

The Florida Senate
PROFESSIONAL STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: Education Pre-K - 12 Committee

BILL: CS/SB 108

INTRODUCER: Committee on Education Pre-K - 12 and Senator Hill

SUBJECT: Minority/Underrepresented Students

DATE: April 20, 2007 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	deMarsh-Mathues	Matthews	ED	Fav/CS
2.	_____	_____	GO	_____
3.	_____	_____	EA	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

I. Summary:

The bill requires the Florida Partnership for Minority and Underrepresented Student Achievement (Partnership) to work with school districts on the following activities:

- Identify minority and underrepresented students for participation in AP and other advanced courses; and
- Provide information to students and parents regarding opportunities to take AP and other advanced courses.

The Partnership is tasked with providing information to students, parents, teachers, counselors, administrators, school districts, community colleges, and state universities regarding opportunities to take the PSAT/NMSQT or PLAN. The bill also requires the Partnership, in cooperation with the DOE, to provide information about its activities to administrators, teachers, and counselors.

This bill amends section 1007.35 of the Florida Statutes.

II. Present Situation:

The DOE administers several programs aimed at promoting access to postsecondary education for all students. These programs are conducted within the DOE and through partnerships with community and professional organizations and Florida postsecondary institutions. Some of these programs specifically target minority and underrepresented students for participation in AP and postsecondary education opportunities.

Minority Participation in Advanced Placement

The College Board administers the AP program, which offers 37 courses and exams across 22 subject areas.¹ The program allows students to pursue college-level studies while they are still in high school. Exam scores range from one to five. Many colleges and universities grant credit, advanced placement, or both to students for AP exam grades of 3 or higher.² Research suggests that students who take these courses and exams perform better in the first year of college than students who do not.³

Florida AP participation is increasing at a faster rate than the nation.⁴ For example, between 2001 and 2006, the number of Florida AP test takers increased by 111 percent compared to 65 percent for the nation, with nearly the same percentage increases in the number of exams taken. The number of exams receiving a score of 3-5 increased by 86 percent for Florida, compared to 64 percent for the nation. According to the DOE, increases among minority test takers were even higher.⁵ From 2005 to 2006 Florida had the greatest increase in the number of African-American public school AP test takers when compared to all other states and the second greatest increase in the number of Hispanic test takers. Overall, the number of minority students taking AP exams in Florida increased by 19 percent compared to 11 percent for white non-Hispanics. The number of African-American AP test takers increased by 21 percent and the number of Hispanics by 19 percent. The following charts provide detailed information related to test takers from 1999 through 2006.⁶

	1999		2000		2001		2002	
African American	2,595	7%	3,124	8%	3,648	9%	4,468	9%
Hispanic	6,181	18%	6,998	18%	7,952	19%	9,889	19%
Total Florida Students	34,607		38,185		42,878		51,070	

	2003		2004		2005		2006	
African American	5,613	9%	6,038	9%	7,270	9%	8,788	10%
Hispanic	12,466	20%	14,710	22%	17,233	22%	20,421	23%
Total Florida Students	60,978		67,559		78,121		90,661	

¹ See <http://www.collegeboard.com/student/testing/ap/subjects.html>

² For this reason, a score of 3 or higher is considered as 'passing.' See The College Board, *Advanced Placement Report to the Nation, 2007* at http://www.collegeboard.com/prod_downloads/about/news_info/ap/2007/2007_ap-report-nation.pdf

³ Southern Regional Education Board, *Progress in Advanced Placement and International Baccalaureate in SREB States*, May 2006.

⁴ Florida Department of Education, *Information on Advanced Placement Program: Florida and the Nation, Public Schools Only*, August 2006, available at http://www.firm.edu/doe/evaluation/pdf/ap_2006.pdf See also *Celebrating Student Success*, College Board-Florida DOE Partnership, 2006.

⁵ *Id.*

⁶ *Id.*

Florida continues to have the greatest number of African-American passing scores received by African-American students when compared to all other states.⁷ The number of Florida's Hispanic AP test takers receiving passing scores increased 13 percent from 2005 to 2006, as compared to a 10 percent increase in the number of Hispanic AP test takers scoring 3-5 nationwide. In 2006, 23 percent of Florida's AP test takers were Hispanic.⁸ In addition to increasing the pool of AP test takers and increasing the number of exams taken per student, Florida's high priority public high schools continued to increase in performance on AP exams, with a 77 percent increase from 1999 to 2006 in the number of exams scored as a 3 or higher.⁹

Through the Florida Education Finance Program (FEFP), students in AP courses who score 3 or higher on the AP exam generate a value of 0.24 full-time equivalent (FTE) in the subsequent fiscal year. Districts are required to allocate at least 80 percent of these funds for advanced placement instruction to the high school that generates the funds. Additionally, each classroom teacher receives a bonus in the amount of \$50 for each student who receives a score of 3 or higher and an additional bonus of \$500 is awarded to each AP teacher in a 'D' or 'F' school with at least one student scoring 3 or higher on the exam.¹⁰

Florida Partnership for Minority and Underrepresented Student Achievement

The Partnership's mission is to prepare, inspire, and connect students to postsecondary success and opportunity, with a particular focus on minority and underrepresented students.¹¹ The Partnership is required to:

- Provide training to enable teachers to prepare students for success in AP or other advanced courses;
- Provide training for middle school teachers and administrators to prepare middle school students for participation in advanced courses by the time they enter high school;
- Provide training and materials that are aligned to the Sunshine State Standards and the FCAT;
- Assess student strengths and weaknesses for potential success in AP and other advanced courses and readiness for postsecondary education;
- Provide college entrance examination preparation through schools, community centers, businesses, faith-based organizations, or on-line courses; and
- Develop plans for disseminating information to parents regarding postsecondary readiness and opportunities to take advanced courses.¹²

⁷ Florida Department of Education, *Rising Participation and Performance: AP, PSAT/NMSQT, SAT*, September 2006, available at http://www.firn.edu/doe/evaluation/pdf/ap_psat_sat_2006.pdf.

⁸ *Id.*

⁹ High priority schools are those designated as 'D' and 'F' schools. The schools are established through the Florida Partnership for Minority and Underrepresented Student Achievement. For school year 2005-2006, the Partnership had 75 high priority high schools. See *2005-2006 Evaluation Report*.

¹⁰ s. 1011.62(1)(n), F.S.

¹¹ ch. 2004-63, L.O.F., codified in s. 1007.35, F.S.

¹² *Id.*

The Partnership must submit an annual report to the DOE that includes an evaluation of the effectiveness of its activities in raising student achievement and increasing the number of AP and other advanced course examinations in low-performing middle and high schools.

The 2006 Legislature appropriated \$7,125,480 to fund the Partnership for FY 2006-2007.¹³ Of these funds, approximately \$2.4 million was allocated to support the AP program.¹⁴ The remaining appropriation was allocated to areas such as SAT preparation, teacher training, FCAT mentoring, and College Board public service announcements.

Other Strategies

Current law¹⁵ provides for all 10th grade students to take the College Board's PSAT/NMSQT¹⁶ or the American College Testing Program's ACT (PLAN).¹⁷ School districts are required to select either of these tests for district wide administration and maintain a data base of student test results for use by school guidance counselors to identify students who are prepared for AP or other advanced courses.¹⁸ In addition, the College Board created AP Potential, a Web-based tool to assist in student recruitment efforts for AP courses. Using correlations between PSAT/NMSQT scores and AP exam results, this tool helps identify potential AP students.¹⁹

III. Effect of Proposed Changes:

The bill requires the Florida Partnership for Minority and Underrepresented Student Achievement to work with school districts on the following activities:

- Identify minority and underrepresented students for participation in AP and other advanced courses; and
- Provide information to students and parents regarding opportunities to take AP and other advanced courses.

The Partnership is tasked with providing information to students, parents, teachers, counselors, administrators, school districts, community colleges, and state universities regarding opportunities to take the PSAT/NMSQT or PLAN. The bill also requires the Partnership, in cooperation with the DOE, to provide information about its activities to administrators, teachers, and counselors.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

¹³ ch. 2006-25, L.O.F., Specific Appropriation 105.

¹⁴ Florida Department of Education, September 2006.

¹⁵ s. 1007.35(5), F.S.

¹⁶ Preliminary SAT/National Merit Scholarship Qualifying Test®.

¹⁷ The PLAN® is the Pre-ACT.

¹⁸ s. 1007.35, F.S.

¹⁹ See <http://apcentral.collegeboard.com/apc/public/homepage/35101.html>

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Economic Impact and Fiscal Note:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

To the extent that the responsibilities in the bill exceed the Partnership's current outreach efforts, there may be some costs.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Summary of Amendments:

None.

This Senate Professional Staff Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.
