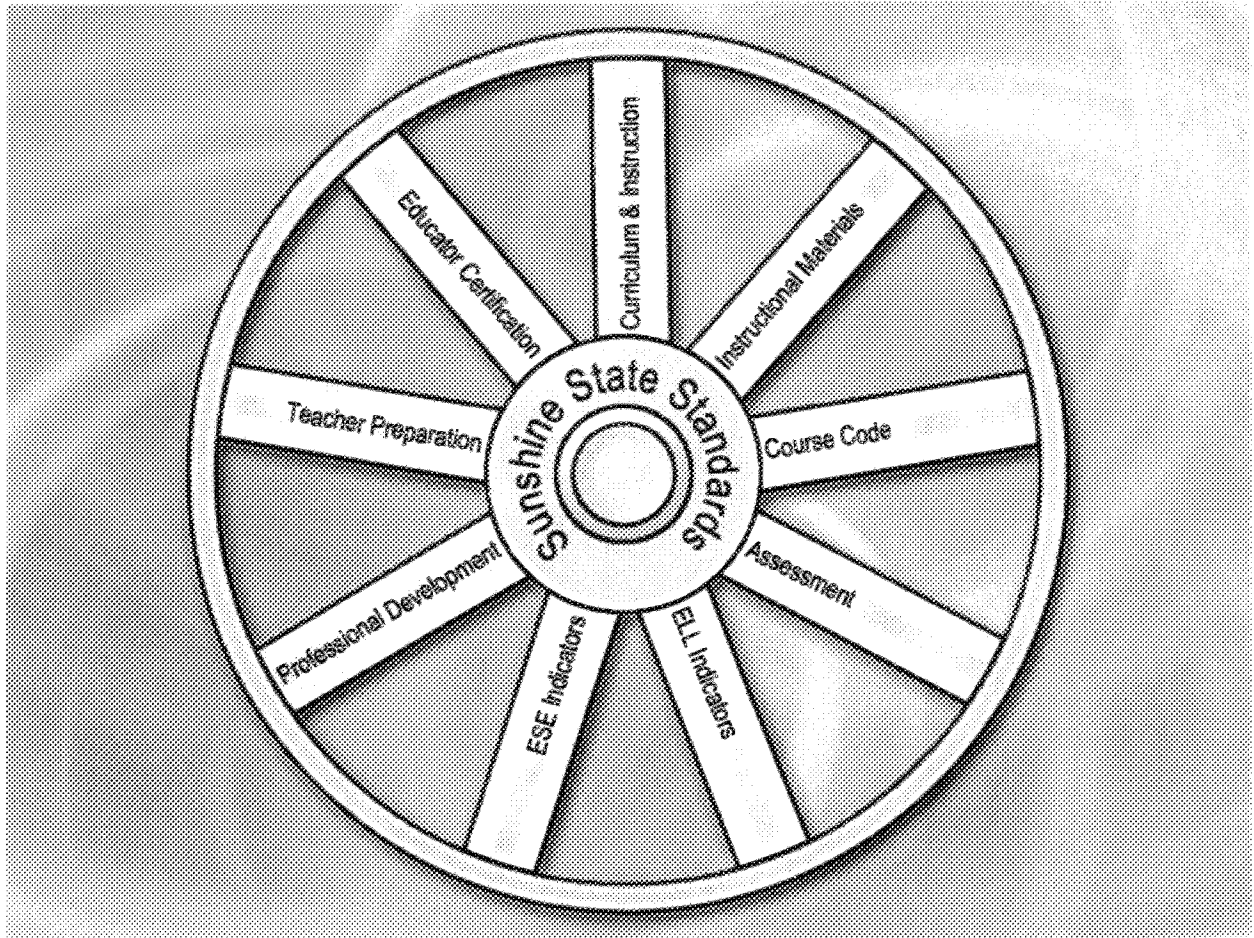
1/23/2007 1:00:00PM

Location: 212 Knott Building

Summary: No Bills Considered

Committee meeting was reported out: Tuesday, January 23, 2007 6:09:25PM

FLORIDA DEPARTMENT OF EDUCATION
Annual Status Report



SUBMITTED BY

John Winn, Commissioner of Education

A Commitment to Excellence

In 2006, the Florida Legislature boldly stated its commitment to higher and more challenging academic performance standards for Florida's children by passing HB 7087. Florida law now reads:

§ 1001.03(1) ... The State Board of Education shall approve the student performance standards known as the Sunshine State Standards in key academic subject areas and grade levels. The state board shall establish a schedule to facilitate the periodic review of each subject area to maintain rigor, relevance, integration, and reinforcement for student achievement and articulation and evaluate how the standards are taught at each grade level.

The implementation of a **world class curriculum** for students in the state of Florida includes developing a challenging curriculum, ongoing professional development, and ensuring access to all of the resources necessary for students to compete in the global arena of the twenty-first century. These resources include rigorous courses, valid assessments, high quality educators, strong professional development, and relevant instructional materials – all of which align to the academic standards.

Challenging curriculum: The first key component is the development of demanding standards across all curriculum areas. The academic standards are the foundation in which courses of study should be built for core subjects such as English, reading, language arts, mathematics, science, world languages, civics, government, economics, arts, history, and geography.

The development of rigorous courses includes an alignment to the academic standards, with relevant content that develops students learning and thinking skills. Relevant content must be embedded in a 21st century context with the use of relevant and real world examples, applications and settings to frame academic content for students, enabling them to see the connections between their studies and the world in which they live. Hence, students will be able to develop 21st century skills that are identified as information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills.

Ongoing professional development: A well-planned, ongoing professional development program must be tied to the academic standards and curriculum goals of the

Department of Education. Strong professional development includes partnerships with universities, consortiums, and research centers to effectively evaluate the impact on student achievement. A core of curriculum must be developed through these partnerships that addresses tools for school districts and local staff developers to use for critiquing professional development offerings as potentially impacting student achievement for planning purposes. In addition, districts must have access to establishing and disseminating through training sound research practices that reach down to the classroom level to ensure that teachers are evaluating their own instructional practice in relation to student achievement.

Access to 21st century resources: 21st century skills have been identified as higher-order thinking or learning skills that are necessary for workforce development and community life. These include information and communication skills, in which students can analyze, evaluate, and manage various forms of information to effectively communicate with others through written word, oral presentations, and multimedia products. These skills are essential to prepare students for jobs in today's information age.

Students and teachers must have access to innovative digital technologies and learning opportunities. These resources include ubiquitous access to computers, technology devices, and digital content to be integrated into core curricula as means to academically prepare students for achievement in a constantly changing economy.

The Florida Department of Education Annual Status Report on the Sunshine State Standards provides the current status and ongoing plans and commitment for the reforming of student academic performance standards that will align with a **world-class curriculum**. This is a commitment that is shared by educators across Florida, as evidenced by the overwhelming level of public feedback to this revision process. Our goal now is to move forward with confidence and a sense of purpose as we begin implementing these higher and more rigorous standards.

Overview of Sunshine State Standards

Background

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. These original standards were written in seven subject areas and were divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

As Florida moved toward greater accountability for student achievement at each grade level, the Sunshine State Standards were further defined with specific “Grade Level Expectations” added over time. However, as time went on, two realities appeared that magnified the need to increase the level of rigor in Florida’s academic standards. First, as the achievement of Florida students began to increase over time, it was recognized that the level of rigor in the 1996 standards was inadequate to address the increased levels of achievement registered by our students. Second, ample evidence from both national and international measures of student achievement indicated the urgent need for higher levels of challenge for all of our students. This could not occur without a serious effort to increase the level of rigor and expectations across the board for all Florida students.

This realization was not isolated to a review and revision of only one academic area, and went far beyond increasing the rigor of the standards. Furthermore, it was recognized that to ensure full implementation of the new standards, it will be necessary to align them with assessments, instructional materials, professional development, and teacher licensure exams. This way, the new standards and their higher levels of rigor will be fully integrated into the entire culture of K-12 instruction. This move sets the stage for higher levels of rigor, and higher academic achievement, for decades to come.

Guiding principles for revising standards

In revising the standards, The Florida Department of Education initiated the review of current standards by using analyses articulated by external groups. Their feedback assisted in the guidance of the revision process. National entities, including the *Council of Basic Education* and the *AP College Board*, made a number of common observations

and provided solid recommendations that produced the guiding principles for the revision process. These included:

1. **Streamline** the standards so that the breadth of coverage is more manageable. A reduction in the number and scope of benchmarks is needed to assist teachers with lesson planning, curriculum pacing and focusing on the essential knowledge needed for students in each grade level.
2. **Organize** the revision by specific grade level, incorporating the extensive list of “Grade Level Expectations” into grade level benchmarks or eliminating them if duplication, repetition or a lack of cognitive complexity was observed.
3. **Index** the standard for easy use by teachers in specific subject and grade levels.
4. **Use clear and concise** language in standards and benchmarks.
5. Carry the **rigor** reflected in grade K-5 benchmarks through to grades 6-12.
6. Address the lack of cognitive complexity across all grades levels by consistently **increasing levels of cognitive complexity** to encourage the development of specific critical thinking skills, relevance of content, and increased levels of rigor.
7. At the secondary level, include those **skills needed for postsecondary** success and work related skills.

Koret Task Force

The Koret Task Force is comprised of some of America’s most prestigious scholars. Sponsored by Stanford University’s Hoover Institution, this group regularly evaluates cutting edge education reforms that will enhance the quality of K-12 education throughout the nation.

One of the recommendations of the Koret Task Force is for Florida to strengthen its reading standards by providing specific content at each grade level. Their report states: “...unless one is introduced systematically to material in a wide range of subjects, one does not acquire the knowledge necessary to achieve proficient in reading comprehension (p. 10). They cite this issue as one cause of the national decline in reading comprehension as students enter middle and high school: students might be

fluent readers, but without a rich and varied foundation of background knowledge, they cannot “comprehend the increasingly complex text encountered at higher grade levels (Ibid., p. 11).

The newly revised Sunshine State Standards for Reading and Language Arts addresses this issue in two ways. First, the new standards have moved away from their former emphasis on fictional text and now have a greater emphasis on non-fiction text. Second, the new standards state that reading materials are to be selected so they:

- “begin building a core base of knowledge” (elementary)
- “expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture” (middle school)
- “expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.” (high school)

The Koret recommendations are congruent with this approach:

If Florida revamps its curriculum as it implements the changes in its state standards so as to ensure a steady acquisition of essential knowledge throughout the many years of schooling, it can become a pioneer in curricular reform, just as it has been one in accountability and school choice (Ibid, p. 11).

Clearly, addressing this issue must go beyond the recently revised Reading and Language Arts Standards to encompass standards in history, social studies, science and other disciplines. Initial feedback from teachers and curriculum supervisors in language arts and social studies indicates an agreement with the need to provide consistency in grade level content.

Therefore, the specific content for reading recommended by the Koret Task Force cannot be determined until the standards in social studies and science are revised. Only then will there be a set body of knowledge, by grade level, to assist reading and language arts teachers in their selections of non-fiction materials. The plan is for this process to begin after the adoption of new science and social studies standards in late 2007.

In the meantime, teachers, parents, and curriculum specialists may access the Florida Standards website at <http://flstandards.org> for updated suggested readings to help students build a core foundation of knowledge.

Reading and Language Arts Standards:

Revision Process and Stakeholder Input

Due to the foundational importance of reading, the Reading and Language Arts standards were selected as the first to be reviewed and revised. (See Appendix A for an outline of the standards.) Beginning in 2005 and continuing into 2006, a number of activities took place. These included meetings with Language Arts and Reading supervisors, teachers, content specialists, professional organizations, and other stakeholders. Continuous stakeholder input was encouraged throughout this phase, through both hard copy and a web-based input system that ensured stakeholder ease in providing meaningful feedback. Meetings were also held with the Assessment Office to evaluate consistency in concepts across grade levels and to ensure that the standards were measurable.

Many people were involved in the review and revision of the Reading and Language Arts Standards. We extend our thanks to all of the teachers and members of the public for their active interest in this important area of work, and we look forward to continuing to work with them as partners in implementing these higher expectations for all of Florida's students.

- Florida's Council of Language Arts Supervisors,
 - *administrators and specialists responsible for supervising, coordinating, and promoting effective English language arts instruction*
- Florida Council of Teachers of English,
 - *educators, professors, and supervisors responsible for teaching English and Language Arts in Florida*
- Reading Supervisors of Florida,
 - *a professional organization for district leaders of reading programs*
- Florida Association for Media in Education,
 - *library media professionals*
- Florida Center for Reading Research,
 - *provide technical assistance to all states for the National Reading First Initiative,*
- Florida Association of Supervisors of Media,
 - *supervisors, university faculty and others responsible for school library media programs*

- FCAT Reading Content Advisory Committee,
 - reading and/or language arts professionals from schools, school districts, and universities
- FCAT Writing Content Advisory Committee,
 - writing or language arts professionals from schools, school districts, and universities
- Statewide Advisory Committee for the Education of Exceptional Students
 - educators, district leaders, and other stakeholders for Exceptional Student Education

New Features

To ensure that the new standards would meet the needs of all children, meetings were held with staff members and experts responsible for the education of both exceptional education students and those with limited English proficiency, as well as teachers representing both groups. This helped to facilitate adding access points both for students with significant cognitive disabilities as well as English Language Learners.

(For more information, see Appendix B.)

Access points for students with significant cognitive disabilities and English Language Learners will be available online in early 2007 (www.flstandards.org/). From this web

1996	2006
Reading	Reading
Literature	Literary Analysis
Writing	Writing Process
Language	Writing Applications
Listening, Viewing, & Speaking	Communication
	Information and Media Literacy

site, teachers will be able to print custom copies of the Reading and Language Arts Standards by grade level, with or without access points for students with significant cognitive disabilities and English Language Learners.

In addition to revising the content that was already in the standards, developers

felt a strong commitment to ensuring that the standards addressed twenty-first century needs. For example, the areas of Technology and Information Literacy were not addressed in the 1996 standards, but have a prominent place in the 2006 revisions.

Current Status

The newly revised Reading and Language Arts Standards are scheduled to be approved by the State Board of Education in January 2007. Teachers will begin to transition to the new standards in the 2007-08 school year.

Mathematic Standards

In the summer of 2006, a panel of national experts provided guidance on the revision of the current math standards for Florida's students. This group, comprised of mathematic and science specialists from universities, advisory groups, and councils, worked together to develop a framework for math standards that was far more rigorous than that with which our students currently are provided.

Framework for the Mathematic Standards

At the K–7 grade level, the document titled *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics* from the National Council of Teacher of Mathematics (NCTM) provided guidance in the form of increased rigor and higher expectations, with specific and focused grade level benchmarks. Examples from the math standards used in Singapore, the world's leader in mathematics achievement, were utilized to ensure rigor, focus, specificity, and progression of content.

At the secondary grade level, committee members received recommendations from the College Board and also examined standards from California and Indiana, rated among the nation's best. This analysis of 9-12 discipline standards, which included Algebra, Discrete Math, Calculus, Geometry, Trigonometry, Probability, and Statistics, was approached in a "top-down" fashion. The skills graduates need to proceed into college without remediation were identified, and then the standards for grades twelve and below were developed.

Writing Process

Two writing teams are now using the framework to develop content specific benchmarks for each grade level. Educators, supervisors, and mathematic specialists from Florida's school districts are members of the writing teams.

Current Status

The writing teams are developing first drafts of the math standards. Upon completion of these initial drafts, public input and feedback from stakeholders will be actively gathered, and modifications will be made. This process will last through April 2007.

It is anticipated that the revised standards will be in final form and ready for approval by the State Board of Education no later than June 2007.

Updates, presentations, and opportunities for online input will be available at <http://flstandards.org>.

Upcoming Revisions

In keeping with the review and revise cycle established by the State Board of Education in January 2006, the standards for Reading and Language Arts were revised during 2005-06; and revision of the Mathematics standards began in 2006 and will be completed in 2007.

Scheduled for review and revision in 2007 are standards in Science and Social Studies. (See Appendix C for the full schedule and Appendix D for the more detailed description of project milestones.)

Appendix A

2006 Reading & Language Arts Standards

The full text of the standards with grade level benchmarks is available at the Florida Standards website (<http://flstandards.org>). Below is an outline of the standards document.

Reading Process

Concepts of Print

Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.

Phonological Awareness

Standard: The student demonstrates phonological awareness.

Phonemic Awareness

Standard: The student demonstrates phonemic awareness.

Phonics/Word Analysis

Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

Vocabulary Development

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

Reading Comprehension

Standard: The student uses a variety of strategies to comprehend grade level text.

Literary Analysis

Fiction

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

Non-Fiction

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

Writing Process

Pre-Writing

Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

Drafting

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

Revising

Standard: The student will revise and refine the draft for clarity and effectiveness.

Editing for Language Conventions

Standard: The student will edit and correct the draft for standard language conventions.

Publishing

Standard: The student will write a final product for the intended audience.

Writing Applications**Creative**

Standard: The student develops and demonstrates creative writing.

Informative

Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.

Persuasive

Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

Communication**Penmanship**

Standard: The student engages in the writing process and writes to communicate ideas and experiences.

Listening and Speaking

Standard: The student effectively applies listening and speaking strategies.

Information and Media Literacy**Informational Text**

Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.

Research Process

Standard: The student uses a systematic process for the collection, processing, and presentation of information.

Media Literacy

Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

Technology

Standard: The student develops the essential technology skills for using and understanding conventional and current.

Appendix B

Access Points for Students with Significant Cognitive Disabilities

The intent of the access points is to provide access to the general curriculum for students with significant cognitive disabilities. The access points consist of foundational skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the Sunshine State

Standards while still providing rigor and challenging academic expectations for students with significant cognitive disabilities. Access points were developed with three levels of complexity for these students to ensure that all, even those students with the most significant cognitive disabilities, have access to the Sunshine State Standards. The three levels of complexity are Independent, Supported, and Participatory.

Independent: Students working at this level are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others. Students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills. Assistive or adaptive aides may be used as long as they are accessed independently.

Supported: Students working at this level are generally considered to be capable of achieving supported independence in adulthood. These students will require supervision and support through their lives but can learn many skills to maximize their independence. Students working at the supported level are expected to perform the behaviors identified for each benchmark with assistive or adaptive aides, supervision, or prompting.

Participatory: Students working at this level are generally considered to have significant limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily needs in adulthood. Students working at the participatory level are expected to perform behaviors identified for each benchmark at a level consistent with their own capabilities with varying amounts and types of assistance.

The following example from Grade 1 Writing Applications (Figure 1) demonstrates how the three levels of complexity have been embedded to each of the standards.

Creative		Standard: The student develops and demonstrates creative writing.		
	The student will:			
LA.1.4.1.1	- write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and			
LA.1.4.1.2	- participate in writing simple stories, poems, rhymes, or song lyrics.			
Access Points for Students with Significant Cognitive Disabilities				
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:		<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - create pictures that tell a story and with dictated words and phrases; and - contribute to group writing of simple rhymes. 		<ul style="list-style-type: none"> - create pictures to tell a story about familiar persons or objects with dictated labels; and - contribute to group recitation of familiar rhymes, songs, or chants. 		<ul style="list-style-type: none"> - communicate recognition of familiar persons or objects; and - respond to rhythm and rhyme in familiar poems, rhymes, or songs.

Figure 1

FLORIDA DEPARTMENT OF EDUCATION
Annual Status Report

Appendix C

Sunshine State Standards Revision Cycle Adopted January 2006

Subject	STANDARDS	INSTRUCTIONAL ASSISTANCE		
	Standards Revision	Course Description Revision	Specifications Developed for Instructional Materials	Adoption of Instructional Materials
Reading K-12	Start 6/05 Complete 6/06	Start 2/06 Complete 8/06	2005	2007-2008
Language Arts (<i>literature, speech, journalism, composition</i>)	Start 6/05 Complete 6/06	Start 2/06 Complete 8/06	Start 6/06 Complete 8/06	2008-2009
Math	Start 6/05 6/06 Complete 5/07	Start 2/07 Complete 8/07	Start 6/07 Complete 8/07	2009-2010
Science	Start 5/07 Complete: 2/08	Start 2/08 Complete 8/08	Start 6/08 Complete 8/08	2010-2011
Social Studies	Start 8/07 Complete 2/08	Start 2/09 Complete 8/09	Start 6/09 Complete 8/09	2011-2012
6-12 Computer Ed/Business, Tech Ed K-5 Computer Ed 6-12 Tech Ed 9-12 Industrial Ed 6-12 Family & Consumer Sciences (including ESE) 6-12 Health Sciences K-12 Foreign languages K-12 Physical Ed K-12 Health Education (including ESE) Driver's Ed Humanities	Start 6/09 Complete 2/10	Start 2/10 Complete 8/10	Start 6/10 Complete 8/10	2012-2013
Visual and Performing Arts	Start 6/10 Complete 2/11	Start 2/11 Complete 8/11	Start 6/11 Complete 8/11	2013-2014

Appendix D

Milestones for Revision Process by Date

- February 2006: Revisions to Reading and Language Arts standards are developed; internal DOE meetings to examine the rigor of the benchmarks.
- March 2006: Draft presented to the State Board of Education; web based input system is provided for stakeholders who are notified through emails, listservs, announcements, and paperless system.
- April 2006: Coordinated with Assistant Superintendent from Leon County to have teachers work for a day on the standards.
- May 2006: DOE team thoroughly examines the results from the input system; staff members attend meetings with curriculum advisory groups to gather input on the standards.
- May 2006: ELA performance indicators aligned with Reading and Language Arts standards; continuity and rigor examined in standards.
- June 2006: Meetings with external advisory groups.
- July 2006: Website developed for revision of Sunshine State Standards; meetings with curriculum supervisors and university professors at conference on the standards; external reviewer examines draft of standards.
- August 2006: Mathematic standards broken down by strands; external advisory group meetings on the mathematic standards. ESE performance indicators for Reading and Language Arts standards revised.
- September 2006: Framers provide guidance on Mathematic standards.
- October 2006: Writers for Mathematic standards meet to develop draft of student performance indicators.
- November 2006: ELA performance indicators revised for Reading and Language Arts standards; writers for Mathematic standards continue work on draft; crosswalk for standards developed.
- December 2006: Reading and Language Arts standards presented to State Board of Education for consent approval; external reviewers examine draft of the Mathematic standards.
- January 2007: Content advisory team examines course code for Reading and Language Arts standards; final draft of Reading and Language Arts standards presented to State Board of Education for approval.

- February 2007 Website made available for Reading and Language Arts that crosswalks from old to new standards; draft document for Mathematics standards available for public review.
- March 2007 Develop professional development plan for awareness and training on the revised Reading and Language Arts standards; ESE indicators added to the Mathematics standards.
- April 2007 Work group continues development of courses for Reading and Language standards; ELA indicators added to the Mathematics standards.
- May 2007 Professional development on Reading and Language Arts standards with districts; Mathematic standards presented to State Board of Education for consent approval; crosswalk developed for old to new Mathematics standards; external advisory group meeting for the framework of the Science standards.
- June 2007 Work begins with external advisory group meetings on the revision of the Science standards; external advisory group meeting for the framework of the Social Studies standards; content advisory team for alignment of courses with Mathematic standards.
- July 2007 Work begins with external advisory group meetings on the revision of the Social Studies standards.
- August 2007 External reviewers provided draft of Science standards and Social Studies standards.
- September 2007 Work group revises draft of Science standards and Social Studies standards from external reviewers.
- October 2007 Web-based input system available for Science standards and Social Studies standards; meeting with external advisory groups on standards at curriculum conferences.
- November 2007 ESE performance indicators embedded in the Science standards and Social Studies standards.
- December 2007 Science standards and Social Studies standards available for public review and input.

OKALOOSA COUNTY SCHOOL DISTRICT
Dr. Alexis Tibbetts, Superintendent

SCHOOL BOARD MEMBERS

Cathy Thigpen, Chairperson
Howard Hill
Cindy Frakes
Chuck Kelley
Rodney Walker



- ★ Honorable Mention - E3/2005
United States Department of Labor
- ★ George Kirkpatrick Innovation Award - 2004
- ★ Co-1st Place Award for National Accelerated Practice - 2004
- ★ Florida Workforce **CHOICE** Replication Project
- ★ Workforce Florida Champion - 2005

WORKFORCE DEVELOPMENT
Mary Lou Reed, Executive Director
Linda Sumblin, Assistant Director
Robert Dobson, Chairman



KEY COMPONENTS OF CHOICE

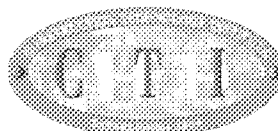
- Career and profession preparation is THE primary function of a comprehensive high school.
- Career Institutes are determined by an analysis of local, regional, state and national employment needs.
- Career Institutes provide training that permits students to enter the work force at various access points.
- Career Institutes have college/university/technical training center partners.
- A high school diploma is a by-product of career education.
- Career and Profession Institutes issue industry certifications.
- Continual teacher training and certification attainment are essential components for Institutes.
- Direct marketing to families/students allows Institutes to be the major part of the students' career planning.
- Career Institutes are designed to operate at district high schools, at off-school locations (work place), private and public technical centers, college/university locations, and on-line.
- **CHOICE** has a central management organizational model built upon a franchise and joint venture distribution structure.
- **CHOICE** is designed as a seamless program - grades 7 through 16....and beyond.
- **CHOICE** requires rigorous course content with support for students.
- **CHOICE** supports Gold Seal Scholarship Programs.
- **CHOICE** operates as a partnership with Workforce Florida.



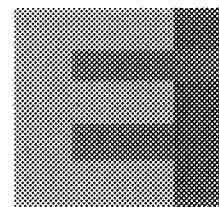
AEROSPACE INSTITUTE
Chestawhatchee High School
Aviation Institute
Crestview Aerospace



INFORMATION TECHNOLOGY INSTITUTE
Niceville High School
Common Campus



CONSTRUCTION TECHNOLOGY INSTITUTE
Common Campus
Crestview V.T.



ENGINEERING INSTITUTE
Chestawhatchee High

Creative Arts Institute

Digital Arts
Digital Animation
Digital Circus
Graphic Arts

Common Campus
Crestview V.T.