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A bill to be entitled
 An act relating to student achievement; creating s.
 1007.35, F.S.; providing a popular name; providing
 legislative intent; creating the Florida Partnership for
 Minority and Underrepresented Student Achievement;
 providing purposes and duties of the partnership;
 providing duties of the Department of Education and the
 College Board; requiring the partnership to submit an
 annual evaluation report to the department; providing for
 funding the partnership; authorizing the State Board of
 Education to adopt rules; providing an effective date.

WHEREAS, research conducted by the United States Department
 of Education shows that the rigor of a student's high school
 coursework is the single most important predictor of college
 success, and

WHEREAS, research conducted by the United States Department
 of Education also shows that the impact of a rigorous high
 school curriculum on college completion is far more positively
 pronounced for African-American and Hispanic students than any
 other precollege indicator, and

WHEREAS, research conducted by the United States Department
 of Education further shows that rigorous high school academics
 have a much greater impact on the college success of African-
 American and Hispanic students than on other students, and

WHEREAS, research conducted by the United States Department
 of Education additionally shows that the highest level of
 mathematics a student studies in secondary school has the
 strongest continuing influence on the completion of a bachelor's

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30 degree, such that finishing a course beyond the level of Algebra
 31 II (for example, trigonometry or precalculus) more than doubles
 32 the odds that a student who enters postsecondary education will
 33 complete a bachelor's degree, and

34 WHEREAS, research conducted by the United States Department
 35 of Education shows that 85 percent of College Board Advanced
 36 Placement students continue their education beyond high school,
 37 and

38 WHEREAS, the Florida Department of Education and the
 39 College Board have collaborated, under the direction of the
 40 Legislature, to increase participation in College Board Advanced
 41 Placement examinations by African-American and Hispanic students
 42 by 106 percent from 1999 to 2003 by placing an emphasis on
 43 improving student achievement in low-performing middle and high
 44 schools by providing teacher professional development and
 45 academic support for students, parents, and teachers, and

46 WHEREAS, the Florida Department of Education and the
 47 College Board have also collaborated to increase the
 48 participation of 10th-grade students in the Preliminary
 49 SAT/National Merit Scholarship Qualifying Test, which identifies
 50 students capable of succeeding in College Board Advanced
 51 Placement courses, by 173 percent from 1999 to 2002, NOW,
 52 THEREFORE,

53
 54 Be It Enacted by the Legislature of the State of Florida:

55
 56 Section 1. Section 1007.35, Florida Statutes, is created
 57 to read:

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58 1007.35 Florida Partnership for Minority and
59 Underrepresented Student Achievement.--

60 (1) This section may be referred to by the popular name
61 the "Florida Partnership for Minority and Underrepresented
62 Student Achievement Act."

63 (2)(a) The Legislature recognizes the importance of not
64 only access to college but also success in college for all
65 students. It is the intent of the Legislature that every student
66 enrolled in a public secondary school has access to high-
67 quality, rigorous academics, with a particular focus on access
68 to College Board Advanced Placement (AP) courses.

69 (b) It is the intent of the Legislature to provide
70 assistance to all public secondary schools, with a primary focus
71 on low-performing middle and high schools.

72 (c) It is the intent of the Legislature that the
73 partnership created in this section accomplish its mission
74 primarily through strengthening the content knowledge of
75 teachers and providing instructional resources, including
76 materials and strategies, which enable teachers to provide
77 instruction to students who have diverse learning styles.

78 (3) There is created the Florida Partnership for Minority
79 and Underrepresented Student Achievement. The Department of
80 Education shall contract with the College Board for operation of
81 the partnership.

82 (4) The mission of the partnership is to prepare, inspire,
83 and connect students to college success and opportunity, with a
84 particular focus on minority students and students who are
85 underrepresented in postsecondary education.

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86 (5) Each public school district shall ensure that each of
87 its high schools, including, but not limited to, schools and
88 alternative sites and centers of the Department of Juvenile
89 Justice, administer the Preliminary SAT/National Merit
90 Scholarship Qualifying Test (PSAT/NMSQT) to all enrolled 10th-
91 grade students. The examination must be administered on the
92 weekday national administration date set by the College Board
93 and National Merit Scholarship Corporation. By October 2005,
94 districts that offer fall breaks must schedule those breaks on
95 dates that do not coincide with the weekday national test date
96 for the PSAT/NMSQT.

97 (a) Test results will provide each high school with a
98 database of student assessment data which guidance counselors
99 will use to identify students who are prepared or who need
100 additional work to be prepared to enroll and be successful in AP
101 courses or other higher-level college-preparatory high school
102 courses.

103 (b) Funding for the PSAT/NMSQT for all 10th-grade students
104 shall be provided annually in the General Appropriations Act.

105 (6) The partnership shall:

106 (a) Provide teacher training and professional development
107 to enable teachers of AP courses to have the necessary content
108 knowledge and instructional skills to prepare students for
109 success on AP examinations and mastery of college course
110 content. All professional development for this purpose must be
111 endorsed by the College Board.

112 (b) Provide to middle school teachers and administrators
113 professional development that will enable them to educate middle
114 school students at the level necessary to prepare the students

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115 to enter high school ready to participate in advanced courses.
116 Professional development to prepare teachers for pre-AP must be
117 endorsed by the College Board.

118 (c) Provide teacher training and materials that are
119 aligned with the Sunshine State Standards and are consistent
120 with best theory and practice regarding multiple learning styles
121 and research on learning, instructional strategies,
122 instructional design, and classroom assessment. Curriculum
123 materials must be based on current, accepted, and essential
124 academic knowledge. Materials for prerequisite courses should,
125 at a minimum, address the skills assessed on the Florida
126 Comprehensive Assessment Test (FCAT).

127 (d) Provide assessment of individual strengths and
128 weaknesses as related to potential success in AP courses and
129 readiness for college.

130 (e) Provide SAT preparation through a variety of means
131 that may include, but are not limited to, training teachers to
132 provide courses at schools; training community organizations to
133 provide courses at community centers, faith-based organizations,
134 and businesses; and providing on-line courses. All courses must
135 use materials endorsed by the College Board.

136 (f) Consider ways to incorporate community colleges in the
137 mission of preparing all students for success in college.

138 (g) Provide a plan for communication and coordination of
139 efforts with the Florida Virtual School's provision of on-line
140 AP courses.

141 (h) Provide a plan of communication and marketing which
142 includes, but need not be limited to, the dissemination to
143 parents of materials that emphasize the importance of AP courses

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144 to a student's ability to gain access to and to succeed in
145 college and of materials that emphasize the importance of the
146 PSAT/NMSQT, which provides diagnostic feedback on skills and
147 relates student scores to the probability of success on AP
148 examinations, and also the dissemination of such information to
149 students, teachers, counselors, administrators, districts,
150 community colleges, and state universities. The department shall
151 assist the partnership in communicating opportunities and
152 priorities to administrators, teachers, and counselors whenever
153 possible.

154 (7) By May 31 of each year, the Department of Education
155 shall approve a plan of delivery of services for the subsequent
156 academic year.

157 (8)(a) The partnership shall submit to the department
158 annually by September 30 a report that contains an evaluation of
159 the effectiveness of the delivered services and activities.
160 Activities and services must be evaluated on their effectiveness
161 at raising student achievement and increasing the number of AP
162 examinations in low-performing middle and high schools. Other
163 indicators that must be addressed in the evaluation report
164 include the number of middle and high school teachers trained,
165 the effectiveness of the training, measures of college readiness
166 of the students affected by the program, levels of participation
167 in 10th-grade PSAT/NMSQT testing, and measures of student,
168 parent, and teacher awareness of and satisfaction with the
169 services of the partnership.

170 (b) The department shall contribute to the evaluation
171 process by providing access to student and teacher information
172 necessary to match against databases containing teacher

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173 professional development data and databases containing
174 assessment data for the PSAT/NMSQT, SAT, and AP. The department
175 shall also provide student-level data on student progress from
176 middle school through high school and into college and the
177 workforce, if available, in order to support longitudinal
178 studies.

179 (9)(a) Funding for the partnership shall be provided
180 annually in the General Appropriations Act.

181 (b) The College Board is required to match at least one-
182 third of the allocation provided to the partnership in the
183 General Appropriations Act in materials and services to the
184 program.

185 (10) The State Board of Education may adopt rules to
186 administer this section.

187 Section 2. This act shall take effect July 1, 2004.