

By the Committee on Education; and Senators Miller, Bullard
and Garcia

304-2455-04

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; requiring the
12 partnership to protect the confidentiality of
13 information; providing for funding the
14 partnership; authorizing the State Board of
15 Education to adopt rules; providing an
16 effective date.

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

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

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

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

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

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

22 WHEREAS, the Florida Department of Education and The
23 College Board have also collaborated to increase the
24 participation of 10th-grade students in The College Board
25 Preliminary SAT/National Merit Scholarship Qualifying Test,
26 which identifies students capable of succeeding in College
27 Board Advanced Placement courses, by 173 percent from 1999 to
28 2002, NOW, THEREFORE,

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30 Be It Enacted by the Legislature of the State of Florida:
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1 Section 1. Section 1007.35, Florida Statutes, is
2 created to read:

3 1007.35 Florida Partnership for Minority and
4 Underrepresented Student Achievement.--

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

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

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

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

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

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

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1 (5) Each public school district shall ensure that each
2 of its high schools, including, but not limited to, schools
3 and alternative sites and centers of the Department of
4 Juvenile Justice, administer the Preliminary SAT/National
5 Merit Scholarship Qualifying Test (PSAT/NMSQT) to all enrolled
6 10th-grade students. The examination must be administered on
7 the weekday national administration date set by The College
8 Board and National Merit Scholarship Corporation. By October
9 2005, districts that offer fall breaks must schedule those
10 breaks on dates that do not coincide with the weekday national
11 test date for the PSAT/NMSQT.

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

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

21 (6) The partnership shall:

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

28 (b) Provide to middle school teachers and
29 administrators professional development that will enable them
30 to educate middle school students at the level necessary to
31 prepare the students to enter high school ready to participate

1 in advanced courses. Professional development to prepare
2 teachers for pre-AP must be endorsed by The College Board.

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

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

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

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

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

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

1 feedback on skills and relates student scores to the
2 probability of success on AP examinations, and also the
3 dissemination of such information to students, teachers,
4 counselors, administrators, districts, community colleges, and
5 state universities. The department shall assist the
6 partnership in communicating opportunities and priorities to
7 administrators, teachers, and counselors whenever possible.

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

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

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

1 longitudinal studies. The partnership must analyze and report
2 student performance data in a manner that protects the rights
3 of students and parents as mandated in 20 U.S.C. s. 1232g and
4 must not disaggregate data to a level that will disclose the
5 identity of students.

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

8 (b) The College Board is required to match at least
9 one-third of the allocation provided to the partnership in the
10 General Appropriations Act in materials and services to the
11 program.

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

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

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16 STATEMENT OF SUBSTANTIAL CHANGES CONTAINED IN
17 COMMITTEE SUBSTITUTE FOR
18 SB 2184

19 The committee substitute requires the Florida Partnership for
20 Minority and Underrepresented Student Achievement to protect
21 the confidentiality of student and other information.
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