



# Many Florida Programs Enhance Students' Career and College Readiness

## *at a glance*

Florida, like other states and the federal government, has implemented many programs and initiatives to enhance high school graduates' career and college readiness. These programs serve children from birth through high school graduation.

The Legislature could consider several options to further enhance students' career and college readiness and to evaluate whether current programs are successful and providing an appropriate return on the state's investment. The Legislature may also wish to consider whether developing a user-friendly, one-stop website that provides information about public school performance and public and private school options would help parents in choosing appropriate schools for their children. Such information could help parents evaluate the school choices available to them and make the best decisions about the schools their children will attend.

## Scope

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As directed by the Legislature, this report provides an overview of national and state initiatives that help ensure that high school graduates are prepared for college and careers. The report addresses three questions.

- What national initiatives address career and college readiness?
- What Florida initiatives address student career and college readiness?
- What options could the Legislature consider to enhance the career and college readiness of Florida's youth?

Descriptions of the initiatives listed in this report were taken from information found in federal agency, multi-state consortia, private entity, and state agency websites, and OPPAGA [Government Program Summaries](#).

## Questions and Answers – What national initiatives address career and college readiness?

In recent years, concern has been raised that many students graduate from high school without being adequately prepared for careers or postsecondary education, which hinders the nation's ability to compete in the global economy. To address these concerns, the federal government, private organizations, and consortia of states have launched initiatives to improve the career and college readiness of high school graduates.

## ***Federal Government Initiatives***

Race to the Top, created in 2009, encourages educational reform in four areas.

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.
- Turning around the lowest-achieving schools.

In August 2010, the U.S. Department of Education announced that Florida was one of nine states that will receive grants under the Race to the Top Phase 2 competition.<sup>1</sup> Florida will receive up to \$700 million from this grant. The Florida Department of Education reports that this funding will be dedicated to carrying out a broad range of strategies designed to improve Florida's lowest performing schools and increase the academic achievement of its students.

TRIO Programs help low-income individuals, first-generation college students, and individuals with disabilities progress from middle school to post-baccalaureate programs.<sup>2</sup> One of the TRIO programs, Upward Bound, serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.<sup>3</sup>

<sup>1</sup> The U. S. Department of Education included science, technology, engineering, and mathematics education as a "competitive preference priority" in evaluating state applications.

<sup>2</sup> TRIO programs include Educational Opportunity Centers, Ronald E. McNair Post Baccalaureate Achievement, Student Support Services, Talent Search, Training Program for Federal TRIO Programs Staff, Upward Bound, Upward Bound Math-Science, and Veterans Upward Bound.

<sup>3</sup> Florida was awarded funding for various TRIO programs in federal Fiscal Year 2009-10.

After School Programs provide school-age children with adult supervised care, academic programs, and other learning and recreational activities both before and after the regular school day. The programs are aimed primarily at children ages 5 to 14 from low-income families. National research indicates that children who regularly participate in high quality after school programs improve their school performance and behavior, and increase their self-confidence. This research also suggests that after school services may help reduce juvenile crime and delinquent behavior and support parents' ability to maintain employment.

Safe and Drug-Free Schools funds provide grants to states to help fund a variety of drug-abuse- and violence-prevention activities focused primarily on school-age youths. States are required to distribute 93% of their funds to local education agencies for drug-abuse and violence-prevention activities. These activities may include developing instructional materials; providing counseling services and professional development programs for school personnel; implementing community service projects and conflict resolution, peer mediation, mentoring and character education programs; establishing safe zones of passage for students to and from school; acquiring and installing metal detectors, and hiring security personnel.

The Investing in Innovation Fund, established by the American Recovery and Reinvestment Act of 2009, provides funding to local educational agencies and nonprofit organizations with a record of improving student achievement and attainment in several areas. These include expanding the use of innovative practices that are demonstrated to have an effect on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates. In September 2010, the U.S. Department of Education announced that two Florida entities, the Miami-Dade County School District and Take Stock in Children, Inc., a nonprofit organization, would each receive \$5 million in Investing in Innovation funds.

### ***National Nonprofit and Consortia Initiatives***

Achieve is an independent, bipartisan, non-profit education reform organization created in 1996 by state governors and corporate leaders. It helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability. Achieve's two major initiatives are described below.

- The American Diploma Project Network includes 35 states (including Florida) that educate 85% of all U.S. public school students. This network was created to allow governors, state education officials, postsecondary leaders and business executives to work together to improve postsecondary preparation by aligning high school standards, graduation requirements and assessment and accountability systems with the demands of college and careers. Achieve issues an annual report on the progress made by states in addressing these goals.
- Common Core State Standards, developed by a partnership including Achieve, the National Governors Association and the Council of Chief State School Officers, are internationally benchmarked criteria for English and math education in grades K-12. The standards relate to college and career readiness. Forty-eight states, including Florida, have supported this effort. The final standards were released in June 2010, and Achieve is now assisting states as they consider adoption and implementation.

The Partnership for the Assessments of Readiness (PARCC) is a consortium of 26 states, including Florida, that was created to develop an assessment system to help states increase the number of students who graduate from high school ready for college and careers. The system also provides students, parents, teachers, and policymakers with tools to help students from grade three through high school stay on track and graduate prepared for work or college. The assessment system is intended to include internationally-accepted benchmarks, provide accountability at all levels, and assess students'

higher-order knowledge and skills, including the ability to analyze, synthesize, evaluate, reason, and problem solve. The assessment system also is intended to identify gaps that exist that can be remediated before students enter college or the workforce. In September 2010, the U.S. Department of Education awarded approximately \$170 million in federal Race to the Top funds to PARCC to develop a K-12 assessment system aligned to the Common Core State Standards.

Ready by 21 is a partnership of national organizations representing state and local government, business, education, nonprofit organizations, and community leaders. Ready by 21 works to address obstacles that limit young peoples' readiness for college and work, such as fragmented services, low expectations, poor data, and competing demands. The partnership seeks to help leaders build broader partnerships, set bigger goals, use better data, and adopt strategies to lay the groundwork for changing the conditions that affect children.

The Science, Technology, Engineering, and Mathematics (STEM) Education Coalition is composed of advocates from over 1,000 groups representing all sectors of the technological workforce, including knowledge workers, educators, scientists, engineers, and technicians. The coalition seeks to raise awareness in Congress, the Administration, and other organizations about the critical role that STEM education plays in enabling the U.S. to remain an economic and technological leader of the global marketplace of the 21st century. It also advocates for strengthening STEM-related programs for educators and students.<sup>4</sup>

The Southern Regional Education Board is a nonprofit organization that works with its member states, including Florida, to improve public pre-K-12 and higher education. The board has established several initiatives to address career and college readiness.

- College and Career Readiness provides states with a model career and college

<sup>4</sup> See Appendix A for more information on Florida's STEM initiative.

readiness agenda that defines the key steps they can take to improve students' readiness statewide. The model calls for states to develop statewide career and college readiness standards in reading, writing and math that are created jointly by public pre-K-12 and higher education sectors; make career and college readiness standards key components of state high school assessments and statewide higher education placement/readiness assessments; make school and student performance on readiness assessments part of the state school accountability program; develop curriculum and instruction to target the specific statewide readiness standards; and develop statewide plans for targeted professional development to help teachers understand specific readiness standards and how to teach them effectively.

- Making Middle Grades Work helps states, districts, and schools assess what they expect, what they teach, and how they teach young adolescents to prepare for success in further education. Participating entities implement key practices and conditions for continuous improvement.
- High Schools That Work accelerates student achievement by supporting teachers and local leaders in implementing practices to raise student achievement and graduation rates.

The Data Quality Campaign is a collaborative, national effort that encourages state policymakers to use high-quality education data to improve student achievement. The campaign has 14 managing partners, including Achieve, the National Conference of State Legislatures, and the National Governors Association Center for Best Practices. The campaign's goal is to help states implement longitudinal data systems, while providing a national forum for reducing

duplication of effort and promoting greater coordination among the organizations focused on improving data quality, access and use. One of the campaign's initiatives, Building and Using Coordinated State Early Care and Education Data Systems, has developed principles for developing state early childhood data systems and identifying key elements for a coordinated data system, such as having a unique statewide child identifier, child-level demographic information, and the ability to link child-level data with K-12 and other key data systems.

Florida has taken steps to implement a longitudinal child-level data system that addresses the campaign's key elements. A 2009 OPPAGA report noted that Florida's Education Data Warehouse serves as a model for other states developing such data warehouses and that the federal government recently cited Florida's ability to track a student's education from childhood through college while calling for higher state-level education standards and increased comprehensive education data.<sup>5</sup> Florida is one of 11 states that meet all 10 elements of a statewide education data system as measured by the Data Quality Campaign.

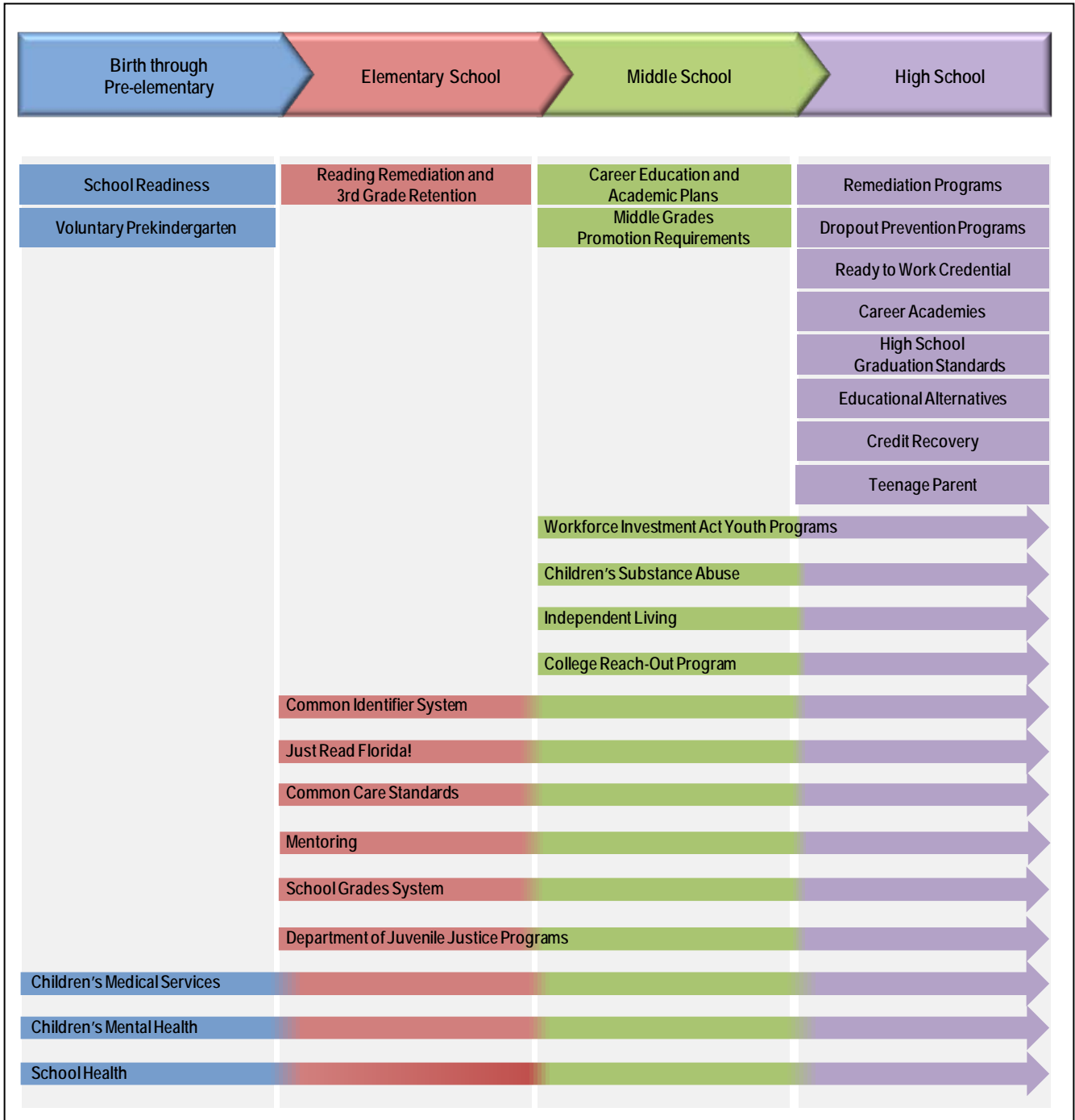
## What Florida initiatives address student career and college readiness?

As shown in Exhibit 1, Florida has a variety of state programs to help children from birth to high school graduation become ready for college or work at graduation. (See Appendix A for more information on the services provided by these programs.) Examples of Florida's major programs for children in various age and school grade ranges are presented below.

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<sup>5</sup> *Education Data Warehouse Serves Important Function; Project Planning and Management Need Strengthening*, OPPAGA Report No. 09-31, July 2009.

**Exhibit 1  
Youth Career and College Readiness Programs Are Targeted at Different Age Groups**



Source: OPPAGA review of program documents.

### ***Birth to Pre-elementary School Programs and Initiatives***

The School Readiness Program prepares at-risk children for school, including health screening and referral, and an appropriate educational program. The program is designed to be developmentally appropriate, research-based, involve parents as their children's first teachers, reduce the risk of future school failure, enhance the educational readiness of eligible children, and support family education.<sup>6</sup>

The Voluntary Prekindergarten Program provides a free, voluntary prekindergarten education for every Florida child four years of age. The program is intended to increase children's future educational success and must be developmentally appropriate. In the 2009-10 school year, 156,824 children were enrolled in the VPK Program.<sup>7</sup>

The Agency for Workforce Innovation maintains coordinated programmatic, administrative, and fiscal policies and standards for all early learning programs. The Department of Education establishes readiness standards and guidelines for program content. Local early learning coalitions plan, coordinate, and implement the early learning programs, following the standards and guidelines established by the Agency for Workforce Innovation and the Department of Education.

### ***Elementary School Programs and Initiatives***

The Reading Remediation and 3rd Grade Retention initiative helps ensure that elementary school age children master the knowledge and skills necessary to be successful in middle school. Florida requires that any

student in kindergarten through third grade who exhibits a substantial deficiency in reading (as identified by assessments or teacher observations) be given intensive reading instruction until the deficiency is remedied. If the student's deficiency is not remedied by the end of third grade, as demonstrated by scoring a Level 2 or higher on the third grade statewide reading assessment, the student must be retained unless they receive a good cause exemption. Retained students must be provided with intensive reading instruction, including a minimum of 90 minutes of daily, uninterrupted, research-based reading instruction. Schools must also provide these students with a high-performing teacher, a summer reading camp, and must provide their parents with supplemental tutoring, a 'Read at Home' plan, or a mentor or tutor with specialized reading training.<sup>8</sup>

### ***Middle School Programs and Initiatives***

Career education and academic planning help middle school children prepare for high school. All middle school children must enroll in a career and education planning course in seventh or eighth grade. The course must include career exploration using CHOICES, an online education and career exploration system, or a comparable cost-effective program, and education planning using the FACTS online student advising system which provides online tools and services to support academic planning and articulation for middle school, high school, and postsecondary students.<sup>9,10</sup> Students can use this system to determine their best options and save their results in a personalized electronic portfolio. They can combine these assessment results and their career goals with a personalized

<sup>6</sup> For more information, see *The Governance Structure of Florida's Early Education Programs Presents Some Administrative Challenges*, OPPAGA [Report No. 08-35](#), June 2008; and *Early Learning Coalitions' Administration and Program Support Expenses Vary Widely; Opinions Divided on Coalition Efficiency*, OPPAGA [Report No. 08-61](#), October 2008.

<sup>7</sup> For more information, see *61% of Voluntary Prekindergarten Children Are Ready for Kindergarten; Accountability Process Needs Improvement*, OPPAGA [Report No. 08-23](#), April 2008.

<sup>8</sup> For more information, see *The Department of Education Has Taken Initial Steps to Improve Student Progression Data*, OPPAGA [Report No. 08-42](#), June 2008, and *Third Grade Retention Policy Leading to Better Student Performance Statewide*, OPPAGA [Report No. 06-66](#), October 2006.

<sup>9</sup> FACTS is the Florida Academic Counseling and Tracking for Students.

<sup>10</sup> For more information, see *Steps Taken to Improve FACTS; Better Information on Postsecondary Student Use Is Still Needed*, OPPAGA [Report No. 10-48](#), July 2010.

education plan in FACTS. Many of these tools provide personalized information that is based on students' unique academic records and transcripts. Students can use this information to help plan their academic careers and help ensure that they take the courses needed for admission to postsecondary institutions and programs.

Before entering high school, each student must complete a personalized academic and career plan that includes short and long-term goals, the results of personal assessments such as interests, values, skills, and aptitudes, careers/clusters of interest; and an electronic personalized education plan (ePEP). The plan also describes high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, and dual enrollment. The plan must be signed by the student and the student's parents and guidance counselor.

Middle grades promotion requirements help prepare students for high school. Students in grades six through eight must successfully complete certain academic courses to be promoted to high school. These classes include three middle school or higher courses in English that emphasize literature, composition, and technical text; three middle school or higher courses in mathematics; three middle school or higher courses in social studies, one semester of civics education; and three middle school or higher courses in science.

### ***High School Programs and Initiatives***

Increased High School Graduation Standards help ensure that students graduate with the knowledge and skills they need to be successful in either academics or work. To better prepare students for the global economy, the 2010 Legislature further increased high school graduation requirements. Students must earn four credits in mathematics, one of

which must be Algebra I or a higher level course. In addition, beginning with students entering grade 9 in the 2010-11 school year, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2012-13 school year, one of the four credits must be Algebra II or an equivalent series of board-approved courses.

Students also must earn three credits in science. Beginning with students entering grade 9 in the 2011-12 school year, one of the three credits in science must be Biology I or a series of board-approved courses equivalent to Biology I. Beginning in the 2013-14 school year one credit must be in Biology I and one credit must be in chemistry or physics or a series of board-approved equivalent courses and one credit must be in an equally rigorous course.

The law also requires students to pass statewide, standardized end-of-course (EOC) assessments in the following courses for students entering grade 9 in specified school years: Algebra I in 2010-11, and Biology I and Geometry in 2011-12.

Remediation programs reduce the need for postsecondary remediation. A 2007 OPPAGA report found that 55% of the students entering Florida's public postsecondary institutions require remediation in mathematics, reading, and/or writing and 94% of students who need remediation attend a Florida College System institution.<sup>11</sup>

The 2008 Legislature addressed this concern by revising s. 1008.30, *Florida Statutes*, to require school districts and colleges to work collaboratively to reduce the need for postsecondary remediation. Starting with the 2008-09 school year, school districts are required to administer postsecondary readiness assessments to all 11th grade students indicating an interest in college. Districts are required to provide postsecondary remediation

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<sup>11</sup> *Half of College Students Needing Remediation Drop Out; Remediation Completers Do Almost as Well as Other Students*, OPPAGA [Report No. 07-31](#), May 2007.

opportunities to those students whose test scores indicated a need for additional preparation. The goals of this legislation were to increase the number and percentage of students who graduate from high school ready for college credit coursework and better communicate with 11th grade students and their parents the requirements of college entry. The legislation also sought to provide students whose test scores in reading, writing and/or mathematics indicate deficiencies in critical skills an opportunity to attain the needed competencies during 12th grade prior to high school graduation.

Dropout Prevention Programs try to keep students from dropping out of school.

- Educational Alternatives Programs help students who are unmotivated or unsuccessful in the traditional school setting. Students are identified as potential dropouts based on criteria such as retained in grade, high absenteeism, failing grades, or low Florida Comprehensive Assessment Test (FCAT) scores.
- Credit Recovery Programs help high school students who are behind academically make up credits and graduate on time. These programs may be funded through supplemental academic instruction funds or through adult education funding.
- Teenage Parent Programs help students who are pregnant or parenting. The programs offer regular academic classes so students can continue their education in addition to providing classes in child growth and development, nutrition, and parenting skills. Services provided include health services, social services, childcare, and transportation.

The Ready to Work Credential Program measures students' abilities in three key skill areas: applied mathematics, reading for information, and locating information. Students can earn the credential by enrolling with a participating assessment center, taking online placement tests, using online courseware as needed, and completing and obtaining minimum scores on certain

assessments. As of March 2010, the program had 521 assessment centers of which 295 were in school district high schools, with the remainder in various entities such as Department of Juvenile Justice Programs, public technical centers, and regional workforce boards.

Career Academies link student learning with potential career outcomes. Career academies differ from traditional academic and vocational programs in that they simultaneously prepare students for college and the workforce. The programs provide students with qualifications to either pursue a college education or enter directly into the workforce upon graduation, whichever is most appropriate for the individual student. In Florida, when students receive an industry certification based on their program at a career academy, the school district receives incentive funding designed to encourage districts to provide more programs that result in industry certified credentials.<sup>12</sup>

### ***Multi-Grade Level Programs and Initiatives***

School Grades and Accountability focus teaching on student outcomes and what students need to progress successfully from grade to grade. Florida assesses student performance using a number of standardized tests. The Florida Comprehensive Assessment Test (FCAT) addresses a student's ability to perform on the Sunshine State Standards benchmarks. Under the system, students are tested annually in grades 3-10 in reading and math using criterion referenced tests. Science is tested in grades 5, 8, and 11. The Florida Writing Assessment, given to students in grades 4, 8, and 10, is designed to measure students' proficiency in writing responses to assigned topics within a designated testing period. Florida also has a differentiated accountability system to provide intervention at D and F schools to help those schools improve their students' performance.

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<sup>12</sup> For more information, see *Legislature Overhauled Florida's System of Career and Professional Academies*, OPPAGA [Report No. 08-59](#), October 2008, and *Career Academy Students Perform Better Than Other Students During High School; Later Outcomes Vary*, OPPAGA [Report No. 07-40](#), October 2007.



The FCAT for science and math in high school will be discontinued as statewide standardized end-of-course exams are developed for Algebra I, Biology I, and Geometry. Students will be required to pass end-of-course assessments in order to meet graduation requirements. If a student does not pass a statewide, standardized end-of-course assessment, they may use equivalent scores on other nationally recognized high school achievement tests and industry certification tests to meet the assessment requirement.

School choice options give Florida's K-12 students and their families a wide variety of choices to help meet their differing education needs. Florida has over 350 charter schools, a variety of virtual school options, and three scholarship programs.<sup>13</sup> The Florida Tax Credit Scholarship Program, funded through contributions made by businesses that receive state tax credits equal to the amount of their contributions, provides scholarships that enable low-income students to attend private schools.<sup>14</sup> The Opportunity Scholarship Program allows students in failing public schools to attend higher performing public schools. In addition, the McKay Scholarship Program allows students with disabilities to attend private schools if the public schools they are attending do not meet their needs.

Exceptional Student Education (ESE) programs provide students with disabilities and gifted students the opportunity to receive a free appropriate public education in the least restrictive environment. Children ages 3-21 who have a disability and gifted students in grades K-12 are eligible for ESE services. Children with disabilities under the age of 22 may receive Exceptional Student Education

services if they have not graduated with a standard high school diploma. Qualifying disabilities include intellectual disability; traumatic brain injury/orthopedic; emotional or behavioral disability; specific learning disabled; speech impaired and language impaired; gifted; deaf or hard of hearing; visually impaired; dual sensory-impaired; autism spectrum disorder; hospital/homebound; and established conditions.<sup>15</sup> School districts also have the option of serving children from birth who meet the disability criteria for participation. For example, a child from birth through five years of age who has a delay in adaptive or self-help development, cognitive development, communication development, social/emotional development, or physical/motor development, may receive ESE services. The Bureau of Exceptional Education and Student Services within the Department of Education's Division of Public Schools participates in multiple inter-agency efforts to strengthen the quality and variety of services available to students with special needs. The bureau also periodically monitors district ESE services for quality and compliance with state and federal requirements.

Common Core Standards adopted by the State Board of Education ensure that Florida's schools provide an education that meets national standards for what students should know and be able to do. The State Board of Education has adopted the common core standards for English/Language Arts and Mathematics.

Just Read, Florida! prioritizes reading in Florida's public schools and among the community groups and volunteer organizations that support them. The Department of Education's Just Read, Florida! Office's responsibilities include training highly effective reading coaches; encouraging teachers to integrate reading instruction into their content areas, training K-12 teachers and school principals on effective content-area-specific reading strategies; providing parents

<sup>13</sup> For more information, see *Steps Taken to Improve Charter School Financial Management and Performance Accountability; Additional Action Needed*, OPPAGA [Report No. 08-04](#), January 2008

<sup>14</sup> For more information, see *Florida Tax Credit Scholarship Program Fiscal Year 2008-09 Fiscal Impact*, OPPAGA [Research Memorandum](#), March 2010, and *The Corporate Income Tax Credit Scholarship Program Saves State Dollars*, OPPAGA [Report No. 08-68](#), December 2008.

<sup>15</sup> For more information, see *Legislature Clarified Responsibility for Educating Exceptional Students in Residential Facilities*, OPPAGA [Report No. 10-51](#), August 2010.

with information and strategies for assisting their children in reading; providing technical assistance to school districts; and periodically reviewing the Sunshine State Standards for reading at all grade levels.

In Fiscal Year 2010-11, the Legislature appropriated \$2.3 million for grants to public schools that may be used to provide non-phonemic reading instruction for students scoring Level 1 or Level 2 on the FCAT.

A Common Identifier System is being developed to facilitate information sharing among the many agencies that provide services to Florida's children and youth. A common identifier is a unique number assigned to an individual that could be used by all agencies for keeping information about a child. The common identifier allows agencies to more accurately share information, coordinate services, and better evaluate program outcomes.

## **What options could the Legislature consider to enhance career and college readiness of Florida's youth?**

The Legislature could consider several options to further enhance the career and college readiness of Florida's students.

While Florida has established and participates in many career and college readiness programs, many of these initiatives have not been evaluated. Accordingly, the Legislature may wish to direct that an evaluation be conducted to determine whether these programs are providing an adequate return on

the state's investment and are effectively helping students progress toward becoming career and college ready. For example, there is limited information on whether Florida's middle school reform efforts have increased student achievement and helped students prepare for the new more rigorous high school graduation standards. An evaluation could determine whether greater percentages of middle school students are now taking and passing courses considered necessary for career and college readiness. An evaluation could also determine if there are gaps in middle school programs and services and how best to address such gaps.

The Legislature may also wish to consider whether developing a user-friendly, one-stop web site that provides information about public school performance and public and private school options would help parents in choosing appropriate schools for their children. The site could provide parents with information on the performance of their child's assigned public school as well as information about available options, such as charter schools; career academies; charter technical career centers; courses offered by the Florida Virtual School; acceleration mechanisms such as dual enrollment and International Baccalaureate programs, and school scholarship programs such as the Florida Tax Credit Scholarship Program, and McKay Scholarships for Students with Disabilities. Such information could help parents evaluate the school choices available to them and make the best decisions about the schools their children will attend.

**Appendix A**

# Florida Has Implemented a Variety of Programs to Help Children Become Ready for Postsecondary Education or Work

Table A-1 show the programs administered by various state agencies that provide services that can help children become ready for college or work at high school graduation. The table shows the agencies administering the programs, overviews the programs’ services, and includes links to websites with more information on the services provided.

**Table A-1  
State Agencies Administer a Variety of Programs That Can Help Children Become Ready for College or Work at High School Graduation**

Program/Initiative	Services Provided
<b>Agency for Workforce Innovation</b>	
School Readiness	The School Readiness Program provides financial resources to pay for quality child care for eligible families so that parents can work or prepare for work. The program helps pay for full-day, year-round early learning and child care for children ages birth to five and after school care for older children. These services help families become financially self-sufficient and prepare children for success in life by providing developmentally appropriate educational experiences. <a href="http://www.floridajobs.org/earlylearning/sr_programs.html">http://www.floridajobs.org/earlylearning/sr_programs.html</a>
Voluntary Prekindergarten	The program provides a free, voluntary prekindergarten education for every Florida child four years of age. The program is intended to increase children’s chances of achieving educational success and must be developmentally appropriate. <a href="http://www.floridajobs.org/earlylearning/VPK%20Program.html">http://www.floridajobs.org/earlylearning/VPK%20Program.html</a>
Workforce Investment Act Youth Programs	The program provides services to children ages 14-21 (the age was extended to 24 by the federal American Recovery and Reinvestment Act of 2009 for services funded by the act). Program services include tutoring, study skills training, and instruction; summer employment that is directly linked to academic and occupational learning; paid and unpaid work experiences including internships and job shadowing; occupational skill training, as appropriate; supportive services; and adult mentoring. <a href="http://www.floridajobs.org/about%20awi/open_government/ARRA_QA_WFS.htm">http://www.floridajobs.org/about%20awi/open_government/ARRA_QA_WFS.htm</a>
<b>Department of Children and Families</b>	
Children’s Mental Health	The children’s mental health system is a collaborative network of services in each circuit that, in partnership with families, is intended to help children diagnosed with serious emotional disturbance live at home, do well in school, and successfully live in the community. Community-based mental health services include, but are not limited to crisis services, including crisis stabilization, assessment services, in-home and school based therapies, outpatient group and individual services, case management, medication, respite, therapeutic foster care, infant and early childhood mental health services, and other non-traditional support. Program services are provided to children of all ages. <a href="http://www.dcf.state.fl.us/programs/samh/mentalhealth/CMHmission.shtml">http://www.dcf.state.fl.us/programs/samh/mentalhealth/CMHmission.shtml</a>
Children’s Substance Abuse	The Substance Abuse Program provides a comprehensive system of prevention, emergency/detoxification, and treatment services for children and families at risk of or affected by substance abuse to promote their safety, well-being, and self-sufficiency. School-based prevention program services are provided to children in grades 6-12. <a href="http://www.dcf.state.fl.us/programs/samh/docs/quickfactsSAMH.pdf">http://www.dcf.state.fl.us/programs/samh/docs/quickfactsSAMH.pdf</a>

Program/Initiative	Services Provided
Independent Living Services Program	<p>The Independent Living Program provides services to youth ages 13-18 in foster care and young adults who were formerly in foster care. The program’s services include pre-independent living services, life skills services; and subsidized independent living. Pre-independent living services provides life skills (i.e., banking and budgeting, interviewing, and time management), education, and employment training for youth in foster care and requires</p> <ul style="list-style-type: none"> <li>▪ the completion of a pre-independent living assessment 30 days prior to a child’s 13th birthday or within 30 days after placement in the department’s custody of a child age 13 and over;</li> <li>▪ a case plan to include an educational and career path, which must be reviewed at each judicial review; and</li> <li>▪ the completion of an independent living assessment during the calendar month following a youth’s 17th birthday.</li> </ul> <p><a href="http://www.dcf.state.fl.us/programs/inliving/docs/faqs.pdf">http://www.dcf.state.fl.us/programs/inliving/docs/faqs.pdf</a></p>
<b>Department of Education</b>	
<b>BIRTH TO AGE 5 PROGRAMS AND INITIATIVES</b>	
Blind Babies Program	<p>The Blind Babies Program provides community-based early intervention education for children from birth through five years of age who are blind or visually impaired, and for their parents, families, and caregivers. The program promotes early development with a special emphasis on vision skills to minimize developmental delays. This education lays the groundwork for future learning by helping a child progress through normal developmental stages. It teaches children to discover and to make the best use of their skills for future success in school. The program helps ensure that visually impaired and blind children enter school as ready to learn as their sighted classmates. Early intervention services offered through the Blind Babies Program are delivered by community-based provider organizations.</p> <p><a href="http://www.myflorida.com/dbs/parents/blind-babies-program.php">http://www.myflorida.com/dbs/parents/blind-babies-program.php</a></p>
<b>Elementary School Programs and Initiatives</b>	
Remediation and 3rd Grade Retention	<p>Florida requires that any student in kindergarten through third grade who exhibits a substantial deficiency in reading (as identified by assessments or teacher observations) must be given intensive reading instruction until the deficiency is remedied. If the student’s deficiency is not remedied by the end of third grade, as demonstrated by scoring a Level 2 or higher on the third grade statewide reading assessment, the student must be retained unless they receive a good cause exemption. Retained students must be provided with intensive reading instruction, including a minimum of 90 minutes of daily, uninterrupted, research-based reading instruction. Schools must also provide these students with a high-performing teacher, a summer reading camp, and must provide their parents with supplemental tutoring, a ‘Read at Home’ plan, or a mentor or tutor with specialized reading training.</p> <p><a href="http://www.flsenate.gov/statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1008.25&amp;URL=1000-1099/1008/Sections/1008.25.html">http://www.flsenate.gov/statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1008.25&amp;URL=1000-1099/1008/Sections/1008.25.html</a></p>
<b>Middle School Programs and Initiatives</b>	
Academic and Career Plan	<p>Florida requires children in middle school to meet certain requirements in order to be promoted to high school. Each student must be enrolled in a career and education planning course in seventh or eighth grade. The course must include career exploration using CHOICES or a comparable cost-effective program, and education planning using the online student advising system known as Florida Academic Counseling and Tracking for Students (FACTS). CHOICES is an online education and career exploration system that provides extensive libraries of career information. Students can use CHOICES to determine their best options and save their results in a personalized electronic portfolio. FACTS provides online tools and services to support academic planning and articulation for middle school, high school, and postsecondary students. Many of these online tools provide personalized information that is based on students’ unique academic records and transcripts. Students can use this information to help plan their academic careers and help ensure that they take the courses needed for admission to postsecondary institutions and programs. Before entering high school, each student must complete a personalized academic and career plan that includes information such as short and long-term goals the results of personal assessments such as interests, values, skills, and aptitudes, careers/clusters of interest; and an electronic personalized education plan (ePEP). The plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs</p>

Program/Initiative	Services Provided
	<p>through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification. The plan also must be signed by the student and the student’s parents and guidance counselor.</p> <p><a href="http://www.fldoe.org/workforce/ced;">http://www.fldoe.org/workforce/ced;</a>  <a href="http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1048rpt.pdf">http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1048rpt.pdf</a>  <a href="http://www.flsenate.gov/Statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1003.4156&amp;URL=10001099/1003/Sections/1003.4156.html">http://www.flsenate.gov/Statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1003.4156&amp;URL=10001099/1003/Sections/1003.4156.html</a></p>
Middle School Promotion	<p>Middle grades promotion requirements help prepare students for high school. Students in grades six through eight must successfully complete certain academic courses to be promoted to high school. These classes include three middle school or higher courses in English that emphasize literature, composition, and technical text; three middle school or higher courses in mathematics; three middle school or higher courses in social studies; one semester of civics education; and three middle school or higher courses in science.</p> <p><a href="http://www.flsenate.gov/statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1003.4156&amp;URL=10001099/1003/Sections/1003.4156.html">http://www.flsenate.gov/statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1003.4156&amp;URL=10001099/1003/Sections/1003.4156.html</a></p>
<b>High School Programs and Initiatives</b>	
Acceleration Programs	<p>Students in Florida have access to a variety of acceleration programs so they can start earning college credit while they are still in high school. Florida’s acceleration programs include Advanced Placement, International Baccalaureate, Advanced International Certificate of Education (AICE), and dual enrollment. Florida provides school districts with a financial incentive to offer Advanced Placement, International baccalaureate, and AICE courses. In addition, students who take more rigorous courses such as these while in high school are generally more prepared for postsecondary education.</p> <p><a href="http://www.fldoe.org/schools/SupportForNGHS.asp">http://www.fldoe.org/schools/SupportForNGHS.asp</a></p>
Adult Education Programs	<p>Adult Education Programs include a component designed to help high school students who are behind academically make up credits and graduate on time.</p> <p><a href="http://www.fldoe.org/workforce/adulted/">http://www.fldoe.org/workforce/adulted/</a></p>
Career Academies and Industry Certification	<p>The 2007 Legislature passed the Florida Career and Professional Education Act to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy. The primary purpose of the Act is to improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification; support local and regional economic development; respond to Florida’s critical workforce needs; and provide state residents with access to high-wage and high-demand careers.</p> <p>Beginning with the 2007-08 school year, each district school board was required to develop, in collaboration with local workforce boards and postsecondary institutions approved to operate in the state, a strategic five-year plan to address and meet local and regional workforce demands. The five-year plans are to include strategies to develop and implement career academies based on those careers determined to be in high demand and provisions to ensure that courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, and result in attainment of industry certification. Career academies are a school reform model designed to link student learning with potential career outcomes. Career academies differ from traditional academic and vocational programs in that they simultaneously prepare students for college and the workforce. The programs provide students with qualifications they can use to either pursue a college education or enter directly into the workforce upon graduation, whichever is most appropriate for the individual student.</p> <p>In Florida, a student can receive an industry certification when he or she demonstrates proficiency in a set of industry-based competencies needed to successfully work in the career field. The particular industry oversees the program to assure continued compliance with industry requirements for program recertification at regular intervals.</p> <p><a href="http://laws.flrules.org/files/Ch_2007-216.pdf">http://laws.flrules.org/files/Ch_2007-216.pdf</a>  <a href="http://www.fldoe.org/workforce/careeracademies/ca_reform.asp">http://www.fldoe.org/workforce/careeracademies/ca_reform.asp</a>  <a href="http://www.fldoe.org/workforce/careeracademies/ca_home.asp">http://www.fldoe.org/workforce/careeracademies/ca_home.asp</a></p>

Program/Initiative	Services Provided
High School Remediation	<p>Postsecondary readiness assessments are administered to all 11th grade students indicating an interest in college. Students whose test scores indicate a need for additional preparation are to be provided postsecondary remediation opportunities prior to their graduation.</p> <p><a href="http://www.fldoe.org/schools/commonplacementtesting.asp">http://www.fldoe.org/schools/commonplacementtesting.asp</a>  <a href="http://facts23.facts.org/florida/facts/Home_Page/!ut/p/c5/04_SB8K8xLLM9MSSzPy8xBz9CP00s3iDEEtPfx9TQwOLABdDA093dw8vA29nQ09iM_1wkA6gChzA0UDfzYM_N1W_IDuvHAD2LKau/dl3/d3/L2dBIS9nQSEh">http://facts23.facts.org/florida/facts/Home_Page/!ut/p/c5/04_SB8K8xLLM9MSSzPy8xBz9CP00s3iDEEtPfx9TQwOLABdDA093dw8vA29nQ09iM_1wkA6gChzA0UDfzYM_N1W_IDuvHAD2LKau/dl3/d3/L2dBIS9nQSEh</a></p>
High School Graduation Standards	<p>The Legislature has raised high school graduation standards several times in the last few years in an effort to help ensure that students graduate with the knowledge and skills they need to be successful in either academics or work. For example, the 2010 Legislature passed Chapter 2010-22, <i>Laws of Florida</i>, that increased general high school graduation requirements. Beginning with students entering grade 9 in the 2010-11 school year, one of four required credits in mathematics must be geometry or a series of courses equivalent to geometry in addition to an Algebra I requirement. Also, an end-of-course assessment requirement must be met in order for a student to earn the required credit in Algebra I, and the end-of-course assessment requirements must be met in order for a student to earn the required credit in geometry. Beginning with students entering grade 9 in the 2012-13 school year, in addition to the Algebra I and geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II.</p> <p><a href="http://laws.flrules.org/files/Ch_2010-022.pdf">http://laws.flrules.org/files/Ch_2010-022.pdf</a></p>
Ready to Work Credential	<p>Ready to Work Credential is a job skills testing and credentialing program. The credentials measure student abilities in three key skill areas: applied mathematics, reading for information, and locating information. Students can earn the Ready to Work Credential by enrolling with a participating assessment center, taking online placement tests, using online courseware as needed, and completing and obtaining minimum scores on certain assessments.</p> <p><a href="http://www.floridareadytowork.com">http://www.floridareadytowork.com</a></p>
Three -Year Option for High School Graduation	<p>Students may complete high school in three years if they meet the requirements of s. 1003.429 <i>F.S.</i> The three-year programs are designed for students who are clear about their future goals and are ready to pursue them beyond high school in an accelerated manner. To select a three-year graduation program, students and their parents must meet with school personnel to receive an explanation of the requirements, advantages, and disadvantages of each program option. Students must also receive the written consent of their parents. The student must select the graduation program prior to the end of ninth grade that will best address his or her future. There are two choices in the three-year program – an 18 credit college preparatory program and an 18 credit career preparatory program. The college preparatory program requires students to earn credits in the courses required to meet the minimum admission standards of state universities, while the career preparatory program requires students to earn academic credits as well as specific credits in a single vocational, career, or technical education program.</p> <p><a href="http://www.fldoe.org/BII/StudentPro/pdf/HSbrochure.pdf">http://www.fldoe.org/BII/StudentPro/pdf/HSbrochure.pdf</a>  <a href="http://www.flsenate.gov/Statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1003.429&amp;URL=10001099/1003/Sections/1003.429.html">http://www.flsenate.gov/Statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1003.429&amp;URL=10001099/1003/Sections/1003.429.html</a></p>
<b>Multi-Grade Level Programs and Initiatives</b>	
Articulation	<p>Florida has several mechanisms to ensure that students can move from their high school program to a postsecondary program without barriers. Statewide articulation agreements award college credit for industry certifications earned in high school. In addition, local articulation agreements between district secondary career education programs and colleges award students college credit for career education courses taken while in high school. A high school student also can earn college or university credit for Advanced Placement and International Baccalaureate courses.</p> <p><a href="http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp">http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp</a>  <a href="http://www.flsenate.gov/Statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1007.27&amp;URL=1000-1099/1007/Sections/1007.27.html">http://www.flsenate.gov/Statutes/index.cfm?mode=View%20Statutes&amp;SubMenu=1&amp;App_mode=Display_Statute&amp;Search_String=1007.27&amp;URL=1000-1099/1007/Sections/1007.27.html</a></p>
College Reach-Out Program	<p>The College Reach-Out Program is designed to motivate and prepare educationally disadvantaged, low-income students in grades 6 through 12 to pursue and successfully complete a postsecondary education. The program includes year-round contact with students, academic and motivational support sessions, and summer on-campus residency programs at state universities and colleges. Funds are appropriated by the Legislature to the Department of Education and allocated competitively to postsecondary institutions throughout the state.</p> <p><a href="http://www.fldoe.org/eeop/crop.asp">http://www.fldoe.org/eeop/crop.asp</a></p>

Program/Initiative	Services Provided
Common Core Standards	<p>The State Board of Education has adopted the national common core standards for English/Language Arts and Mathematics to ensure that Florida’s schools will provide an education that meets national standards of what students should know and be able to perform.</p> <p>The Common Core State Standards define the rigorous skills and knowledge in English/Language Arts and Mathematics that need to be effectively taught and learned in order for students to be ready to succeed academically in credit-bearing, college-entry courses and workforce training programs.</p> <p><a href="http://www.fldoe.org/board/meetings/2010_06_15/corepres.pdf">http://www.fldoe.org/board/meetings/2010_06_15/corepres.pdf</a></p>
Dropout Prevention Programs	<p>Dropout prevention programs include the following.</p> <ul style="list-style-type: none"> <li>▪ Educational Alternatives Programs are designed for students who are unmotivated or unsuccessful in the traditional school setting. Students are identified as potential dropouts based on criteria such as retained in grade, high absenteeism, failing grades, or low Florida Comprehensive Assessment Test (FCAT) scores.</li> <li>▪ Credit Recovery Programs help high school students who are behind academically make up credits and graduate on time. These programs may be funded through supplemental academic instruction funds or through adult education funding.</li> <li>▪ Teenage Parent Programs are designed for students who are pregnant or parenting. Teenage Parent Programs offer regular academic classes so students can continue their educational program in addition to providing classes in child growth and development, nutrition, and parenting skills. Services provided include health services, social services, childcare, and transportation.</li> </ul> <p><a href="http://www.fldoe.org/family/dropout/strategies.asp">http://www.fldoe.org/family/dropout/strategies.asp</a></p>
Exceptional Student Education	<p>Exceptional Student Education (ESE) provides students with disabilities and gifted students the opportunity to receive a free appropriate public education in the least restrictive environment. Children ages 3-21 who have a disability and gifted students in grades K-12 are eligible for ESE services. Children with disabilities under the age of 22 may receive ESE services if they have not graduated with a standard high school diploma. Qualifying disabilities include intellectual disability; traumatic brain injury/orthopedic; emotional or behavioral disability; specific learning disabled; speech impaired and language impaired; gifted; deaf or hard of hearing; visually impaired; dual sensory-impaired; autism spectrum disorder; hospital/homebound; and established conditions. School districts also have the option of serving children from birth who meet the disability criteria for participation. For example, a child from birth through five years of age who has a delay in adaptive or self-help development, cognitive development, communication development, social/emotional development, or physical/motor development, may receive ESE services. The Bureau of Exceptional Education and Student Services within the Department of Education’s Division of Public Schools supports school districts and others in their efforts to provide exceptional student education for students. The bureau also periodically monitors districts for quality and compliance with state and federal requirements.</p> <p><a href="http://www.fldoe.org/ese/">http://www.fldoe.org/ese/</a> <a href="http://www.fldoe.org/ese/ese-home.asp">http://www.fldoe.org/ese/ese-home.asp</a></p>
Exceptional Education Transition Planning	<p>Transition planning for students with disabilities is provided in conjunction with their individual educational plans (IEP). IEP Teams are required to begin the process of identifying transition services needs of students with disabilities, to include consideration of the student’s need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, beginning no later than age 14, so that needed postsecondary goals may be identified and in place by age 16. The first IEP to be in effect when the student turns 16, or younger, if determined appropriate by the IEP team, is to include a statement of measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.</p> <p><a href="https://www.flrules.org/gateway/readFile.asp?sid=0&amp;tid=8017843&amp;type=1&amp;file=6A-6.03028.doc">https://www.flrules.org/gateway/readFile.asp?sid=0&amp;tid=8017843&amp;type=1&amp;file=6A-6.03028.doc</a></p>
Florida Tax Credit Scholarship Program	<p>The Florida Tax Credit Scholarship Program funds scholarships that enable low-income students to attend private schools in the state. The program is funded through contributions made by businesses that receive state tax credits equal to the amount of their contributions, with a statewide cap on these tax credits of \$140 million in Fiscal Year 2010-11.</p> <p><a href="http://www.floraschoolchoice.org/Information/CTC/faqs.asp">http://www.floraschoolchoice.org/Information/CTC/faqs.asp</a>  <a href="http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=1000-1099/1002/Sections/1002.395.html">http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&amp;Search_String=&amp;URL=1000-1099/1002/Sections/1002.395.html</a></p>

Program/Initiative	Services Provided
GEAR UP	<p>In 2008 Florida, received a six-year \$18 million GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant to support early college awareness and readiness for low-income students. GEAR UP is a grant that supports early college awareness and preparation activities for low-income students in grades 7 through 12. It is specifically designed to help middle and high school students handle more rigorous and advanced coursework to better prepare them for college. The grant also includes a parent and student awareness component that explains the college experience, clarifies college academic and financial requirements, and invalidates the culture that low-income students cannot attend college.</p> <p><a href="http://www.fldoe.org/news/2008/2008_07_03.asp">http://www.fldoe.org/news/2008/2008_07_03.asp</a>  <a href="http://www2.ed.gov/programs/gearup/index.html">http://www2.ed.gov/programs/gearup/index.html</a></p>
Jobs for Florida's Graduates	<p>Jobs for Florida's Graduates, an affiliate of Jobs for America's Graduates, works to create a stay-in-school and school-to-career transition system for students of promise. The program covers career development, job attainment skills, basic work skills, leadership and self development skills, personal growth, life survival skills, and workplace survival skills. During the 2007-08 school year, the program served over 1,100 students. In addition, the students devoted nearly 10,000 hours to community service. It operates programs in middle schools, high schools, alternative schools, community colleges, juvenile justice facilities, and community based organizations statewide. <a href="http://www.flgraduates.org/pages/jfgFrameset.html">http://www.flgraduates.org/pages/jfgFrameset.html</a></p>
Just Read Florida!	<p>Just Read, Florida! is the statewide reading initiative that prioritizes reading in Florida's public schools and among all the community groups and volunteer organizations that support them. The Department of Education's Just Read, Florida! Office's responsibilities include training highly effective reading coaches; encouraging teachers to integrate reading instruction into their content areas, training K-12 teachers and school principals on effective content-area-specific reading strategies; providing parents with information and strategies for assisting their children in reading; reviewing, evaluating, and providing technical assistance to school districts; and periodically reviewing the Sunshine State Standards for reading at all grade levels. In Fiscal Year 2010-11, the Legislature appropriated \$2.3 million for grants to public schools that may be used to provide non-phonemic reading instruction for students scoring Level 1 or Level 2 on the FCAT. <a href="http://www.justreadflorida.com">http://www.justreadflorida.com</a></p>
McKay Scholarship Program	<p>The McKay Scholarship Program provides the option for eligible students with disabilities to attend a public or private school of their choice. A parent of an eligible Florida public school student who is dissatisfied with the student's progress may request a McKay Scholarship for the student to enroll in and attend a private school or choose another public school that better suits the student's needs. To be eligible for the McKay Scholarship Program, a student must have attended a Florida public school for the prior year and must have an Individual Educational Plan (IEP). However, the dependent children of a member of the United States Armed Forces who transfer to Florida from out of state pursuant to a parent's change of station orders are eligible for the McKay Scholarship if they meet all other eligibility requirements. <a href="http://www.floridaschoolchoice.org/Information/McKay/faqs.asp">http://www.floridaschoolchoice.org/Information/McKay/faqs.asp</a></p>
Mentoring	<p>Florida funds a variety of mentoring programs that are designed to provide students additional support so that they can progress academically. These include programs such as Take Stock in Children, YMCA Reads, Best Buddies, Teen Trend Setters, Big Brothers and Big Sisters, and the Boys and Girls Club. <a href="http://www.fldoe.org/family/fcogrants/stategrants.asp">http://www.fldoe.org/family/fcogrants/stategrants.asp</a></p>
Military Compact	<p>The purpose of the Interstate Compact on Educational Opportunity for Military Children is to replace the widely varying policies that affect transitioning military students with a comprehensive approach that provides a consistent policy in every school district and in every state that chooses to join. The compact addresses key transition issues encountered by military families including enrollment, placement, attendance, eligibility and graduation. The 2008 Legislature authorized the Governor to execute the compact on behalf of the state. <a href="http://www.fldoe.org/military/ppt/micccp.ppt">www.fldoe.org/military/ppt/micccp.ppt</a> <a href="http://laws.flrules.org/files/Ch_2008-225.pdf">http://laws.flrules.org/files/Ch_2008-225.pdf</a></p>
Project 10: Transition Education Network	<p>The Project 10: Transition Education Network is Florida's statewide discretionary project supporting the secondary transition of youth with disabilities. It is funded by the Bureau of Exceptional Education and Student Services, within the Florida Department of Education. Project 10's primary charge is to assist school districts in providing appropriate planning and timely transition services and programs to assist youth with disabilities in their transition to adulthood. Project 10 also serves as a collaborative resource for other state agencies, discretionary projects, non-profit organizations, and families in the provision of transition services for students served in exceptional student education. <a href="http://www.project10.info/About.php">http://www.project10.info/About.php</a></p>



Program/Initiative	Services Provided
School Grades and Accountability	<p>Florida’s system of School Grades focuses teaching on student outcomes. School grades for elementary and middle schools are based on students FCAT scores and annual learning gains. High schools are graded using the FCAT scores and learning gains components plus several non-FCAT based components including the graduation rate and accelerated coursework. Florida uses a differentiated accountability system to categorize and identify schools needing improvement (i.e., D and F schools) and to focus interventions on those schools with the greatest needs. Support efforts are organized around nine areas (school improvement planning, leadership, educator quality, professional development, curriculum aligned and paced, continuous improvement model, choice with transportation, supplemental education services, and monitoring plans and processes). <a href="http://schoolgrades.fldoe.org">http://schoolgrades.fldoe.org</a></p>
School Lunch and Breakfast programs	<p>The National School Lunch Program and School Breakfast Program are federally funded programs that assist schools and other agencies in providing nutritious meals to children at reasonable prices. In addition to financial assistance, the School Lunch Program provides donated commodity foods to help reduce lunch program costs. The U.S. Department of Agriculture is responsible for overseeing the program nationally. The Florida Department of Education’s Division of Food and Nutrition Management administers the programs at the state level. In Florida, the National School Breakfast Program must be offered in all elementary public and charter schools. <a href="http://www.fldoe.org/FNM/natlschoollunch/descriptions.asp">http://www.fldoe.org/FNM/natlschoollunch/descriptions.asp</a></p>
School to Work Transition	<p>The Department of Education’s Division of Vocational Rehabilitation School to Work Transition includes a number of activities that help students with physical and/or mental impairments enter training and continue their education and/or work after leaving high school. Such transition services may include the acquisition of daily living skills and other activities that facilitates the achievement of the employment outcome identified in a student’s Individualized Educational Plan. <a href="http://www.rehabworks.org/index">http://www.rehabworks.org/index</a></p>
Student Services	<p>Student services include guidance counseling and school health services. Guidance services can help students progress toward career and college readiness by assisting them to develop academic and career plans, and by providing current information on college and university application processes, labor market trends, and technical training requirements.</p> <p>School health services are intended to promote the health of students. Preventive and emergency school-based health services are provided to public school children in grades kindergarten through 12. Services are provided in accordance with a local school health services plan jointly developed by the county health department, school district, and school health advisory committee. Basic school health services include health record reviews, follow-up for mandated school entry physical examinations and appropriate immunizations against preventable communicable diseases, screenings for health conditions that can directly affect student learning ability (vision, hearing, growth and development and scoliosis), first aid, medication assistance, and emergency health services. Comprehensive school health services include basic school health services and student health management; interventions and classes to prevent and reduce risk-taking behaviors; violence and injury prevention; and services to promote students’ return to school to graduate after giving birth. Full service schools provide basic school health services and coordination of specialized health and social services, such as nutritional services, economic and job placement services, parenting classes, counseling for abused children, mental health and substance abuse counseling, and adult education for parents. <a href="http://www.fldoe.org/ese/pdf/FinalCounselFramework2010.pdf">http://www.fldoe.org/ese/pdf/FinalCounselFramework2010.pdf</a> <a href="http://www.doh.state.fl.us/Family/school/services/sh_services.html">http://www.doh.state.fl.us/Family/school/services/sh_services.html</a></p>
Supplemental Educational Services	<p>School districts with Title I schools that have not made adequate yearly progress for three consecutive years in reading and/or math must offer supplemental educational services for eligible students, beginning with the 2002-03 school year. The goal of these services is to ensure that students increase their proficiency in meeting the state’s academic achievement standards in reading and math. Services may include such assistance as tutoring, remediation, and academic intervention and must take place outside the regular school day. Eligible children are from low-income families, as determined by the school district for the purpose of allocating funds under Title I. Priority must be given to the lowest-achieving children whenever funds are insufficient to meet the requests of all eligible children and their parents. <a href="http://www.fldoe.org/filbpso/nclbchoice/ses/overview.asp">http://www.fldoe.org/filbpso/nclbchoice/ses/overview.asp</a></p>

Program/Initiative	Services Provided
Virtual Education	<p>Florida provides students the option of enrolling in virtual education. Recent legislation required each school district to offer virtual education. To do so, districts may contract with the Florida Virtual School, establish a Florida Virtual School franchise, contract with a provider approved by the Florida Department of Education or enter into an agreement with another school district. Virtual education can be used to supplement a student's education at a traditional high school, allowing them to take courses that may otherwise not be available to them. Alternatively, virtual education may be used as a substitute to a traditional school to help meet the needs of students and their families.</p> <p><a href="http://www.fldoe.org/schools/virtual-schools">http://www.fldoe.org/schools/virtual-schools</a></p>
<b>Department of Health</b>	
Children's Medical Services Program	<p>The Children's Medical Services Program provides a statewide integrated system of care for children from birth to 21 years of age whose serious or chronic physical or developmental conditions require extensive preventive and maintenance care. The program also provides a continuum of medical and supportive services to eligible high-risk pregnant women.</p> <p><a href="http://www.cms-kids.com">http://www.cms-kids.com</a></p>
Healthy Start	<p>Healthy Start is a statewide non-profit program that provides at risk pregnant women with the resources and support they need to have good health outcomes. The program's goals are to reduce infant mortality, reduce the number of low birth weight babies and improve health and developmental outcomes. Florida's Healthy Start Coalitions partner with local public and private medical professionals, hospitals, schools, charities, social services agencies, the United Way, the March of Dimes and individuals to identify and resolve health problems that affect pregnant women and their families. Services provided include prenatal /childbirth education, smoking cessation, basic newborn education, breastfeeding education and support, family planning education, immunization information, and referrals.</p> <p>Every prenatal provider and hospital in the state of Florida is required to offer a free Healthy Start Screen to all pregnant women and infants.</p> <p><a href="http://www.doh.state.fl.us/Family/mch/hs/hs.html">http://www.doh.state.fl.us/Family/mch/hs/hs.html</a>  <a href="http://www.healthystartflorida.com/">http://www.healthystartflorida.com/</a></p>
<b>Department of Juvenile Justice</b>	
Prevention and Victim Services, Detention, Probation and Community Intervention, and Residential Services.	<p>Each of the Department of Juvenile Justice's Residential, Detention, Prevention, and Probation programs provide basic skills, thinking skills, personal qualities, and ability to work skills. All administered or contracted programs provide youth with opportunities to develop thinking skills, personal qualities and pre-employability skills incorporated into behavior management, guided group interaction, and in limited cases, certification in the national Homebuilder's Institute.</p> <p>School districts are responsible for providing educational services to youth in the Department of Juvenile Justice's residential and non-residential facilities. School districts may deliver educational services directly or through a contractor. The districts remain responsible for the quality of education provided in residential and non-residential juvenile justice facilities regardless of whether they provide these services directly or through a contractor.</p> <p>Florida law requires district school boards to provide basic, career education, and exceptional student programs to delinquent youth as appropriate. These educational programs must include appropriate curricula and related services that support treatment goals, aid reentry into the community, and may lead to completing a high school diploma or its equivalent. Juvenile justice students must also have access to the appropriate courses and instruction to prepare them for the General Educational Development (GED) test.</p> <p><a href="http://www.djj.state.fl.us/Education/education_status.html">http://www.djj.state.fl.us/Education/education_status.html</a>  <a href="http://www.djj.state.fl.us/Education/resources.html#Career_Education">http://www.djj.state.fl.us/Education/resources.html#Career_Education</a></p>
<b>Other Florida Initiatives</b>	
Communities in Schools	<p>Communities in Schools is a private, nonprofit organization that connects resources from public and private sectors with at-risk students. It seeks to develop partnerships to serve students, schools, and communities, and supports dropout prevention program by supporting at-risk students with community resources and services. Communities in Schools also coordinates the delivery of existing community resources into schools.</p> <p><a href="http://www.cisfl.org">http://www.cisfl.org</a></p>

Program/Initiative	Services Provided
Florida STEM	<p>In June 2009, Workforce Florida, Inc., and Enterprise Florida created a statewide council to strengthen the Science, Technology, Engineering and Math (STEM) skills of Florida’s students as a way to address the increasing demand for jobs requiring strong foundations in these areas. The Florida STEM Council, funded by a \$580,000 grant from Workforce Florida, Inc., was intended to connect education, workforce, business and economic development leaders to identify opportunities to build and measure the state’s supply of workers with skills and knowledge in these fields to support innovation in existing and emerging industries.</p> <p>The Florida STEM Program conducted a series of regional forums to engage stakeholders and better align and coordinate STEM education efforts across Florida, and developing a strategic plan for STEM education in Florida to address the goals and needed outcomes identified by the business community.</p> <p><a href="http://www.stemflorida.net">http://www.stemflorida.net</a>  <a href="http://www.stemflorida.net/strategy">http://www.stemflorida.net/strategy</a></p>
Healthy Kids	<p>Healthy Kids provides medical services to children between the ages of 5 and 19 whose family income is above the Medicaid limits, but equal to or below 200% of the federal poverty level. Healthy Kids is a non-entitlement program authorized by Title XXI of the Social Security Act and participants must pay a \$15-20 monthly premium per family. The Florida Healthy Kids Corporation administers the program, including conducting financial eligibility determination.</p> <p><a href="https://www.healthykids.org">https://www.healthykids.org</a></p>

Source: Program documents and Florida laws.

# *The Florida Legislature*

## *Office of Program Policy Analysis and Government Accountability*

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OPPAGA provides performance and accountability information about Florida government in several ways.

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Project supervised by Jane Fletcher (850/487-9255)

Project conducted by Tom Roth (850/488-1024), Kathleen Del Monte, and Erika Morse

Gary R. VanLandingham, Ph.D., OPPAGA Director