

COMMITTEE MEETING EXPANDED AGENDA**BUDGET SUBCOMMITTEE ON EDUCATION PRE-K - 12****APPROPRIATIONS****Senator Simmons, Chair****Senator Montford, Vice Chair****MEETING DATE:** Thursday, January 19, 2012**TIME:** 2:45 —4:15 p.m.**PLACE:** *Pat Thomas Committee Room, 412 Knott Building***MEMBERS:** Senator Simmons, Chair; Senator Montford, Vice Chair; Senators Detert, Dockery, Flores, Lynn, Ring, Siplin, and Wise

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Estimating Conferences and FEFP Calculations		
2	Update on Digital Instructional Materials		
3	Department of Education Follow-Up on Recent Presentations		
4	Autism Centers		
5	Budget Work Session		
	Other Related Meeting Documents		

Education Budget: Conference Update

January 19, 2012

Presented by:



The Florida Legislature
Office of Economic and
Demographic Research
850.487.1402
<http://edr.state.fl.us>

PK-12 FTE Total Enrollment

Historical and Forecasted

Total PK-12 FTE Enrollment			
Fiscal Year	Total PK-12 FTE	Change	% Change
2004-2005	2,609,593.94	51,102.41	2.00%
2005-2006	2,641,121.29	31,527.35	1.21%
2006-2007	2,638,331.10	-2,790.19	-0.11%
2007-2008	2,631,277.10	-7,054.00	-0.27%
2008-2009	2,617,371.52	-13,905.58	-0.53%
2009-2010	2,629,327.35	11,955.83	0.46%
2010-2011	2,642,510.78	13,183.43	0.50%
2011-2012 3 rd Calc Estimate	2,663,743.54	21,232.76	0.80%
2012-2013 Forecast	2,695,247.82	31,504.28	1.18%
2013-2014 Forecast	2,709,582.85	14,335.03	0.53%
2014-2015 Forecast	2,719,006.11	9,423.26	0.35%
2015-2016 Forecast	2,719,273.90	267.79	0.01%

NOTE: Forecast based on the Education Estimating Conference held December 15, 2011.

Key Assumptions and Trends in PK-12 Public School FTE Enrollment

- ASSUME: Recent historical growth patterns continue.
- TREND: 2011 Legislation upwardly affects FTE due to changes in charter school and virtual education enrollment options.
- TREND: Kindergarten enrollment increases with larger birth cohort relative to prior year entering kindergarten. This increase is reduced in 2011-12 and 2012-13 by a lower percentage share of kindergarten enrollment in public schools than there used to be. The public percentage share increases in 2013-14 with public virtual education pulling students into the system from private and home education.
- ONE TIME EFFECT: 2012-13 enrollment is affected by graduation of unusually small 2011-12 grade twelve cohort due to past policy changes.



Change From October 10, 2011 Conference

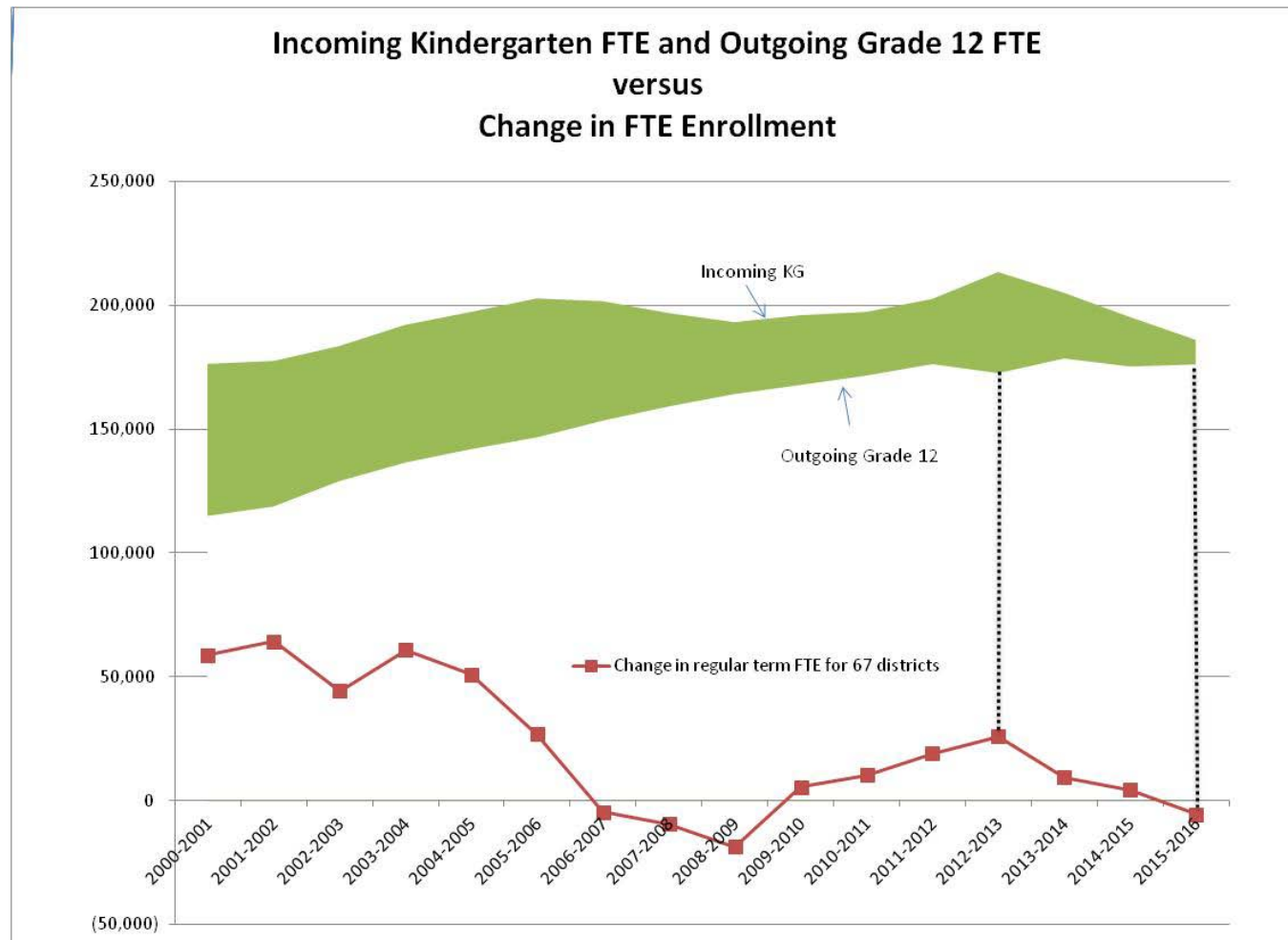
2011-12				
	Oct 2011 Forecast	Dec 2011 Forecast	Difference	% Diff
101 Grades PK-3	587,288.40	591,417.41	4,129.01	0.7%
102 Grades 4-8	750,996.37	752,967.17	1,970.80	0.3%
103 Grades 9-12	562,329.73	568,689.15	6,359.42	1.1%
111 PK-3 ESE in Basic	138,458.56	134,762.80	(3,695.76)	-2.7%
112 4-8 ESE in Basic	218,176.87	216,156.17	(2,020.70)	-0.9%
113 9-12 ESE in Basic	132,860.58	133,528.84	668.26	0.5%
130 ESOL	174,069.06	172,735.99	(1,333.07)	-0.8%
254 ESE Support Level IV	19,474.34	19,127.04	(347.30)	-1.8%
255 ESE Support Level V	5,024.21	4,553.32	(470.89)	-9.4%
300 Career Education	72,638.53	69,805.65	(2,832.88)	-3.9%
Total	2,661,316.65	2,663,743.54	2,426.89	0.1%
2012-13				
	Oct 2011 Forecast	Dec 2011 Forecast	Difference	% Diff
101 Grades PK-3	603,991.55	608,413.93	4,422.38	0.7%
102 Grades 4-8	755,539.16	756,034.48	495.32	0.1%
103 Grades 9-12	575,891.37	572,034.35	(3,857.02)	-0.7%
111 PK-3 ESE in Basic	140,358.00	137,909.73	(2,448.27)	-1.7%
112 4-8 ESE in Basic	218,801.67	216,733.76	(2,067.91)	-0.9%
113 9-12 ESE in Basic	133,547.82	134,077.84	530.02	0.4%
130 ESOL	177,441.72	175,684.04	(1,757.68)	-1.0%
254 ESE Support Level IV	19,434.41	19,463.65	29.24	0.2%
255 ESE Support Level V	5,051.22	4,640.18	(411.04)	-8.1%
300 Career Education	61,826.23	70,255.86	8,429.63	13.6%
Total	2,691,883.15	2,695,247.82	3,364.67	0.1%

2012-13 FTE Growth

December 15, 2011 Conference

Growth from 2011-12	31,504.28		
School Demographic Growth	25,433.18	Additional FTEs entering Kindergarten, additional FTEs entering grades 1-12 due to population migration, and entrants and leavers to the system.	
Effect of Tax Credit Scholarship Program on Kindergarten Enrollment	(1,420.50)	2012-13 annual effect. Effects for future years are cumulative. The effect for 2013-14 includes this 2012-13 annual effect in addition to the 2013-14 annual effect.	
Effect of Non-Promotion Policy from 2003 legislation	2,542.00	Estimate of final effect of the policy change; this will not be a significant factor in future estimates. Estimate based on the tracking of students retained in grade 3 after the 2002-03 school year and the non-promotion patterns before and after the policy implementation.	
FLVS Base Growth	1,898.60	Does not include the 2011 legislative impact See below.	
2011 Legislative Impact*	3,051.00	1,899.00	KG and Grade 1 virtual education change pulling from home education and private schools
		1,137.00	High Performing Charter Schools pulling from home education and private schools
		15.00	Virtual charter school

School Demographic Growth



For 2012-13, public schools had a relatively smaller graduating class the prior year, coupled with a larger entering Kindergarten class from a bigger birth cohort in 2006-07. This combination typically leads to upward changes in FTE enrollment.

Effect on 2012-13 Enrollment of the Non-Promotion Policy Implemented in 2002-2003

27,713 students were retained in grade 3 at the end of the 2002-03 school year.

- In that year, some the students would have been retained without the change in the non-promotion policy.
- In addition, some of them would have been retained later in grades 4-11 if they had not been retained in 2002-03.
- By the 2011-12 school year:
 - Some of the students left Florida public schools to move out-of-state or go to private or home education;
 - Some of the students left education before graduation;
 - Some of the students were retained at least one other year;
 - Some of the students caught up with their age cohort.

The effect of the 2002-2003 non-promotion policy on 2012-13 enrollment is the group of students who were retained and would have been expected to graduate in 2011-12 if the policy had not been implemented. These students will now graduate in 2012-13. The estimate of this group of students is **2,542**.

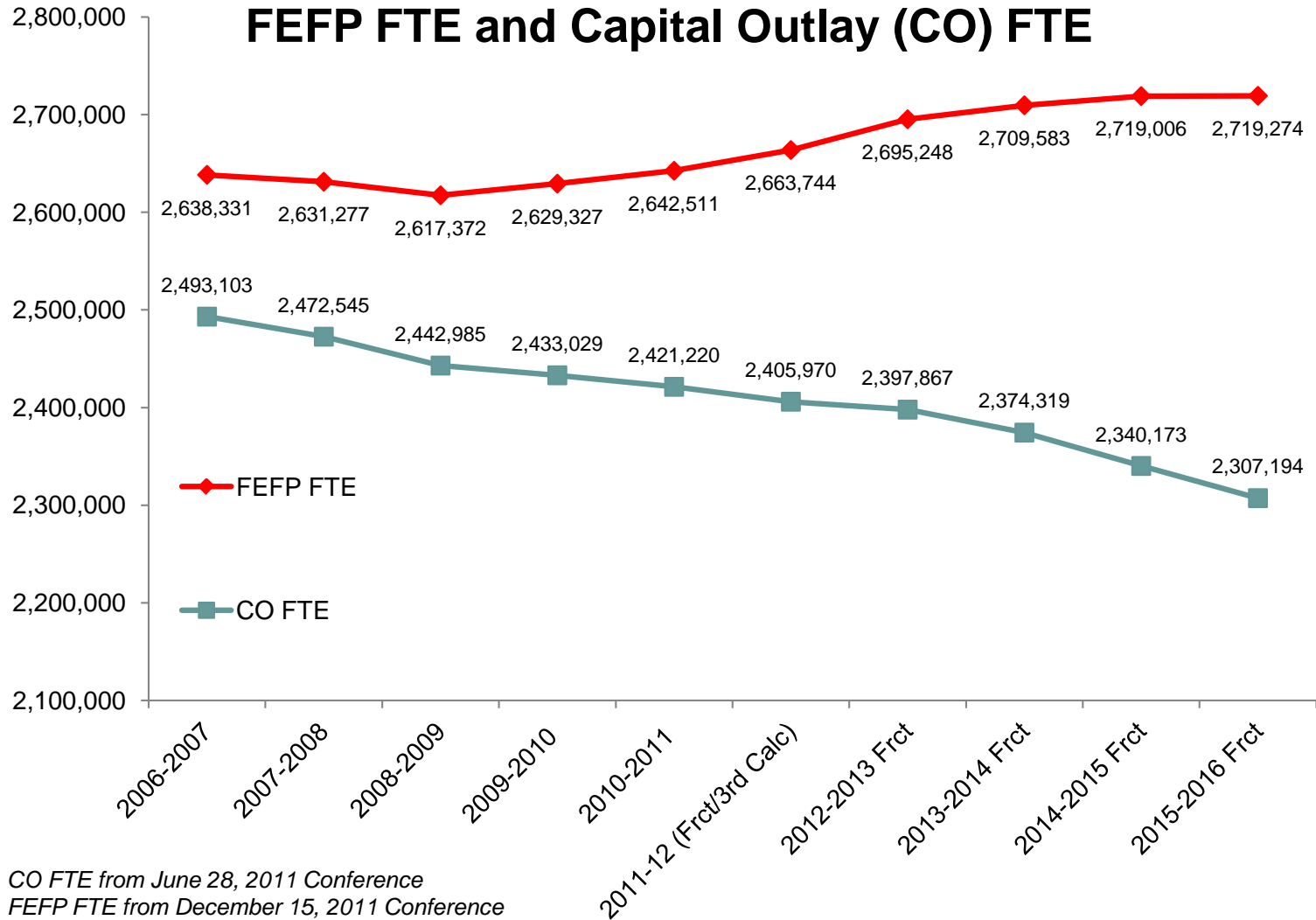
Grade Three Students Not Promoted to Grade Four ---Point in Time Counts---

Year	Number of Students Retained
2001-2002	6,435
2002-2003	27,713
2003-2004	23,348
2004-2005	20,121
2005-2006	14,151
2006-2007	16,676
2007-2008	13,666
2008-2009	13,340
2009-2010	12,223

Source: <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>



Growing Difference Between FEFP FTE and CO FTE



Voluntary Prekindergarten Enrollment & Full-Time Equivalent (FTE) Enrollment

Year	Total Program Year Enrollment	Program Participation Rate	Total Fiscal Year FTE Enrollment	Specialized Instructional Services Program Impact on Fiscal Year FTE Enrollment
2007-2008	134,717	62.45%	118,960.41	
2008-2009	147,752	69.36%	132,891.23	
2009-2010	156,826	72.58%	142,434.99	
2010-2011	165,368	76.50%	150,349.69	
2011-2012	176,644	81.87%	160,173.89	
2012-2013	185,523	86.04%	167,575.01	1,319.51
2013-2014	190,250	87.99%	172,870.88	2,997.55
2014-2015	192,759	88.63%	175,139.10	2,997.55
2015-2016	195,746	89.00%	177,838.44	2,997.55

All totals include enrollment or FTE enrollment in the Specialized Instructional Services Program. Forecasts are the results of the January 5, 2012 Voluntary Prekindergarten Estimating Conference.

SISP VPK Program

Three types of students with disabilities may seek specialized services from this program:

- Group 1: Students who receive specialized services from the FEFP and will receive additional specialized services from the SISP VPK (85% of FTE impact)
- Group 2: Students who do not receive specialized services from the FEFP and would have been in the traditional VPK, but now will have all or part of their VPK services in the SISP VPK (9% of FTE impact)
- Group 3: Students who do not receive specialized services from the FEFP and would not have been in the traditional VPK, but will enter the SISP VPK (6% of FTE impact)

Place of Birth of Florida's Foreign-Born Population

Area	Florida	
	Estimate	Percent of Total
Total	3,549,488	
Europe	380,330	10.7%
Asia	349,732	9.9%
Africa	57,642	1.6%
Oceania	7,364	0.2%
Americas	2,754,420	77.6%
Latin America	2,644,344	
Caribbean	1,394,863	
Cuba	764,368	
Haiti	257,497	
Jamaica	185,154	
Dominican Republic	94,749	
Other Caribbean	93,095	
Central America	621,172	
Mexico	285,919	
Nicaragua	106,104	
Honduras	84,776	
Guatemala	66,688	
Other Central America	77,685	
South America	628,309	
Colombia	220,238	
Venezuela	85,466	
Peru	83,793	
Brazil	70,278	
Other South America	168,534	
Northern America	110,076	

Note: Foreign-born population excludes population born at sea

Source: US Census Bureau, 2006-2010 American Community Survey

Fertility of Florida's Population

Florida

Subject	Total Women Aged 15 to 50 years	Women with births in the past 12 months		
		Number	Percent Distribution	Rate per 1,000 women
Women 15 to 50 years	4,420,997	227,748	(X)	52
NATIVITY				
Native	3,388,598	165,660	72.7%	49
Foreign born	1,032,399	62,088	27.3%	60

Foreign born excludes people born outside the United States to a parent who is a US Citizen.

Source: US Census Bureau, 2006-2010 American Community Survey



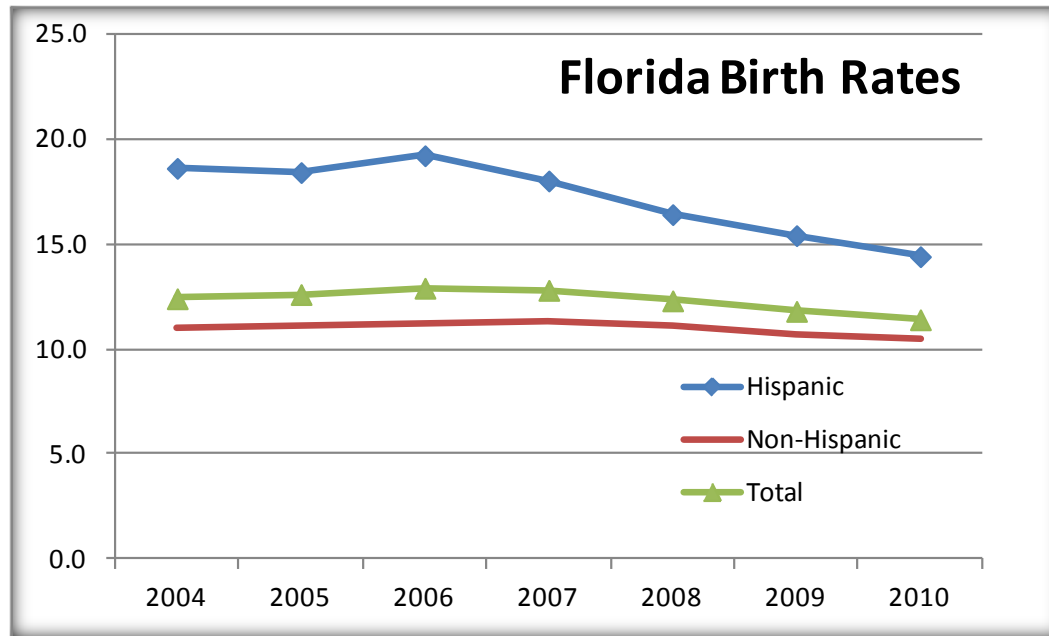
Place of Birth of Florida's Hispanic or Latino Population (Ethnicity)

Florida		
	Estimate	Percent of Total
Total:	3,995,324	
Born in Florida	989,933	24.8%
Born in other state in the United States	594,060	14.9%
Native; born outside the United States	404,098	10.1%
Foreign born	2,007,233	50.2%

Source: US Census Bureau, 2006-2010 American Community Survey



Florida Birth Rates by Ethnicity



Source: Florida Department of Health, Bureau of Vital Statistics, Florida Charts

Model used for the Demographic Estimating Conference Incorporates:

Birth rates for females by:
Age group
Hispanic / Non-Hispanic

Number of residents by:
Age group
Sex
Hispanic / Non-Hispanic



Florida Students Entering Public Schools at the Beginning of the School Year

Grades 1-12

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Entered from other country		17,704	17,317	16,081	15,763	14,123	13,864	15,389
Top Five	Cuba	2,041	1,624	1,911	1,604	2,393	1,845	2,269
	Haiti	2,047	1,936	1,637	2,841	1,593	1,817	1,803
	Venezuela	733	661	560	745	437	590	985
	Mexico	1,870	2,107	1,589	1,107	910	1,023	955
	Dominican Republic	796	869	784	680	646	716	839
Entered from other US state or area		76,369	78,355	63,354	56,851	52,331	50,722	53,510
Top Five	Georgia	5,789	5,764	5,647	5,669	5,698	5,738	5,908
	New York	13,381	11,571	8,901	7,234	5,661	5,001	5,192
	Puerto Rico	3,622	3,896	4,919	4,250	3,125	2,454	3,202
	Texas	3,673	3,759	3,456	3,003	2,813	2,980	3,133
	North Carolina	2,684	2,466	2,298	2,263	2,394	2,462	2,701
Total All Students		2,433,655	2,518,718	2,499,379	2,499,738	2,482,655	2,445,503	2,463,366

* Top five ranking based on Fall 2010 entries

Percent of Florida Students Entering Public Schools at the Beginning of the School Year

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Entered from other country	0.7%	0.7%	0.6%	0.6%	0.6%	0.6%	0.6%
Entered from other US state or area	3.1%	3.1%	2.5%	2.3%	2.1%	2.1%	2.2%

Source: Florida Department of Education Student Information System, Prior School Status/School Attendance Format, survey 2 data 2004-05 through 2010-11 school years. Data summarized from individual student records by Office of Economic and Demographic Research.

Conference Results (and other adjustments)

Impact from Changes in the Forecast Using Original Assumptions

[Positive = Savings; Negative = Additional Cost]

	<u>2011-12</u>	<u>2012-13</u>	<u>Cumulative Effect</u>
Lottery	47.3	47.4	
Slots	0.0	0.5	
Educational Enhancement TF	47.3	47.9	95.2
State School Trust Fund	0.0	0.0	0.0
PECO Trust Fund (Max Approp)	0.0	-113.2	-113.2
General Revenue	46.0	-19.9	26.1
Budget Drivers	2011-12	2012-13	Cumulative Effect
PreK-12 Ad Valorem	0.0	-24.2	-24.2
PreK-12 Enrollment	0.0	37.7	37.7
Education - EETF Surplus Adj	0.0	95.2	95.2
Education - EETF Base Budget Adj	0.0	4.7	4.7
Voluntary Pre-K	-10.3	-20.8	-31.1
	-10.3	92.6	82.3

FLORIDA'S 5-YEAR TRANSITION TO DIGITAL INSTRUCTIONAL MATERIALS

Senate PreK-12 Appropriations
January 19, 2012

Pam Stewart, Chancellor, Division of Public Schools
Florida Department of Education

Statutory Requirements

2



- Section 1003.4203, F. S.: authorizes school districts to develop and implement a digital curriculum for students in grades 6-12. This digital curriculum may be integrated into a subject area or offered as a separate course. The FDOE is charged with developing a model digital curriculum to serve as a guide for districts
- Section 1003.428, F.S.: requiring at least one online course for high school graduation
- Section 1006.281, F.S.: Additional requirements for Local Instructional Improvement Systems (LIIS)
- Section 1006.282, F. S.: Created in 2011 and allows the designation of pilot programs for the transition to electronic and digital instructional materials.
- Section 1006.29, F.S.: Requires electronic review and evaluation of instructional materials submitted for adoption.
- Section 1006.33 (1)(b), F.S.: Prohibits hardcopy sampling of materials submitted for adoption.
- Section 1006.40 (3)(a), F.S.: Requires district school boards to expend at least 50% of their instructional materials allocation on digital or electronic state-adopted materials by the 2015-16 fiscal year.

Components of Five-Year Transition



Florida Department
of Education

- Digital Curriculum Model
- Instructional Materials Adoption Process
 - ▣ All Electronic Review Process
 - ▣ Two-Phased Review Process
 - Expert Reviewers on Content
 - District Reviewers on Instructional Usability
 - Open for Public Review During District Review
 - ▣ Current and upcoming adoptions
- Florida Virtual Curriculum Marketplace
 - ▣ Additional resources
- District Preparation for Transition to Digital Materials
 - ▣ Major Tasks – Assessment and Guidance
 - ▣ Digital Transition Committee for Instructional Materials
 - ▣ District Pilot Programs

Development of Digital Curriculum Model



- The Division of Career and Adult Education developed a Digital Curriculum Model for integration into a content area. This model is structured into three technical facets:
 - ▣ Web Technologies
 - Website planning, webpage elements, principles of design, tools for interactivity
 - ▣ Multimedia Technologies
 - Presentation software, digital imaging, video production, creating/acquiring content
 - ▣ Communications Technologies
 - Internet search techniques, cyberethics, Web 2.0 technologies

Development of Digital Curriculum Model



- Major Components of the Digital Model
 - ▣ Flexible Modules
 - Overlapping web-oriented content
 - Broad standards
 - ▣ Adaptability
 - Suitable for academic or CTE courses
 - ESE supportive
 - Encourages teacher creativity
 - ▣ Curriculum Integration
 - School-based integration
 - Academy-based integration
 - Progressive Integration
 - Integrate a different module each year

Development of Digital Curriculum Model



- FDOE Integrated Digital Curriculum Model
 - ▣ Middle grades social studies (currently being vetted)
 - 6th Grade World History: Communications Technologies
 - 7th Grade Civics: Multimedia Technologies
 - 8th Grade American History: Web Technologies

Instructional Materials Adoption Process



Florida Department
of Education

- Electronic Review and Evaluation of Instructional Materials
 - ▣ New online evaluation system developed by FDOE
 - Provides electronic access to instructional materials
 - No hardcopy samples are reviewed
 - Allows online completion and submission of evaluation
 - One system utilized by publishers, expert reviewers, district reviewers, and the general public.
 - ▣ All training and presentations conducted online

Instructional Materials Adoption Process

□ Two-Phased Review Process

□ Phase 1: State Instructional Materials Reviewers evaluate the content of the materials and their alignment to state standards

- State Instructional Materials Reviewers – Graduate degree in the field, or a related field, and experience
 - Make official recommendation for or against adoption based on the materials encompassing all standards for the course and meeting state requirements
 - For the 2011-12 Social Studies Adoption:
 - 40 State Instructional Materials Reviewers
 - 49 social studies instructional materials receiving at least two evaluations (3 in case of disagreement when tie-breaker required)
 - Reviewers conducted between 1 and 7 evaluations

Instructional Materials Adoption Process



- Two-Phased Review Process
 - ▣ Phase 2: One reviewer from each school district provided opportunity to evaluate the “instructional usability” of two or three of the recommended materials
 - District evaluations summarized for consideration in determining final state-adopted list
 - Phase 2 completed in December

Instructional Materials Adoption Process



- Public Review: The general public can:
 - ▣ Access and review recommended materials through the online evaluation system
 - Access granted in concurrence with district evaluations during November and December.
 - ▣ Complete and submit an online evaluation of the recommended materials
 - This evaluation will be included with the state and district reviewer evaluations for consideration by the Commissioner of Education

Instructional Materials Adoption Process



- **Public Review** (continued)
 - ▣ After adoption, public has access to any materials adopted and purchased in their school district
 - ▣ DOE can provide access to any materials not available through the school district

Instructional Materials Adoption Process



- Social Studies materials reviewed for adoption in 2011
- Upcoming Adoptions – For materials aligned with Common Core State Standards
 - ▣ 2012-13 Adoption
 - K-5 Reading and English Language Arts
 - K-5 Mathematics
 - ▣ 2013-14
 - 6-12 Reading and English Language Arts
 - 6-12 Mathematics

Florida Virtual Curriculum Marketplace



- A new approach to help teachers navigate the crowded digital curriculum landscape
 - ▣ Launched in partnership with Learning.com
 - ▣ Provides a single point of entry for Florida teachers to search for, obtain, and assign educationally proven, national- and Florida-standards- aligned and safe digital content
 - ▣ New digital content and content providers being added continuously

Additional Digital Resources



- iCPALMS – a web-based Portal for Standards Based Instruction
 - CPALMS provides our teachers with digital information and resources regarding state standards including the Common Core State Standards
- The Illustrative Mathematics Project - On completion, it will provide easy access to tasks associated with individual standards and tasks associated with higher order structures in the standards.
- Florida Virtual Education Providers

District Preparation for Transition to Digital Materials



□ Major Tasks

- ▣ Assess district technological needs and identify successes and best practices
 - Analyze results of Technology Resources Survey Statistical Report
 - Develop plan to address district needs and utilize best practices
 - Identify funding sources to address gaps in district capacity for transition
- ▣ Identify and monitor teacher preparation and professional development for integrating digital instructional materials
 - New and existing teachers will require professional development to successfully utilize digital materials

District Preparation for Transition to Digital Materials



□ Major Tasks

- Ensure all Local Instructional Improvement Systems are in compliance with FDOE minimum standards by June 30, 2014
 - Minimum standards issued through Race To The Top in January 2011
- Ensure district readiness for requirement to expend at least 50% of instructional materials allocation on state-adopted digital materials by 2015-16
 - School districts retain flexibility in spending remainder of allocation

District Preparation for Transition to Digital Materials



- Digital Transition Committee for Instructional Materials
 - ▣ Created to guide the transition and assist Florida's school districts and teachers in implementing and successfully utilizing digital instructional materials
 - ▣ Consists of representatives from:
 - Florida Organization of Instructional Leaders (FOIL)
 - Florida Association of District Instructional Materials Administrators (FADIMA)
 - Florida Association of School Administrators (FASA)
 - Florida Council of Instructional Technology Leaders (FCITL)
 - North East Florida Education Consortium (NEFEC)
 - State University Colleges of Education
 - School Districts

District Pilot Programs - Broward



- 9 schools participating
 - ▣ Atlantic Technical Center – Advanced Placement Literature utilizing e-readers
 - ▣ Ft. Lauderdale High – AICE courses utilizing iPads and computers in a lab setting
 - ▣ Pompano High School – Honors World History utilizing netbooks
 - ▣ Gulfstream Middle – social studies and physical science utilizing computers
 - ▣ Sunrise Middle – 6th grade science utilizing laptops and classroom desktop computers

District Pilot Programs - Broward



- Indian Trace Elementary – 5th grade mathematics utilizing iPad2s on mobile carts
- Bennett Elementary – Reading and Mathematics utilizing laptops, Promethean Boards, iPads, TV, DVD players
- Markham Elementary – 5th grade mathematics utilizing computers, Promethean Boards, Document cameras
- Nova Blanche Forman Elementary – 2nd grade mathematics utilizing iPads, iPod touches, laptops

District Pilot Programs - Sarasota



- 8 Middle schools
 - ▣ All science courses and all mathematics courses
 - ▣ Utilizing laptops, tablets (Android or Apple i06), and smartphones (Android or Apple i06)

Contact Information



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Florida Association of Instructional Materials Administrators (FADIMA)

- **Transition to Digital Instructional Materials**
- **Pilot Update**
- **Digital Readiness**



Digital Pilots

- **Section 1006.282, F. S.:** was created in 2011 and allows the designation of pilot programs for the transition to electronic and digital instructional materials.
- **“Formal” Pilots in Broward County and Sarasota County**
- **Basic information at**
http://www.fldoe.org/bii/instruct_mat/pdf/DigitalPilotPrograms.pdf

Broward County

- Application Process
 - administrative leadership/commitment
 - one-to-one learning environment using devices currently district/school owned
 - identify teacher(s) who demonstrate 21st century teaching/learning practices
- 9 schools - four (4) elementary, two (2) middle, and three (3) high schools
- Analysis of program will occur at the end of the 2011-2012 school year

Sarasota County

- 6, 7, 8th graders at all 9 middle schools
 - Math and Science
 - Student owned devices
 - Mobl21 app for Android, Windows, and MacOS devices
 - Download appropriate Science and Math book
 - Internet connection no longer required

Both

- Online textbooks and resources from current instructional materials adoptions
- Broward
 - embedded district licensed resources
 - other web resources are accessible via the Broward Enterprise Education Portal (BEEP)

Other Districts

- Informal pilots
 - Student owned devices
 - 5 of 29 districts reported granting permission for students to bring their own devices
 - 8 of 29 districts reported “limited” approval
 - approval granted in pilot schools
 - approval pending school-based decision.
 - Other digital tools including iPod Touch, iPads, laptops, netbooks, Kindles, Nooks, Interactive Whiteboards, student response devices (clickers)

Pilot

Which of the following was not a pro for the Broward pilot?

- a. Increased use of project based learning
- b. Evidence of increased student engagement
- c. Digital content account management
- d. Decrease in student behavior issues

Pilot

Which of the following is not a concern from the Sarasota pilot?

- a. Format standardization for textbook delivery
- b. Students working with the content within the app on their device
- c. Professional Development in lesson design and implementation
- d. Parents are not willing to purchase a device

Survey

How many districts of the 29 responding have complete wireless access?

- a. More than $\frac{1}{2}$
- b. More than $\frac{1}{3}$
- c. $\frac{2}{3}$
- d. Less than $\frac{1}{2}$

Survey

How many districts of the 29 responding have some wireless access?

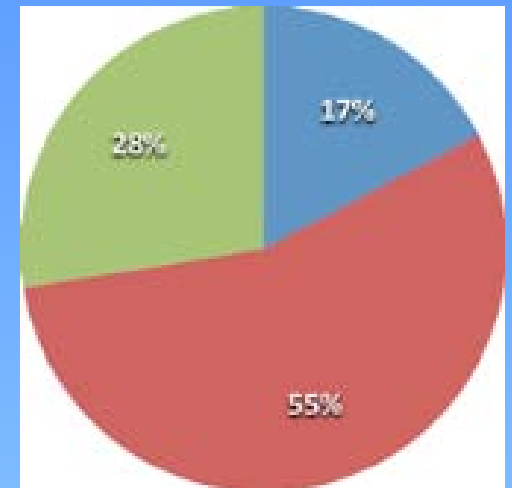
- a. More than $\frac{1}{2}$
- b. About $\frac{1}{3}$
- c. $\frac{2}{3}$
- d. Less than $\frac{1}{2}$

Survey

Of the 29 districts, how many report informal digital instructional material pilots?

- a. More than $\frac{1}{2}$
- b. More than $\frac{1}{3}$
- c. $\frac{2}{3}$
- d. None

Survey



What does this graph represent?

- a. Only 17% of students have a digital device
- b. Less than 20% of districts do not all student devices in any scenario
- c. That student response systems engage student to use critical thinking skills
- d. None of the above

Florida Innovates

According to the Florida Innovates survey, what is the primary barrier to using digital instructional materials?

- a. Teacher preparedness
- b. Bandwidth
- c. Funding
- d. Access to digital materials

Florida Innovates

According to the Florida Innovates survey, what percentage of Florida students don't have computers with Internet access at home?

- a. Less than 25%
- b. More than 50%
- c. Approximately 35%
- d. 18%

Digital Repositories

Which of the following Florida funded initiatives should include single sign-on to textbooks?

- a. CPALMS
- b. Florida History Project
- c. Florida Virtual Curriculum Marketplace
- d. Florida Electronic Library

FADIMA Recommendations

- Maintain instructional material funding and preserve “flexibility for districts to expend balance of IM funds after March 1st as described in 1011.62(6)(b)5.” This flexibility serves as a ‘stepping stone’ as districts transition to digital instructional materials.
- Extend district pilots that study implementation of digital content providing a standardized framework to document and evaluate data.

FADIMA Recommendations

- Provide incentives for districts that participate in a transition to digital instructional materials pilot.
- Continue the digital learning environment advisory council.
- Provide additional funding (as feasible) for increased costs, such as devices for free and reduced lunch students.

FADIMA Recommendations

- Make searching for resources easy for teachers, students, and parents by requiring all Florida content be searchable through the Florida Virtual Curriculum Marketplace.

Florida Association of Instructional Materials Administrators (FADIMA)
Transition to Digital Instructional Materials Pilot Update
January 19, 2012

I. Thinking Outside the Textbook

On behalf of the Florida Association of Instructional Materials Administrators, FADIMA, we thank you for the opportunity to provide a status update on the “digital readiness” of our state and the transition to digital instructional materials pilots that are in progress.



As our state transitions from traditional to digital, from Next Generation Sunshine State Standards to the Common Core State Standards, we believe our schools *must* nurture digital learning environments that develop students who can think critically, communicate, collaborate, and compete on a global level. This includes the integration of digital instructional materials that must align to changing standards, increased rigor and relevance, and changes in classroom practice.

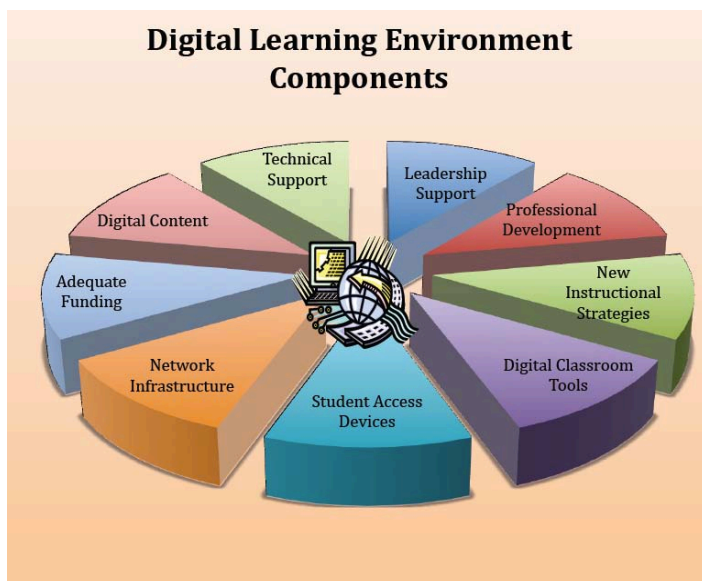
A majority of Florida districts currently employ a hybrid model whereby the adoption of instructional materials includes both print and its digital parallel – the eBook, along with its accompanying digital ancillary supporting materials. We define “digital” as materials or resources that invite inquiry, interaction and manipulation versus an electronic PDF that is simply a translation of the “flat” printed book.

Instructional materials, regardless of format, is the one common thread that serves our students & teachers to support curriculum delivery & accountability, especially with new grading criteria, end of course exams, and transition to common core state standards. Consequently, while we are in full support of transitioning to digital, we want to ensure the *accessibility* and *equity* of these instructional materials so that all students and teachers have the opportunity to be successful.

II. Digital Learning Environment Components for *SUCCESS*:

Digital content is only one of the components necessary to transition to a digital learning environment that enables greater student achievement and career success. Most importantly, the ability of ALL students to have access to this digital learning environment, regardless of socio-economic situation, is critical.

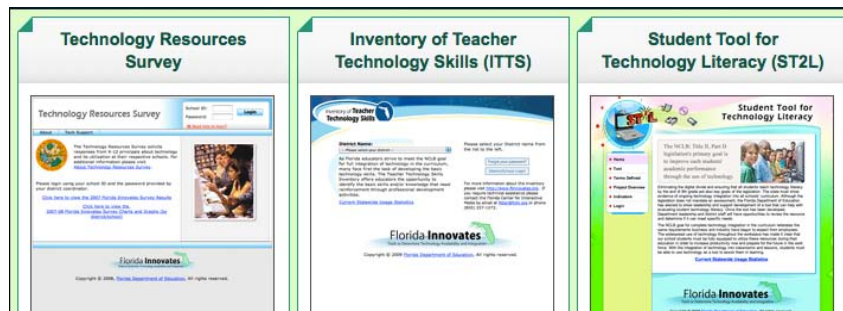
III. Other important components that must be considered are leadership support, effective teaching through professional development, new instructional strategies that incorporate Common Core State Standards, the National Education Technology Standards and 21st century literacy, student access devices, digital classroom tools, network infrastructure and technical support.



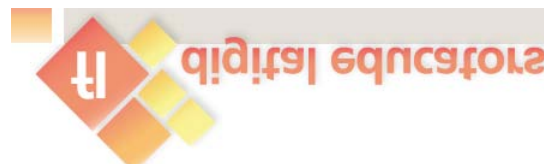
Florida Council of Instructional Technology Leaders (FCITL)
Position Paper, January 2011

IV. FL DOE and State – National Leaders!

Florida's Department of Education and Florida School Districts have been seen as national leaders. The Florida DOE has led efforts to assess teacher and student technology literacy skills statewide, provide technology-related competitive grant opportunities and support districts in transitioning to digital learning with



professional development that trains teachers in effective technology integration strategies.



Race to the Top (RTTT) grant funding attained by Florida are providing opportunities for school districts to have an electronic Instructional Improvement System and Florida's online assessment initiative will enable students to take both Standardized and end-of-course exams via a web-based system.

VI. Florida Innovates

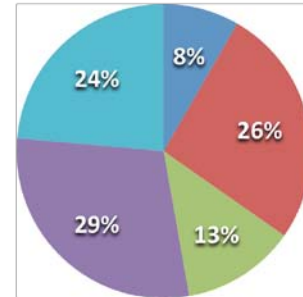


One tool, Florida Innovates, is a roadmap for assessing technology use in schools. Based on state and national objectives, Florida Innovates identifies needs and coordinates resources to meet those needs. This data provides one source of information to help identify "digital readiness" across our State. *(Provide statistics from data pulled, shown below.)*

Data pulled reflects the level of adequate funding for hardware/software purchases:

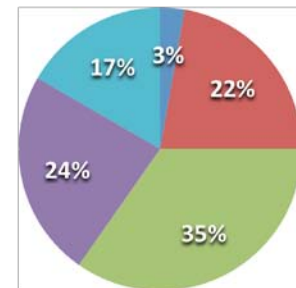
District Response - Funding

We have adequate hardware funding	Responses
Maintain current level purchases necessary for desired growth.	6
Maintain our current level purchase of new equipment.	19
Maintain our current level of technology.	9
Support some hardware expenditures but not maintain current level.	21
We do not have adequate funding to purchase or maintain hardware.	17



Software

We have adequate software funding	Responses
Provide for the purchase of software for desired growth.	2
Provide for the purchase of some new or upgraded software.	16
Maintain our current level	25
Support some software expenditures but not maintain current level.	17
We do not have adequate funding to purchase or update software.	12



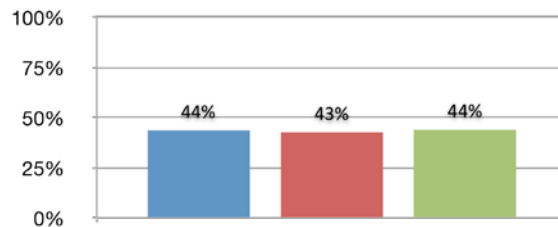
N=72

Effective integration of technology:

Estimate what percentage of your schools have effectively and fully integrated technology, according to the state's definition:

"Technology integration in the curricula entails the teachers' and students' seamless use of technology as a tool to accomplish a given task in a disciplined study that promotes higher-order thinking skills."

Type	Percentage
Elementary	44
Middle	43
High	44

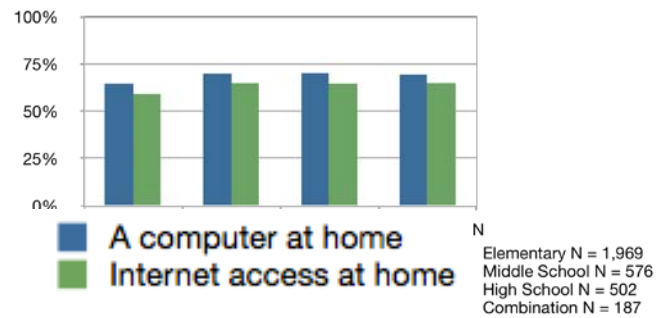


N=72

Computer & Internet Home Access:

While the data reflects an average of about 70% of students having computers at home and an average of 64% of students with Internet access, there are about a third of our students who do not have access at all. This information may not take into account families with several children/students at home who may need access to computers or digital device(s)/Internet access simultaneously.

	A computer at home	Internet access at home
ELEMENTARY	65	59
MIDDLE	70	65
HIGH	70	65
COMBINATION	69	65

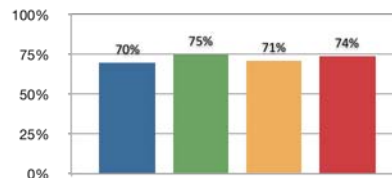


Teacher Readiness & Barriers for Using Primary Instructional Materials in Digital Format:

An average of 70 to 75% of teachers are "digitally ready" for the infusion of digital instructional materials as their primary tool of instruction.

Teachers ready for primary instructional materials to be in a digital format.

	Teachers ready for primary instructional materials to be in a digital format.
ELEMENTARY	70
MIDDLE	75
HIGH	71
COMBINATION	74



Elementary N = 1,969
 Middle School N = 576
 High School N = 502
 Combination N = 187

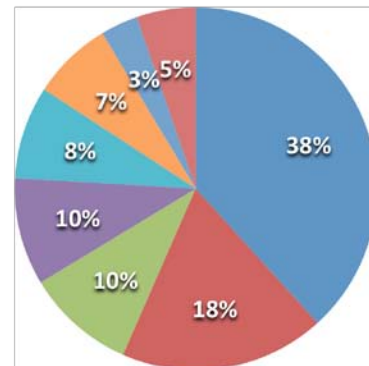
■ ELEMENTARY ■ MIDDLE ■ HIGH ■ COMBINATION

There are several factors that hinder their use of digital instructional materials. According to survey data, funding and access to digital delivery devices, materials and curriculum rank highest. 10% report teacher readiness and need for professional development also impede the successful use of digital instructional materials.

Primary barrier to using digital Instructional materials.

What do you perceive is the primary barrier to using digital instructional materials in your school?	Count
Funding	1,238
Access to digital delivery devices, materials, curriculum	592
Teacher readiness	316
Need for professional development and support	310
Bandwidth	268
Time constraints	232
Technical support	108
No barriers	171

N=3235



V. Transition to Digital Instructional Materials Digital Pilot Opportunity!

Section 1006.282, F. S.: was created in 2011 and allows the designation of pilot programs for the transition to electronic and digital instructional materials.

As a means toward fulfilling the legislative mandate (*Section 1006.282*) that requires all adopted instructional materials for students in kindergarten through grades 12 be provided in electronic or digital format by 2015-2016, the state has authorized districts to designate digital pilot programs beginning this year.

VI: State Criteria:

The designated schools are required to adhere to the following guidelines:

- Uses at least 50% of school's annual allocation from district for purchase of electronic/digital instructional materials on state-adopted list.
- School provides comprehensive digital instructional materials to all students.
- Description of digital tools used to access digital materials.
- Identify projected costs/funding sources, and cost savings.
- Identify successful practices, lessons learned, level of investment/cost-effectiveness and impact on student performance.
- Districts shall report the results of the pilot schools.
- Data collected from the pilot schools will be reported to the state and will guide future direction.

VII. "Formal" Pilots in the State of Florida (Broward County and Sarasota County) are two districts in Florida that have formally applied to participate in the creation of a pilot program transitioning to digital instructional materials for the 2011-2012 school year.

VIII. BROWARD COUNTY:

Criteria & Expectations for participating in Digital Instructional Materials Pilot:

Application process included criteria whereby schools must reflect administrative leadership/commitment, create a one-to-one learning environment using devices currently district/school owned, and identify teacher(s) who demonstrate 21st century teaching/learning practices that enable them to manage student-directed, teacher facilitated experiences within a digital learning environment.

Digital Pilot teachers, and students in grades 5-12, were required to take the *Inventory of Teacher Technology Skills* (ITTS) and *Student Tool for Technology Literacy* (ST2L) to collect baseline data on technology competencies at the start of the pilot initiative. This will be repeated at the end of the year.

Analysis of program will be conducted to determine impact on student FCAT scores, grades, demographics, etc. will occur at the end of the 2011-2012 school year.

Who?	A total of nine (9) schools are participating in the pilot: four (4) elementary schools, two (2) middle schools, and three (3) high schools.
What?	<ul style="list-style-type: none">• All teachers/students access core instructional materials through the online textbooks, along with wealth of other district resources, virtual labs, and web resources that help reinforce, apply, and enrich concepts taught.• Courses include Business Studies, Earth Science, English, Literature, Marine Science, Mathematics, Reading, Social Studies, Sociology, Thinking Skills, and World History.• An array of digital tools including iPod Touch, iPads, laptops, netbooks, Kindles, Nooks, Interactive Whiteboards, student response devices (clickers), etc.
How?	<ul style="list-style-type: none">• Teacher/Student resources (including online textbooks), lesson plans, embedded district licensed resources, and other web resources are accessible via the Broward Enterprise Education Portal (BEEP).• Digital devices acquired through District refresh, Title One, internal school funding, grants, integrated fee based program (i.e. after school funds), or Senior class 'gift' to school.
Why?	<ul style="list-style-type: none">• Document successful practices• Collect information regarding successes, opportunities and challenges• Determine potential associated costs and/or cost savings• Identify impact on student performance• Inform decisions for replication of pilot on a larger scale the following year.
When?	2011-2012 Phase II anticipated to increase the number of schools participating in the pilot during the 2012-2013 school year.

IX. Reflections from Digital Pilot Teachers:

Pluses

- Increased use of project based learning methodology where students research, write, develop, communicate, and present a digital product to demonstrate mastery of concepts learned.
- Students are starting to bridge what they learn (and ways to learn) from one subject to another.

For example, AP English Language curriculum requires the break down of political cartoons based on tone, perspective, exaggeration, and picture. Students now post blogs of political cartoons of anything relevant to the course content in an effort to communicate, peer teach, and reinforce critical thinking.

- Evidence of greater student ownership and responsibility for learning
- Increased opportunity for teacher observation and work with individuals or small groups as needs require
- Evidence of increased student engagement, decrease in student behavior issues
- ***EQUALIZES learning for all!***

Challenges

- Increased time spent to “work out the kinks” when technology is not working optimally, but well worth the effort when it does☺
- Account management issues and loading of content onto digital devices is extremely time consuming. The digital devices, regardless of kind, are currently managed using a consumer model vs. an educational model. The District is working with each company to work out a model for managing content/apps that can be easily replicated across the district (i.e. account management from a district perspective as well as from a school perspective).
- Battery power issues interrupt the flow of learning.

Student Reflections:

- Greater interest and motivation to complete assignments
- Fun to work with a partner or a group
- Love learning using “my” digital tool (i.e. laptops, iPads, iPod Touch, etc...)
- I look forward to coming to school each day.
- I can learn easier on my [*iPad*] since I can review the material and work at my own pace.

Accolades:

Nova Blanche Forman Elementary has been selected as an Apple Distinguished Program, 2011-2012 school year, for their innovative use of technology to increase student achievement.

Ft. Lauderdale High has been selected to present their Transition to Digital Instructional Materials Pilot and unique *Students Transforming Educational Paradigms with Unique Perspectives* (STEP-UP) Instructional Program during ISTE’s 2012, San Diego.

X. SARASOTA COUNTY:

SARASOTA COUNTY:

Who?	Students in grades 6 th , 7 th , & 8 th in science and math courses at the eight (8) middle schools in Sarasota County.
What?	Students in pilot can access their appropriate science and math textbook through an “app” on their personal device.
How?	Students download the Mobl21 app onto their device and enter their user information to download the appropriate science and math book for their course. The Mobl21 app runs on Android, Mac iOS, and Windows based devices. Once the textbook is downloaded, an internet connection is no longer required to access the instructional material.
Why?	Sarasota County is focusing on being in the “content delivery business”, as opposed to being in the “device business”. As the price of devices continues to go down, student access to devices continues to rise. With the ability for students to download other instructional tools (graphing calculator for example) to use in class, the device becomes a multi-functional tool. Research also shows that parents are willing to purchase devices for instructional use if the validity for the use is warranted. See Project Tomorrow’s SPEAK UP 2010 National Findings report published April 2011.
When?	2011-2012

Additional Information:

- Students have experienced minimal difficulties working with the content within the app on their device. They have a number of ideas that would make the textbook content more meaningful to their understanding and learning. These ideas are realistic as the technology continues to evolve as long as the textbook publishers allow the access to evolve with the technology.
- Standardization across the format for delivery from the textbook publishers is an area that needs to be addressed moving forward.

- Professional Development in lesson design and implementation for our teachers needs to be considered moving forward. Differences in lesson delivery exist when moving to an “all digital” environment.

XI. What is the Digital Readiness across the State?

FADIMA recognizes that while only two districts applied to participate in the State digital instructional materials pilot, there are many districts that have pilots currently in place.

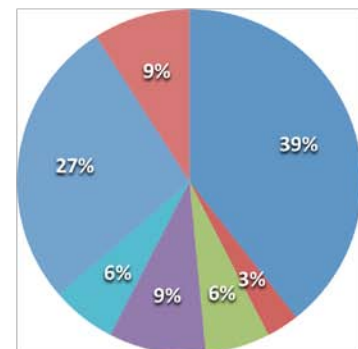
We decided to conduct an informal survey to assess their “digital readiness” and whether or not there were others implementing their own informal pilots.

29 Districts responded

We asked whether or not District schools had wireless access.

- Less than half of those reported their district schools have complete wireless access.
- About 1/3 have some wireless access. There were no districts that reported having no wireless access.

Do District Schools have wireless access?	
All District Schools	13
All Elementary Schools	1
All Middle Schools	2
All Elementary Schools	3
All Centers	2
None are wireless.	0
Some are wireless: Combination of Elementary, Middle, Center, & High	9
Most are wireless: Combination of Elementary, Middle, Center, & High	3



Percentages might add up to more than 100% due to multiple options selected.

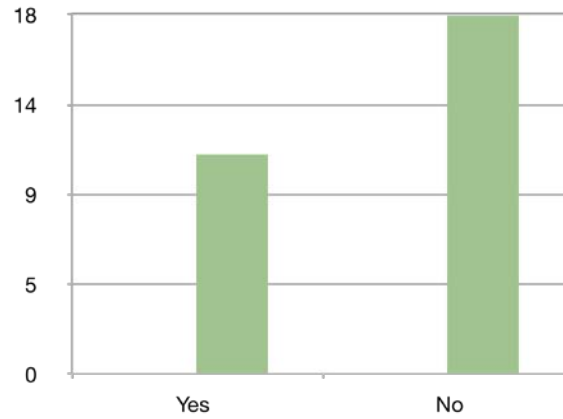
- All District Schools
- All Elementary Schools
- All Middle Schools
- All Elementary Schools
- All Centers
- None are wireless.
- Some are wireless: Combination of Elementary, Middle, Center, & High
- Most are wireless: Combination of Elementary, Middle, Center, & High

XI. "Informal Pilots" – Pockets of Experimentation!

11 of the 29 districts that responded report digital instructional material pilots in their districts.

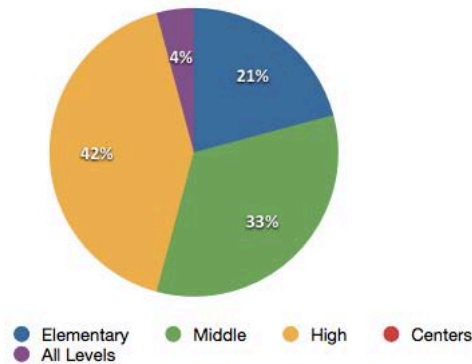
Does your district currently have digital instructional material pilots occurring?

Does your district currently have digital instructional material pilots occurring?	
Yes	11
No	18



What levels are the district instructional materials pilots occurring?

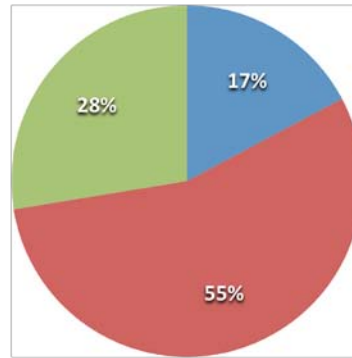
What levels are the digital instructional materials pilots occurring?	
Elementary	5
Middle	8
High	10
Centers	0
All Levels	1



Does your district permit students to bring their own devices?

While only 5 of the districts reported granting permission for students to bring their own devices, 8 districts reported "limited" approval, approval granted in pilot schools, or approval pending school-based decision.

Does your district permit students to bring their own device?	
Yes	5
No	16
Other	8



In Pilot Schools
School Based Decision
Limited with Prior Approval

● Yes ● No ● Other

The BIG question: *WHY were there only TWO districts that applied to participate in the State's Transition to Digital Instructional Materials Pilot?*

- Limited Direction & Guidance from the FL DOE
- Lack of framework to ensure valid review and evaluation of pilot project
- Lack of incentive to participate

Recommended Next Steps:

- Maintain instructional material funding and preserve "flexibility for districts to expend balance of IM funds after March 1st as described in 1011.62(6)(b)5." This flexibility serves as a 'stepping stone' as districts transition to digital instructional materials.
- Extend district pilots that study implementation of digital content providing a standardized framework to document and evaluate data.
- Provide incentives for districts that participate in a transition to digital instructional materials pilot (i.e. State officials changed how high schools are graded last year, minimizing the importance of FCAT scores and adding other measures, such as graduation rate and participation in Advanced Placement and dual-enrollment classes.) Perhaps, a similar incentive can be applied for digital instructional materials pilots?
- Continue the digital learning environment advisory council, comprised of key leaders from the state, to gain overall stakeholder input and make recommendations that will invite increased district participation in the state's digital pilot.

- Provide additional funding (as feasible) as digital is NOT always cheaper (explanation below)
{While there may be lower production, printing, and shipping costs – and, it is easier and faster to update – there are increased costs to incorporate various digital media from other sources, increased costs to provide hardware compatible media, and increased costs to monitor potential and illegal copyright uses}
- Make searching for resources easy for teachers, students, and parents by requiring all Florida content is searchable through the Florida Virtual Curriculum Marketplace.



Conclusion: We look forward to ongoing collaboration with the Florida DOE, our legislative leaders, and other educational stakeholders to support the state's transition to a rich digital learning/teaching environment that engages our students with the highest quality instructional materials to support their academic success.

"Digital" will continue to change the way we do business in education. How that will look in 5 to 10 years remains to be seen. However, our students from Broward County had some ideas when asked what technology in education will be in 5 to 10 years ...

Let's watch and listen:

<http://web.me.com/chuck.rivera/Technology/Question.html>



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011
1	Alachua	Charles W. Duval Elementary	K-5	320	\$759,293.00	\$223,734.00	\$29,000.00	DD	1,500	180	The extended day model increased the learning day by 45 minutes four days per week. A 23-day summer program was offered also.	54,000	12,690	320	Varies but generally < 15	Hourly Rate	\$26.88	\$246,798.50	SIG 1003(g)	\$771.00	Not Provided	F	D (405 D)	B (505 B)
2	Alachua	Hawthorne Middle/High School	9-12	280	\$635,832.00	\$0.00	\$111,400.00	AD	1,500	125	The school day was increased by 25 minutes daily.	54,000	4,500	280	Varies but generally < 15	Hourly Rate	\$24.62	\$90,086.28	SIG 1003(g)	\$321.00	Not Provided	D	D (387 F)	C (427 D)
3	Alachua	Marjorie Kinnan Rawlings Elementary School	K-5	300	\$627,776.00	\$216,124.00	\$7,100.00	DD	1,500	180	The extended day model increased the learning day by 45 minutes four days per week. A 23-day summer program was offered also.	54,000	12,690	300	Varies but generally < 15	Hourly Rate	\$26.53	\$224,541.89	SIG 1003(g)	\$748.00	Not Provided	F	D (404 D)	D (428 D)
4	Broward	Coconut Creek High School	9-12	1,585	\$759,293.00	\$0.00	\$108,638.00	BAS and Sat.	1,800	350	BAS & Sat. P- Conduct after-school extended learning activities. 3 days per week September-February Saturday extended learning activities.	64,800	13,620	350	20	\$36.23	\$15.00	\$76,911.00	SIG	\$219.00	Not Provided	A	C (426 D)	C (406 D)
5	Broward	Larkdale Elementary School	K-5	407	\$759,293.00	\$113,900.00	\$25,627.03	BAS,Sat. and O	1,800	925	BAS- Provides additional time for instruction, remediation, and enrichment in core academic subjects for students through after-school and Saturday programming. BAS & Sat. P- Provides additional time for instruction, remediation, and enrichment in core academic subjects for students through after school and Saturday programming. O- 30 minutes reading/math intervention periods will be scheduled for intermediate students.	64,800	33,300	85	10	\$36.23	\$15.00	\$171,961.00	SIG	\$2,023.00	Not Provided	C	D (411 D)	B (517 B)
6	Broward	Sunland Park Elementary School	K-5	304	\$759,293.00	\$87,040.00	\$16,064.00	BAS & Sat.	1,800	1,193	BAS- Provides additional time for instruction, remediation, and enrichment in core academic subjects for students through after-school and Saturday programming. BAS & Sat. P- Provides additional time for instruction, remediation, and enrichment in core academic subjects for students through after school and Saturday programming.	64,800	42,983	140	21	\$36.23	\$15.00	\$129,846.00	SIG	\$927.00	Not Provided	F	D (421 D)	D (418 D)
7	Collier	Eden Park Elementary School	K-5	729	\$600,000.00	\$125,509.00	\$0.00	AD / BAS	2,250	150	Reading/Math Tier II Interventions / Enrichment and Academic Tutoring	69,300	5,600/17,280	729/160	same as regular school day/1:15	10% of salary bonus (as per MOU)/\$23 per hour		\$607,893.00	\$354,453.00 (SIG)/ \$253,400.00 (Miracle)	\$683.79	\$833.87/ \$1,584.00	F	D (418 D)	C (435 C)
8	Collier	Immokalee High School	9-12	1,384	\$613,437.00	\$179,476.00	\$893,000.00	BAS	2,250	180	Tutoring in core academic areas	69,300	6,720	150	0	\$20.00 or \$22.00/hour		\$255,682.00	\$50,000.00 (SIG)	\$442.36	\$333.33	D	C (415 D)	C (421 D)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011
9	Columbia	Columbia High School	9-12	1,717	\$759,293.00	\$0.00	\$34,600.00	DD	1,555	105	21	56,016	2,160	1,717	27	School Grade Incentives, Academic Incentives (Pass EOC, Recruitment/Retention) Instructional Attendance Incentives, NGCARPD Certification Incentive	\$1290.32 (\$200,000.00/155)	\$0.00	\$181,173.00	\$105.52	\$442.22	D	B (493 C)	B (477 C)
10	Dade	Frederick R. Douglass Elementary	K-5	316	\$246,033.24	\$120,401.00	\$76,990.00	BAS and Sat.	1,800	720	80 min per, 60 min per, 180 min per	64,800	18,180	145	10	\$32.00	NA (only Hourly)	\$145,400.00	\$145,440.00 SIG	\$460.00	\$460.00 SIG	D	F (358 F)	C (448 C)
11	Dade	Holmes Elementary School	K-5	467	\$247,258.20	\$159,088.00	\$76,990.00	BAS and Sat.	1,800	420	60 min per, 180 min per	64,800	9,180	105	10	\$32.00	NA (only Hourly)	\$48,960.00	\$48,960.00 SIG	\$105.00	\$105.00 SIG	C	C (443 C)	C (438 C)
12	Dade	Little River Elementary School	K-5	513	\$282,247.96	\$156,530.00	\$76,990.00	BAS and Sat.	1,800	1,080	60 min per, 120 min per, 80 min per	64,800	27,270	265	20	\$32.00	NA (only Hourly)	\$174,528.00	\$174,528.00 SIG	\$340.00	\$340.00 SIG		Not Listed	Not Listed
13	Dade	North County Elementary School	K-6	316	\$231,931.31	\$111,064.00	\$76,990.00	BAS and Sat.	1,800	630	90 min per, 180 min per	64,800	15,480	210	10	\$32.00	NA (only Hourly)	\$173,376.00	\$173,376.00 SIG	\$548.00	\$548.00 SIG	D	D (407 D)	C (462 C)
14	Dade	Pine Villa Elementary School	K-5	289	\$174,085.45	\$103,563.00	\$196,990.00	BAS and Sat.	1,800	540	60 min per, 30 min per, 180 min per	64,800	13,645	205	12	\$32.00	NA (only Hourly)	\$130,992.00	\$130,992.00 SIG	\$453.00	\$453.00 SIG	D	C (487 C)	C (480 C)
15	Dade	Dr. Henry W. Mack/West Little River Elementary School	K-6	394	\$257,563.21	\$110,512.00	\$76,990.00	BAS and Sat.	1,800	540	60 min per, 180 min per	64,800	13,645	220	10	\$32.00	NA (only Hourly)	\$152,824.00	\$152,824.00 SIG	\$387.00	\$387.00 SIG	F	D (406 D)	C (450 C)
16	Dade	Charles R. Drew Middle School	6-8	434	\$282,897.21	\$169,504.00	\$311,801.00	BAS and Sat.	1,800	420	60 min per, 180 min per	64,800	9,000	150	10	\$32.00	NA (only Hourly)	\$72,000.00	\$72,000.00 SIG	\$166.00	\$166.00 SIG	D	D (402 D)	A (548 A)
17	Dade	Miami Edison Middle School	6-8	524	\$266,616.97	\$209,482.00	\$160,681.00	BAS and Sat.	1,800	420	60 min per, 180 min per	64,800	9,000	150	10	\$32.00	NA (only Hourly)	\$72,000.00	\$72,000.00 SIG	\$137.00	\$137.00 SIG	D	C (480 C)	D (424 D)
18	Dade	North Miami Middle School	6-8	982	\$272,783.53	\$374,384.00	\$525,857.00	BAS and Sat.	1,800	540	90 min per, 180 min per	64,800	13,635	295	10	\$32.00	NA (only Hourly)	\$218,160.00	\$218,160.00 SIG	\$222.00	\$222.00 SIG	D	C (445 C)	C (447 C)
19	Dade	Homestead Senior High School	9-12	1,931	\$1,021,727.13	\$594,019.00	\$544,265.00	AS and Sat.	1,800	420	60 min per, 180 min per	64,800	9,540	350	15	\$32.00	NA (only Hourly)	\$117,024.00	\$117,024.00 SIG	\$61.00	\$61.00 SIG	D	D (403 D)	C (386 F)
20	Dade	Miami Carol City Senior High	9-12	1,770	\$921,348.64	\$376,596.00	\$505,642.00	BAS and Sat.	1,800	540	60 min per, 180 min per	64,800	13,635	315	10	\$32.00	NA (only Hourly)	\$218,160.00	\$218,160.00 SIG	\$123.00	\$123.00 SIG	D	D (402 D)	C (383 F)
21	Dade	Miami Central Senior High School	9-12	1,805	\$883,365.01	\$776,543.00	\$543,853.00	BAS and Sat.	1,800	360	60 min per, 180 min per	64,800	9,090	325	10	\$32.00	NA (only Hourly)	\$150,288.00	\$150,288.00 SIG	\$83.00	\$83.00 SIG	D	C (417 D)	D (353 F)
22	Dade	Miami Edison Senior High School	9-12	922	\$984,820.55	\$543,215.00	\$373,211.00	BAS and Sat.	1,800	360	60 min per, 180 min per	64,800	9,090	310	10	\$32.00	NA (only Hourly)	\$150,288.00	\$150,288.00 SIG	\$163.00	\$163.00 SIG	F	C (414 D)	D (424 D)
23	Dade	Miami Jackson Senior High	9-12	1,156	\$925,019.72	\$546,297.00	\$413,645.00	BAS and Sat.	1,800	420	60 min per, 180 min per	64,800	9,540	325	10	\$32.00	NA (only Hourly)	\$162,816.00	\$162,816.00 SIG	\$140.00	\$140.00 SIG	F	D (409 D)	B (381 F)
24	Dade	Miami Norland Senior High	9-12	1,425	\$898,757.31	\$430,787.00	\$490,772.00	BAS and Sat.	1,800	1,080	180 min per	64,800	27,270	425	15	\$32.00	NA (only Hourly)	\$436,320.00	\$436,320.00 SIG	\$306.00	\$306.00 SIG	D	D (386 F)	C (373 F)
25	Dade	Northwestern Senior High	9-12	1,620	\$1,048,018.67	\$577,665.00	\$679,704.00	BAS and Sat.	1,800	420	60 min per, 180 min per	64,800	10,080	370	10	\$32.00	NA (only Hourly)	\$198,912.00	\$198,912.00 SIG	\$122.00	\$122.00 SIG	F	D (406 D)	B (402 D)
26	Dade	North Miami Senior High	9-12	2,590	\$1,104,589.12	\$516,560.00	\$1,014,404.00	Sat.	1,800	660	120 min per, 180 min per	64,800	16,380	325	12	\$32.00	NA (only Hourly)	\$244,608.00	\$244,608.00 SIG	\$94.00	\$94.00 SIG	D	D (395 D)	C (429 D)
27	Dade	Miami Southridge Senior High	9-12	2,116	\$1,210,042.10	\$423,409.00	\$521,075.00	Sat.	1,800	420	60 min per, 180 min per	64,800	9,540	365	10	\$32.00	NA (only Hourly)	\$183,168.00	\$183,168.00 SIG	\$86.00	\$86.00 SIG	F	D (418 D)	A (412 D)
28	Dade	Booker T. Washington Senior High	9-12	955	\$946,682.84	\$554,939.00	\$343,229.00	Sat. and DD	1,800	300	60 min per, 180 min per	64,800	4,820	375	10	\$32.00	NA (only Hourly)	\$95,114.00	\$95,114.00 SIG	\$100.00	\$100.00 SIG	F	F (355 F)	D (389 F)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011
29	Duval	A. Philip Randolph Academies	9-12	700	\$697,645.00	\$194,500.00	\$10,823.87	BAS	1,875	2,100	A. P. Randolph High School has implemented extended learning opportunities with Pull-Out and Push-In instructional program for the targeted students - 2 Full-time teachers (One Math and one Reading).	66,825	63,000	212	1-15	\$34.32	N/A	\$708,468.87	\$10,823.87	\$3,341.83	\$51.06	F	F (395 D)	C (423 D)
30	Duval	Andrew Jackson High School	9-12	805	\$636,816.00	\$336,000.00	\$10,604.74	AD	1,875	225	Andrew Jackson High School has extended the instructional day by extended by 45 minutes.	66,825	8,100	805	25	\$34.32	N/A	\$647,420.74	\$10,604.74	\$804.25	\$13.17	F	D (372 F)	F (371 F)
31	Duval	Edward H. White High School	9-12	1,837	\$759,293.00	\$341,500.00	\$11,736.57	AD	1,875	225	Ed White has been approved to extend the school day 45 minutes.	66,825	8,100	1,837	25	\$34.32	N/A	\$771,029.57	\$11,736.57	\$419.72	\$6.39	D	D (433 D)	D (400 D)
32	Duval	Eugene Butler/ Paxon Middle	6-8	694	\$633,527.00	\$414,400.00	\$8,515.37	AD	1,875	225	Butler Middle School has extended the school day an additional 45 minutes.	66,825	8,100	694	22	\$32.16	N/A	\$642,042.37	\$8,515.37	\$925.13	\$12.27	C	D (408 D)/ C (437 C)	D (421 D)
33	Duval	Jean Ribault High School	9-12	975	\$713,451.00	\$252,500.00	\$6,175.10	AD and Sat.	1,875	225	Ribault High School has been approved to extend the school day 45 minutes.	66,825	8,100	975	25	\$34.32	N/A	\$719,626.10	\$6,175.10	\$738.08	\$6.33	F	D (359 F)	C (365 F)
34	Duval	Long Branch Elementary	K-5	231	\$500,000.00	\$123,900.00	\$1,975.55	AD and Sat.	1,950	300	Long Branch Elementary will establish an additional 60 minutes that is embedded throughout the day for extended learning opportunities for all K-5 students.	70,200	10,800	231	18	\$33.83	N/A	\$501,975.55	\$1,975.55	\$2,173.05	\$8.55	D	C (440 C)	A (533 A)
35	Duval	Nathan B. Forrest High School	9-12	1,227	\$759,293.00	\$266,500.00	\$14,164.68	AD and BAS	1,875	225	Forrest High School has extended the instructional day to include an additional 45 minutes.	66,825	8,100	1,227	25	\$34.32	N/A	\$773,457.68	\$14,164.68	\$630.36	\$11.54	D	D (377 F)	C (385 F)
36	Duval	North Shore K-8 School	K-8	585	\$711,587.00	\$483,700.00	\$4,449.40	AD and Sat.	1,950	300	North Shore has added 60 minutes of extended learning time to the end of the day for elementary students.	70,200	10,800	585	18	\$33.83	N/A	\$716,036.40	\$4,449.40	\$1,223.99	\$7.61	F	F (382 F)	D (413 D)
37	Duval	Northwestern Middle School	6-8	544	\$500,000.00	\$291,200.00	\$1,436.45	AD and Sat	1,875	225	Northwestern Middle School has extended the instructional day by 45 minutes.	66,825	8,100	544	22	\$32.16	N/A	\$501,436.45	\$1,436.45	\$921.76	\$2.64	D	D (426 D)	D (403 D)
38	Duval	Smart Pope Livingston Elementary School	K-5	458	\$500,000.00	\$259,000.00	\$3,567.07	BAS	1,950	300	S. P. Livingston Elementary will establish an additional 60 minutes in the morning for extended learning opportunities for all K-5 students.	70,200	10,800	458	18	\$33.83	N/A	\$503,567.07	\$3,567.07	\$1,099.49	\$7.79	F	C (437 C)	B (504 B)
39	Duval	William M. Raines High School	9-12	948	\$676,989.00	\$342,300.00	\$7,277.25	AD and BAS	1,875	225	William M. Raines High School has been approved to extend the school day 45 minutes.	66,825	8,100	948	25	\$34.32	N/A	\$684,266.25	\$7,277.25	\$721.80	\$7.68	F	D (338 F)	D (369 F)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011
40	Escambia	Warrington Middle School	6-8	742	\$759,293.00	\$284,976.82	\$0.00	DD	1,500	200	40 min. per day five days per week. A twenty five minute research class has been added to the schedule daily for all students with an additional fifteen minutes per day five days per week for schoolwide read aloud/book study.		7,200	742	22-25	The additional time has been carved out of non-instructional minutes formerly breakfast and transition so no funds beyond the current bonus structure is required.	\$2,134.15 This is the employment bonus portion of incentive pay which has been negotiated for the staff. The employment bonus also covers some of the required professional development for the staff.	\$175,000.00	\$175,000.00	\$235.85	\$235.85 SIG Additional Title I funds provide for SES services for identified students.	C	C (458 C)	C (450 C)
41	Gadsden	Chattahoochee Elementary School	K-5	216	\$730,000.00	\$61,740.00	\$0.00	AD	1,925	300	School Day extended by 60 minutes	54,000	10,800	216	K-3 = 18; 4-5 = 22	Average hourly rate is \$35.00/teacher with benefits	\$35.00/ day per teacher	\$81,900.00 salaries (Not Including Transportation)	SIG = \$181,900.00 with transportation; Title I \$12,000.00 in summer school salaries (4 days per week x 6 weeks - for about 25% of students)	\$842.12 per student during school year with 100% of student enrollment	\$842.12 SIG; \$222.22 Title I	C	F (303 F)	C (479 C)
42	Gadsden	East Gadsden High School	8-12	434	\$759,293.00	\$144,585.00	\$0.00	AD	1,750	150	The school will extend the school day by 30 minutes each day	54,000	5,400	434	25	Average hourly rate is \$35/teacher with benefits	\$17.50/day per teacher	\$119,700.00 salaries (Not Including Transportation)	SIG = \$219,700.00 with transportation; Title I \$30,000.00 in summer school salaries (4 days per week x 6 weeks - for about 25% of students)	\$506.22 per student during school year with 100% of student enrollment	\$506.22 SIG; \$277.77 per student	F	D (380 F)	F (360 F)
43	Gadsden	George W. Monroe Elementary School	K-5	552	\$875,000.00	\$152,145.00	\$0.00	AD	1,925	250	School Day extended by 50 minutes	54,000	9,000	552	K-3 = 18; 4-5 = 22	Average hourly rate is \$35/teacher with benefits	\$29.05/ day per teacher	\$219,618.00 salaries (Not Including Transportation)	SIG = \$350,000.00 with transportation; Title I \$30,000.00 in summer school salaries (4 days per week x 6 weeks - for about 25% of students)	\$634.05 per student during school year with 100% of student enrollment	\$634.05 SIG; \$217.39 Title I	C	F (385 F)	C (470 C)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011
44	Gadsden	West Gadsden High School	6-12	537	\$759,293.00	\$101,430.00	\$0.00	AD	1,750	200	The school will extend the school day by 40 minutes each day.	54,000	7,200	537	25	Average hourly rate is \$35/teacher with benefits	\$23.45/ day per teacher	\$101,304.00 salaries (Not including Transportation)	SIG = \$220,000 with transportation; Title I \$22,000 in summer school salaries (4 days per week x 6 weeks - for about 25% of students)	\$409.68 per student during school year with 100% of student enrollment	\$409.68 SIG; \$164.16 Title I	F	C (417 D)	C (420 D)
45	Hamilton	Central Hamilton Elementary School	K-5	313	\$518,789.00	\$163,182.60	\$64,856.79	AD	1,950	225	45 min. per day	70,200	8,100	313	15	hourly rate	NA	\$146,741.67	\$146,741.67 SIG	\$468.82	\$468.82 SIG	F	F (369 F)	F (370 F)
46	Hamilton	Hamilton County High School	9-12	566	\$698,427.00	\$0.00	\$99,119.01	AD	1,750	200	40 min. per day	63,000	7,200	566	15	hourly rate	NA	\$225,253.77	\$225,253.77 SIG	\$397.97	\$397.97 SIG	F	D (395 D)	C (419 D)
47	Hardee	Hardee Senior High School	9-12	1,240	\$759,293.00	\$0.00	\$0.00	BAS and SAT	2,055	After School Math Academy: 60 hours; After School Reading Academy: 60 hours; Saturday AP Academies: 12 hours; Science Fair: 108 hours TOTAL of 240 hours= 14,400 additional minutes in the year	Extended Day (after school)	73,980 (415 minutes per day for 174 full school days and 295 minutes per day for 6 early release days)	14400 additional minutes in the year=approximately 400 additional minutes per week	355	reading=30, math=10, AP=31, science=varies based on need of students	teacher hourly rate (approximately \$35.00)	N/A	Teacher Salary= \$14,280.00 Materials and Supplies= \$4,000.00 Transportation= \$9,800.00 TOTAL cost = \$28,080.00	SIG	\$79.00	\$79.00 from SIG	D	D (402 D)	C (426 D)
48	Hendry	Clewiston High School	9-12	867	\$759,293.00	\$1,977,161.00		BAS; SAT	1,775	600	Credit Accrual; GPA Increase; Enrichment	319,500	19,200	SAT: 12; BAS: 75	15 per teacher	Hourly Rate	varies	\$160,000	SIG 1003(g)	\$1,600.00	\$1,600.00	F	D (452 C)	C (447 C)
49	Hernando	Central High School	9-12	1,424	\$759,293.00	\$0.00	\$381,571.45	BAS	1,760	720	120 min per	63,360	25,920	100	10	\$0.00	\$7,750.00	\$164,100	1003(g) SIG: \$82,500.00, 21 st CCLC \$81,600.00	\$1,641.00	1003(g) SIG: \$1,650.00, 21 st CCLC: \$1,632.00	D	B (515 B)	B (466 C)
50	Hernando	Hernando High School	9-12	1,405	\$759,293.00	\$0.00	\$322,174.68	BAS	1,775	720	120 min. per	63,900	25,920	100	10	\$0.00	\$7,750.00	\$146,600.00	1003(g) SIG: \$65,000.00, 21 st CCLC \$81,600.00	\$1,466.00	1003(g) SIG: \$1,300.00, 21 st CCLC: \$1,632.00	D	C (482 C)	B (474 C)
51	Hillsborough	Middleton High School	9-12	822	\$759,293.00	\$344,300.00	\$380,633.00	DD, Sat.	1,750	120	3:00-4:00 2 x wk	63,350	4,320	300	10	\$32.00	\$2,304.00	\$71,050.00	\$71,050.00 SAI	\$237.00	\$237.00 SAI	D	C (401 D)	D (387 F)
52	Jefferson	Jefferson Elementary School	K-5	580	\$259,265.00	\$126,840.00	\$0.00	O	1,800	150	JES extended the school day by starting instruction 30 minutes earlier each day	64,800 minutes; includes an increase of 5,400 minutes more than 2010-11	5,400	580	16	\$0.00; extended minutes are within contract hours	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	C	F (374 F)	I
53	Jefferson	Jefferson Middle/High	6-12	455	\$500,028.00	\$75,600.00	\$0.00	O	2,025	173	JCMHS extended the school day by 173 minutes per week, averaging 34.6 minutes per day by moving to a block schedule and extending the end of the school day by 10 minutes.	72,900 minutes; includes an increase of 6,230 minutes more than 2010-11	6,230	455	22	\$0.00; extended minutes are within contract hours	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	F	D (427 D)	D (410 D)

Extended Day Summary
 D and *F* Schools

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011
54	Lake	Leesburg High School	6-12	1,638	\$759,293.00	XXX	\$69,286.00	DD	1,680	360	Tutoring/NovaNet 2 hours weekly after school 3 days a week.	60,480	10,800	400	25	\$35.00	\$0.00	\$0.00	\$49,800.00 Century21, \$60,000.00 SIG, \$4,000.00 SAI	\$0.00	\$125.00 SIG, \$100.00 Century 21, \$60.00 SAI	D	C (458 C)	C (425 D)
55	Leon	Amos P. Godby High School	9-12	1,121	\$624,410.00	\$270,800.00	\$0.00	AD, BAS, Sum	1,500	300 (Extended periods, 21st century and Saturday School)	AD- 7th period day 0 min BAS- 21st Century After-School Program 100min Sum. P- 21st Century After-School Program continues for 24 additional days during the summer. School will offer credit retrieval and recovery for 90 min session daily for two weeks into summer.	54,000	25,226	890	14	\$35.00	\$2,000.00	\$85,596.00	SIG and 21st century	\$107.39	21st century= \$88.52; SIG= \$18.87	F	B (412 D)	C (404 D)
56	Levy	Williston High School	9-12	606 and 154 9th graders	\$759,293.00	\$0.00	\$0.00	AD, BAS, Sum	1,518	1,658: 490 minutes within the school day, 16 hours = 960 minutes	28, 98 minutes within the school day	55,260	22,876	606 and 154 in 9th grade project	XXX	\$33.00 x 2 teachers	XXX	\$18,000.00	\$0.00	\$0.00	\$0.00	D	C (462 C)	B (473 C)
57	Madison	Greenville Elementary School	K-5	176	\$730,000.00	\$82,705.00	\$1,562.00	AD	1,800	150	GES has an additional 30 minutes a day for instruction.	64,800	5,400	176	18	\$30.00 average		\$50,000.00	\$50,000.00 SIG	\$284.09	\$284.09 SIG	A	F (358 F)	D (405 D)
58	Madison	Madison County High School	9-12	683	\$756,000.00	\$72,718.00	\$29,255.00	AD	1,575	225	AD- MCHS now has four-90-minute blocks a day. The total instructional time per day increased from 315 to 360 minutes per day.	56,700	8,100	683	25	\$32.00 average		\$116,000.00	\$116,000.00 SIG	\$169.84	\$164.84 SIG	F	D (427 D)	C (415 D)
59	Orange	Evans High School	9-12	2,128	\$618,427.00	\$732,000.00	\$184,268.00	AD, BA, SP	1,670	550	AD = +70 minutes weekly 14 min/day x 5 days/wk BAS = +480 min. weekly and 120min/day 4 days/wk Sum. = +1920 min or 480 min. x 22 days	59,934	27,480	450	5 to 20	\$25.00 to \$35.00*	\$6,000.00	\$234,000.00	\$90,356.00 SIG, \$100,000.00 Race to Top, \$43,644.00 SAI/Other	\$520.00	\$201.00 SIG, \$222.00 RTTT \$97.00 SAI/Oth	D	D (362 F)	C (368 F)
60	Orange	Memorial Middle School	6-8	663	\$618,427.00	\$344,850.00	\$96,031.00	AD,BA,S,SP	1,582	681	AD = +21 minutes weekly BAS = +480 min. weekly and 120min/day 4 days/wk Sat. = 180 min. weekly or 180 min for 10 Saturdays Sum. = +1920 min or 480 min. x 22 days	56,836	27,516	390	5 to 20	\$25.00 to \$35.00*	\$6,000.00	\$126,000.00	\$126,000.00 SIG	\$323.00	\$323.00 SIG	D	C (454 C)	C (451 C)
61	Orange	Oakridge High School	9-12	1,753	\$617,904.00	\$795,375.00	\$152,108.00	AD, BA, SP	1,670	550	AD = +70 minutes weekly 14 min/day x 5 days/wk BAS = +480 min. weekly and 120min/day 4 days/wk Sum. = +1920 min or 480 min. x 22 days	59,934	29,604	420	5 to 20	\$25.00 to \$35.00*	\$6,000.00	\$210,000.00	\$116,816.00 SIG, \$30,000.00 Race to Top, \$63,184.00 SAI/Other	\$500.00	\$278.00 SIG, \$72.00 RTT \$150.00 SAI/Oth	D	D (384 F)	C (392 F)
								AD	1,617	137	27.4 min. per day added to standard school day 36 weeks	58,212	4,932	1,887	25/35	\$35.00	\$0.00	\$52,500.00	\$52,500.00 SIG	\$27.82	\$27.82 SAI			
								DD	1,617	240	60 min. per day after school tutoring for 4 days a week for 136 days	58,212	8,160	All students are encouraged to use this service	20	\$35.00	\$0.00	\$4,760.00	\$4,760.00 SAI	\$1.75	\$1.75 SAI			
								BAS	1,617	720	180 min. per day after school program 4 days a week for 134 days	58,212	24,480	Minimum of 100 students per day	100 +	\$17.00	\$0.00	\$92,000.00	\$92,000.00 21st Century Grant	\$6.87	\$6.87 (21st Century)			

Extended Day Summary
"D" and "F" Schools

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	District	SIG School	Grade Code	Total School Enrollment	SIG Allocation	Title I Allocation	SAI Allocation	Extended Learning Opportunities Code*	Standard School Day Instructional Time (in minutes weekly)	Extended Day Instructional Time (in minutes weekly)	Extended Day Instructional Time Description	Standard School Day Instructional Time (in minutes annually)	Extended Day Instructional Time (in minutes annually)	Number of Students Participating	Class Size for Extended Day Program	Teacher Compensation Model (hourly rate)	Average Stipend	Extended Day Total Annual Cost	Extended Day Annual Cost by Funding Source	Extended Day Total Annual Cost per Student	Extended Day Annual Cost per Student by Funding Source	2008-2009	2009-2010	2010-2011
62	Osceola	Celebration High School	9-12	1,887	\$585,053.00	\$102,986.00	\$0.00	BAS	1,617	240	120 min per day credit recovery (IMPACT Lab) 2 days a week for 68 days	58,212	8,160	maximum 30 students each session	30	\$35.00	\$0.00	\$9,520.00	\$9,520.00 SAI	\$4.67	\$4.67 SAI	D	A (490 B)	A (528 A)
								SAT	1,617	240	240 min per day Saturday Program 9th, 10th and retake FCAT students, Algebra I, Geometry, and Biology students for 4 Saturdays in April and May 2012	58,212	960	All students are encouraged to use this service who are taking these exams	150+	\$35.00	\$0.00	\$3,360.00	\$3,360.00 SAI	\$5.60	\$5.60 SAI			
								SUM	1,617	360	360 min per day for 10 days	58,212	3,600	Minimum of 60 students	60 +	\$17.00	\$0.00	\$10,986.00	\$10,986.00 21st Century Grant	\$45.78	\$45.78 21st Century Grant			
63	Osceola	Gateway High School	9-12	2,275	\$617,318.00	\$0.00	\$11,543.60	AS, SAT	1,500	1,750	21st CCLC three hours per day, four days per week, for 36 weeks; Saturday Career Prep; Saturday Tutoring; Impact Lab Credit Recovery	54,000	63,000	600	25 - 40	\$35.00	\$0.00	\$56,952.00	\$50,000.00 SIG, \$30,000.00 Title I, \$10,000.00 SAI, \$1,350.00 Private Donation	\$94.92	\$125 SIG, \$75 Title I, \$25 SAI, \$3 Private Donation	D	B (467 C)	A (487 C)
64	Osceola	Poinciana High School		1,345	\$585,053.00	\$0.00	\$25,000.00	O, BAS, SAT, SUM	1,750	1,645	Eagle Challenge class (during school day), 21st Century, PLATO	63,000	59,220	969	50 students in 21st Century, 10 in PLATO credit recovery	\$17.00 or \$18.00 for 21st Century and PLATO, Eagle Challenge no extra cost		21st Century \$115,041.00	21st Century Grant	Per student after school= \$1,917.00	\$115,041.00 21st Century Grant	F	B (428 D)	B (453 C)
65	Palm Beach	Glades Central High School	9-12	1,072	\$666,136.00	\$305,008.91	\$0.00	DD, AD, O, BAS, SAT, SUM	2,175	714	Added an 8th period	78,300	25,704	110	12	\$20.44	\$20.44	30025	Title I	390.79	Title I \$112.84 SIG \$278.16 SAI \$283.51	D	C (407 D)	B (413 D)
66	Palm Beach	Lake Worth High School	9-12	2,108	\$1,040,077.50	\$323,472.15	\$0.00	AD, O, BAS, SAT, SUM	2,175	393	Added an 8th period	78,300	14,148	160	20	\$20.44	\$20.44	37166	Title I	196	196	D	A (475 C)	B (450 C)
67	Palm Beach	Rosenwald Elementary School	K-5	227	\$506,738.00	\$104,480.70	\$64,373.00	SUM,BAS, SAT	1,800	518	90 minutes average, 3 days per week	64,800	18,648	100	20	\$20.44	\$20.44	22785	Title I & SIG	78	78	D	D (403 D)	C (455 C)
68	Pasco	Ridgewood High School	9-12	1,130	\$759,293.00	\$0.00	\$16,481.00	AD and BAS	1,500	340	day; 4 days; 2 days	54,000	12,240	1,130	20	AD=stipend; BAS=hourly	\$750.00	\$85,601.00	SIG= \$69,120.00 SAI= \$16,481.00	\$75.75	SIG= \$61.16; SAI= \$274.68	D	C (445 C)	B (468 C)
69	Pinellas	Boca Ciega High School	9-12	1,510	\$500,000.00	\$523,387.00	\$110,510.00	AD	1,582	1,692	Schedule changed from 7 periods each day to modified block with 8 periods, 22 minutes added to each day	56,952	60,912	1,510	24	Differentiated pay stipend of \$1000.00	\$1,000.00	\$109,000.00	All funds from SIG	\$72.19	\$72.19 SIG	D	D (403 D)	C (445 C)
70	Pinellas	Dixie M. Hollins High School	9-12	1,671	\$500,000.00	\$264,347.00	\$262,629.00	AD	1,582	1,692	Schedule changed from 7 periods each day to modified block with 8 periods, 22 minutes added to each day	56,952	60,912	1,671	24	Differentiated pay stipend of \$1000.00	\$1,000.00	\$118,000.00	All funds from SIG	\$70.62	\$70.62 SIG	D	D (402 D)	C (432 D)
71	Pinellas	Gibbs High School	9-12	1,400	\$500,000.00	\$662,829.00	\$74,751.00	AD	1,582	1,692	Schedule changed from 7 periods each day to modified block with 8 periods, 22 minutes added to each day	56,952	60,912	1,400	24	Differentiated pay stipend of \$1000.00	\$1,000.00	\$130,000.00	All funds from SIG	\$92.86	\$92.86 SIG	F	C (395 D)	B (426 D)
72	Pinellas	Lakewood High School	9-12	1,302	\$500,000.00	\$609,823.00	\$104,481.00	AD	1,582	1,692	Schedule changed from 7 periods each day to modified block with 8 periods, 22 minutes added to each day	56,952	60,912	1,302	24	Differentiated pay stipend of \$1000.00	\$1,000.00	\$110,000.00	All funds from SIG	\$84.49	\$84.49 SIG	D	C (447 C)	B (441 C)
73	Polk	Oscar J Pope Elementary School	K-5	409	\$736,088.00	\$216,621.00	\$0.00	AD	1,500	450	Extended School Day	76,500	4,500	409	same	\$25.64	\$6.41/day	\$148,004.00	\$148,004.00	\$361.87	\$361.87	B	B (501 B)	B (511 B)
74	St. Johns	St. Johns Technical High School	7-12	225	\$759,293.00	\$97,155.00	\$0.00	DD	1,890	60	60 mins added to each school day	68,040	5,400	200	10 to 15	Hourly	NA	\$0.00	\$35,000.00	\$175.00	\$155.00	F	F (360 F)	Not Listed

* Extended Learning Opportunity Codes: AD = All day/7th period BAS = Before and After School DD = Designated Days O = Other Sat = Saturday Program Sum = Summer Program

Senate Budget Subcommittee on Education Pre-K–12 Appropriations

Department of Education

Kris Ellington, Deputy Commissioner for
Accountability, Research, and Measurement

David Stokes, Chief Information Officer

January 19, 2012

Computer-Based FCAT/EOC Testing Transition Schedule

2011-2012

- FCAT Reading Retake (optional)
- FCAT Math Retake
- FCAT 2.0 Reading Retake
- Grade 6 Reading
- Grade 10 Reading
- EOC Assessments
 - Algebra 1
 - Biology 1
 - Geometry
 - US History Field Test

Green=first year on computer

2011-2012: By level of school

Grade Level	Computer-Based Assessment
Elementary	
Middle	FCAT 2.0 Grade 6 Reading Algebra 1 EOC Geometry EOC
High	FCAT Reading Retake (optional) FCAT Math Retake FCAT 2.0 Reading Retake FCAT 2.0 Grade 10 Reading EOC Assessments Algebra 1 Biology 1 Geometry US History Field Test

2012-2013

- FCAT Math Retake
- FCAT 2.0 Reading Retake
- FCAT 2.0 Grade 6 Reading
- FCAT 2.0 Grade 7 Reading
- FCAT 2.0 Grade 9 Reading
- FCAT 2.0 Grade 10 Reading
- FCAT 2.0 Grade 5 Math
- EOC Assessments
 - Algebra 1
 - Biology 1
 - Geometry
 - US History
 - Civics Field Test (Grade 7)

2012-13: By level of school

Grade Level	Computer-Based Assessment
Elementary	FCAT 2.0 Grade 5 Math
Middle	FCAT 2.0 Grade 6 Reading FCAT 2.0 Grade 7 Reading Civics EOC Field Test Algebra 1 EOC Geometry EOC
High	FCAT Math Retake FCAT 2.0 Reading Retake FCAT 2.0 Grade 9 Reading FCAT 2.0 Grade 10 Reading EOC Assessments Algebra 1 Biology 1 Geometry US History

2013-2014

- FCAT 2.0 Reading Retake
- FCAT 2.0 Grade 6 Reading
- FCAT 2.0 Grade 7 Reading
- FCAT 2.0 Grade 8 Reading
- FCAT 2.0 Grade 9 Reading
- FCAT 2.0 Grade 10 Reading
- FCAT 2.0 Grade 5 Math
- FCAT 2.0 Grade 6 Math
- EOC Assessments
 - Algebra 1
 - Biology 1
 - Geometry
 - US History
 - Civics

PARCC Assessments (Field Tests)

Grades 5-11 English/Language Arts

Grades 5-8 Mathematics

High School Mathematics EOCs

Looking Ahead – CBT Transition Schedule 2013-14

Grade Level	Computer-Based Assessment
Elementary	FCAT 2.0 Grade 5 Math Field Test: PARCC Grade 5 Math and English/Language Arts
Middle	FCAT 2.0 Grade 6 Reading FCAT 2.0 Grade 7 Reading FCAT 2.0 Grade 8 Reading FCAT 2.0 Grade 6 Math Civics EOC Algebra 1 EOC Geometry EOC Field Test: PARCC Grades 6-8 Math and English/Language Arts
High	FCAT 2.0 Reading Retake FCAT 2.0 Grade 9 Reading FCAT 2.0 Grade 10 Reading EOC Assessments Algebra 1 Biology 1 Geometry US History Field Test: PARCC Grades 9-11 English/Language Arts; HS Math EOCs

Looking Ahead

Computer-Based Testing

2014-2015

- FCAT 2.0 Reading Retake
- EOC Assessments
 - Biology 1
 - US History
 - Civics
- PARCC Assessments
 - Grades 5-11 English/Language Arts
 - Grades 5-8 Mathematics
 - HS Mathematics EOCs

School Technology Goals

- One-to-One student to computer ratio
- Students allowed to use personal devices for learning activities
- Broadband access for all campuses and on all computers
- Broadband access for students beyond campus

Challenges

- Network Infrastructure
- Internet Safety (CIPA)
- Security: Device Lockdown for Computer-Based Testing
- Funding
- What are the Right Devices
 - Screen Size
 - Keyboard
 - Mouse
- Limited Resources (people, hardware, and network bandwidth)
 - Proctor/Teacher availability

Survey History

- Annual technology surveys began in the mid 1980s
- There are separate surveys for schools and for districts
- Topics surveyed include:
Information Services, Instructional Technology, and
Library/Media Technology
- The 2011-12 survey opened on September 26th and closed
November 28th
- 98% of Florida's public/charter schools responded

Current Status

- 2.87 students share one computer
- 53% of districts allow students to use personal devices at school
 - Permitted Devices:

<u>2010</u>	<u>2011</u>	<u>Device</u>	<u>% Change</u>
34.33%	36.11%	Laptop	+ 1.78
28.36%	31.94%	Netbook	+ 3.58
23.88%	31.94%	Tablet/iPad	+ 8.06
10.45%	27.78%	iPod/Zune/MP3 player	+17.33
23.88%	36.11%	Cell phone	+12.23
50.75%	47.22%	None of the above	- 3.53

Current Status

Mobile Computer Devices

2010

2011

- 50.24% 52.96% Mobile carts
- 32.34% 35.71% Mobile computers
restricted to specific
classes

Gaps

- 2.87 Students share one computer
- 47.22% Districts not permitting use of student-owned computers
- 2% Schools without Broadband Access
- 39% Students without Home Internet Access

Resources Needed

- To achieve the goal of each student having a computer device, the schools would need approximately 1,726,000 additional computing devices
- 250 schools need Broadband Access
- 1,032,974 students need Internet Access at Home
- High-Density Wireless in the School
- Teacher Professional Development to Parallel New Advances in Technology

Recommendations

- Districts purchase technology that support access to all of the following:
 - Digital curriculum and textbooks
 - Web-based content
 - Statewide electronic assessments
- Districts plan funding to include upgrades and support

Recommendations

- All new district facilities built eReady
- Evaluate moving toward virtual workstations for students
- Work with Florida's vendor community for hardware and networking solutions
- Consistent adoption of standards for digital curriculum and CBT technology to support a wide range of devices

Recommendations

- Working with Pearson to allow testing on tablet devices
- Consider the use of students' personal devices
- Acquire State funding similar to Virginia
 - Fiscal year 2011 statewide allocation for technology for web-based assessments was \$56,986,000
 - Require 20% local matching of the total grant amount per school division to be used for teacher training

Florida Centers for Autism and Related Disabilities

CARD

Lindee Morgan, PhD

Associate Director,

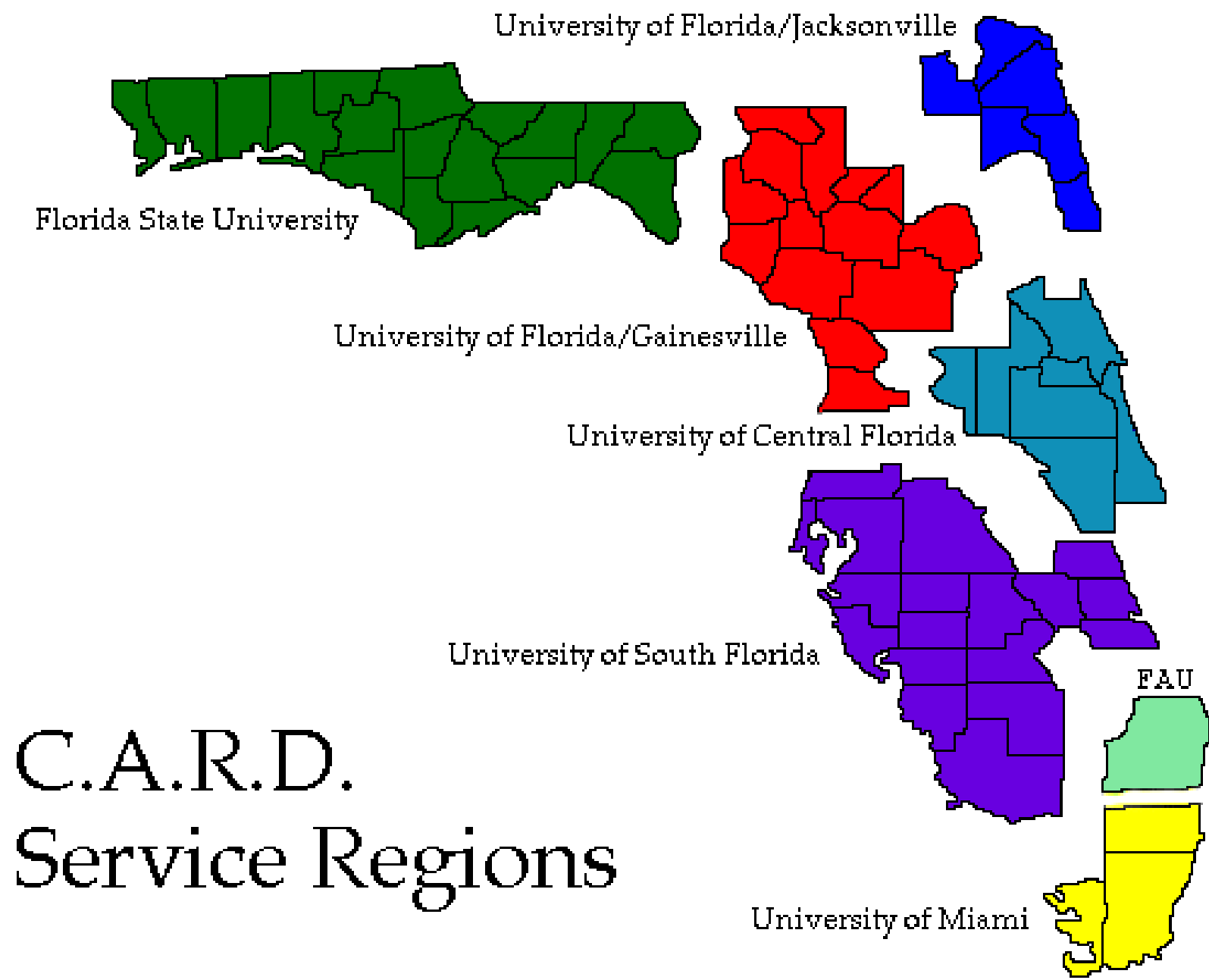
FSU Autism Institute

Senate Appropriations Committee

January 19, 2012

What is CARD?

- 7 statewide centers funded by legislature



What is CARD?

- 7 statewide centers funded by legislature
- Serves individuals with autism spectrum disorders and related disabilities
- Serves all ages, free of charge
- An organization with unique expertise to make life better for those with autism
- *Indispensable* support for Floridians with autism and their families

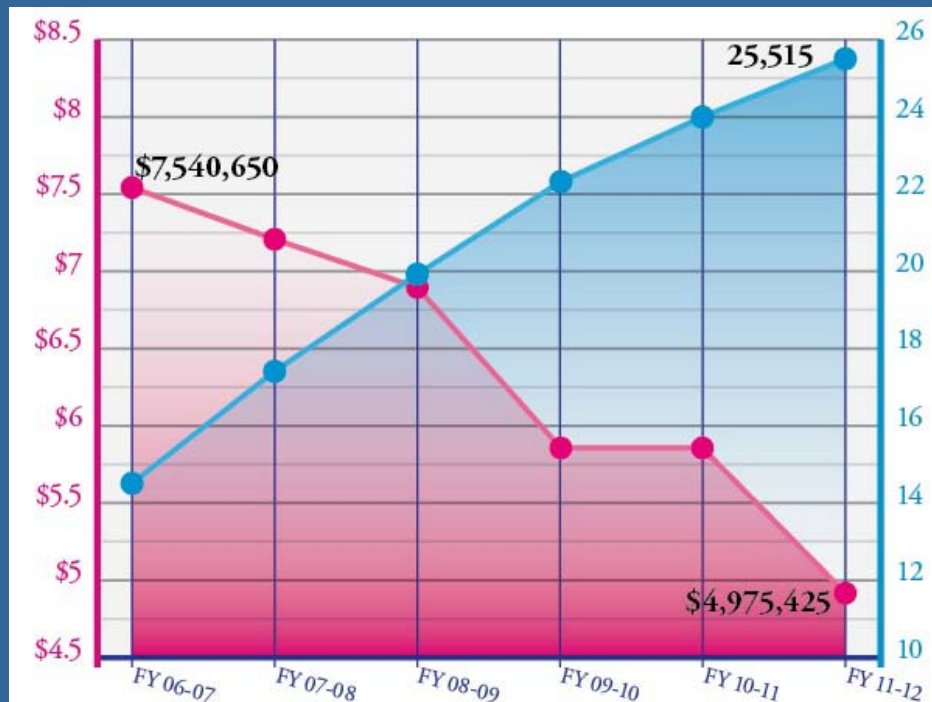


What does CARD do?

- Provide training
- Technical assistance to districts and agencies
- Individual consultation and coaching
 - Serve as a team member
 - Assistance with development of visual supports
 - Conduct empathy training
- Provide resources and information
 - Lending Library
 - Website
 - Electronic newsletter

CARD Statewide Statistics

General Revenue Funding (in Millions) vs.
CARD Constituency Growth (in Thousands)



➤ >25,500 constituents

➤ Support provided for thousands of parents, family members, and professionals

➤ 54% increase in number of clients since 2006 in the face of 34% budget cut

CARD Coping with Cuts

Reduced:

- Community/home-based assistance
- Support to newly diagnosed families
- Behavioral support
- Employment outcomes

Increased:

- Baker Acts, arrests, and involuntary hospitalizations
- Costs of care in adulthood

“Effects are cumulative, worsening each year with increased client numbers and shrinking staff”.

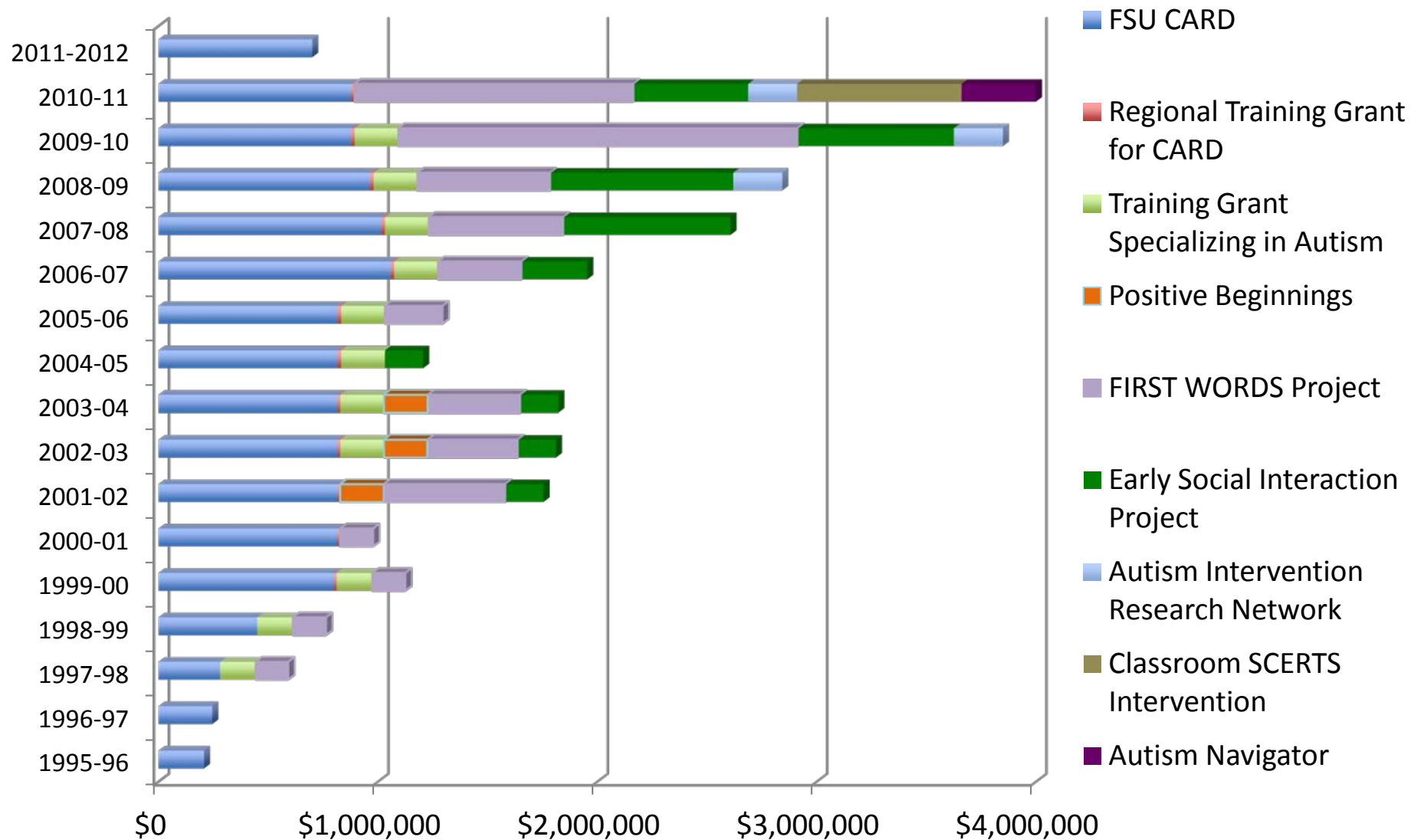
CARD's Broader Fiscal Benefit to the State of Florida

- Research funding
- Service Grants
- Doctoral and Master's level training Grants



These funds DO NOT replace the detrimental effects of CARD cuts.

FSU Autism Institute Grant Funding



These funds DO NOT replace the detrimental effects of CARD cuts.

CARD Research Collaborations

- Florida State University
 - FIRST Words Project (NIH, CDC, US DOE)
 - Early Social Interaction (NIH, Autism Speaks)
 - Classroom SCERTS Intervention (IES)
 - Social-Pragmatic Treatment for Adults (Autism Speaks)
- University of Central Florida: Vocational Rehabilitation Service Models for Individuals with ASD(NIH)
- University of South Florida: Service learning for students with ASD: Impact on employment (NIH)
- University of Miami
 - Advancing Social Communication and Play (IES)
 - Marino Autism Research Institute collaboration with Vanderbilt
 - Preschool Treatment Comparison Study (IES)



CARD: Statewide Impact

- Cost savings to education
 - More students in regular education classrooms, decreasing educational costs
 - Training to increase numbers of highly effective professionals
- Early identification/intervention
 - Minimize long-term disability impact
- Vocational skills/Family Preservation
 - Avoid costly residential placements
 - Increase sustainable employment

Summary

- CARD provides unique, indispensable services to the autism community
- Provides infrastructure for attainment of federal research funds
- Positive impact on state service systems and cost savings to state
- 54% increase in number of clients since 2006 in the face of 34% cut



1-800-9-AUTISM



Center for Autism &
Related Disabilities

Florida's First Choice for Autism Support

What is CARD?

CARD serves over 25,500 families and individuals with autism and related disabilities—children and adults in every county, city and locality in Florida. Based on population statistics, 146,727 more children and adults are eligible for CARD services, but are not currently registered to receive services. The Centers for Disease Control estimates 1 in every 110 individuals has an autism spectrum disorder, making this one of the most significant health and education concerns for families, states and the nation. Autism impacts an individual's ability to relate socially to others, to communicate effectively and to behave in socially adaptive ways. Consequently autism affects an individual's capacity to live independently and become a successfully employed, productive Florida citizen.



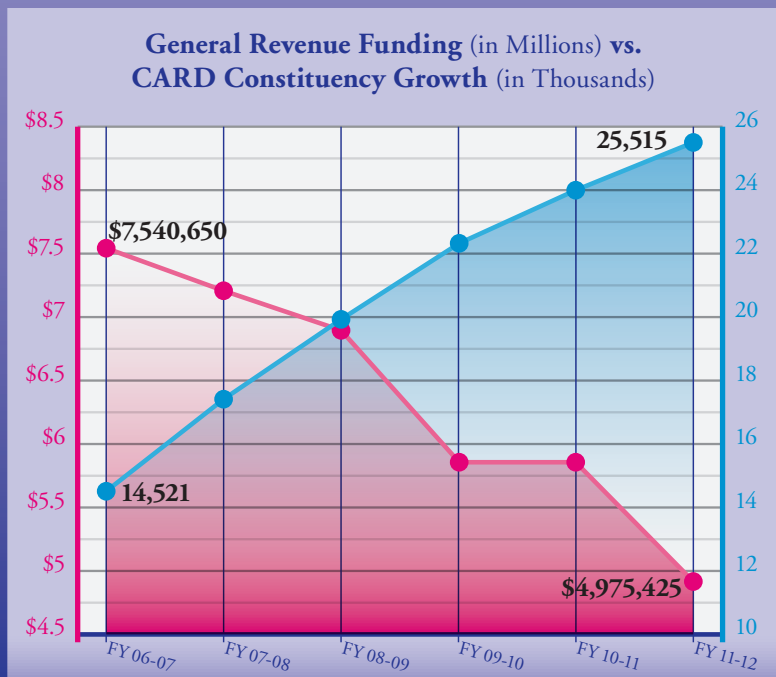
CARD Services are necessary to:

- **Preserve families** and avoid costly residential placements
- Provide training and support to schools, childcare and adult service providers to **increase the number of highly effective professionals**
- Train educators and early interventionists in evidence-based practices that **improve high school graduation rates**
- Improve early identification and early intervention that **minimizes long-term disability impact** and associated costs to taxpayers
- Prepare adults with autism and related disabilities to be **contributing members of their community** through sustainable employment
- Increase the ability of individuals with autism and their families to access and **fully participate in community life**



1-800-9-AUTISM

Since 2006, the CARD budget has been reduced by \$2,565,225 (34%) while there is a **growing** number of newly diagnosed children, resulting in a **disparity** between the services CARD has been mandated to provide and the funds appropriated.

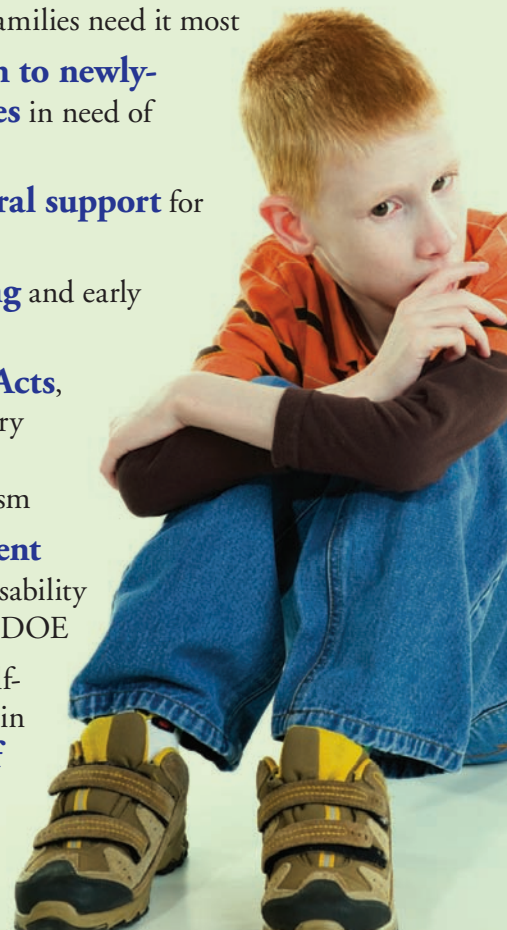


Every cut has impacted Florida's most vulnerable citizens. Florida's children with autism and related disabilities and their families need your continued support.



Detrimental effects resulting from inadequate funding include:

- **Reduced community and home-based assistance**, where families need it most
- **Reduced outreach to newly-diagnosed families** in need of autism support
- **Reduced behavioral support** for family preservation
- **Reduced screening** and early intervention support
- **Increased Baker Acts**, arrests and involuntary hospitalization of individuals with autism
- **Lowest employment outcomes** of any disability group tracked by FL DOE
- Decreased rates of self-sufficiency, resulting in **increased costs of subsidization** in adulthood



Answers About Autism and How CARD saves Florida Money from the FSU CARD

Florida State University Center for Autism and Related Disabilities

What is Autism?

Autism is a neurobiological disorder of development that causes differences in how the brain processes information. Autism is a spectrum disorder that impacts each individual uniquely. The term Autism Spectrum Disorders (ASD) is currently used to describe the range of severity seen within this disorder and includes Autistic Disorder, Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS) and Asperger's Syndrome (AS). There is no known cause of ASD although we do know that genetics plays a strong role. Currently, research is being conducted to identify genes involved as well as to determine if there may be environmental triggers.

Autism Spectrum Disorders are present from birth or very early development. ASD affects an individual's ability to socially interact, communicate thoughts and feelings, and establish typical relationships with others. The social and communication difficulties associated with ASD have a pervasive effect that impacts an individual's ability to be successful across home, school, community and work environments.

What are the differences among the various terms associated with Autism Spectrum Disorders?

- Individuals with a diagnosis of Autistic Disorder have deficits in Social Interaction and Communication along with the presence of repetitive behaviors, rigidity to routines, and/or obsessive interests. In addition, they have a history of language delays. Intelligence is not a factor in the diagnosis of Autism and individuals can have IQ scores across the typical range.
- Individuals with a diagnosis of Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS) have characteristics of Autistic Disorder but not enough of them to meet criteria. Again, intelligence is not a factor.
- Individuals with Asperger's Syndrome (AS) have significant deficits in social interaction and the ability to use language socially along with the presence of repetitive behaviors, rigidity to routines, and/or obsessive interests. In order to meet criteria for AS, however, the individual must have average or above intelligence and cannot have a history of language delay.

What is the prevalence of Autism?

The Autism Society in the United States calls the rise in the incidence of Autism a national health care crisis and states:

Today, 60 people will be diagnosed with an autism spectrum disorder – the fastest growing developmental disability, which has seen a 600% increase over the past two decades. Approximately 1.5 million Americans live with ASD. According to the Center for Disease Control's most recent 2009 study, autism is prevalent in 1 in 110 births and 1 in 70 males. It is a complex developmental disability that affects a person's communication, socialization, and behavior. Individuals with ASD often possess an acute sensory awareness and may display a lack of social or emotional reciprocity or understanding.

What happens to people with ASD if they do not have remediation?

Individuals with ASD process information differently than their nondisabled peers. Autistic disorders are also unique from other disabilities in their pattern of deficits, processing, and learning strengths. Their social and communication deficits are severe and have a significant impact on their ability to function within social settings whether they be at home, school, community or workplace.

It is essential that remediation is provided that both matches the learning style associated with ASD and the core deficits of social communication skills. Strategies are often different than those used with nondisabled peers or peers who have other disabilities. Without appropriate remediation, individuals with ASD are less likely to be successful in general education classes, to graduate with a regular diploma, to complete college or vocational programs, and to be successfully employed.

Appropriate remediation results in increases in an individual's social and communication skills. Improved skills in these deficit areas directly impact success in the areas discussed above.

What would have happened to FSU CARD clients if there had been no CARD to assist them?

The National Research Council completed a comprehensive review of the literature in the field of Autism and made several recommendations related to education and services. One of their recommendations is that ***states should have regional resource and training centers with expertise in autism spectrum disorders to provide training and technical support to local schools.***

They also note that families have the ability to learn and apply skills for changing the behavior of their children with Autism Spectrum Disorder. ***For most families, having a child with an autistic spectrum disorder creates added stress. Parents' use of effective teaching methods can have a significant effect on that stress, as can support from within the family and the community. Parents need access to balanced information about autistic spectrum disorders and the range of appropriate services and technologies in order to carry out their responsibilities.***

Without CARD families and schools would not have access to the expertise, training, and support recommended as being essential by the National Research Council.

The following two examples illustrate the value of Florida CARD.

A plea from the mother of a CARD client:

My son receives funding through state and federally funded programs that, at some point, he will not need because of the support CARD has given us. CARD helped us when he was two years old and continues to give us support now as he turns 21. He will be successful in life, and I foresee that he will be able to be independent in the next decade. There are others like him that can be totally independent at some point in their life. If these services are cut before autistic young men and women have an opportunity for successful employment and education, it could mean expending huge dollars for lifetime supports and services. CARD enables young adults to be independent and contribute to society. I urge you to please evaluate carefully items in the budget for these children and ask yourself what you would want for your own children or grandchildren.

A message from the father of a CARD client:

My son is now 17 and during his early school years he was able to be integrated into a typical school classroom because of the services, support and training that CARD gave us. CARD was essential to the development of my boy and I know that he will have a successful future because of the many early interventions CARD provided. Thank you Florida CARD; our family can rest easier, knowing that my son is able to function in society alongside his peers.

How do CARD services save Florida money?

CARD provides free resources, training and consultative services to individuals with Autism Spectrum Disorders, their families, schools, and communities.

- **Significant training and professional consultation costs that would typically be paid by school districts are eliminated.** In many areas of Florida, CARD is the only support available to schools.
- Training physicians and medical providers in the early signs of Autism Spectrum Disorders improves early identification and early intervention. Early identification and appropriate early intervention is shown to minimize the long-term disability impact and associated costs to taxpayers.
- Training educators, early child interventionists, adult service providers, and others increases their ability to support and educate individuals with ASD. Use of evidence-based practices increases an individual's ability to participate in general education classes, graduate from high school, participate in college or vocational training, and be gainfully employed.
- Training and consultation provided to families increase their ability to support their child in their home community thus reducing the need for costly residential services.

Where is Florida's autistic population located?

Autism affects all race and socioeconomic groups equally. Individuals with ASD are found in every area of Florida. We are aware from prevalence numbers (1 in 110) that CARD has not identified every individual eligible for services. Raising awareness and identification continues to be a CARD initiative.

What is the cost of Autism to society?

*The Autism Society estimates that the lifetime cost of caring for a child with autism ranges from \$3.5 to \$5 million, and the United States is facing almost \$90 billion annually in costs for autism. (This figure includes research, insurance costs and non-covered expenses, Medicaid waivers for autism, educational spending, housing, transportation and employment, in addition to related therapeutic services and caregiver costs. The direct and indirect costs of autism are staggering. Cost of treatment can be reduced by two-thirds with early diagnosis and intervention – **THIS IS THE KEY**. If we do not act, in 10 years, the annual cost will be approximately \$200 to \$400 billion, in light of the increased prevalence.*

The direct and indirect costs of autism are staggering.

Cost of treatment can be reduced by two-thirds with early diagnosis and intervention

**CARD helps families with programs that enable
early diagnosis and intervention in schools, at home, in the community.**

SAVE FUNDING FOR FLORIDA CARD

A Special Message From A Parent of a Child with Autism

"Cutting and/or insufficiently funding programs like CARDS is a Pyrrhic Victory. At first blush, it seems as though the legislature saves money, but at what costs. In reality, the legislature will spend more money to cover costs that are a direct result of lost funding. CARDS serve as a lifeline to children, families, and communities to help meet the special needs that come with Autism and related communication disorders. Without proper and sufficient services, children and adults with these conditions will most likely be unable to be self-reliant, self-sufficient, or live independently. Many will be needlessly relegated to institutions, state care, or some form of justice supervision. The aforementioned consequences are foreseeable and an extremely expensive use of state dollars. In sum, funding programs like CARDS is a financial priority so that children and adults with these conditions have a meaningful opportunity to be as independent as possible and actually contribute to the economy. Funding programs like CARDS is good fiscal policy, good public policy, and most importantly humane."

For a video written and produced by parents of FSU CARD, please visit
<http://www.youtube.com/watch?v=ogOsUWopsws&feature=youtu.be>

WE OPPOSE BUDGET CUTS FOR FLORIDA CARD

Florida Centers for Autism and Related Disabilities

Florida CARDS give Floridians with autism and related disabilities the opportunity to integrate into society and be productive citizens.

COST SAVINGS FOR FLORIDA

♦ FEWER SPECIAL CLASSES

CARD trains teachers so students with autism can stay in regular classes

♦ HIGHER EMPLOYMENT RATE

CARD educates employers so adults with autism can be successfully employed

♦ HELP FOR RURAL FLORIDA

CARD is often the ONLY RESOURCE for individuals with autism in rural communities

♦ FROM BIRTH TO ADULthood

CARD serves individuals with autism EARLIER and is always there for them

For the price of a 1,000 student elementary school, Florida CARD provides support, training and services for 25,515 constituents, families and teachers from birth to adulthood for all 67 counties.

Some startling facts and figures from FSU CARD

- One in 110 children has autism, reports the Centers for Disease Control and Prevention
- FSU CARD helps 2871 clients in 18 counties who have autism or related disabilities, **349 MORE** than just one year ago. That is more than **a 12% increase in one year**.
- The FSU CARD appropriation suffered a 20% decrease in the same year
- Since 2006, **the number of FSU CARD clients has GROWN** by 54%, from 1557 to 2871
- Since 2006, **the FSU CARD appropriation has DECREASED** by 34%, from \$1,058,766 to \$700,639.

Ask me about my personal story . . .

With FSU CARD, my family provides VALUE to Florida

Susan Baldino
2602 Lotus Drive
Tallahassee FL 32312
850-510-8820

Visit <http://www.youtube.com/watch?v=ogOsUWopsws&feature=youtu.be> to view a video written and produced by constituents of FSU CARD

**NO MEETING
MATERIALS AVAILABLE.**

①

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date _____

Topic Estimating Conference

Bill Number N/A
(if applicable)

Name Amy Baker

Amendment Barcode _____
(if applicable)

Job Title Coordinator

Address _____
Street

Phone _____

City _____ State _____ Zip _____

E-mail _____

Speaking: ☐ For ☐ Against ☐ Information

Representing _____

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

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1-19-17

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date

Topic Digital Instructional Materials

Bill Number _____
(if applicable)

Name Pam Stewart

Amendment Barcode _____
(if applicable)

Job Title Chancellor of Public Schools

Address 325 W. Gaines St.

Phone 245-0509

Street

Tallahassee FL 32399

City

State

Zip

E-mail pam.stewart@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing Dept of Education

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☒ Yes ☐ No

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S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/19/12

Meeting Date

Topic FADIMA Transition to Digital Inst. Materials

Bill Number _____
(if applicable)

Name Michele Rivera

Amendment Barcode _____
(if applicable)

Job Title DIRECTOR, Learning Resources & Inst. Materials

Address 2381 NW 26th Street

Phone 754-321-3320

Pt. Lauderdale, FL 33311
City State Zip

E-mail michele.rivera@browardschools.com

Speaking: ☐ For ☐ Against ☐ Information

Representing FADIMA (FL Assoc. of Dist. Instruct. Mat.)

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

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THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1-19-12

Meeting Date

Topic FADIMA Digital Materials Transition

Bill Number NA
(if applicable)

Name Louis Greco

Amendment Barcode _____
(if applicable)

Job Title Director for Instructional Technology, Textbooks, & Media Services

Address SJCSD 10 Hildreth Dr.

Phone 904 547-3947

Street

St. Augustine

State

FL

Zip

32084

E-mail GRECOL@STJOHNS.K12.FL.US

Speaking: ☐ For ☐ Against ☒ Information

Representing FADIMA

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1-19-12

Meeting Date

Topic FADIMA Transition to Digital IM

Bill Number N/A
(if applicable)

Name Alisa Jones

Amendment Barcode _____
(if applicable)

Job Title Supervisor

Address 23 S. Green St.
Street
Green Cove Springs FL 32043
City State Zip

Phone 904-502-9357

E-mail ajones@clayschools.net

Speaking: ☐ For ☐ Against ☒ Information

Representing FADIMA

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

6

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/19/12

Meeting Date

Topic Centers for Autism - CARD

Bill Number _____
(if applicable)

Name Lindee Morgan

Amendment Barcode _____
(if applicable)

Job Title Assoc. Dir., FSU Autism Institute

Address 1342 Terrace St.

Phone 850.488.4830

Street

Tallahassee

FL

32303

City

State

Zip

E-mail lindee.morgan@med.fsu.edu

Speaking: ☐ For ☐ Against ☒ Information

Representing CARD

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

did not speak

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

01-19-2012
Meeting Date

Topic CARD

Bill Number _____
(if applicable)

Name PATRICIA ANN SMITH

Amendment Barcode _____
(if applicable)

Job Title MOM

Address 5890 Cherokee Road
Street
MILTON FL 32570
City State Zip

Phone 850-626-0857

E-mail anna.smith@bellsouth.net

Speaking: ☒ For ☐ Against ☐ Information

Representing PARENTS

Appearing at request of Chair: ☐ Yes ☒ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

did not speak

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1-19-12
Meeting Date

Topic protecting CARD funding

Bill Number _____
(if applicable)

Name Amanda Broadfoot

Amendment Barcode _____
(if applicable)

Job Title Mother

Address 1861 Easton Forest Dr.

Phone 850 570 7147

Street

Tallahassee FL 32317

City

State

Zip

E-mail Amanda@peagreen
solutions.com

Speaking: ☒ For ☐ Against ☐ Information

Representing Center for Autism & Related Disabilities

Appearing at request of Chair: ☐ Yes ☒ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

did not speak

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/19/12
Meeting Date

Topic Extended Day / RTTT

Bill Number _____
(if applicable)

Name Fred R. Heid

Amendment Barcode _____
(if applicable)

Job Title Bureau Chief School Improvement

Address 325 W. Gaines Street
Street

Phone 850-245-0857

Tallahassee FL 32399
City State Zip

E-mail frederick.heid@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing FLDOE

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

did not speak

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/19/12
Meeting Date

Topic Estimating Conf. Update

Bill Number _____
(if applicable)

Name Pam Schenker

Amendment Barcode _____
(if applicable)

Job Title Economist

Address 111 W Madison
Street

Phone 850 487 1402

Tallahassee FL 32399
City State Zip

E-mail schenger.pamela@leg.state.fl.us

Speaking: ☐ For ☐ Against ☐ Information

Representing Assisting w/ Amy Baker's presentation

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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did not speak

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/19/2012
Meeting Date

Topic Economic Conference Update

Bill Number _____
(if applicable)

Name Carolyn DuBard

Amendment Barcode _____
(if applicable)

Job Title Economist

Address 5033 Bird Point
Street
Tallahassee FL 32312
City State Zip

Phone 850-487-8271

E-mail dubard@carolyn
@leg.state.fl.us

Speaking: ☐ For ☐ Against ☐ Information

Representing EDR in support of Amy Baker

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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S-001 (10/20/11)

did not speak

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1-19-12

Meeting Date

Topic Race to the Top

Bill Number _____
(if applicable)

Name Holly Edenfield

Amendment Barcode _____
(if applicable)

Job Title Race to the Top Coordinator

Address 325 W Gaines St.
Street

Phone 245-0659

Tallahassee FL 32399
City State Zip

E-mail holly.edenfield@fldoe.org

Speaking: ☐ For ☐ Against ☒ Information

Representing FL Dept of Education

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

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S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

did not speak

1-19-12

Meeting Date

Topic Computer Based Testing

Bill Number _____
(if applicable)

Name Kris Ellington

Amendment Barcode _____
(if applicable)

Job Title Deputy Commissioner ARM

Address 325 W. Gaines St.
Street

Phone 248 - 0437

Tallahassee FL 32399
City State Zip

E-mail Kris.Ellington@fldoc.org

Speaking: ☐ For ☐ Against ☒ Information

Representing FL Dept. of Education

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☒ Yes ☐ No

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S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

did not speak

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

11/19/12
Meeting Date

Topic Technology in Education

Bill Number _____
(if applicable)

Name David Stokes

Amendment Barcode _____
(if applicable)

Job Title CIO

Address 325 West Gaines
Street

Phone 245-5035

TALL FL 32399
City State Zip

E-mail david.stokes@adobe.org

Speaking: ☐ For ☐ Against ☐ Information

Representing DOF

Appearing at request of Chair: ☒ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☐ No

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S-001 (10/20/11)

CourtSmart Tag Report

Room: KN 412

Case:

Type:

Caption: Senate Budget Subcommittee on Education Pre-K-12 Appropriations - 412 Knott Bldg. 2:45pm **Judge:**

Started: 1/19/2012 2:48:04 PM

Ends: 1/19/2012 4:16:21 PM

Length: 01:28:18

2:48:06 PM	Call to order
2:48:37 PM	Roll call
2:48:44 PM	Chair Remarks
2:49:29 PM	Amy Baker, Coordinator/Economist, Office o Economic & Demographic Research
2:59:59 PM	Senator Lynn
3:04:10 PM	Senator Montford
3:07:14 PM	Chair Simmons
3:16:13 PM	Senator Lynn
3:19:33 PM	Chair Simmons
3:23:29 PM	Senator Siplin
3:32:34 PM	Pam Stewart, Chancellor of Public Schools
3:43:31 PM	Chair Simmons
3:48:51 PM	Senator Siplin
3:51:43 PM	Michele Rivera, Director, Learning Resources & Instructional Materials
3:58:02 PM	Louis Greco, Director for Instructional Technology, Textbooks & Media Services
4:02:15 PM	Senator Lynn
4:04:32 PM	Senator Siplin
4:05:33 PM	Alisa Jones, Supervisor of Instructional Resources & Instructional Materials
4:06:01 PM	Senator Montford
4:08:00 PM	Michele Rivera
4:09:48 PM	Senator Montford
4:10:07 PM	Dr. Lindee Morgan, CARD
4:16:07 PM	Meeting Adjourned