

By Senator Miller

18-1135A-04

1 A bill to be entitled
2 An act relating to student achievement;
3 creating s. 1007.35, F.S.; providing a short
4 title; providing legislative intent; creating
5 the Florida Partnership for Minority and
6 Underrepresented Student Achievement; providing
7 purposes and duties of the partnership;
8 providing duties of the Department of Education
9 and The College Board; requiring the
10 partnership to submit an annual evaluation
11 report to the department; providing for funding
12 the partnership; authorizing the State Board of
13 Education to adopt rules; providing an
14 effective date.

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

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

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

30 WHEREAS, research conducted by the United States
31 Department of Education additionally shows that the highest

1 level of mathematics a student studies in secondary school has
2 the strongest continuing influence on the completion of a
3 bachelor's degree, such that finishing a course beyond the
4 level of Algebra II (for example, trigonometry or precalculus)
5 more than doubles the odds that a student who enters
6 postsecondary education will complete a bachelor's degree, and

7 WHEREAS, research conducted by the United States
8 Department of Education shows that 85 percent of College Board
9 Advanced Placement students continue their education beyond
10 high school, and

11 WHEREAS, the Florida Department of Education and The
12 College Board have collaborated, under the direction of the
13 Legislature, to increase participation in College Board
14 Advanced Placement examinations by African-American and
15 Hispanic students by 106 percent from 1999 to 2003 by placing
16 an emphasis on improving student achievement in low-performing
17 middle and high schools by providing teacher professional
18 development and academic support for students, parents, and
19 teachers, and

20 WHEREAS, the Florida Department of Education and The
21 College Board have also collaborated to increase the
22 participation of 10th-grade students in The College Board
23 Preliminary SAT/National Merit Scholarship Qualifying Test,
24 which identifies students capable of succeeding in College
25 Board Advanced Placement courses, by 173 percent from 1999 to
26 2002, NOW, THEREFORE,

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28 Be It Enacted by the Legislature of the State of Florida:

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30 Section 1. Section 1007.35, Florida Statutes, is
31 created to read:

1 1007.35 Florida Partnership for Minority and
2 Underrepresented Student Achievement.--

3 (1) This section may be cited as the "Florida
4 Partnership for Minority and Underrepresented Student
5 Achievement Act."

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

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

15 (c) It is the intent of the Legislature that the
16 partnership created in this section accomplish its mission
17 primarily through strengthening the content knowledge of
18 teachers and providing instructional resources, including
19 materials and strategies, which enable teachers to provide
20 instruction to students who have diverse learning styles.

21 (3) There is created the Florida Partnership for
22 Minority and Underrepresented Student Achievement. The
23 Department of Education shall contract with The College Board
24 for operation of the partnership.

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

29 (5) Each public school district shall ensure that each
30 of its high schools, including, but not limited to, schools
31 and alternative sites and centers of the Department of

1 Juvenile Justice, administer the Preliminary SAT/National
2 Merit Scholarship Qualifying Test (PSAT/NMSQT) to all enrolled
3 10th-grade students. The examination must be administered on
4 the weekday national administration date set by The College
5 Board and National Merit Scholarship Corporation. By October
6 2005, districts that offer fall breaks must schedule those
7 breaks on dates that do not coincide with the weekday national
8 test date for the PSAT/NMSQT.

9 (a) Test results will provide each high school with a
10 database of student assessment data which guidance counselors
11 will use to identify students who are prepared or who need
12 additional work to be prepared to enroll and be successful in
13 AP courses or other higher-level college-preparatory high
14 school courses.

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

18 (6) The partnership shall:

19 (a) Provide teacher training and professional
20 development to enable teachers of AP courses to have the
21 necessary content knowledge and instructional skills to
22 prepare students for success on AP examinations and mastery of
23 college course content. All professional development for this
24 purpose must be endorsed by The College Board.

25 (b) Provide to middle school teachers and
26 administrators professional development that will enable them
27 to educate middle school students at the level necessary to
28 prepare the students to enter high school ready to participate
29 in advanced courses. Professional development to prepare
30 teachers for pre-AP must be endorsed by The College Board.

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1 (c) Provide teacher training and materials that are
2 aligned with the Sunshine State Standards and are consistent
3 with best theory and practice regarding multiple learning
4 styles and research on learning, instructional strategies,
5 instructional design, and classroom assessment. Curriculum
6 materials must be based on current, accepted, and essential
7 academic knowledge. Materials for prerequisite courses should,
8 at a minimum, address the skills assessed on the Florida
9 Comprehensive Assessment Test (FCAT).

10 (d) Provide assessment of individual strengths and
11 weaknesses as related to potential success in AP courses and
12 readiness for college.

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

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

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

24 (h) Provide a plan of communication and marketing
25 which includes, but need not be limited to, the dissemination
26 to parents of materials that emphasize the importance of AP
27 courses to a student's ability to gain access to and to
28 succeed in college and of materials that emphasize the
29 importance of the PSAT/NMSQT, which provides diagnostic
30 feedback on skills and relates student scores to the
31 probability of success on AP examinations, and also the

1 dissemination of such information to students, teachers,
2 counselors, administrators, districts, community colleges, and
3 state universities. The department shall assist the
4 partnership in communicating opportunities and priorities to
5 administrators, teachers, and counselors whenever possible.

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

9 (8)(a) The partnership shall submit to the department
10 annually by September 30 a report that contains an evaluation
11 of the effectiveness of the delivered services and activities.
12 Activities and services must be evaluated on their
13 effectiveness at raising student achievement and increasing
14 the number of AP examinations in low-performing middle and
15 high schools. Other indicators that must be addressed in the
16 evaluation report include the number of middle and high school
17 teachers trained, the effectiveness of the training, measures
18 of college readiness of the students affected by the program,
19 levels of participation in 10th-grade PSAT/NMSQT testing, and
20 measures of student, parent, and teacher awareness of and
21 satisfaction with the services of the partnership.

22 (b) The department shall contribute to the evaluation
23 process by providing access to student and teacher information
24 necessary to match against databases containing teacher
25 professional development data and databases containing
26 assessment data for the PSAT/NMSQT, SAT, and AP. The
27 department shall also provide student-level data on student
28 progress from middle school through high school and into
29 college and the workforce, if available, in order to support
30 longitudinal studies.

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

3 (b) The College Board is required to match at least
4 one-third of the allocation provided to the partnership in the
5 General Appropriations Act in materials and services to the
6 program.

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

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

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SENATE SUMMARY

Creates the "Florida Partnership for Minority and Underrepresented Student Achievement Act." Provides legislative intent. Creates the Florida Partnership for Minority and Underrepresented Student Achievement. Provides purposes and duties of the partnership. Provides duties of the Department of Education and The College Board. Requires the partnership to submit an annual evaluation report to the department. Provides for funding the partnership. Authorizes the State Board of Education to adopt rules.