

Policy Brief

Is Florida (College and Career) Ready? Putting Common Core in Context

FLORIDA

The quality and level of education a child attains greatly influences their likelihood of being successful in life after high school. Unfortunately, whether by account of business leaders or postsecondary outcomes, there has been a growing concern among the public that our students are leaving high school unprepared. Only 63% of students graduating from Florida public high schools currently enter college ready for math, reading and writing and only 68% of high school graduates who go on to attend a public postsecondary institution earn at least one year's worth of college credit within two years of enrollment.

In response to such criticism, the Florida State Board of Education elected to join the collective effort of states across the country in adopting the Common Core State Standards for math and English language arts during the summer of 2011. The new K-12 academic standards emphasize a focus on the knowledge and skills required to be ready for college and career. With this shift in standards, the Department of Education aspires to dramatically increase the number of students who graduate high school, enroll in a postsecondary institution and go on to earn college credit. Will the new Common Core standards be the key to making such substantial changes take place?

The Florida College Access Network supports the adoption and implementation of Common Core. By progressively focusing on the skills and knowledge that matters most for college and career readiness from kindergarten through 12th grade, students stand to improve their level of academic preparedness for success after high school. One thing we know, however, is that while a rigorous K-12 education is the foundation for preparing students for success in college and careers, it is not the only piece of the puzzle. In addition to the important content knowledge students need, they must also possess the skills and awareness needed to plan, locate and connect to the right college and career opportunities. For example, despite 58.6% of our public school students demonstrating financial need, only 23.3% of 12th graders during the 2012-13 school year in Florida completed the Free Application for Federal Student Aid (FAFSA) by the March 1st federal priority deadline. Without this application, low-income students lack the information needed to find out what aid is available for them and whether or not they can actually afford college.

In this policy brief, we provide an overview of what changes the new Common Core standards will bring to Florida K-12 education as they are implemented. We also discuss the ways we can support our students and schools in providing the resources each student will need to be ready for education and training beyond high school. We encourage each community to embrace a shared responsibility and cross-sectored approach for increasing degree attainment in our state by improving college and career readiness, access and success for all students and assess their current capacity and policy options for doing so.

Florida College Access Network's mission is to create and strengthen a statewide network that catalyzes and supports communities to improve college & career preparation, access, and completion for all students.



What Is Common Core?

The Common Core State Standards were created as a result of an initiative led by the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO) to develop new K-12 standards in English language arts and mathematics that would be aligned with consistent expectations for college and career success across state lines. Standards refer to the knowledge and skills students are expected to learn at each grade level. When the initiative was announced in April 2009, there were several justifications offered for the need to develop new standards, most having to do with American students' lagging performance on national and internationally benchmarked assessments, such as the National Assessment of Educational Progress (NAEP), the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA), and the strong connection made between economic progress and educational achievement. Advocates for common educational standards also pointed to large gaps that have existed in assessment and proficiency levels between states, which made substantial improvements to educational progress a challenge. In theory, if states aligned college- and career-ready standards to one another, opportunities to share methods and best practices would be fostered, while ensuring that students in every part of the country would receive an education which would prepare them for the rigors of life beyond high school in the 21st

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"If we get [Common Core] right, by 2025 Florida will lead the nation in student achievement and America will regain its position as a world leader in educating its young people."

-- Florida Department of Education
Commissioner of Education Tony Bennett

Source: Jacksonville Public Education Fund

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century. "As state school chiefs we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years," stated CCSSO president and Arkansas education commissioner Ken James in a 2009 statement. "The broad level of commitment we have received from states across the nation for this unprecedented effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."¹

Among the forty-nine states and territories that joined the initiative to develop a common core of state standards during the summer of 2009 was Florida. In the years leading up to 2009, poor achievement scores and critical reviews of the existing set of standards prompted the need for changes in Florida's education

system. In a 2006 report, the Fordham Institute gave a "D-" grade to Florida's overall content standards, including an "F" in math, stating Florida needed to "go back to the drawing board."² Florida also did not fare well on the NAEP and TIMSS assessments, showing that only 27% of Florida's students were at or above proficiency levels for math and 21% for science. The need for change was also apparent in students' scores on college placement tests. Figures from the Florida Department of Education showed that 69% of students who earned a passing score of 3 on the math portion of the Florida Comprehensive Assessment Test (FCAT) were placed into remedial courses.³ The state responded by administering a number of state-wide education reforms, including new standards (Next Generation Sunshine State Standards), more rigorous high school graduation criteria, a shared definition of college and career readiness throughout the state's schools, colleges and universities, and new high school, postsecondary and college-readiness assessments.

¹ "Forty-Nine States and Territories Join Common Core Standards Initiative," National Governors Association, 1 June 2011 <http://www.nga.org/cms/home/newsroom/news-releases/page_2009/col2-content/main-content-list/title_forty-nine-states-and-territories-join-common-core-standards-initiative.html>.

² "Common Core Standards: Why Did States Choose to Adopt?" The Opportunity Equation, 2013 <<http://opportunityequation.org/standards-and-assessments/common-core-standards-why-did-states>>.

³ Pamela Burdman, "Testing Ground: How Florida Schools and Colleges Are Using a New Assessment to Increase College Readiness," Jobs for the Future, Sept. 2011 <http://www.jff.org/sites/default/files/ATD_AE_TestingGround_100311.pdf>.

In June of 2010, the NGA and CCSSO made the Common Core standards public, which were met with high levels of enthusiasm from both supporters and detractors. In general, the new standards in mathematics and English language arts were designed to meet the following goals: (1) they be aligned with best evidence on college and career readiness expectations, (2) build on the best standards work of the states, and (3) maintain focus on “what matters most” for readiness.⁴ A common critique of previously used standards was that they were “a mile wide and an inch deep,” meaning the focus of content was spread thinly across many different topics. The Common Core standards set to change this perception by focusing on fewer standards, which would allow more opportunities for a deeper understanding of concepts that would better prepare students for the knowledge and skills needed after high school.⁵

While educators, researchers and policy analysts engaged in heated debates about the contents and merits of the new standards, states got busy adopting and making implementation plans for Common Core. A reason for this sense of urgency was President Obama’s Race to the Top initiative, a \$4.35-billion competitive grant program which was designed to encourage and reward states to, among other reform areas, “adopt standards that prepare students to succeed in college and the workplace and to compete in the global economy.”⁶ When Race to the Top was announced in late 2009, many states were dealing with significant budget shortfalls due to declining revenues during the recession. Florida was one of the hardest hit states in the nation, with its budget gap reaching \$5.7-billion in FY 2009 (22.2% of the general fund).⁷ Because of such poor economic conditions, states were highly motivated to apply for the federal grants, Florida being one of them.

The Florida Department of Education submitted an application for the first round of Race to the Top grants in January 2010, which came just short of being awarded. Florida applied for the second round of Race to the Top grants in June 2010 with the federal government. In the following month, the Florida State Board of Education formally adopted the Common Core State Standards for English language arts and mathematics, joining 29 other states in doing so.⁸ In August 2010, the U.S. Department of Education announced the ten state winners of round two Race to the Top grants. Florida was one of them, winning a \$700-million award for their application which included plans to make educational reform changes, including adoption of the Common Core State Standards. In the application, Florida’s Department of Education asserted that the cumulative effect of the reforms outlined in the application would double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit, cut the achievement gap in half and increase the percentage of students scoring at or above proficient on NAEP, to or beyond the performance levels of the highest-performing states – all by 2015.^{9,10}

Countdown to Common Core Begins

When a state decides to change its education standards, changes to the entire education system are initiated in a process that can take years to develop. The progression of curricular content from year-to-year must be established, the knowledge and skills students at every grade year must be agreed upon, literacy standards must be aligned to other content areas such as history, science and social science,

⁴ Council of Chief State School Officers and National Governors Association Center, “Common Core Standard State Webinar,” Common Core State Standard Initiative, 30 June 2010 <<http://www.corestandards.org/resources>>.

⁵ “Common Core State Standards for Mathematics,” Common Core State Standard Initiative, 4 March 2013, <http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf>.

⁶ “Race to the Top Program Executive Summary,” U.S. Department of Education, Nov. 2009 <<http://www2.ed.gov/programs/racetothetop/executive-summary.pdf>>.

⁷ Elizabeth McNichol and Iris Lav, “New Fiscal Year Brings No Relief from Unprecedented State Budget problems,” Center on Budget and Policy Priorities, 29 July 2009 <<http://umark.ucf.edu/clients/provost/CBPPNewFiscalYearBringsNoRelief.pdf>>.

⁸ Leslie Postal, “Florida Adopts National Education Standards,” Orlando Sentinel, 27 July 2010 <http://articles.orlandosentinel.com/2010-07-27/news/os-national-education-standards-07-2720100727_1_common-core-education-standards-adopted>.

⁹ For the high school graduating class of 2015. The other two goals aim to meet their targets by 2015.

¹⁰ “Florida’s Race to the Top Application for Initial Funding,” U.S. Department of Education, 1 June 2010 <<http://www2.ed.gov/programs/racetothetop/phase2-applications/florida.pdf>>.

textbooks must be chosen and teachers must be trained on how to incorporate changes in their classrooms.¹¹ But that’s not all.¹² Possibly the most significant change that will take place is the arrival of new assessments, which will impact students, teachers and administrators. The phasing in of these (and more) aspects of Common Core implementation has inspired a “countdown” with the target date of fall 2014, which marks the date the new standards are to be fully implemented. To prepare for the arrival of the 2014-15 school year, the Florida Department of Education launched a “readiness gauge” website in April to track the progress each district has made towards implementing the new standards, as well as digital learning upgrades needed for assessment and new instructional materials.^{13,14}

Common Core Implementation Timeline

April 2009	Common Core State Standards Initiative announced by NGA and CCSSO
June 2010	Common Core State Standards made public by NGA and CCSSO
July 2010	Florida Board of Education formally adopts Common Core State Standards for English language arts and mathematics
2011-12	Common Core State Standards fully implemented in Kindergarten
2012-13	Common Core State Standards implemented in Kindergarten and 1 st grade
2013-14	Common Core State Standards fully implemented in grades K-2, grades 3 to 12 to have blended implementation of Next Generation Sunshine State Standards with Common Core standards
2014-15	Full implementation of Common Core State Standards in grades K-12, students to take new assessment aligned to Common Core in math and English language arts in grades 3-11

The timeline for implementing Common Core requirements has been a cause for some apprehension throughout the state, especially with regards to new assessments and testing procedures, which have yet to be finalized. The new Common Core-aligned assessments are being developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium including Florida and 21 other states. Though the assessments aren’t slated to appear in Florida schools until 2014-15, several steps must be cleared before their debut, including field testing and meeting the technical specifications needed for delivering the assessments. For the new tests to be launched in every district and school, they must meet the same level of preparedness, a challenge some say might be out of reach by 2014-15. For this reason, a “Plan B” is in the works to ensure Florida has a contingency plan in case the assessments being developed by PARCC are not ready.¹⁵ PARCC was awarded \$186 million in Race to the Top grants in 2010 to develop new student assessments for new math and English language arts standards. Though Florida is a governing state of PARCC, it can opt out at any time.

Aggressive Student Achievement Goals Accompanies Common Core Implementation

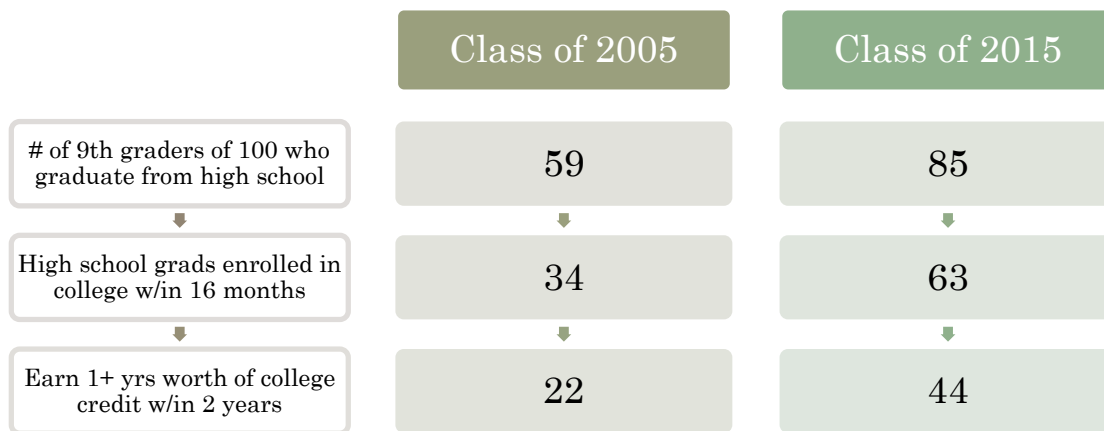
In its application for Race to the Top funding, the Florida Department of Education included ambitious goals alongside the implementation of Common Core and other related reforms.¹⁶ These goals included increasing certain student achievement and outcomes related to doubling the percentage of incoming high

¹¹ Education or academic standards refer to what a student is expected to learn while in school, curriculum refers to the way schools and teachers at the local level deliver instruction. The distinction between the two concepts has led to some confusion and consternation between those who oppose and support Common Core.
¹² U.S. Education Delivery Institute, “Implementing Common Core State Standards and Assessments: A Workbook for State and District Leaders,” Achieve, Mar. 2012 <http://www.achieve.org/files/Common_Core_Workbook.pdf>.
¹³ Florida Department of Education, “Common Core State Standards Readiness Gauge,” Florida Common Core State Standard, 2013 <<http://www.flccss.org>>.
¹⁴ Gina Jordan, “Explaining Florida’s Shift to Digital Textbooks,” StateImpact Florida, 25 Sept. 2012 <<http://stateimpact.npr.org/florida/2012/09/25/explaining-floridas-shift-to-digital-textbooks>>.
¹⁵ Gina Jordan, “House Speaker Says New Tests May Not Be Ready by Deadline,” StateImpact Florida, 27 Mar. 2013 <<http://stateimpact.npr.org/florida/2013/03/27/house-speaker-says-new-tests-may-not-be-ready-by-deadline>>.
¹⁶ For a detailed account of other reforms associated with Common Core implementation, view Florida’s Race to the Top grant application at <http://www.fldoe.org/arra/pdf/topapp.pdf>.

school freshman who ultimately graduate from high school, go on to college and earn at least a year’s worth of college credit.¹⁷ Setting such goals are significant because in doing so, the state acknowledges the importance educational achievement during K-12 has in preparing students for postsecondary success, as well as a shared responsibility for students’ performance once they get there. The status quo between higher education institutions and state K-12 education agencies has been mostly finger pointing and blaming one another for student outcomes like low college graduation rates. With new education standards and goals set to improve student performance after high school, the state better positions itself to be intentional with the means to do so.

The benchmark for high school and postsecondary student outcomes aligned with Common Core and its related reforms is the performance of high school freshmen from the graduating class of 2005. From this cohort of students, on average only 59% graduated high school, 58% enrolled in college within 16 months and 22 went on to earn a year’s worth of college credit by 2009. Shown in Figure 1 is Florida’s goal to double the number of credit earning high school graduates.

Figure 1: Florida Goals for Increasing High School Graduates Who Earn College Credit



Source: Florida Department of Education

Common Core standards are being coined as our most important education reform in history. Will Florida be successful in meeting its ambitious goals related to Common Core? To answer this question, we examine more closely the most recent data related to the student outcomes associated with the K-20 education pipeline and where opportunities for improvement exist.

Historically, Florida has lagged behind other states with regards to its public high school graduation rate. That trend has been improving as late however, as our state’s graduation rate has risen almost 12 points from 62.7% in 2007-08 to 74.5% in 2011-12 (Figure 1).¹⁸ One reason for the rise in Florida’s high school graduation rate has been the drop in schools with exceedingly high dropout rates, called “dropout factories.” According to the 2013 Building a Grad Nation report, Florida dramatically decreased its number of these schools over the last decade from 162 in 2002 to 69 in 2011, which translates to 185,652 fewer students attending such schools.¹⁹

¹⁷ The State Board of Education defines students ready for college and careers when they have the knowledge, skills and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program. For more information on the Board’s reviewed definition of college and career readiness, follow this [link](#).

¹⁸ Florida Department of Education, Office of Education Information and Accountability Services

¹⁹ Robert Balfanz, John Bridgeland, Mary Bruce and & Joanna Fox, “Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic - 2013 Annual Update,” Washington, D.C.: Civic Enterprises, the Everyone Graduates Center at Johns Hopkins University School of Education, America’s Promise Alliance, and the Alliance for Excellent Education, 28 Feb. 2013 <http://www.civicerprises.net/MediaLibrary/Docs/Building-A-Grad-Nation-Report-2013_Full_v1.pdf>.

If we wish to continue this upward trend in high school graduation, we will need to focus more on the success of our low-income students. Less than two-thirds of students in Florida eligible for the U.S. Department of Education’s free- and reduced-price lunch program graduate from high school on time, which is nearly 10 percentage points below the state’s average (Figure 2).²⁰

Figure 2: Current Progress toward High School and Postsecondary Student Outcome Metrics

Selected Student Subgroup	High School Graduation Rate	College-going Rate	College Credit Earning Rate
American Indian or Alaska Native	69.7%	59.1%	70.5%
Asian	88.4%	68.0%	84.3%
Black or African American	63.7%	55.4%	61.3%
Hispanic or Latino	72.9%	58.6%	67.6%
White	79.4%	59.0%	70.8%
Low-Income	65.0%	51.9%	62.7%
Total	74.5%	58.4%	68.9%

Source: United States Department of Education and Florida Department of Education. District-level data omits local education agencies with special distinctions (ex. lab schools). The high school graduation rate reflects the federal four-year high school graduation rate for 2010-11, the college going rate reflects the percentage of high school students who graduated in 2009-10 and enrolled in an institution of higher education within 16 months. The college credit earning rate reflects the percentage of students who graduated from high school in 2007-08, enrolled in an institution of higher education within 16 months and completed at least one year’s worth of college credit within two years of enrollment. The performance of each school district in these measures can be found in the Appendix.

In order for high school graduates to be successful in their postsecondary education, academically prepared students must first apply and enroll. According to Florida Department of Education data, 58.4% of students who graduated in 2009-10 went to college within 16 months.²¹ This rate has remained level during the last five academic years and has risen only one point since 2002-03. As was the case with Florida’s high school graduation rate, data on college-going rates varies by student subgroup and school district. Figure 2 displays these gaps, which are most evident within low-income students, and lag state averages by 6.5 percentage points.

Quite possibly the most important measure of a student’s preparedness for postsecondary education is their level of success upon arriving. This is typically taken into account by assessing the number of college-level credits a student successfully completes which can be applied toward a degree. With the application of new education standards aligned with the rigors of college-level work, knowing how successful college students are when they start serves as an effective measure for how well Common Core is delivering on its intentions. Success during the first year in college, both in terms of credits completed and grade point average earned, is strongly related to the likelihood a student will persist throughout college and ultimately graduate.²²

In Florida, the number of public high school graduates who enroll in college and go on to earn at least one year’s worth of college within two years is 68.9% (Figure 2).²³ The fact that so few students are experiencing success upon entering college is one of the main reasons our state (and others) elected to adopt new K-12 education standards back in 2010. One explanation for why so many students struggle to complete credits after matriculating is the number of students beginning college requiring remedial (or developmental) education courses. First-time college students are required to submit standardized test

²⁰ Other student subgroup data is available for viewing at Florida’s Race to the Top annual performance report at www.rtt-apr.us.

²¹ Colleges that are counted within the college going rate follow the federal government’s distinction for public institutions of higher education as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001. Students attending Independent Colleges and Universities of Florida (ICUF) institutions or seeking less than 2-year postsecondary vocational certificates at public institutions are not counted. About 3% and 1% of public high school graduates enroll in such institutions respectively.

²² Clifford Adelman, “The Toolbox Revisited: Paths to Degree Completion from High School through College,” U.S. Department of Education, Feb. 2006 <<http://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>>.

²³ One year of college credit is defined as 30 credit hours.

scores (such as the SAT, ACT or approved placement test administered locally) to their institution for placement into credit-bearing math and English courses.²⁴ If students fail to meet set subject level cut-off scores, they are placed into developmental or remedial coursework, which are classes designed to help students build the skills and knowledge required to be successful in credit-bearing college courses that do count toward a degree program. In 2011, only 64.7% of public high school students entering a Florida College System institution for the first time met college-level cut scores in math, writing and English.²⁵ The cost of providing remedial coursework in our state is significant. According to StateImpact Florida, over \$168 million was spent by students and schools on these classes in 2011, up \$50 million from 2004.²⁶

Students' struggles in early college coursework can also be reflected by low grade point averages. Florida Department of Education data shows about one in four (23.7%) high school graduates enrolled in a public postsecondary institution failed to earn a 2.0 grade point average in their first fall semester.²⁷ These trends are relevant to improving postsecondary readiness because students with low grade point averages are subject to an institution's academic intervention (probation, dismissal), as well as losing merit-based financial aid such as the Florida Bright Futures Scholarship Program.²⁸

Despite these trends, Florida has made progress in better preparing students for success in postsecondary education in recent years. Of 100 students starting 9th grade in 2001, an average of only 22 students successfully earned a high school diploma, applied and enrolled to a higher education institution and completed a year or more of college credit during their first two years taking courses. According to recent estimates for the high school graduating class of 2009, this number has now risen to 26. The increase is mostly attributed to the rise in achievement gains that have taken place in early grade levels and the numbers of students graduating from high school on time, as college enrollment and credit earning rates have risen only marginally from 2001 to 2009. Florida has also made marked improvements from 2003 to 2011 on the NAEP, a standardized test used to compare student performance between states, a cause for some optimism moving ahead.²⁹

These improvements still leave our state a considerable amount of work to be done in order to meet its Common Core-related goals of having 85 high school freshmen earn a diploma by 2015, with 63 moving onto postsecondary education by 2017 and 44 earning a year's worth of college credit by 2019. Meeting these goals and improving education overall will require improvements for all students, in particular those who come from low-income households. Students with limited financial resources warrant our attention not just because of their gap in performance throughout the K-20 pipeline, but because they now represent the majority of all students enrolled in Florida public schools. In 2012-13, the number of students in Florida schools eligible for the free- and reduced-priced lunch program was 1,576,720, or 58.6% of total membership (Figure 3). The number of low-income students attending Florida schools has risen by 471,920, or 36% since 2003-04. To put this in context, the total K-12 population only grew by 3,390, or 3.6% during that span. Of the 67 regular school districts in Florida, 55 now have 50% or more of their enrollment eligible for free- and reduced-priced lunches.³⁰

²⁴ Remedial coursework, with the exception of FAMU, is offered only at Florida College System institutions. Students not able to meet required math and English subject cut-off scores are not typically admitted at 4-year institutions because of admissions criteria.

²⁵ Florida College System Research & Analytics, "The Florida College System - Transparency, Accountability, Progress, and Performance: How Do Florida College System First-time in College Degree Seeking Students Perform in Developmental Education?" Florida Department of Education, 22 Oct. 2012 <<http://www.fldoe.org/fcs/pdf/q3.pdf>>.

²⁶ Torres McNelly and Lynn Waddell, "13th Grade: Adding up the Cost of Remedial College Courses," StateImpact Florida, 3 Dec. 2012 <<http://stateimpact.npr.org/florida/2012/12/03/13th-grade-adding-up-the-cost-of-remedial-college-courses/>>.

²⁷ 19.1% of high school graduates entering Independent Colleges and Universities of Florida (ICUF) institutions failed to earn a 2.0 during their first fall semester.

²⁸ Bright Futures recipients are required to meet varying credit and grade point average requirements depending on their award and enrollment status.

²⁹ John Chubb and Constance Clark, "The New State Achievement Gap: How Federal Waivers Could Make It Worse – Or Better," Education Sector, June 2013, <<http://www.educationsector.org/sites/default/files/publications/NewStateAchieveGap-RELEASED.pdf>>.

³⁰ Florida Department of Education, "Free/Reduced Price Lunch Eligibility Report," Bureau of Education Information and Accountability Services, May 2013 <<http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>>.

Figure 3: Percentage of Florida Public School Students Eligible for Free and Reduced-Price Lunch Program

School Year	Free/Reduced Price Lunch Eligible	Total Enrollment	% Free/Reduced Price Lunch Eligible
2003-04	1,158,800	2,598,772	44.6%
2004-05	1,214,362	2,639,927	46.0%
2005-06	1,223,442	2,669,656	45.8%
2006-07	1,208,957	2,663,637	45.4%
2007-08	1,214,732	2,653,377	45.8%
2008-09	1,304,861	2,631,629	49.6%
2009-10	1,408,976	2,635,115	53.5%
2010-11	1,480,760	2,643,826	56.0%
2011-12	1,536,044	2,667,830	57.6%
2012-13	1,576,720	2,692,162	58.6%

Notes: Children qualify for a free- and reduced-priced lunch and/or breakfast through the U.S. Department of Agriculture’s National School Lunch Program, which bases eligibility on the income level relative to federal poverty guidelines and the household size of their parent or legal guardian. In 2012-13, a student from a four-person household in Florida with annual household income less than \$29,965 is eligible for free lunches. Source: Florida Department of Education, Office of Education Information and Accountability Services. Data on low-income students for all school districts is included in the Appendix.

In order to bridge the gap from where we currently are to where we aspire to be, our programs and policies need to reflect the needs of our students. Now that nearly 6 in 10 of students attending our schools demonstrate some financial need, the success of Common Core implementation will depend on our ability to empower these students to be prepared for postsecondary opportunities and high-skill, high-wage jobs upon earning their diploma. Rigorous education standards aligned with these expectations are the foundation for doing so, but success after high school is reliant upon other aspects of preparation beyond just academic. For example, we know that high school seniors who complete the Free Application for Federal Student Aid (FAFSA) by May and had been accepted into a four-year college are over 50% more likely to enroll than students who had not completed the free application.³¹

In Florida, only 35% of all high school seniors completed the FAFSA by the start of May 2013. The information students receive regarding what it takes to get into college, known as “college knowledge,” is also influential for college and career preparedness. Research shows when guidance related to college admissions is left for families to do on their own, factors like social class have a strong influence on which institutions students are likely to attend.³² We also know an important aspect of student’s academic success is in part due to psychological or non-cognitive factors like how they feel about themselves, their goals in school and the strategies they have for overcoming obstacles. In one study, the academic goals of low-income middle school students were shown to be influenced by whether or not they were told the cost of college was expensive or could be met with need-based financial aid.³³ If we aren’t intentional about how we frame and communicate messages and information about the college-going process to students of all grade levels, hard work and dedication in the classroom may very well go underutilized.

³¹ Melissa Roderick, Jenny Nagaoka, Vanessa Coca and Eliza Moeller, “From High School to the Future: Potholes on the Road to College,” Consortium on Chicago School Research at the University of Chicago, Mar. 2008 <http://ccsr.uchicago.edu/downloads/1835ccsr_potholes_summary.pdf>.

³² Paul Fain, “Class Matters,” Inside Higher Ed, 2 May 2013 <<http://www.insidehighered.com/news/2013/05/02/social-class-influences-where-even-valedictorians-go-college-research-finds>>.

³³ Mesmin Destin and Daphna Oyserman, “From Assets to School Outcomes: How Finances Shape Children’s Perceived Possibilities and Intentions,” Association for Psychological Science at the University of Michigan, 2009

<http://deepblue.lib.umich.edu/bitstream/handle/2027.42/64249/From_assets_to_school_outcomes.pdf;jsessionid=615BB625A46F428C97F66C203B921B12?sequence=1>.

Broadening our Definition of College and Career Readiness

The first steps in making progress toward achieving a significant goal is to establish a common agenda which involves having a shared vision for change, a common understanding of the problem, and a joint approach to solving it through agreed upon actions.³⁴ The adoption of new Common Core standards marks a vision to improve our education system aligned with preparing students for college and careers. How we define what it takes for students to be college and career ready subsequently becomes very important. College and career readiness, as reviewed by the State Board of Education, is currently defined as possessing the “knowledge, skills and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation.”³⁵

To fulfill the purpose of Common Core, which is to better prepare students for college and careers, we will need to broaden our perception of what it takes to do so. By expanding this definition we will be able to better engage stakeholders of education across sectors with the problems and potential remedies that exist for helping all students, in particular low-income students, be prepared to face barriers they may be confronted with both in and outside of the classroom. A more comprehensive definition of college and career readiness needs to reflect aspects of student preparation beyond academic that have been shown to influence student outcomes, such as fostering academic tenacity (ex. persist through challenges, achieve long-term goals) and building college knowledge (ex. awareness of financial requirements and college application process).³⁶

These dimensions of college readiness are present at the system, setting and individual levels, and are shown in Figure 4.³⁷ The indicators listed were developed by staff from the John W. Gardner Center for Youth and Their Communities at Stanford University through an extensive literature review process of high school factors that predict college readiness.³⁸ Communities can collaborate with schools in their area to improve college and career readiness by viewing relevant data, assessing their schools capacity for making improvements and creating a framework for providing needed resources, programs and supports. One reason Common Core has the potential to be successful is its availability of student outcome data through school and into postsecondary education, which will make it easier for local stakeholders to ignite conversations around very specific issues related to education reform.³⁹

If we take an active part in placing increasingly high expectations on schools to bring about change for students, our communities must be willing to ask themselves how they can improve their schools’ capacity and resources to do so as well. One thing we do know from previous school reforms is that effective changes are most likely to happen when the efforts and instruction of teachers is improved while communities are actively engaged with finding ways to support them.⁴⁰ When parents and others throughout the community are authentically engaged, they can be an invaluable resource for catalyzing and sustaining school improvement and building an environment that support all students.⁴¹

³⁴ Fay Hanleybrown, John Kania and Mark Kramer, “Channeling Change: Making Collective Impact Work,” Stanford Social Innovation Review Blog, 26 Jan. 2012 <http://www.ssireview.org/blog/entry/channeling_change_making_collective_impact_work>.

³⁵ For the entire Board-reviewed definition of college and career readiness, follow this [link](#).

³⁶ Annenberg Institute for School Reform at Brown University, “College Readiness: a Guide to the Field,” Annenberg Institute, April 2012 <http://annenberginstitute.org/sites/default/files/CRIS_Guide.pdf>.

³⁷ Although the College Readiness Indicator System project focuses on college readiness rather than career readiness, many of the initiatives that are supported by the project include both.

³⁸ “College Readiness Indicator System: Building Effective Supports for Students,” Voices in Urban Education at Annenberg Institute, Fall 2012 <<http://vue.annenberginstitute.org/sites/default/files/issuePDF/VUE35.pdf>>.

³⁹ For more on ways educators, civic leaders and researchers can leverage data to understand the strengths and needs of their students, read “From Data to Action: A Community Approach to Improving Youth Outcomes,” edited by Milbrey McLaughlin and Rebecca London (Harvard Education Press, 2013).

⁴⁰ David Tyack and Larry Cuban, *Tinkering toward Utopia: A Century of Public School Reform*, Cambridge: Harvard University Press, 1995.

⁴¹ Sara McAlister, “Why Community Engagement Matters in School Turnaround,” Voices in Urban Education at Annenberg Institute, Winter/Spring 2013 <<http://vue.annenberginstitute.org/issues/36/why-community-engagement>>.

Figure 4: Dimensions and Indicators of College Readiness

Dimensions		College-ready Indicators
Academic Preparedness	<i>Individual-level</i>	<ul style="list-style-type: none"> • GPA • No failure in core subjects • Completion of required math and science courses • Maintaining level of achievement in transition years • Performance on high school exit and benchmark exams • Participation in college-level coursework/college prep curriculum • SAT/ACT score
	<i>Setting-level</i>	<ul style="list-style-type: none"> • Trends in individual level indicators of academic preparedness • Teacher effectiveness/quality • Dropout rates/high school completion rates • Availability of college-level coursework/college prep curriculum (AP, IB, Honors, etc.) • Consistent grading policy
	<i>System-level</i>	<ul style="list-style-type: none"> • Education agencies allocate sufficient resources to provide access to academic knowledge, skills and cognitive strategies necessary to succeed in college level courses
College Knowledge	<i>Individual-level</i>	<ul style="list-style-type: none"> • Knowledge of admission criteria, application process, and financial requirements for college • Completion and submission of application(s) to college(s) • Meeting with college advisor and/or having post-graduation plan • Independent study skills (e.g. note taking and effective time management) • SAT/ACT preparation
	<i>Setting-level</i>	<ul style="list-style-type: none"> • Trends in individual-level indicators of college knowledge • College-going culture: adult expectations of students applying to and attending college
	<i>System-level</i>	<ul style="list-style-type: none"> • Education agencies allocate sufficient resources and supports to develop knowledge, skills and behaviors apart from academic content that allow students to successfully access college • Education agencies allocate sufficient resources and supports to develop knowledge, skills and behaviors apart from academic content that allow students to succeed once in college
Academic Tenacity	<i>Individual-level</i>	<ul style="list-style-type: none"> • Attendance • Disciplinary infractions • Desire to develop competence and improve one’s skills (“mastery orientation”) • Self-discipline, the ability to forgo more appealing choices in the service of a higher goal
	<i>Setting-level</i>	<ul style="list-style-type: none"> • Trends in individual-level indicators of academic tenacity • Consistent attendance policy • Consistent disciplinary policy • Perceived safety of school • Instructional scaffolding, academic assistance needed to complete challenging tasks and activities • Push students to work and think hard (“academic press”) • Support for student’s autonomy
	<i>System-level</i>	<ul style="list-style-type: none"> • Education agencies allocate sufficient resources and supports to develop beliefs, attitudes and values that prioritize success in school and drive student engagement and work • Education agencies allocate sufficient resources and supports to develop behaviors of active participation and perseverance through adversity.

Source: John W. Gardner Center for Youth and Their Communities College Readiness Indicator System Toolkit

Assessing the Capacity for Improving College and Career Readiness in Schools

Schools need added supports to help students be prepared for college and careers because their capacity to assist students with each component of college and career readiness can be limited. Within schools, the responsibility to coordinate college and career readiness activities (beyond instruction) for students lies with the school counselors. In Florida, these professionals are responsible for academic advising, career development, college counseling, financial aid counseling and much more.⁴² According to the Florida Department of Education handbook for school counselors, they “are a key resource for providing appropriate advice related to secondary courses selection and postsecondary planning.” The Education Trust and the College Board have also emerged since states began adopting Common Core to assert the importance school counselors have on efforts to improve students’ college and career readiness.⁴³

For school counselors to reach their intended level of effectiveness, the American School Counselor Association (ASCA) recommends a student-to-counselor ratio of no higher than 250:1.⁴⁴ In the scenario that the number of students to counselors exceeds these levels, counselors and their administrators have no choice but to be judicious about how time and resources are spent with serving students. Unfortunately in Florida, exceedingly high student-to-counselor ratios are the norm, as the vast majority of schools see only one school counselor assigned to every 498 students (Figure 5).

Figure 5: Student-to-Counselor Ratios by School Type in Florida: 2012-13

School Type	Students		School Counselors	Student-to-Counselor Ratio
	(#)	(%)		
Elementary Schools	1,155,418	43.1%	1,657	697:1
Middle/Junior High Schools	514,548	19.2%	1,088	473:1
Senior High Schools	802,671	30.0%	1,934	415:1
Combination Elementary/Secondary Schools	205,437	7.7%	373	551:1
Total*	2,678,074	100	5,377	498:1

Notes: School membership and counselor data reflects counts from schools in the 67 county-based school districts. School counselors not assigned to schools (ex. district superintendent’s office) are included in the Total column and excluded from school type totals. School Type indicates the level of instruction offered by each school and is used for the state’s accountability reporting. Combination schools have a grade combination that spans elementary, middle and/or high school. Calculations exclude students attending schools in non-traditional settings/functions (ex. adult, alternative, virtual, jail, etc.) and captures a total of 88% students enrolled in public schools during the 2012-13 school year as of November 25, 2012. Data does reflecting part-time school counselor employment was not available for this analysis. Source: Florida Department of Education.

The College Board’s National Office for Student Counselor Advocacy identifies eight components essential to preparing K-12 students for college and careers. These include college aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, college affordability planning, the college and career admission process and transition from high school graduation to college enrollment.⁴⁵ The list of these dimensions reflects the time, resources and complex knowledge that are now needed to help students prepare for college and careers. Even in the best of scenarios, with 250 students to their caseload, school counselors might not have the training, experience and support within their schools necessary for managing each of these responsibilities. School counselors are essential to college and career readiness and serve as true champions for their students, but they will require the support of their broader community to establish a sustainable college-going culture inside and outside of their schools.

⁴² Florida Department of Education, “Counseling for Future Education Handbook: 2012-2013 Edition,” Aug. 2012 <<http://files.flvc.org/pdfDocuments/manuals/Counseling%20for%20Future%20Education%20Handbook%202012-13.pdf>>.

⁴³ For more about these efforts, see College Board’s National Office for School Counselor Advocacy (NOSCA) “Own the Turf” campaign and the Education Trust’s “Poised to Lead: How School Counselors Can Drive College and Career Readiness” report.

⁴⁴ American School Counselor Association, “The Role of the Professional School Counselor,” 2009 <<http://ascatemp.membershipsoftware.org/files/RoleStatement.pdf>>.

⁴⁵ The College Board National Office for School Counselor Advocacy, “Eight Components of College and Career Readiness Counseling,” <http://media.collegeboard.com/digitalServices/pdf/nosca/11b_4416_8_Components_WEB_111107.pdf>.

Discussion and Policy Implications

The implementation of new Common Core State Standards marks a new chapter for education reform in Florida. In response to the demand for our schools to be more intentional about the way our schools prepare students for life after high school, the adoption of new education standards place emphasis on providing students with the academic knowledge and skills needed to be prepared for college and career success. Currently, the Department of Education is engaged in widespread efforts to prepare each administrator, teacher and school for the changes that are set to accompany Common Core implementation in all grades by 2014-15. While our schools prime themselves for new standards, assessments and professional development, what role does the broader community serve to support these efforts?

While the goal of Common Core is to prepare students for college and careers, the true marker for success will be our ability to see more students earn high-quality postsecondary credentials and obtain the skills needed to meet the increasing demand for high-skill, high-wage jobs in Florida. Improving our state's level of postsecondary attainment is a benefit for us all by supporting long-term economic growth and stability for individuals and their communities.⁴⁶ In addition to better employment outcomes, increased educational attainment is associated with reduced crime, lower public welfare costs, greater social capital and conditions that foster innovation.⁴⁷

In Florida, it is projected that 58% of all jobs will require some level of postsecondary education and training by 2020.⁴⁸ This is far greater than our current level of postsecondary attainment of 37%, which has remained largely the same over the last three years.⁴⁹ In order to bridge that gap we need to better understand what challenges lie ahead and be willing to work collectively in our communities to help our schools educate our students, especially for our growing population of low-income students. Doing this will require putting Common Core in context, meaning helping each community develop an understanding of what resources and supports are required to prepare their students for success in college or training which leads to gainful employment.

We encourage each community to embrace a shared responsibility and cross-sectored approach for increasing degree attainment in our state by supporting the implementation of Common Core standards and assessing their current capacity and policy options for preparing all students for college and careers. Businesses, local governments, workforce agencies, philanthropic and community-based organizations, parent groups, postsecondary institutions and students themselves each has a role to play in helping all students complete a high-quality postsecondary degree or credential or receiving training for a job that offers gainful employment. In meeting these efforts, the Florida College Access Network recommends the following:

Adopt a statewide definition for college and career readiness that includes non-academic indicators for high school graduation, college enrollment and early college success

By acknowledging college and career readiness includes, but goes beyond academic knowledge and skills, we give the public a better opportunity to fully understand which strategies are needed to help support

⁴⁶ The Florida College Access Network uses "postsecondary attainment" to refer to the completion of high-quality postsecondary credentials beyond high school, including technical certificates and academic degrees. Florida C.A.N. also believes college readiness is career readiness, as a high-quality K-12 education should effectively prepare students for a postsecondary education or a job that offers gainful employment and career advancement.

⁴⁷ Scott Jaschik, "Higher Learning, Greater Good," Inside Higher Ed, 21 Apr. 2009 <<http://www.insidehighered.com/news/2009/04/21/mcmahon>>.

⁴⁸ Anthony Carnevale and Nicole Smith, "A Decade Behind: Breaking Out of the Low-skill Trap in the Southern Economy," Center on Education and the Workforce at Georgetown University, July 2012 <<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/DecadeBehind.ExecutiveSummary.073112.pdf>>.

⁴⁹ "A Stronger Florida through Higher Education," Lumina Foundation, June 2013 <http://www.luminafoundation.org/stronger_nation/report/downloads/pdfs/florida-brief-2013.pdf>.

our state's Common Core implementation efforts. The current State Board of Education reviewed definition for college and career readiness focuses exclusively on the academic achievement and competencies required for success in introductory college-credit bearing courses. But important factors like financial preparedness, knowing how to evaluate college options and being aware of all postsecondary pathways can all have a significant impact on a student's college and career readiness. A broader definition that includes non-academic factors of college and career preparation will allow opportunities for the community to provide services and expanded learning opportunities many students will need to be successful in meeting expectations. This recommendation provides a forward-thinking, low-cost approach to building capacity for local support for schools, teachers and students.

Expand use of school counselors and career specialists to enhance management of college and career readiness programs and resources available in and outside of schools

These school professionals are positioned well to support students and serve as a liaison for services provided by their broader community, but exceedingly high student-to-counselor ratios leave these staff stretched thin (see Figure 5). With more manageable caseloads, school counselors and career specialists can be more proactive in preparing students for college and career success by engaging them in activities that guide students and their families through the college admission and financial aid process. School counselors and other support staff serve an integral role in creating and fostering a college-going culture in schools and helping students connect to wrap-around services provided throughout the community.

Increase awareness of Common Core efforts among higher education institutions

While more rigorous education standards and assessments are on their way soon, most college and university faculty and administrators are largely unaware of what changes Common Core will bring.⁵⁰ Common Core firmly acknowledges the connection between K-12 preparation and postsecondary performance, but if these two systems aren't interacting with one another it will be difficult for new education standards to meet their intended purpose. With major changes coming to remedial education and placement testing in Florida, postsecondary institutions will need to help students make the jump from K-12 to college in different ways, like increased advising and academic support.⁵¹

Another reason for involving postsecondary institutions with Common Core efforts is because they house many college access programs and resources. Florida colleges and universities serve as hubs to federally funded TRIO programs like Student Support Services and Upward Bound as well as state- and institutionally-funded pre-college and summer bridge programs. Because these programs work with students during their transition from high school to college, they serve as a sensible partner in efforts to implement Common Core and improve college and career readiness.

Adopt a state-wide college application initiative for high school seniors to improve college-going rates

Recent data shows 58.4% of these students attended college within 16 months of earning their diploma while the Florida Department of Education has pledged to increase this rate to 74% by 2017. Implementing such an effort can be utilized to promote the importance of college and career planning in schools, help students start the application process early and provide opportunities for sharing best practices between staff and administrators throughout the state. When the college admission process is left for families to do on their own, factors like social class have a strong, albeit preventable, influence on

⁵⁰ Libby Nelson, "The Common Core on Campus," Inside Higher Ed, 3 May 2013 <<http://www.insidehighered.com/news/2013/05/03/common-core-curriculum-k-12-could-have-far-reaching-effects-higher-education>>.

⁵¹ Paul Fain, "Remediation If You Want It," Inside Higher Ed, 5 June 2013 <<http://www.insidehighered.com/news/2013/06/05/florida-law-gives-students-and-colleges-flexibility-remediation>>.

which institutions students are likely to attend. A recent study providing high achieving, low-income students with customized, easy to follow information on college options resulted in increased enrollment to postsecondary institutions they were more likely to be successful at.⁵² A more organized approach to helping students apply to college can provide the tools and resources needed to help students find the right match for them.

Leverage new data tools to improve local FAFSA completion efforts for high school seniors

In early 2012, the U.S. Department of Education launched an online tool allowing users to track the number of high school seniors who submitted and completed the Free Application for Federal Student Aid (FAFSA) by school in each state. This data, updated every other week, presents educational leaders with the opportunity to observe and track FAFSA completion in a very targeted way as the school year progresses. Despite the increasing number of students who demonstrate financial need in Florida, which now stands at 58.4%, and the data we now have that shows how schools are performing, FAFSA completion among 12th graders in Florida remains low. During 2011-12 and 2012-13, less than one in four high school seniors (23%) had a completed FAFSA by the March 1st federal priority deadline.⁵³

The financial aid process can be daunting for students and their families, but recent efforts to simplify the FAFSA can help low-income students in particular connect to money needed for college.⁵⁴ Improvements can be made by being more intentional about the college financial aid process.⁵⁵ Philanthropic organizations like Collier County-based Champions for Learning and the Southwest Florida Community Foundation have used the U.S. Department of Education resource as part of their data-driven strategies to increase the number of students who complete the FAFSA in their local schools. Postsecondary institutions have also collaborated with area schools to host FAFSA completion events like College Goal Sunday.⁵⁶ We also hope to learn from effective strategies and lessons learned from Miami-Dade County Public Schools recent participation in the U.S. Department of Education's FAFSA Completion Pilot Project.⁵⁷ These efforts have become especially relevant since the passing of legislation this session that removes the FAFSA as a requirement for the Florida Bright Futures Scholarship Program.⁵⁸

Increase awareness and access to important college cost and affordability data

The vast majority of parents want their children to go to college, but are not so sure about their ability to afford it. A recent survey from Center for Public Issues in Education at the University of Florida showed the majority of Floridians do not believe that most people can afford to pay for a college education, even though 88% of parents said they believed their child would attend. Online tools such as the Florida Department of Education's Smart College Choices and College Measures (due later this year) give students and families the information needed to make sound college-going decisions. Other national resources have emerged this year as well, including the U.S. Department of Education's College Scorecard and the Chronicle of Higher Education's College Reality Check.

⁵² Caroline Hoxby and Sarah Turner, "Expanding College Opportunities for High-Achieving, Low Income Students," Stanford Institute for Economic Policy Research at Stanford University, 28 Mar 2013 <<http://siepr.stanford.edu/?q=/system/files/shared/pubs/papers/12-014paper.pdf>>.

⁵³ Based on analysis of U.S. Department of Education and Florida Department of Education data by the Florida College Access Network. FAFSA completion data for 12th graders in Florida by school can be found in the Florida C.A.N.! Research and Data Tools website [here](#). The federal data tool can be found [here](#).

⁵⁴ For example, if a high school senior has participated in the federal Free and Reduced Price School Lunch Program and their parent's income for 2012 was \$24,000 or less, their full financial need for college will be met by grants, work-study and loans. A complete overview of how students may qualify for an automatic zero expected family contribution (EFC) score for the 2013-14 aid year can be found [here](#).

⁵⁵ An annotated bibliography published by the U.S. Department of Education with research and resources that can help schools and community-based organizations support FAFSA completion efforts can be found [here](#).

⁵⁶ College Goal Sunday is a national program that assists students and families with the college financial aid process and is coordinated in our state by the Florida Association of Student Financial Aid Professionals (FASFAA).

⁵⁷ U.S. Department of Education, "92 New School Districts Selected for Project to Help More Students Complete the FAFSA and Access Higher Education," 30 May 2012 <<http://www.ed.gov/news/press-releases/92-new-school-districts-selected-project-help-more-students-complete-fafsa-and-a>>.

⁵⁸ A summary of SB 1720 approved by Gov. Rick Scott on May 20, 2013 can be found [here](#).

The development of such tools is a welcome start, but it takes some time and assistance interpreting the data and knowing how to apply it, especially for students and families less savvy with the college planning process. These sites tend to be fragmented as well, reflecting only outcomes of students attending public or private institutions, or excluding sub-baccalaureate credentials like career and technical education certificates. This is especially important with the passing of new legislation which expands access to national industry certification programs in schools and allows Florida College System institutions the flexibility to offer selected 4-year degrees for \$10,000.⁵⁹ Students and their families need to be familiarized with the information and resources they need to make informed decisions about college and career options.

Encourage use of local college access and readiness data to engage community leaders on actions needed to support Common Core implementation and related efforts in schools

The shift to Common Core has caused educational leaders to evaluate which student achievement outcomes are most important in measuring progress toward improving college and career readiness. The Florida Department of Education provides data on high school graduation, college-going rates and subsequent success in preliminary postsecondary coursework by school and district.⁶⁰ Local conveners can use this information to benchmark current performance levels, target specific areas where improvement is needed, assess their community's capacity for creating change and engage in a data-driven evaluation process to learn more about what programs and factors influence college and career readiness for students attending their local schools. Local college and career readiness data can be found in the Appendix of this research brief.

Adopt a statewide goal for postsecondary attainment

Our public K-12 education system has pledged to meet college readiness and success goals for 2019, the Board of Governors latest strategic plan includes a goal to dramatically increase the degree production of State University System of Florida institutions by 2025 and the Board of Education includes a plan to double the number of postsecondary credentials granted at Florida College System institutions by 2020. Each of these education agencies clearly recognizes the need for improving Florida's current level of degree attainment, having an overarching goal for statewide degree attainment aligned with future workforce needs would send a strong message throughout our state, as well as the rest of the country, that we are intentional in our efforts to expand opportunities to a high-quality postsecondary education and high-skill, high-wage jobs for our students. This would also create an ideal setting for leaders from the business sector, philanthropic organizations, local government, higher education institutions, workforce agencies and other groups to align current resources, as well as attract new ones, that will be needed to support Common Core-related efforts in schools. Working together to reach our ambitious college and career readiness goals gives our state the best chance for attaining them. ■

The views expressed in this policy brief were developed independently and do not reflect the opinions of the universities, agencies, and funders with which the leadership team and staff are affiliated.

The Florida College Access Network's mission is to create and strengthen a statewide network that catalyzes and supports communities to improve college & career preparation, access, and completion for all students. For more information, visit www.floridacollegeaccess.org.



⁵⁹ Rick Scott 45th Governor of Florida, *Governor Scott Signs Landmark Legislation to Prepare Students for College and Careers*, 22 April 2013 <<http://www.flgov.com/2013/04/22/governor-scott-signs-landmark-legislation-to-prepare-students-for-college-and-careers/>>.

⁶⁰ The winning Race to the Top grant written by the Florida Department of Education included letters of support from a broad group of stakeholders including the Florida Chamber of Commerce, the Florida Council of 100, the Florida Philanthropic Network, the Consortium of Florida Education Foundations, state legislative leaders and several other groups and organizations.

Appendix A: Federal High School Graduation Rate in Florida by District: 2006-07 and 2011-12

District	2006-07	2011-12	5-yr Change	District	2006-07	2011-12	5-yr Change
ALACHUA	54.2%	68.7%	14.5%	LAKE	58.6%	78.2%	19.6%
BAKER	61.7%	72.8%	11.1%	LEE	60.5%	71.9%	11.4%
BAY	61.6%	73.7%	12.1%	LEON	63.0%	71.3%	8.3%
BRADFORD	54.8%	64.2%	9.4%	LEVY	50.8%	72.2%	21.4%
BREVARD	74.9%	85.2%	10.3%	LIBERTY	60.0%	64.2%	4.2%
BROWARD	60.0%	76.4%	16.4%	MADISON	51.0%	66.3%	15.3%
CALHOUN	65.1%	77.3%	12.2%	MANATEE	60.3%	76.2%	15.9%
CHARLOTTE	67.1%	79.2%	12.2%	MARION	51.6%	75.2%	23.7%
CITRUS	58.8%	78.0%	19.2%	MARTIN	67.1%	84.9%	17.8%
CLAY	61.6%	71.1%	9.4%	MONROE	63.4%	68.6%	5.2%
COLLIER	63.7%	78.4%	14.7%	NASSAU	60.9%	89.0%	28.1%
COLUMBIA	50.8%	64.8%	14.0%	OKALOOSA	76.2%	83.3%	7.1%
DADE	58.7%	76.0%	17.3%	OKEECHOBEE	51.3%	58.9%	7.6%
DESOTO	52.8%	67.9%	15.1%	ORANGE	57.1%	73.9%	16.8%
DIXIE	53.8%	77.1%	23.3%	OSCEOLA	58.7%	77.5%	18.9%
DUVAL	51.5%	67.7%	16.2%	PALM BEACH	61.8%	77.0%	15.2%
ESCAMBIA	54.8%	62.1%	7.3%	PASCO	56.4%	76.6%	20.2%
FLAGLER	60.4%	74.8%	14.4%	PINELLAS	56.1%	72.0%	15.8%
FRANKLIN	46.9%	59.0%	12.1%	POLK	55.4%	67.6%	12.2%
GADSDEN	38.6%	61.4%	22.8%	PUTNAM	56.6%	58.9%	2.3%
GILCHRIST	67.9%	85.9%	18.0%	ST. JOHNS	71.1%	86.0%	14.9%
GLADES	46.8%	64.8%	18.0%	ST. LUCIE	55.2%	70.6%	15.4%
GULF	74.1%	84.7%	10.6%	SANTA ROSA	72.9%	77.2%	4.3%
HAMILTON	45.8%	55.0%	9.2%	SARASOTA	65.1%	78.0%	12.9%
HARDEE	57.1%	63.6%	6.5%	SEMINOLE	68.3%	80.3%	12.1%
HENDRY	49.7%	73.5%	23.8%	SUMTER	61.4%	77.7%	16.3%
HERNANDO	59.4%	74.2%	14.7%	SUWANNEE	54.2%	59.5%	5.3%
HIGHLANDS	53.7%	62.1%	8.4%	TAYLOR	56.5%	63.5%	7.0%
HILLSBOROUGH	62.1%	72.6%	10.5%	UNION	67.3%	70.4%	3.2%
HOLMES	65.6%	72.8%	7.2%	VOLUSIA	57.0%	66.8%	9.8%
INDIAN RIVER	61.4%	80.9%	19.5%	WAKULLA	58.8%	70.4%	11.6%
JACKSON	61.4%	69.2%	7.8%	WALTON	63.4%	74.5%	11.1%
JEFFERSON	43.3%	42.6%	-0.7%	WASHINGTON	62.2%	71.1%	8.9%
LAFAYETTE	60.0%	65.8%	5.8%	FLORIDA	59.8%	74.5%	14.7%

Source: Florida Department of Education

Appendix B: Federal High School Graduation Rate in Florida by District and Selected Student Subgroup: 2011-12

District	Total Federal Graduation Rate	White	Black or African American	Hispanic /Latino	Asian	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	Low-income	English Language Learners
ALACHUA	68.7%	77.2%	54.8%	63.7%	95.8%	#	74.1%	NA	58.2%	73.3%
BAKER	72.8%	75.2%	56.9%	#	#	#	#	NA	59.8%	#
BAY	73.7%	76.0%	59.0%	73.1%	83.3%	70.0%	81.5%	NA	57.3%	56.0%
BRADFORD	64.2%	62.4%	63.6%	#	#	NA	#	NA	57.4%	#
BREVARD	85.2%	87.4%	76.3%	81.3%	89.3%	50.0%	84.2%	NA	74.1%	60.3%
BROWARD	76.4%	83.6%	68.2%	78.4%	89.5%	66.7%	80.4%	33.3%	68.0%	63.9%
CALHOUN	77.3%	75.6%	87.5%	#	#	NA	#	NA	72.6%	NA
CHARLOTTE	79.2%	80.4%	72.2%	71.1%	90.9%	#	83.8%	NA	74.5%	40.0%
CITRUS	78.0%	77.5%	72.2%	79.2%	94.7%	#	88.1%	NA	70.9%	#
CLAY	71.1%	74.6%	61.6%	55.9%	75.9%	#	74.6%	NA	64.6%	42.9%
COLLIER	78.4%	83.9%	74.7%	70.5%	94.7%	#	87.7%	NA	68.4%	60.5%
COLUMBIA	64.8%	68.4%	50.0%	70.0%	#	#	63.2%	NA	51.9%	#
DADE	76.0%	85.1%	68.3%	76.9%	87.9%	75.0%	87.8%	NA	72.1%	55.4%
DESOTO	67.9%	69.2%	70.0%	63.2%	#	NA	#	NA	63.4%	#
DIXIE	77.1%	75.8%	#	NA	NA	NA	#	NA	67.3%	NA
DUVAL	67.7%	72.7%	62.3%	63.8%	80.6%	72.2%	73.6%	100.0%	54.4%	55.1%
ESCAMBIA	62.1%	67.5%	50.2%	65.6%	81.7%	77.3%	67.9%	NA	49.9%	42.4%
FLAGLER	74.8%	75.8%	64.8%	80.6%	89.3%	#	79.1%	NA	67.7%	65.4%
FRANKLIN	59.0%	60.3%	#	#	NA	NA	#	NA	58.8%	NA
GADSDEN	61.4%	25.0%	61.9%	73.3%	NA	NA	#	NA	64.1%	#
GILCHRIST	85.9%	88.2%	#	#	NA	#	#	NA	75.0%	#
GLADES	64.8%	68.8%	56.3%	66.7%	NA	#	NA	NA	68.8%	#
GULF	84.7%	81.8%	100.0%	#	#	NA	#	NA	76.3%	#
HAMILTON	55.0%	61.2%	52.1%	33.3%	#	NA	#	NA	50.9%	#
HARDEE	63.6%	62.7%	62.1%	64.6%	#	#	NA	NA	59.8%	38.9%
HENDRY	73.5%	76.5%	69.3%	72.4%	#	#	#	NA	69.4%	34.8%
HERNANDO	74.2%	75.4%	62.0%	76.3%	84.6%	#	63.8%	NA	67.1%	72.0%
HIGHLANDS	62.1%	64.8%	53.0%	61.7%	71.4%	#	#	NA	52.8%	36.6%
HILLSBOROUGH	72.6%	81.1%	58.4%	68.1%	90.4%	72.5%	75.2%	100.0%	59.7%	54.8%
HOLMES	72.8%	73.1%	#	#	NA	#	NA	NA	60.4%	#
INDIAN RIVER	80.9%	83.7%	65.9%	77.3%	100.0%	#	95.8%	NA	72.7%	72.4%
JACKSON	69.2%	69.9%	64.7%	#	#	#	#	NA	60.1%	#
JEFFERSON	42.6%	41.7%	42.6%	#	NA	NA	#	NA	35.1%	NA
LAFAYETTE	65.8%	66.1%	#	70.0%	NA	NA	#	NA	51.6%	#
LAKE	78.2%	80.4%	68.1%	75.4%	90.5%	87.5%	86.0%	NA	71.9%	56.5%
LEE	71.9%	77.0%	57.0%	67.4%	90.5%	80.0%	78.7%	66.7%	64.9%	47.7%
LEON	71.3%	81.8%	55.8%	71.8%	87.5%	#	76.5%	NA	47.3%	65.2%

(table continued on next page)

Appendix B: Federal High School Graduation Rate in Florida by District and Selected Student Subgroup: 2011-12 (cont.)

District	Total Federal Graduation Rate	White	Black or African American	Hispanic /Latino	Asian	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	Low-income	English Language Learners
LEVY	72.2%	73.8%	66.7%	60.0%	#	NA	73.3%	NA	64.7%	#
LIBERTY	64.2%	66.7%	#	#	NA	NA	#	NA	51.1%	NA
MADISON	66.3%	74.1%	59.8%	#	NA	NA	NA	NA	59.4%	NA
MANATEE	76.2%	81.0%	64.7%	67.5%	78.6%	#	81.6%	NA	67.2%	56.7%
MARION	75.2%	79.1%	61.8%	72.1%	90.4%	66.7%	85.3%	100.0%	69.4%	60.0%
MARTIN	84.9%	89.5%	67.0%	71.7%	88.0%	NA	83.3%	NA	71.2%	58.2%
MONROE	68.6%	74.4%	57.1%	60.7%	#	NA	54.5%	NA	57.4%	43.1%
NASSAU	89.0%	89.2%	83.1%	90.5%	#	#	100.0%	NA	81.1%	#
OKALOOSA	83.3%	85.1%	72.8%	77.8%	87.7%	60.0%	83.7%	NA	70.6%	66.7%
OKEECHOBEE	58.9%	64.3%	29.8%	62.4%	#	10.0%	#	NA	49.8%	25.0%
ORANGE	73.9%	83.0%	62.2%	70.8%	91.3%	85.2%	78.7%	25.0%	65.7%	62.6%
OSCEOLA	77.5%	83.8%	73.4%	73.8%	90.4%	70.0%	83.5%	0.0%	72.8%	61.9%
PALM BEACH	77.0%	86.6%	64.8%	72.2%	91.6%	75.4%	84.5%	28.6%	65.8%	47.9%
PASCO	76.6%	76.5%	76.5%	73.7%	94.7%	76.5%	79.2%	100.0%	65.5%	59.5%
PINELLAS	72.0%	77.3%	54.6%	60.2%	83.1%	61.3%	70.1%	100.0%	56.5%	52.2%
POLK	67.6%	71.6%	62.0%	61.5%	89.9%	50.0%	66.2%	100.0%	58.5%	45.0%
PUTNAM	58.9%	59.1%	60.3%	54.9%	#	NA	46.7%	NA	50.7%	54.5%
ST. JOHNS	86.0%	88.5%	58.7%	80.8%	100.0%	#	85.7%	NA	64.2%	76.5%
ST. LUCIE	70.6%	75.2%	64.1%	69.1%	90.2%	55.6%	72.2%	NA	65.5%	44.5%
SANTA ROSA	77.2%	77.4%	67.8%	79.0%	81.6%	78.6%	78.8%	NA	62.3%	50.0%
SARASOTA	78.0%	80.8%	59.7%	73.1%	86.0%	#	77.7%	NA	68.0%	50.8%
SEMINOLE	80.3%	84.0%	66.0%	75.3%	93.2%	#	83.8%	NA	66.7%	63.1%
SUMTER	77.7%	80.1%	62.3%	75.0%	#	#	83.3%	100.0%	68.0%	61.9%
SUWANNEE	59.5%	62.4%	57.6%	61.3%	#	#	16.7%	NA	53.3%	18.2%
TAYLOR	63.5%	63.8%	59.1%	#	#	NA	#	NA	51.6%	NA
UNION	70.4%	69.9%	65.4%	#	NA	NA	#	NA	61.9%	NA
VOLUSIA	66.8%	70.6%	54.6%	57.9%	81.7%	54.5%	72.3%	100.0%	55.2%	45.0%
WAKULLA	70.4%	68.9%	84.8%	#	NA	#	#	NA	63.3%	#
WALTON	74.5%	76.6%	57.1%	55.2%	#	#	#	100.0%	65.0%	20.0%
WASHINGTON	71.1%	73.8%	61.0%	NA	#	#	#	NA	63.7%	NA
FLORIDA	74.5%	79.4%	63.7%	72.9%	88.4%	69.7%	78.6%	62.5%	65.0%	56.6%

Source: Florida Department of Education

A pound sign (#) replaces data when the cohort is fewer than ten students. NA cell indicates no students in the cohort.

Appendix C: High School Graduates Enrolling in College within 16 months in Florida: 2004-05 and 2009-10

District	Students Graduating in 2004-05	Grads Who Enrolled within 16 months	Percent	Students Graduating in 2009-10	Grads Who Enrolled within 16 months	Percent	5-year Change
ALACHUA	1,563	1,103	70.6%	1,597	1,072	67.1%	-3.4%
BAKER	211	104	49.3%	256	100	39.1%	-10.2%
BAY	1,273	768	60.3%	1,391	828	59.5%	-0.8%
BRADFORD	182	94	51.6%	142	58	40.8%	-10.8%
BREVARD	4,241	2,584	60.9%	4,890	3,093	63.3%	2.3%
BROWARD	12,338	7,449	60.4%	15,293	9,376	61.3%	0.9%
CALHOUN	124	64	51.6%	118	54	45.8%	-5.9%
CHARLOTTE	1,006	516	51.3%	1,188	633	53.3%	2.0%
CITRUS	825	353	42.8%	1,043	477	45.7%	2.9%
CLAY	1,743	1,038	59.6%	2,355	1,181	50.1%	-9.4%
COLLIER	1,936	908	46.9%	2,365	1,206	51.0%	4.1%
COLUMBIA	358	206	57.5%	503	270	53.7%	-3.9%
DADE	16,097	9,961	61.9%	19,087	12,159	63.7%	1.8%
DESOTO	157	61	38.9%	177	73	41.2%	2.4%
DIXIE	105	36	34.3%	98	43	43.9%	9.6%
DUVAL	5,081	3,117	61.3%	5,385	3,223	59.9%	-1.5%
ESCAMBIA	1,901	1,055	55.5%	2,045	1,047	51.2%	-4.3%
FLAGLER	455	271	59.6%	756	436	57.7%	-1.9%
FRANKLIN	70	32	45.7%	52	23	44.2%	-1.5%
GADSDEN	178	99	55.6%	213	138	64.8%	9.2%
GILCHRIST	154	84	54.5%	160	84	52.5%	-2.0%
GLADES	34	13	38.2%	47	23	48.9%	10.7%
GULF	137	90	65.7%	149	64	43.0%	-22.7%
HAMILTON	85	37	43.5%	80	29	36.3%	-7.3%
HARDEE	203	74	36.5%	238	119	50.0%	13.5%
HENDRY	350	155	44.3%	422	228	54.0%	9.7%
HERNANDO	908	497	54.7%	1,310	715	54.6%	-0.2%
HIGHLANDS	522	273	52.3%	597	290	48.6%	-3.7%
HILLSBOROUGH	8,482	4,673	55.1%	10,060	5,734	57.0%	1.9%
HOLMES	182	76	41.8%	179	71	39.7%	-2.1%
INDIAN RIVER	916	495	54.0%	1,047	611	58.4%	4.3%
JACKSON	344	210	61.0%	438	257	58.7%	-2.4%
JEFFERSON	39	24	61.5%	30	21	70.0%	8.5%
LAFAYETTE	50	28	56.0%	65	29	44.6%	-11.4%
LAKE	1,681	856	50.9%	2,392	1,217	50.9%	0.0%
LEE	3,082	1,511	49.0%	4,237	2,190	51.7%	2.7%
LEON	1,589	1,181	74.3%	1,716	1,245	72.6%	-1.8%
LEVY	249	107	43.0%	292	139	47.6%	4.6%
LIBERTY	58	30	51.7%	64	32	50.0%	-1.7%
MADISON	151	88	58.3%	135	87	64.4%	6.2%
MANATEE	1,784	1,007	56.4%	2,197	1,163	52.9%	-3.5%
MARION	1,795	945	52.6%	2,129	1,184	55.6%	3.0%
MARTIN	975	613	62.9%	1,242	771	62.1%	-0.8%

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Appendix C: High School Graduates Enrolling in College within 16 months in Florida: 2004-05 and 2009-10 (cont.)

District	Students Graduating in 2004-05	Grads Who Enrolled within 16 months	Percent	Students Graduating in 2009-10	Grads Who Enrolled within 16 months	Percent	5-year Change
MONROE	463	271	58.5%	477	270	56.6%	-1.9%
NASSAU	556	298	53.6%	707	360	50.9%	-2.7%
OKALOOSA	1,900	1,051	55.3%	1,899	1,078	56.8%	1.5%
OKEECHOBEE	250	130	52.0%	295	170	57.6%	5.6%
ORANGE	7,759	4,218	54.4%	9,063	5,303	58.5%	4.1%
OSCEOLA	1,985	934	47.1%	2,953	1,434	48.6%	1.5%
PALM BEACH	7,445	4,311	57.9%	10,369	6,304	60.8%	2.9%
PASCO	2,565	1,469	57.3%	3,436	1,925	56.0%	-1.2%
PINELLAS	5,193	3,395	65.4%	6,100	3,596	59.0%	-6.4%
POLK	3,596	1,763	49.0%	4,473	2,218	49.6%	0.6%
PUTNAM	508	223	43.9%	504	213	42.3%	-1.6%
ST. JOHNS	1,380	832	60.3%	1,874	1,083	57.8%	-2.5%
ST. LUCIE	1,353	721	53.3%	2,034	1,253	61.6%	8.3%
SANTA ROSA	1,426	901	63.2%	1,649	976	59.2%	-4.0%
SARASOTA	2,157	1,136	52.7%	2,490	1,319	53.0%	0.3%
SEMINOLE	3,496	2,290	65.5%	4,245	2,908	68.5%	3.0%
SUMTER	270	123	45.6%	409	175	42.8%	-2.8%
SUWANNEE	224	123	54.9%	259	139	53.7%	-1.2%
TAYLOR	167	75	44.9%	133	80	60.2%	15.2%
UNION	116	54	46.6%	117	50	42.7%	-3.8%
VOLUSIA	3,164	1,746	55.2%	3,531	2,153	61.0%	5.8%
WAKULLA	224	135	60.3%	245	138	56.3%	-3.9%
WALTON	344	148	43.0%	383	183	47.8%	4.8%
WASHINGTON	185	83	44.9%	223	97	43.5%	-1.4%
FLORIDA	120,614	69,523	57.6%	146,391	85,472	58.4%	0.7%

Source: Florida Department of Education. A pound sign (#) replaces data when the cohort is fewer than ten students.

Appendix D: College Credit Earning Rate: 2003-04 and 2008-09

District	2003-04 High School Grads Enrolled within 16 months	Earned at least one year's worth of college credit within 2 years of enrollment	Percent	2008-09 High School Grads Enrolled within 16 months	Earned at least one year's worth of college credit within 2 years of enrollment	Percent	5-year Change
ALACHUA	977	627	64.2%	1,008	662	65.7%	1.5%
BAKER	97	50	51.5%	117	66	56.4%	4.9%
BAY	744	456	61.3%	860	531	61.7%	0.5%
BRADFORD	82	46	56.1%	104	68	65.4%	9.3%
BREVARD	2,576	1,711	66.4%	3,085	2,140	69.4%	2.9%
BROWARD	6,746	4,367	64.7%	8,953	6,250	69.8%	5.1%
CALHOUN	53	30	56.6%	65	47	72.3%	15.7%
CHARLOTTE	524	335	63.9%	666	449	67.4%	3.5%
CITRUS	386	239	61.9%	473	304	64.3%	2.4%
CLAY	929	579	62.3%	1,266	885	69.9%	7.6%
COLLIER	846	535	63.2%	1,159	803	69.3%	6.0%
COLUMBIA	249	154	61.8%	255	145	56.9%	-5.0%
DADE	9,659	5,980	61.9%	11,610	7,957	68.5%	6.6%
DESOTO	76	45	59.2%	97	61	62.9%	3.7%
DIXIE	52	24	46.2%	60	27	45.0%	-1.2%
DUVAL	2,967	1,913	64.5%	3,124	2,066	66.1%	1.7%
ESCAMBIA	1,087	687	63.2%	1,064	684	64.3%	1.1%
FLAGLER	250	157	62.8%	433	298	68.8%	6.0%
FRANKLIN	27	16	59.3%	29	17	58.6%	-0.6%
GADSDEN	109	60	55.0%	158	80	50.6%	-4.4%
GILCHRIST	55	33	60.0%	101	51	50.5%	-9.5%
GLADES	17	#	#	33	20	60.6%	--
GULF	69	43	62.3%	83	41	49.4%	-12.9%
HAMILTON	24	17	70.8%	22	12	54.5%	-16.3%
HARDEE	84	48	57.1%	99	62	62.6%	5.5%
HENDRY	141	78	55.3%	184	112	60.9%	5.6%
HERNANDO	463	283	61.1%	668	438	65.6%	4.4%
HIGHLANDS	267	166	62.2%	333	209	62.8%	0.6%
HILLSBOROUGH	4,525	2,757	60.9%	5,384	3,631	67.4%	6.5%
HOLMES	73	40	54.8%	82	44	53.7%	-1.1%
INDIAN RIVER	446	290	65.0%	602	389	64.6%	-0.4%
JACKSON	187	130	69.5%	222	139	62.6%	-6.9%
JEFFERSON	25	13	52.0%	22	13	59.1%	7.1%
LAFAYETTE	30	18	60.0%	15	10	66.7%	6.7%
LAKE	793	479	60.4%	1,115	701	62.9%	2.5%
LEE	1,462	933	63.8%	2,009	1,256	62.5%	-1.3%
LEON	1,139	802	70.4%	1,227	884	72.0%	1.6%
LEVY	134	65	48.5%	131	77	58.8%	10.3%
LIBERTY	28	17	60.7%	28	16	57.1%	-3.6%
MADISON	75	41	54.7%	103	68	66.0%	11.4%

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Appendix D: College Credit Earning Rate: 2003-04 and 2008-09 (cont.)

District	2003-04 High School Grads Enrolled within 16 months	Earned at least one year's worth of college credit within 2 years of enrollment	Percent	2008-09 High School Grads Enrolled within 16 months	Earned at least one year's worth of college credit within 2 years of enrollment	Percent	5-year Change
MANATEE	892	625	70.1%	1,216	841	69.2%	-0.9%
MARION	931	544	58.4%	1,277	818	64.1%	5.6%
MARTIN	561	405	72.2%	714	525	73.5%	1.3%
MONROE	261	167	64.0%	289	197	68.2%	4.2%
NASSAU	289	164	56.7%	346	214	61.8%	5.1%
OKALOOSA	1,008	622	61.7%	1,110	737	66.4%	4.7%
OKEECHOBEE	119	70	58.8%	142	88	62.0%	3.1%
ORANGE	3,938	2,588	65.7%	5,278	3,651	69.2%	3.5%
OSCEOLA	836	516	61.7%	1,385	890	64.3%	2.5%
PALM BEACH	4,292	2,975	69.3%	6,032	4,351	72.1%	2.8%
PASCO	1,339	806	60.2%	1,799	1,195	66.4%	6.2%
PINELLAS	3,424	2,190	64.0%	3,754	2,646	70.5%	6.5%
POLK	1,752	937	53.5%	2,188	1,329	60.7%	7.3%
PUTNAM	225	132	58.7%	252	148	58.7%	0.1%
ST. JOHNS	824	544	66.0%	1,104	827	74.9%	8.9%
ST. LUCIE	668	408	61.1%	1,190	762	64.0%	3.0%
SANTA ROSA	884	569	64.4%	972	667	68.6%	4.3%
SARASOTA	1,058	727	68.7%	1,286	924	71.9%	3.1%
SEMINOLE	2,357	1,595	67.7%	2,932	2,160	73.7%	6.0%
SUMTER	121	70	57.9%	184	108	58.7%	0.8%
SUWANNEE	129	77	59.7%	125	79	63.2%	3.5%
TAYLOR	72	45	62.5%	64	39	60.9%	-1.6%
UNION	58	27	46.6%	44	29	65.9%	19.4%
VOLUSIA	1,783	1,076	60.3%	2,036	1,286	63.2%	2.8%
WAKULLA	138	78	56.5%	143	84	58.7%	2.2%
WALTON	121	68	56.2%	178	115	64.6%	8.4%
WASHINGTON	80	52	65.0%	97	64	66.0%	1.0%
FLORIDA	66,803	42,472	63.6%	83,441	56,681	67.9%	4.4%

Source: Florida Department of Education

Appendix E: Percentage of Florida Students Eligible for Free/Reduced-Price Lunch: 2006-07 and 2011-12

District	2006-07	2011-12	5-year Change	District	2006-07	2011-12	5-year Change
ALACHUA	44.3%	48.3%	4.0%	LAKE	41.2%	56.2%	15.0%
BAKER	41.5%	55.1%	13.6%	LEE	42.6%	64.2%	21.6%
BAY	44.2%	51.9%	7.7%	LEON	35.8%	45.3%	9.5%
BRADFORD	53.1%	67.2%	14.1%	LEVY	57.7%	72.7%	15.0%
BREVARD	29.7%	43.6%	13.9%	LIBERTY	48.9%	56.8%	7.9%
BROWARD	41.4%	57.1%	15.7%	MADISON	72.9%	78.1%	5.2%
CALHOUN	51.2%	61.8%	10.6%	MANATEE	42.8%	54.6%	11.8%
CHARLOTTE	43.3%	61.4%	18.1%	MARION	52.3%	65.7%	13.4%
CITRUS	41.3%	58.9%	17.6%	MARTIN	28.8%	40.7%	11.9%
CLAY	25.0%	39.8%	14.8%	MONROE	36.0%	43.4%	7.4%
COLLIER	43.3%	59.5%	16.2%	NASSAU	32.6%	43.6%	11.0%
COLUMBIA	53.9%	64.4%	10.5%	OKALOOSA	28.9%	38.2%	9.3%
DADE	59.0%	71.9%	12.9%	OKEECHOBEE	53.3%	72.4%	19.1%
DESOTO	60.8%	77.3%	16.5%	ORANGE	47.3%	54.3%	7.0%
DIXIE	67.1%	76.4%	9.3%	OSCEOLA	54.6%	63.2%	8.6%
DUVAL	41.4%	52.5%	11.1%	PALM BEACH	41.4%	53.5%	12.1%
ESCAMBIA	56.4%	61.8%	5.4%	PASCO	42.6%	54.9%	12.3%
FLAGLER	36.4%	62.3%	25.9%	PINELLAS	40.5%	53.6%	13.1%
FRANKLIN	62.6%	78.7%	16.1%	POLK	57.3%	68.3%	11.0%
GADSDEN	79.8%	85.2%	5.4%	PUTNAM	66.8%	75.2%	8.4%
GILCHRIST	51.5%	59.5%	8.0%	ST. JOHNS	17.6%	23.3%	5.7%
GLADES	62.1%	57.7%	-4.4%	ST. LUCIE	52.5%	62.9%	10.4%
GULF	45.1%	52.6%	7.5%	SANTA ROSA	31.4%	41.0%	9.6%
HAMILTON	66.2%	79.7%	13.5%	SARASOTA	35.6%	50.9%	15.3%
HARDEE	61.2%	78.8%	17.6%	SEMINOLE	30.7%	45.3%	14.6%
HENDRY	61.0%	78.6%	17.6%	SUMTER	53.0%	59.8%	6.8%
HERNANDO	43.2%	57.9%	14.7%	SUWANNEE	52.7%	68.1%	15.4%
HIGHLANDS	54.5%	70.9%	16.4%	TAYLOR	58.2%	71.5%	13.3%
HILLSBOROUGH	48.7%	56.8%	8.1%	UNION	42.7%	57.8%	15.1%
HOLMES	55.8%	65.9%	10.1%	VOLUSIA	42.0%	57.5%	15.5%
INDIAN RIVER	38.4%	55.6%	17.2%	WAKULLA	35.3%	49.9%	14.6%
JACKSON	49.4%	62.6%	13.2%	WALTON	44.9%	57.7%	12.8%
JEFFERSON	76.1%	82.3%	6.2%	WASHINGTON	54.8%	65.1%	10.3%
LAFAYETTE	52.5%	61.4%	8.9%	FLORIDA	45.4%	57.6%	12.2%

Source: Florida Department of Education

Appendix F: FAFSA Completion by 12th Graders Attending Florida Schools: 2011-12 and 2012-13

County	Total 12th Graders	2013-14 FAFSA Applications Completed by June 7, 2013	% of 12th Graders with Completed FAFSAs	Total 12th Graders	2012-13 FAFSA Applications Completed by June 7, 2012	% of 12th Graders with Completed FAFSAs
ALACHUA	2,252	1,038	46.1%	2,164	1,121	51.8%
BAKER	270	88	32.6%	292	87	29.8%
BAY	1,649	602	36.5%	1,741	625	35.9%
BRADFORD	163	74	45.4%	194	87	44.8%
BREVARD	5,543	2,349	42.4%	5,515	2,415	43.8%
BROWARD	23,880	9,946	41.6%	23,032	9,879	42.9%
CALHOUN	147	51	34.7%	115	50	43.5%
CHARLOTTE	1,461	514	35.2%	1,408	577	41.0%
CITRUS	1,198	427	35.6%	1,214	438	36.1%
CLAY	2,705	1,077	39.8%	2,901	1,111	38.3%
COLLIER	3,037	1,370	45.1%	2,886	1,350	46.8%
COLUMBIA	482	180	37.3%	491	178	36.3%
MIAMI-DADE	30,110	13,072	43.4%	27,132	12,559	46.3%
DESOTO	259	65	25.1%	225	64	28.4%
DIXIE	144	49	34.0%	110	31	28.2%
DUVAL	8,677	3,482	40.1%	8,375	3,465	41.4%
ESCAMBIA	2,842	1,192	41.9%	2,557	1,167	45.6%
FLAGLER	926	384	41.5%	925	365	39.5%
FRANKLIN	57	23	40.4%	58	14	24.1%
GADSDEN	328	69	21.0%	375	88	23.5%
GILCHRIST	152	51	33.6%	184	62	33.7%
GLADES	56	20	35.7%	60	18	30.0%
GULF	130	60	46.2%	134	52	38.8%
HAMILTON	110	26	23.6%	113	18	15.9%
HARDEE	257	73	28.4%	241	88	36.5%
HENDRY	492	193	39.2%	415	165	39.8%
HERNANDO	1,686	637	37.8%	1,625	645	39.7%
HIGHLANDS	609	262	43.0%	645	266	41.2%
HILLSBOROUGH	14,071	6,212	44.1%	13,570	5,924	43.7%
HOLMES	229	64	27.9%	225	58	25.8%
INDIAN RIVER	1,295	586	45.3%	1,247	565	45.3%
JACKSON	410	141	34.4%	405	136	33.6%
JEFFERSON	67	33	49.3%	53	19	35.8%
LAFAYETTE	80	32	40.0%	66	19	28.8%
LAKE	2,981	1,112	37.3%	2,880	1,114	38.7%
LEE	6,917	2,338	33.8%	6,527	2,379	36.4%
LEON	1,860	1,058	56.9%	2,001	1,127	56.3%

(table continued on next page)

Appendix F: FAFSA Completion by 12th Graders Attending Florida Schools: 2011-12 and 2012-13 (cont.)

County	Total 12th Graders	2013-14 FAFSA Applications Completed by June 7, 2013	% of 12th Graders with Completed FAFSAs	Total 12th Graders	2012-13 FAFSA Applications Completed by June 7, 2012	% of 12th Graders with Completed FAFSAs
LEVY	352	120	34.1%	304	141	46.4%
LIBERTY	69	26	37.7%	77	26	33.8%
MADISON	178	28	15.7%	140	47	33.6%
MANATEE	3,068	1,221	39.8%	2,638	1,123	42.6%
MARION	3,394	1,210	35.7%	3,288	1,176	35.8%
MARTIN	1,475	636	43.1%	1,453	684	47.1%
MONROE	476	251	52.7%	505	268	53.1%
NASSAU	763	327	42.9%	815	299	36.7%
OKALOOSA	2,075	814	39.2%	2,081	869	41.8%
OKEECHOBEE	386	117	30.3%	369	112	30.4%
ORANGE	14,113	6,348	45.0%	13,255	6,368	48.0%
OSCEOLA	4,046	1,686	41.7%	3,598	1,623	45.1%
PALM BEACH	14,082	5,957	42.3%	13,359	6,024	45.1%
PASCO	4,229	1,846	43.7%	3,918	1,750	44.7%
PINELLAS	8,677	3,355	38.7%	8,206	3,529	43.0%
POLK	6,394	2,094	32.7%	6,029	2,063	34.2%
PUTNAM	592	163	27.5%	565	177	31.3%
ST. JOHNS	2,384	1,171	49.1%	2,269	1,121	49.4%
ST. LUCIE	3,148	1,006	32.0%	2,850	1,059	37.2%
SANTA ROSA	2,195	769	35.0%	2,277	789	34.7%
SARASOTA	3,018	1,440	47.7%	2,881	1,405	48.8%
SEMINOLE	4,903	2,132	43.5%	4,909	2,137	43.5%
SUMTER	474	189	39.9%	462	180	39.0%
SUWANNEE	337	98	29.1%	341	109	32.0%
TAYLOR	139	64	46.0%	130	47	36.2%
UNION	132	35	26.5%	139	45	32.4%
VOLUSIA	4,223	1,609	38.1%	4,086	1,725	42.2%
WAKULLA	262	105	40.1%	251	81	32.3%
WALTON	438	152	34.7%	454	140	30.8%
WASHINGTON	232	76	32.8%	222	62	27.9%
OTHER	841	--	--	433	--	--
FLORIDA	204,629	83,995	41.0%	194,405	83,505	43.0%

Notes: The U.S. Department of Education Central Processing System provides FAFSA completion data by high school and includes public and private schools. For more information about this data and frequently asked questions, visit <http://federalstudentaid.ed.gov/datacenter/fafsahs.html>. Source for enrollment data, which includes 12th grade students attending public and private schools is the Florida Department of Education. FAFSA completion for 12th graders by county calculation made by the Florida College Access Network. County category titled "Other" includes students enrolled in school districts with special distinctions (i.e. lab schools). To view school level membership or FAFSA completion data, visit the Florida C.A.N.! [Research & Data](#) website.

Appendix G: Percentage of Working-age Population with an Associate's Degree or Higher by County: 2011

County	Degree Attainment Rate (2011)	County	Degree Attainment Rate (2011)
ALACHUA	54.2%	LAKE	30.2%
BAKER	14.6%	LEE	32.8%
BAY	32.8%	LEON	53.3%
BRADFORD	16.1%	LEVY	20.6%
BREVARD	40.2%	LIBERTY	18.3%
BROWARD	42.0%	MADISON	18.3%
CALHOUN	14.1%	MANATEE	36.5%
CHARLOTTE	31.8%	MARION	27.4%
CITRUS	25.3%	MARTIN	41.7%
CLAY	34.4%	MONROE	38.0%
COLLIER	35.5%	NASSAU	30.3%
COLUMBIA	23.4%	OKALOOSA	38.7%
DADE	37.7%	OKEECHOBEE	15.8%
DESOTO	14.2%	ORANGE	42.3%
DIXIE	13.3%	OSCEOLA	30.7%
DUVAL	35.8%	PALM BEACH	42.1%
ESCAMBIA	35.2%	PASCO	33.0%
FLAGLER	33.0%	PINELLAS	39.1%
FRANKLIN	23.5%	POLK	27.4%
GADSDEN	18.7%	PUTNAM	19.4%
GILCHRIST	20.5%	ST. JOHNS	49.4%
GLADES	16.2%	ST. LUCIE	26.8%
GULF	20.5%	SANTA ROSA	38.3%
HAMILTON	15.8%	SARASOTA	38.5%
HARDEE	13.1%	SEMINOLE	46.4%
HENDRY	14.4%	SUMTER	23.7%
HERNANDO	26.6%	SUWANNEE	17.5%
HIGHLANDS	23.0%	TAYLOR	17.7%
HILLSBOROUGH	41.0%	UNION	16.7%
HOLMES	14.8%	VOLUSIA	32.8%
INDIAN RIVER	34.0%	WAKULLA	26.1%
JACKSON	23.2%	WALTON	32.0%
JEFFERSON	20.0%	WASHINGTON	17.3%
LAFAYETTE	21.7%	FLORIDA	37.0%

Source: Lumina Foundation, U.S. Census Bureau, 2007-11 American Community Survey 5-Year Estimates

The Florida College Access Network's mission is to create and strengthen a statewide network that catalyzes and supports communities to improve college & career preparation, access, and completion for all students. For more information, visit www.floridacollegeaccess.org.



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