



K - 12
Subcommittee
Wednesday, February 13, 2013
2:00 p.m. – 4:00 p.m.
17 HOB

Meeting Packet

Will Weatherford
Speaker

Janet H. Adkins
Chair



AGENDA

K-12 Subcommittee
Wednesday, February 13, 2013
2:00 p.m. – 4:00 p.m.
17 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Consideration of the following bill:
 - HB 53 Student Assessment Program for Public Schools by Diaz, M.
- IV. Workshop on high school graduation requirements
- V. Closing Remarks and Adjournment

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

K-12 Subcommittee

Start Date and Time: Wednesday, February 13, 2013 02:00 pm
End Date and Time: Wednesday, February 13, 2013 04:00 pm
Location: Morris Hall (17 HOB)
Duration: 2.00 hrs

Consideration of the following bill(s):

HB 53 Student Assessment Program for Public Schools by Diaz, M.

Workshop on high school graduation requirements

Pursuant to rule 7.12, the deadline for amendments to bills on the agenda by a member who is not a member of the subcommittee shall be 6:00 pm, Tuesday, February 12, 2013.

By request of the Chair, all subcommittee members are asked to have amendments to bills on the agenda submitted by 6:00 pm, Tuesday, February 12, 2013.

NOTICE FINALIZED on 02/06/2013 13:33 by Gilliam.Ann



Amendment No.1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

1 Committee/Subcommittee hearing bill: K-12 Subcommittee
2 Representative Diaz, M. offered the following:

Amendment (with title amendment)

5 Remove line 21 and insert:
6 assessments, and report the schedules to the Department of
7 Education.

11 -----
12 **T I T L E A M E N D M E N T**

13 Remove lines 6-7 and insert:
14 assessments and publish the schedules on its website; requiring
15 reporting of testing and reporting schedules to the Department
16 of Education; providing an effective date.

1 A bill to be entitled
 2 An act relating to the student assessment program for
 3 public schools; amending s. 1008.22, F.S.; requiring
 4 each school district to establish and approve testing
 5 and reporting schedules for district-mandated
 6 assessments and publish the schedules on its website;
 7 providing an effective date.

8
 9 Be It Enacted by the Legislature of the State of Florida:

10
 11 Section 1. Paragraph (d) is added to subsection (8) of
 12 section 1008.22, Florida Statutes, to read:

13 1008.22 Student assessment program for public schools.—

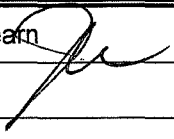
14 (8) LOCAL ASSESSMENTS.—

15 (d) Each school district shall establish schedules for the
 16 administration of any district-mandated assessment and the
 17 reporting of student test results and approve the schedules as
 18 an agenda item at a district school board meeting. The school
 19 district shall publish the testing and reporting schedules on
 20 its website, clearly specifying the district-mandated
 21 assessments.

22 Section 2. This act shall take effect July 1, 2013.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 53 Student Assessment Program for Public Schools
SPONSOR(S): Diaz, Jr. and others
TIED BILLS: IDEN./SIM. **BILLS:** SB 478

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee		Beagle GB	Ahearn 
2) Education Appropriations Subcommittee			
3) Education Committee			

SUMMARY ANALYSIS

Beginning with the 2014-15 school year, each school district must adopt a rigorous student assessment for each subject and grade level not tested by statewide assessments. Such assessments must be used to measure student learning gains and mastery of course content and to evaluate the performance of classroom teachers of these courses.

In addition, Florida law requires each district school board to periodically assess student performance based upon the content established in the Next Generation Sunshine State Standards and local goals that are consistent with the state plan for education and that supplement the knowledge and skills necessary for successful grade-to-grade progression and high school graduation. The law does not specifically require school districts to establish schedules for administering district assessments and reporting test results.

The bill requires each school district to establish schedules for administering school district assessments and reporting student test results. These schedules must be approved by the district school board as an agenda item at a board meeting. The schedules must be published on the school district website in a manner that clearly identifies each applicable district-mandated assessment.

The bill does not have a fiscal impact on state or local governments.

The bill takes effect July 1, 2013.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

School District Assessments

In addition to participation in the statewide assessment program,¹ Florida law requires each district school board to periodically assess student performance based upon the content established in the Next Generation Sunshine State Standards and local goals that are consistent with the state plan for education and that supplement the knowledge and skills necessary for successful grade-to-grade progression and high school graduation.²

In August 2010, Florida was one of 11 states and the District of Columbia awarded federal Race to the Top grant funds.³ Florida received \$700 million to implement various education reforms, including reforms to instructional personnel⁴ and school administrator⁵ performance evaluations.⁶ Sixty-two of 67 school districts, 209 charter schools in 27 of the participating districts, and three university lab schools are participating in Race to the Top.⁷ Fifty local teachers unions agreed to collaborate with their school districts in implementing these reforms.⁸ The Legislature enacted the Student Success Act in May 2011, which, among other things, codified Florida's Race to the Top performance evaluation reforms into state law.⁹

Among other things, the Student Success Act required at least 50 percent of each instructional personnel's and school administrator's performance evaluation to be based upon student performance.

¹ The statewide assessment program for public schools includes the Florida Comprehensive Assessment Test 2.0 (FCAT) and statewide standardized end-of-course (EOC) assessments. FCAT assesses reading (grades 3-10), mathematics (grades 3-8), science (grades 5 and 8), and writing (grades 4, 8, and 10). EOC assessments for high school students include Algebra I, Biology I, geometry, and U.S. History. Beginning in the 2012-13 school year, middle school students will take an EOC assessment in Civics as a field test. Beginning in the 2014-15 school year, students must pass the EOC assessment to be promoted from the middle grades. Section 1008.22(3)(c)2.b., F.S.

² Section 1008.22(5), F.S.

³ American Recovery and Reinvestment Act of 2009, Pub. L. No. 111-5, 123 Stat. 115 (Feb. 17, 2009); Press Release, U.S. Department of Education, *Nine States and the District of Columbia Win Second Round Race to the Top Grants* (Aug. 24, 2010), <http://www.ed.gov/news/press-releases/nine-states-and-district-columbia-win-second-round-race-top-grants> (last visited Feb. 5, 2013).

⁴ Instructional personnel include classroom teachers; student services personnel, e.g., guidance counselors, social workers, career specialists, and school psychologists; librarians and media specialists; other instructional staff, e.g., learning resource specialists; and education paraprofessionals under the direct supervision of instructional personnel. Section 1012.01(2), F.S. Although substitute teachers are classified as classroom teachers, the law specifically excludes them from performance evaluation requirements. Section 1012.34(3)(a), F.S.

⁵ Section 1012.34(1)(a), F.S. School administrators include school principals, school directors, career center directors, and assistant principals. Section 1012.01(3), F.S.

⁶ U.S. Department of Education, *Race to the Top Funding Status*, <http://www2.ed.gov/programs/racetothetop/funding.html> (last visited Feb. 5, 2013); Florida Department of Education, *Florida's Race to the Top: hearing before the House Education Comm.* (Jan. 13, 2011).

⁷ Participating lab schools are the Florida Atlantic University, Florida A & M University, and University of Florida lab schools. The Baker, Dixie, Hamilton, Palm Beach, and Suwannee County school districts are not participating in the grant. Email, Florida Department of Education, Legislative Affairs Director (Nov. 16, 2012).

⁸ Florida Department of Education, *Florida's Race to the Top Memorandum of Understanding: hearing before the House K-20 Competitiveness Subcomm.* (Feb. 23, 2011).

⁹ Section 2, ch. 2011-1, L.O.F., codified at s. 1012.34, F.S. (2011); see Florida Department of Education, *Florida's Race to the Top Memorandum of Understanding for Phase 2*, at 10-13 (May 3, 2010), available at <http://www.fldoe.org/arra/pdf/phase2mou.pdf>.

Student learning growth, with certain exceptions,¹⁰ is the primary measure of student performance used to evaluate these employees. Learning growth must be measured by statewide assessments and, for subjects and grade levels not tested by statewide assessments, school district assessments.¹¹ Student learning growth formulas tied to these assessments must be used to determine the amount of learning growth a student makes in the year he or she is assigned to the instructional personnel or school administrator.¹²

The Student Success Act also required each school district to adopt rigorous student assessments for subjects and grade levels not tested by statewide assessments, which must be implemented no later than the 2014-15 school year. School districts may use nationally recognized standardized assessments, industry certification examinations, and district-developed assessments.¹³ The Commissioner of Education must identify methods to support school districts in the development or acquisition of assessments. Such methods include developing test item banks, facilitating the sharing of assessments among districts, acquiring assessments from state and national curriculum-area organizations, and technical assistance.¹⁴ Accordingly, the Department of Education (DOE) has provided technical assistance and used Race to the Top funds for the development of test item banks, a test platform, and grants to school districts for developing assessments for hard-to-measure courses that can be shared across the state.¹⁵

School district assessments must be used to evaluate classroom teachers of subjects and grade levels not tested by statewide assessments and to measure student learning gains and mastery of course content.¹⁶ The law does not specifically require school districts to establish schedules for administering district assessments and reporting test results.¹⁷

Effect of Proposed Changes

The bill requires each school district to establish schedules for administering school district assessments and reporting student test results. These schedules must be approved by the district school board as an agenda item at a board meeting. The schedules must be published on the school district website in a manner that clearly identifies each applicable district assessment. This will provide parents and students more information regarding school district testing requirements.

¹⁰ For school district assessments, districts may request DOE-approval to use a student achievement measure, a combination of learning growth and achievement, or a combination of learning growth on the district assessment and on the FCAT reading or mathematics (as long as learning growth on the school district assessment is given greater weight). Section 1012.34(7)(c)-(d), F.S.

¹¹ Sections 1012.34(3)(a)1. and 1008.22(8), F.S.

¹² Section 1012.34(7)(a)-(b), F.S.

¹³ Sections 1008.22(8) and 1012.34(7)(b), F.S. For courses tested on statewide assessments, this requirement is met by the district's participation in the statewide assessment program. *See s. 1008.22(8)(b)*, F.S.

¹⁴ Section 1008.22(8)(c), F.S.

¹⁵ Florida Department of Education, *American Recovery and Reinvestment Act, Procurements*, <http://www.fldoe.org/arra/procurements.asp> (last visited Feb. 5, 2013). DOE awarded Race to the Top grants to fund seven projects by four Florida school districts to develop assessments for hard-to-measure courses. These projects include assessments of Physical Education and Health Education, Grades K – 8: Miami-Dade County; Physical Education and Health Education, Grades 9 – 12: Hillsborough County; Performing Arts: Chorus and Drama: Polk County; Performing Arts: Band and Instrumental: Polk County; Visual Arts: Miami-Dade County; World Languages (other than Spanish): Duval County; and Career and Technical Education-Hillsborough County. Florida Department of Education, *Race to the Top Assessments Information Sheet*, at 1 (June 2011), available at <http://www.fldoe.org/arra/racetothetop/assessments/pdf/InfoSheet-RTTT.pdf>. Field testing of these assessments will begin in Spring 2013-14. Florida Department of Education, *Race to the Top Assessments Timeline* (Aug. 2011), available at <http://www.fldoe.org/arra/racetothetop/assessments/pdf/Timeline-RTTT.pdf>.

¹⁶ Sections 1008.22(8)(a)-(b) and 1012.34(3)(a)1., F.S.

¹⁷ *See s. 1008.22(8)*, F.S.

B. SECTION DIRECTORY:

Section 1. Amends s. 1008.22(8), F.S., relating to school district assessments; requires each district school board to establish schedules for test administration and reporting of student results; provides requirements for adoption and publication of schedules.

Section 2. Provides that the bill takes effect July 1, 2013.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not Applicable. This bill does not appear to affect county or municipal governments.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

Not applicable.

DEO



**FLORIDA
DEPARTMENT *of*
ECONOMIC
OPPORTUNITY**

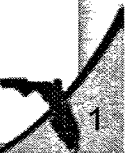
House K-12 Subcommittee

FLORIDA'S SUPPLY / DEMAND SYSTEM

Funded by the U.S. Department of Labor, Workforce Data Quality Initiative

To be released in Early 2013

Labor Market Statistics Center (LMS)



Florida's Occupational Supply/Demand System

- The Department of Economic Opportunity (DEO), Labor Market Statistics Center (LMS), applied for and won a competitive grant from the U.S. Department of Labor, Workforce Data Quality Initiative for \$1 million (2010-2013)
- The grant is funding the new Occupational Supply/Demand System (S/D) which will be the most comprehensive and timely system available in the nation
- The S/D system is designed to improve education and training alignment to better meet the hiring needs of business
- The S/D system is designed for business, workforce, education, economic development, job seekers, and students
- The data are by statewide and by region and will be web based



FLORIDA DEPARTMENT of ECONOMIC OPPORTUNITY



Florida's Supply/Demand System

The indicators of potential Labor Supply by occupation are:

- Workforce, public and private postsecondary education – (enrollees and completers by occupation)
- Job seekers registered at career one-stop centers

The indicators for Labor Demand are:

- The Conference Board's Help Wanted OnLine (HWOL) data series of monthly job ad openings by occupation (for short-term analysis)
- DEO LMS average annual projected openings by occupation (for long-term analysis)

Other Information:

- Current employment, wages, and education required by occupation



How will the data be used to help Florida and the economy?

- Workforce and education will use the data to create better alignment of education and training offerings in meeting occupational demands of business
- Economic developers will have the most comprehensive and timely occupational S/D data readily available to support business recruitment in their analysis of available labor supply
- Students will benefit from having real time information on jobs in demand now and in the future; jobseekers can use the information for re-employment purposes



Computer Systems Analysts

Example of data... **Labor Supply / Demand Indicators by Occupation**

SUPPLY	DEMAND	Occupation Details
WIA Training Enrollees 410	Job Ads <i>For Short Term Analysis</i> Help Wanted OnLine – 3,823	Current Employment 22,322
School District Enrollees 96	OR	Projected Employment 26,113
College System Enrollees 4,071	<i>For Long Term Analysis</i> Projected Average Annual Openings 945	Projected Annual Avg. Openings 945
WIA Training Completers 26	<i>Short term (ST)—demand > supply</i>	Entry, Median, Exp. Wage \$23.24 \$34.00 \$40.73
School District Completers 15	<i>Long term(LT) —demand > supply</i>	Targeted Occupation? YES
College System Completers 277		Targeted Industry Cluster? YES
Public University Graduates N/A		
Jobseekers - 1,114 (ST only) ST TOTAL SUPPLY = 1,432 LT TOTAL SUPPLY = 318 <i>LT does not use Jobseeker data</i>		

Florida's Occupational Supply/Demand System



FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY



Home > Labor Market Information

OCCUPATIONAL SUPPLY/DEMAND INFORMATION

WELCOME!

The Florida Department of Economic Opportunity (DEO), Labor Market Statistics Center has developed this new tool that allows users to view occupational supply and demand information in Florida. These data help in making informed choices for allocating training resources, helping job seekers with re-employment information and providing timely data for workforce, economic developers and education.

The application allows the user to compare sources of potential occupational supply (graduates from post secondary educational programs and job seekers) with sources of occupational demand (job openings). The education and occupation data contained in this tool are comprehensive and can be explored in many different ways. There are two report options: a standard report and a custom report.

Report Hints
and Tips

FAQs

Data Sources

Crosswalk
Data

Job Ads
Visualization
Tool

Florida
Occupational
Employment
and Wages

Florida
Prospector

Partners and
other related
links

Contact Us

Standard Report

- The Standard Report uses the most recent occupational data available.
- Total Supply consists of data from workforce and educational training sources as well as jobseekers.
- Data can be selected by Workforce Region (RWBs).
- Data can be selected by aggregating Workforce Regions as a single 'Super' region.
- Data can be selected for short-term analysis using online job ads or long-term analysis using employment projections as demand.
- Data are selected by Major Occupational Group(s) and/or specific occupation(s).

Custom Report

- Report is fully customizable by the user
- User picks the timeframes for which the report gathers data.
 - View the most current data or select historical data.
- User can select to see any or all of the following occupational data:
 - Potential Occupational Supply Indicators
 - Enrollees
 - Completers/Graduates
 - Job Seekers
 - Additional Occupational Information
 - Current Employment
 - Projected Employment
 - Wages
 - Targeted Occupations List
 - Education Level

EXAMPLE- Florida Statewide Supply/Demand Report

OCCUPATIONS		POTENTIAL SUPPLY INDICATORS								
		ENROLLEES					COMPLETERS			
Occupation	SOC	WIA-E	DPSEC-E	FCS-E	CIE-E	WIA-C	DPSEC-C	FCS-C	SUS-C	
Registered Nurses	291111	1,884		16,468	5,980	593		4,929	1,758	
Occupational Therapists	291122	1			207				132	
Physical Therapists	291123	3			359	8			187	
Speech-Language Pathologists	291127	0							318	
Physician Assistants	291071	5		138		1		50		
Medical and Clinical Laboratory Technologists	292011	16		72	165	7		31		
Health Diagnosing and Treating Practitioners, All Other	291199	2			535	5				
Physicians and Surgeons, All Other	291069	7			619	5			349	
Family and General Practitioners	291062	1			619				349	
Dentists, General	291021	1				1			83	
Opticians, Dispensing***	292081	3		272				72		

DATA CAVEATS

- All supply is potential supply
- Completers/graduates are counted in *each* occupation that is related to their program of study
- Enrollees may or may not complete training
- Completers may already have a job or may have moved out of the geographic area
- Registered jobseekers in Employ Florida Marketplace may or may not be qualified for the job they are seeking
- Only half of all registered job seekers have their desired occupation identified in the system
- Job openings only include online job ad postings (not all jobs are posted on the internet)
- The job ads have been de-duplicated but some duplicates will still exist
- Time frames for supply and demand data elements differ
- District and Florida College System enrollees and completers are counted as supply in the workforce region where the institutions exist and are not statewide based
- University graduates are statewide supply only and cannot be parsed to workforce regions. However, the Statewide report does include university graduates in supply calculations
- Some occupations are seasonal and are hired at specific times of the year, such as teachers, agricultural jobs, and tourism occupations
- At the local level, information may be known that would override the use of particular occupational supply/demand data, such as incoming or expanding firm(s)

NOTE:

- Asterisk(s) on occupational titles indicate these minimum requirements:

* Work Experience, Plus a Bachelor's Degree or Higher

** Work Experience in a Related Occupation

*** Long-Term On-the-Job Training

Report - Using Short-Term Demand (Real Time)

DEMAND

OTHER OCCUPATIONAL INFORMATION

CIE-C	JOB SEEKERS JS	SUPPLY- DEMAND INFO				ADDITIONAL OCCUPATIONAL INFORMATION					
		ALL POTENTIAL Supply	Short Term Demand	Ratio of Supply to Demand	Supply Gap or Overage	CURR YR EMP	ENTRY WAGE	MEDIAN WAGE	EXP WAGE	ON TOL	FL EDUC LEV
979	2,446	10,112	16,301	0.62	-6,189	156,488	22.99	29.56	34.74	Yes	4
58	22	212	3,546	0.06	-3,334	6,369	26.56	38.13	43.62	N/A	6
96	44	327	3,322	0.10	-2,995	12,439	28.58	38.95	45.46	N/A	6
	12	330	1,908	0.17	-1,578	6,082	23.23	34.44	40.35	N/A	6
	85	135	1,029	0.13	-894	4,041	31.55	42.57	48.77	N/A	5
76	125	232	662	0.35	-430	10,619	21.58	26.74	29.58	No	4
152	101	253	657	0.39	-404	5,083	20.62	31.90	37.42	N/A	6
150	90	589	983	0.60	-394	21,933	51.91	0.00	117.36	N/A	6
150	30	529	907	0.58	-378	5,391	36.39	75.03	101.45	N/A	6
	17	100	311	0.32	-211	6,490	34.79	58.15	90.05	N/A	6
	83	155	148	1.05	7	4,389	11.79	17.72	20.78	No	4

FLORIDA EDUCATION LEVELS:

1 = Less than HS 2 = HS/GED 3 = Postsecondary Adult Vocational
 4 = College Credit (ATD, AAS, AS) 5 = Bachelor's 6 = Master's or higher

The timing for data updates for the Supply/Demand web application are:

- WIA and Jobseekers - Daily
- Help Wanted OnLine
Job ads -- Monthly
- Public Education - Annually
Term-by-Term coming soon...
- Private Education - Annually
- DEO employment projections - Annually

Column Abbreviations Used in the Report:

SOC Standard Occupational Classification

TOL Targeted Occupations Lists

Enrollees and Completers/Graduates

WIA Workforce Investment Act

DPSEC District Postsecondary

FCS Florida College System

CIE Commission for Independent Education

SUS State University System

JS Jobseekers

Suffixes used E= Enrollees C=Completers/Graduates

To be available at: <http://supplydemand.floridajobs.org> upon release.

Benefits and Uses of the Occupational Supply/Demand System

The Supply/Demand Web Portal Encompasses Workforce, Education, Labor Market Information, and Real Time Occupational Demand of Florida Employers

All WILL BE ABLE TO VIEW AND BENEFIT FROM:

- Pipeline of education and training enrollees by occupation
- Supply of completers/graduates by occupation by region and statewide
- Available labor supply and corresponding wages for business recruitment
- Current online job ads as an indicator of occupational demand by region and statewide
- Contrast of supply to demand to see where occupational shortages exist
- Entry, median and experienced pay for each occupation, by region and statewide
- Data visualization of job ads by occupation by region and statewide, displayed by year and month since May of 2005

WORKFORCE and ECONOMIC DEVELOPMENT

- Information on occupations in demand by region to support re-employment activities especially for the long term unemployed whose previous job skills may not be current
- Current employer demand will be used to improve program planning and the supply of trained individuals in meeting the hiring needs of business
- Occupational supply for business recruitment in support of job creation
- Workforce participants can view current demand of employers and see where shortages may exist prior to entering short-term training

EDUCATION

- Current and projected employer demand will be used to improve program planning to align the supply of trained workers in meeting business needs
- Students at all levels can view current demand of employers, as well as long-term projected occupational demand to help determine needed training in fields with job shortages
- Counselors can demonstrate to students how their highest level of education completion impacts their future standard of living and this may assist in grounding students to reality in terms of their goals and aspirations

For further information, please contact:

Labor Market Statistics Center

850-245-7205

Department of Economic Opportunity, Labor Market Statistics Center
107 E. Madison Street
Tallahassee, Florida 32399



Learning that works
for Florida

Career and Technical Education and Academic Alignment

Career and Technical Education
K-12 Subcommittee
Program Overview



College and Career Readiness Through CTE

- Improve high school graduation rate
- Increase student academic achievement
- Enhance employability
- Increase postsecondary participation and success

GLOBAL
LEARNING
OPPORTUNITY
ECONOMIC
ENTREPRENEURSHIP
LEADERSHIP
MAKING
DIFFERENT
CAREER
READINESS
HIGH
OPPORTUNITY
STUDENT
SUCCESS
LEARNING

Career and Technical Education

Career and Technical Education (CTE) programs focus on academic and career preparation to:

- Improve participation in a variety of programs including traditional career and technical training and Career Academies.
 - Allow students to earn special credentials including career certificates and industry certification.
- Prepare students for postsecondary education without the need for remediation.
 - Empower students with marketable employment skills by preparing them for positions in their chosen career field.
 - Provide co-curricular opportunities to students through Career and Technical Student Organizations (CTSOs)
 - Provide opportunities for students to complete postsecondary courses through dual enrollment while in high school.

GLOBAL
LEARNING
OPPORTUNITY
ECONOMIC
LEADERSHIP
MAKING
DIFFERENT
CAREER
READ
HIGH-
OPPOR
STUDENT
SUCCESS
EXPERIENCE

17 Florida Career Clusters

- Agriculture, Food, and Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communication
- Business Management & Administration
- Education and Training
- Energy
- Engineering & Technology Education
- Financial Services

- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety & Service
- Manufacturing
- Marketing, Sales, & Service
- Transportation, Distribution, & Logistics

GLOBAL
LIFE
CAREERS
LEARNING
TECHNOLOGY
ECONOMIC
ENTREPRENEURSHIP
LEADERSHIP
MAKING
DIFFERENT
CAREER
READ
HIGH
OPPORTUNITY
STUDENT
COLLEGE
SUCCESSION
EXPLORATION

Academic Alignment

- For the past couple of years, the division has been working in partnership with the Bureau of Curriculum and Instruction in the Division of Public Schools to align **over 160 CTE courses** to the Next Generation Sunshine State Standards contained in specific math and science core academic courses.

- Algebra 1 (ALG1)
- Algebra 2 (ALG2)
- Geometry (GEO)
- Science
- Anatomy/Physiology Honors (APH)
- Astronomy Solar/Galactic Honors (ASGH)
- Biology 1 (BIO1)
- Chemistry 1 (CHM1)
- Earth-Space Science (ESS)
- Genetics (GEN)
- Marine Science 1 Honors (MS1H)
- Physical Science (PS)
- Physics 1 (PHY1)

GLOBAL
LIFE
LEARNING
CAREER
OPPORTUNITY
GROWTH
ENTREPRENEURSHIP
MAKING
DIFFERENT
CAR
READ
HIGH
OPPOR
STUDENT
SUCCESS
TRAINING
EXPERIENCE



CTE Courses Recommended To Satisfy Equally Rigorous Requirement

- Agriscience Foundations
- Biotechnology 1
- Biotechnology 2

(Transcript reflects science credit for these courses)

- Agricultural Biotechnology 3
- Aquaculture 2
- Aquaculture 3
- Principles of Biomedical Science
- Human Body Systems
- Medical Interventions
- Introduction to Alternative Energy
- Aerospace Technologies 1
- Aerospace Technologies 2
- Aerospace Technologies 3

(Transcript reflects CTE credit for these courses)

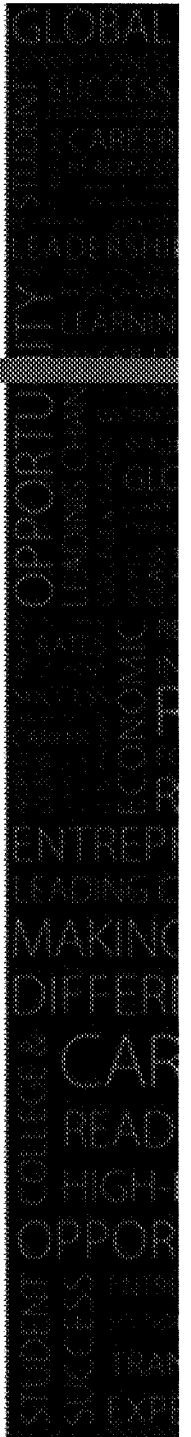
GLOBAL
LEARNING
STUDENT
LEADERSHIP
OPPORTUNITY
COLLEGE
CAREER
ENTREPRENEURSHIP
LEADING
MAKING
DIFFERENT
CAP
READ
HIGH
OPPORTUNITY
STUDENT
SUCCESS
TRAIL
EXP

Florida's Career Academies



Key Essential Elements:

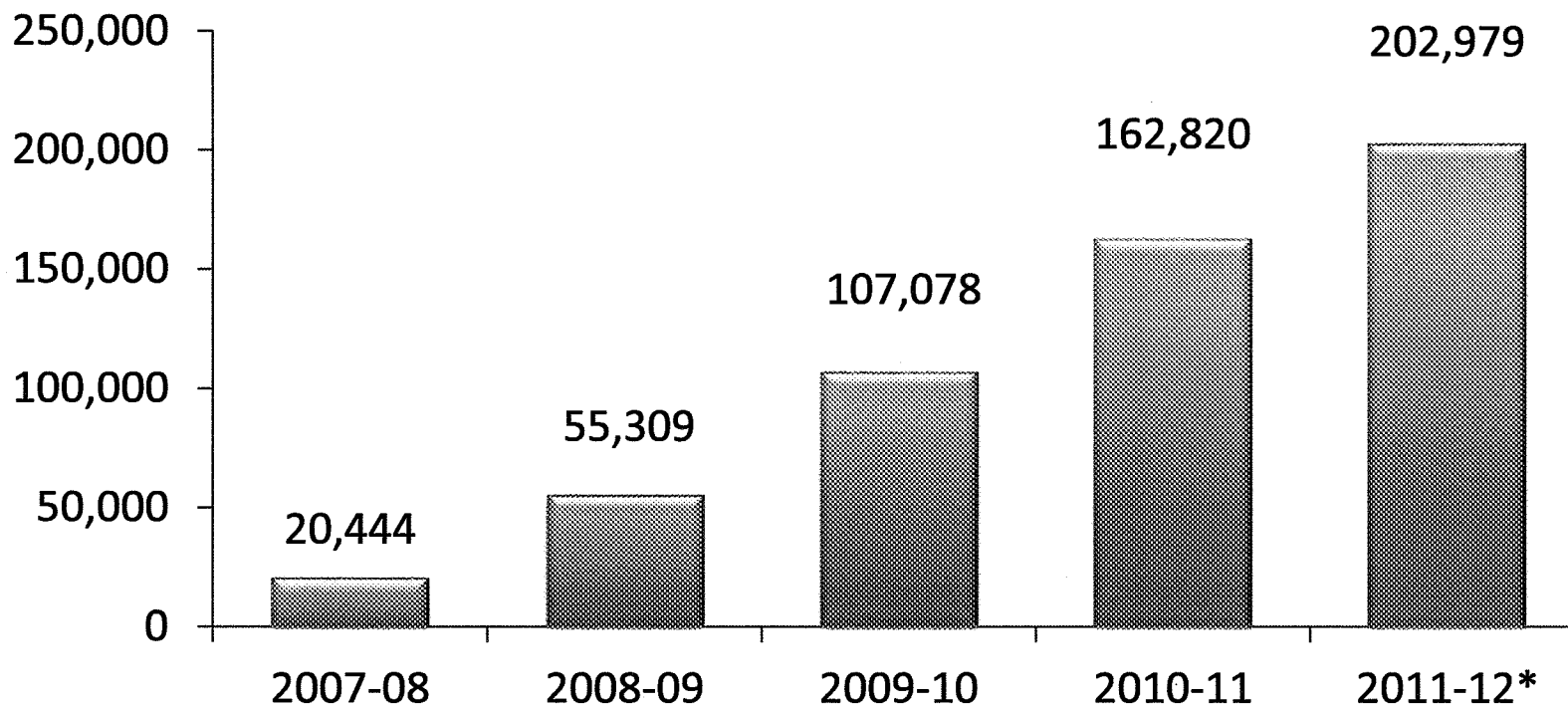
- A small learning community
- A college-prep curriculum with a career theme
- Partnerships with employers, the community, and higher education
- By design, these three central elements of a career academy lead to a school that is **rigorous**, and **relevant**. As such, career academies are an excellent example of a reform model for Florida's policymakers and practitioners to consider in high school reform.



Records Show Dynamic Growth in Number of Students in Registered Academies



Enrollment in Registered Career and Professional Academies



* Based on preliminary Survey 5 data reported as of Oct 12, 2012

GLOBAL
LIFE & LEARNING
OPPORTUNITY
ENTREPRENEURSHIP
LEARNING
MAKING
DIFFERENT
CAREER
READ
HIGH
OPPORTUNITY
STUDENT
SUCCESS
LEARNING
EXPLORE

Career and Professional Education Act

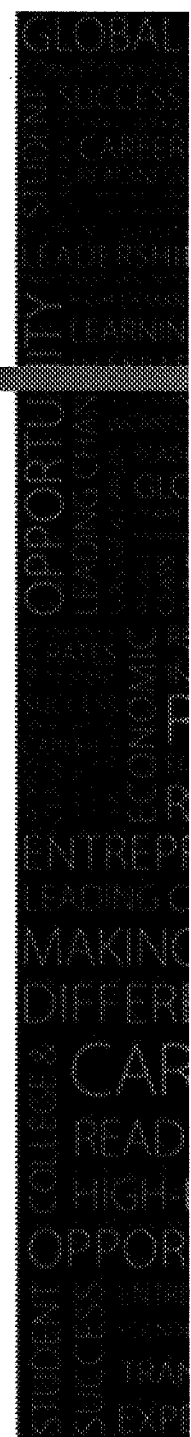


The first year of implementation for the CAPE Act was 2007-08. By 2008-09 all districts were required to register at least one career academy.

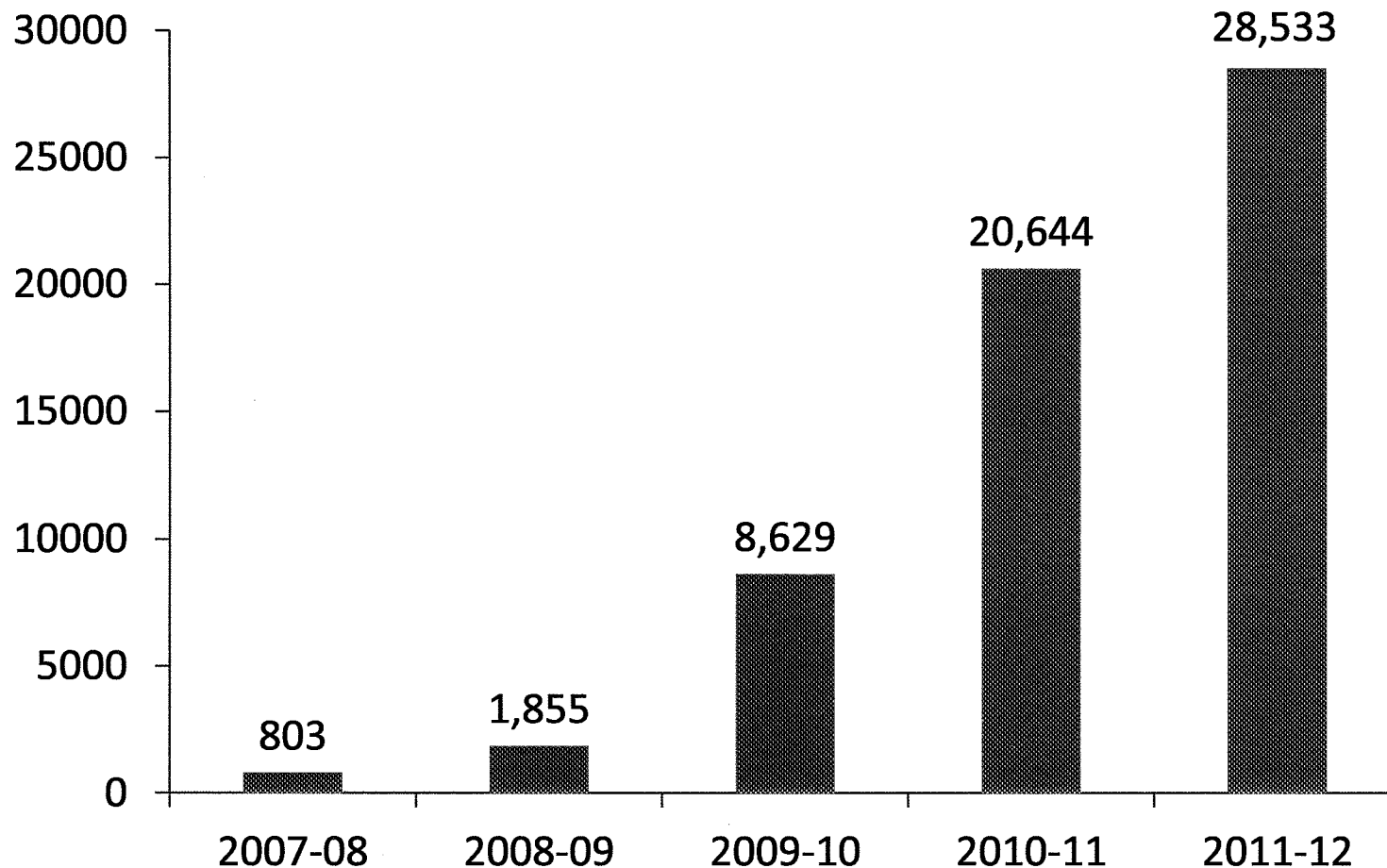
	2007-08	2008-09	2009-10	2010-11	2011-12 ²	2012-13
Number of Registered Career and Professional High School Academies	246	490	838	1,298	1,511	1,729
Number of Registered Career and Professional Middle School Academies					56	186
Total	246	490	838	1,298	1,567	1,915
Number of Districts with Registered High School Academies	38	66	68 ¹	68 ¹	68 ¹	67 ¹
Number of Districts with Registered Middle School Academies					9	33

¹ Includes Florida State University School

Source: Career and Professional Academy Registration Database.



The Number of Academy Students Earning Certifications Has Sharply Increased



Source: Career and Professional Academy Enrollment and Performance Report, 2011-12.

GLOBAL
LEARNING
CAREER
TECHNICAL
ENTREPRENEURIAL
EDUCATION
OPPORTUNITY
ECONOMIC
LEADING
MAKING
DIFFERENT
COLLEGE
READ
HIGH
OPPORTUNITY
STUDENT
SUCCESS
LEARNING

2011-12 CAPE Student Performance

Performance Indicator	Non-CAPE, No Certification	CAPE, No Certification	Non-CAPE + Certification	CAPE + Certification
Average GPA	2.59	2.66	2.92	2.98
Chronically Absent	16.3%	15.2%	10.8%	10.4%
At Least One Disciplinary Action	18.9%	19.7%	11.8%	11.1%
Dropout Rate	2.2%	0.9%	0.5%	0.3%
12 th Graders Earning Standard Diploma	73.2%	85.6%	91.8%	95.0%
At Least One Accelerated Course	24.3%	25.1%	41.3%	40.4%
Bright Futures Eligible Seniors	20.7%	19.5%	29.2%	31.7%

Postsecondary Participation and Success



- More than half of the students who choose to concentrate in CTE also take a college preparatory curriculum.

(NGA Best Practices Issue Brief, *Retooling Career Technical Education*, 2008)

- National Center for Education Statistics in 2000 found that CTE students were more likely than their peers to obtain a degree or certificate within two years, despite the fact they were more likely to be working while attending school.

GLOBAL
INVESTMENT
LEARNING
ECONOMIC
OPPORTUNITY
ENTREPRENEURIAL
LEADING
MAKING
DIFFERENT
CAREER
READ
HIGH
STUDENT
OPPORTUNITY
SUCCESS
THE



Next Steps for CTE and Common Core State Standards

- 2014-15 CTE frameworks will include:
 - English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects
 - Mathematical Practices
- Academic Integration Institute - March 2013
- Align CTE courses to Mathematics - Fall 2013

GLOBAL
LEARNING
TECHNOLOGY
OPPORTUNITY
ECONOMIC
LEADERSHIP
ENTREPRENEURSHIP
LEADING
MAKING
DIFFERENT
CAP
READ
HIGH-
OPPOR
STUDENT
SUCCE
TRA
EXP



Contact Information

Rod Duckworth, Chancellor
Division of Career and Adult Education
(850) 245-9463
Rod.Duckworth@fldoe.org

GLOBAL
CITY
STUDENT
LEARNING
TECHNOLOGY
ECONOMIC
LEADERSHIP
ENTREPRENEURIAL
LEADING
MAKING
DIFFERENT
CAR
READ
HIGH
OPPOR
STUDENT
SOLUTIONS
CAREER
TRAIL
EXPL

**Florida Department of Education
Student Performance Standards
2012-2013 Course Description**

Course Title: Biotechnology 1
Course Number: 3027010
Course Credit: 0.5 Science and 0.5 Career and Technical Education

Course Description:

This course provides exploratory experience combining laboratory and real-life applications in the field of biotechnology. The content includes, but is not limited to, the following:

- The nature of science
- Matter, energy, chemical processes of cells, organisms
- Cell molecular structure and function, membranes, DNA, plasmids, reproduction, communication
- Fundamentals of biochemistry, protein synthesis, germ theory,
- Molecular genetics and biotechnology, restriction digest, DNA analysis, PCR
- Levels of organization, molecular to organismal, classification, and taxonomy
- Interdependence of organisms, humans, and the environment,
- Genetic diversity, selection, adaptations, and changes through time
- Bioethics
- Connection between biotechnology, agricultural, food, and medicine and careers

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	**	Biology 1	31/56 55%	Anatomy/Physiology Honors	9/53 17%	Astronomy Solar/Galactic Honors	15/52 29%
Algebra 2	**	Chemistry 1	23/55 42%	Genetics	27/35 77%	Marine Science 1 Honors	15/42 36%
Geometry	**	Physics 1	15/53 28%	Earth-Space Science	14/58 24%	Physical Science	21/56 38%

** Alignment pending

Alignment attempted, but no correlation to academic course.

This course is the first course in the Industrial Biotechnology program sequence offering students science credit through an applied science education, to prepare them for entry level positions in the cutting edge industry of biotechnology. While meeting the state standards for science, the coursework focuses on developing science and bio-technical skills that are current and in demand for this rapidly growing occupation.

Upon completion of the integrated program, students will be able to explain and perform bio-technical skills used by industrial, medical, agricultural, and research facilities that develop and produce marketable products and processes.

Academic Knowledge Standards

After successfully completing this course, the student will be able to perform the following:

- 01.0 Apply knowledge of the nature of science and scientific habits of mind to solve problems, and employ safe and effective use of laboratory technologies.
- 02.0 Demonstrate understanding of the roles of matter, energy, in the chemical processes of cells, organisms.
- 03.0 Demonstrate an understanding of the structure and processes of the cell, with emphasis on reproduction and communication.
- 04.0 Demonstrate an understanding of the fundamentals of biochemistry including protein synthesis and reproduction.
- 05.0 Demonstrate an understanding of genetics, including the principles of, molecular basis, diversity, and applications to biotechnology.
- 06.0 Demonstrate an understanding of the levels of organization, from atoms to molecular DNA to organisms, classification, and taxonomy.
- 07.0 Demonstrate an understanding of the interdependence of organisms, humans, and the environment.
- 08.0 Demonstrate an understanding of genetic diversity, selection, adaptations, and changes through time.
- 09.0 Demonstrate an understanding of the legal and ethical responsibilities associated with working with biological specimens for research or industry, bioethics.
- 10.0 Demonstrate an understanding of the connection between biotechnology, agricultural, food, and medical technologies and careers.

CTE Performance Standards:

- 11.0 Demonstrate knowledge of the history, career fields, and benefits of biotechnology.
- 12.0 Recognize and practice safety procedures.
- 13.0 Recognize and follows quality control procedures and regulatory guidelines.
- 14.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 15.0 Apply basic skills in scientific inquiry, calculations, and analysis.
- 16.0 Demonstrate knowledge of organism structure and function.
- 17.0 Utilize materials processing and standard laboratory operating procedures for biotechnology.
- 18.0 Apply biotechnical materials analysis skills.
- 19.0 Demonstrates knowledge of basic chemistry as applied to biotechnology procedures.
- 20.0 Utilizes basic knowledge of microbiology and blood-borne diseases, including aids.
- 21.0 Demonstrate knowledge of legal and ethical responsibilities.
- 22.0 Demonstrate literacy and computer skills applicable to the biotechnology industry.
- 23.0 Demonstrate employability skills.

Florida Council

on Economic Education

February 11, 2013

The Honorable Janet Adkins, Chair
House K-12 Education Subcommittee
313 House Office Building
402 South Monroe Street
Tallahassee, FL 32399-1300

Dear Chair Adkins and K-12 Subcommittee Members:

A vibrant Florida economy depends upon consumers to fuel demand for goods and services, as well as productive workers to provide those goods and services. In recent years, we have experienced the consequences of consumers who made uninformed and misguided personal financial decisions. It has adversely impacted families, businesses and our entire economy.

We cannot afford to allow another generation to venture out into the real world without the knowledge and skills to make wise financial decisions. That's why the Florida Council on Economic Education and others have been working with educators, community organizations and business leaders across the state to make personal financial education a priority in our schools. It is incumbent upon us to require that every student take a course (1/2 credit) in personal finance in addition to the currently required course in economics before graduating from high school.

Our students are heading out into the world from high school unprepared to face the immediate financial challenges in front of them. They are taking on substantial debt, mostly in the form of student loans and credit cards, without an appreciation for the burden of repayment. The average student now graduates from college almost \$27,000 in debt. As a result, the average 18-24 year old now devotes nearly one-third of his or her income to debt repayment. Students, teachers and parents all agree on the importance of taking a financial education class in high school. Yet, Florida does not currently require a course on personal finance and most high schools do not offer such a course.

We'd like the opportunity to share with you what we have been working on. We hope that you will join us in making a commitment to provide Florida's youth with the knowledge and tools for personal financial success. To that end, I respectfully request to meet with you to discuss our proposal to invest in the financial future of Florida's students.

Thank you for your consideration. I look forward to meeting with you.

Sincerely,



Robin K. Warren
Executive Director

BOARD OF DIRECTORS

Chairman

Geoffrey A. Simon

Vice Chair

W. Christopher Cummins

Treasurer

Bary Alpert

Secretary

Christopher L. Oakley

Directors

Lester Abberger
Maria Alonso
Jeff Atwater
Dale Brill, Ph.D.
Robert H. Buesing
Paul I. Culler
Juan del Busto
Nathaniel L. Doliner
Gene Engle
Linda Hall
John Hart
Crystal Jones
Stanley I. Levy
Dick Puglisi, Ph.D.
David Rood
Penny Shaffer
Thomas H. Shea
Jared Skok
Arthur F. Tait, Jr.
Stanley G. Tate
William R. Thomas
Jordan Zimmerman

Chairmen Circle

Alfred S. Austin
Don DeFosset
The Honorable Lou Frey, Jr.
H. Wayne Huizenga
Thomas A. James
Gus A. Stavros, D.H.L.
John H. Sykes
Zachariah P. Zachariah, M.D.

Honorary Director

Governor Bob Martinez

Executive Director

Robin K. Warren

10 PRINCIPLES OF ECONOMICS

AS DEFINED BY PROF. GREGORY MANKIW

1. People face tradeoffs

Resources are limited. To get one thing, you have to give up something else.
There's no free lunch

2. The cost of something is what you give up to get it

3. Rational people think at the margin

A rational decision-maker takes action if and only if the marginal benefit of the action exceeds the marginal cost.

4. People respond to incentives

Behavior changes when costs or benefits change.

5. Trade can make everyone better off

Trade allows people to specialize in what they do best. Trading allows people to buy a greater variety of goods and services.

6. Markets are usually a good way to organize economic activity

Households and firms that interact in market economies act as if they are guided by an "invisible hand" that leads the market to allocate resources efficiently.

7. Governments can sometimes improve market outcomes

When a market fails to allocate resources efficiently, the government can change the outcome through public policy. Examples are regulations against monopolies and pollution

8. A country's standard of living depends on its ability to produce goods and services

Production of good and services involved 3 types of resources: natural, human and capital

9. Prices rise when the government prints too much money

10. Society faces a short-run tradeoff between inflation and unemployment

NATIONAL STANDARDS FOR FINANCIAL LITERACY

1. **Earning Income.**

Income for most people is determined by the market value of their labor, paid as wages and salaries.

People can increase their income and job opportunities by choosing to acquire more education, work experience, and job skills.

The decision to undertake an activity that increases income or job opportunities is affected by the expected benefits and costs of such an activity.

Income also is obtained from other sources such as interest, rents, capital gains, dividends, and profits.

2. **Buying Goods and Services.**

People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others.

People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting.

3. **Saving.**

Saving is the part of income that people choose to set aside for future uses.

People save for different reasons during the course of their lives. People make different choices about how they save and how much they save.

Time, interest rates, and inflation affect the value of savings.

4. **Using Credit.**

Credit allows people to purchase goods and services that they can use today and pay for those goods and services in the future with interest. People choose among different credit options that have different costs.

Lenders approve or deny applications for loans based on an evaluation of the borrower's past credit history and expected ability to pay in the future. Higher-risk borrowers are charged higher interest rates; lower-risk borrowers are charged lower interest rates.

5. Financial Investing.

Financial investment is the purchase of financial assets to increase income or wealth in the future.

Investors must choose among investments that have different risks and expected rates of return. Investments with higher expected rates of return tend to have greater risk.

Diversification of investment among a number of choices can lower investment risk.

6. Protecting and Insuring.

People make choices to protect themselves from the financial risk of lost income, assets, health, or identity. They can choose to accept risk, reduce risk, or transfer the risk to others.

Insurance allows people to transfer risk by paying a fee now to avoid the possibility of a larger loss later. The price of insurance is influenced by an individual's behavior.