

1 A bill to be entitled
 2 An act relating to college and career preparation;
 3 creating s. 1003.4285, F.S.; providing for designations on
 4 standard high school diplomas; creating s. 1003.4287,
 5 F.S.; providing for access to postsecondary education
 6 credit courses in public high schools; requiring the State
 7 Board of Education to develop a comprehensive plan;
 8 creating s. 1007.212, F.S.; providing legislative
 9 findings; creating the Remediation Reform Pilot Project to
 10 be piloted by community colleges and school districts;
 11 requiring the Department of Education to develop an
 12 application process; specifying contents of the
 13 application; requiring the Commissioner of Education to
 14 evaluate the applications and recommend proposals to the
 15 Legislature for final approval; requiring annual status
 16 reports by participants and analysis by the Office of
 17 Program Policy Analysis and Government Accountability;
 18 providing for funding; amending s. 1007.271, F.S.;
 19 revising provisions relating to dual enrollment courses;
 20 amending s. 1007.235, F.S.; providing for assignment of
 21 grades in dual enrollment courses; amending s. 1008.30,
 22 F.S.; revising provisions relating to the common placement
 23 test; providing an effective date.

24
 25 Be It Enacted by the Legislature of the State of Florida:
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27 Section 1. Section 1003.4285, Florida Statutes, is created
 28 to read:

29 1003.4285 Standard high school diploma designations.—By
 30 the 2008-2009 school year, each standard high school diploma
 31 shall include, as applicable:

32 (1) A designation of the student’s major area of interest
 33 pursuant to the student’s completion of credits as provided in
 34 s. 1003.428.

35 (2) A designation reflecting completion of accelerated
 36 college credit courses if the student is eligible for college
 37 credit pursuant to s. 1007.27 in four or more Advanced
 38 Placement, International Baccalaureate, Advanced International
 39 Certificate of Education, or dual enrollment courses. The
 40 Commissioner of Education shall establish guidelines for
 41 successful passage of examinations or coursework in each of the
 42 accelerated college credit options for purposes of this
 43 subsection.

44 (3) A designation reflecting career education
 45 certification in accordance with the provisions of s. 1003.431.

46 (4) A designation reflecting Ready to Work Certification
 47 in accordance with s. 1004.99.

48 Section 2. Section 1003.4287, Florida Statutes, is created
 49 to read:

50 1003.4287 Postsecondary education credit courses;
 51 comprehensive plan.—

52 (1) The purpose of this section is to provide each public
 53 high school student with access to a substantive and rigorous

54 curriculum that is designed to challenge the student's mind,
 55 enhance the student's knowledge and skills, and prepare the
 56 student for success in college and work.

57 (2) For purposes of this section, the term "postsecondary
 58 education credit course" means a course through which a high
 59 school student may earn postsecondary credit and includes
 60 Advanced Placement courses, International Baccalaureate courses,
 61 Advanced International Certificate of Education courses, and
 62 dual enrollment courses.

63 (3) By the 2009-2010 school year, each public high school
 64 in the state must provide students access to at least four
 65 Advanced Placement, International Baccalaureate, Advanced
 66 International Certificate of Education, or dual enrollment
 67 courses, one each in English, mathematics, science, and social
 68 studies, and at least four courses in career and technical dual
 69 enrollment. To fulfill this requirement, schools may utilize
 70 course offerings provided by the Florida Virtual School, a
 71 career center, a charter technical career center, a community
 72 college, a state university, or an independent college or
 73 university eligible for inclusion in the dual enrollment program
 74 pursuant to s. 1011.62.

75 (4) To assist with implementation of this section, the
 76 State Board of Education shall develop and adopt a comprehensive
 77 plan that:

78 (a) Provides all students with access to a substantive and
 79 rigorous curriculum that is designed to challenge their minds

80 and enhance their knowledge and skills and opportunities to
 81 acquire postsecondary education credits while in high school.

82 (b) Supports school administrators and guidance counselors
 83 in the receipt of professional development that enables them to
 84 create strong and effective postsecondary opportunities for
 85 their students.

86 (c) Assists teachers and school leaders in middle schools
 87 and high schools with implementation of training to prepare
 88 students for success in postsecondary education credit courses.

89 (d) Creates long-term and annual statewide goals for
 90 increasing:

91 1. The number and percentage of students enrolling in and
 92 completing postsecondary education credit courses.

93 2. The number and percentage of students receiving
 94 postsecondary credits in such courses.

95 3. The number and percentage of low-income and
 96 underrepresented students enrolling in and completing
 97 postsecondary education credit courses.

98 4. The number and percentage of low-income and
 99 underrepresented students receiving postsecondary credit in such
 100 courses.

101 (e) Leverages federal and private funding available for
 102 incentives and training.

103 (f) Focuses state and federal funding to carry out
 104 activities that target school districts serving high
 105 concentrations of low-income and underrepresented students.

106 (g) Provides a plan of communication that emphasizes the
 107 importance of postsecondary education credit courses to a
 108 student's ability to gain access to and succeed in postsecondary
 109 education. The plan for such communication should include
 110 information to students, teachers, counselors, administrators,
 111 school districts, community colleges, and state universities.

112 (h) Annually evaluates the impact of the implementation of
 113 this section on the rates of student enrollment and success in
 114 postsecondary education credit courses, on high school
 115 graduation rates, and on college enrollment rates. The
 116 evaluation must include a review of the progress toward meeting
 117 goals established pursuant to paragraph (d).

118 Section 3. Subsection (16) of section 1007.271, Florida
 119 Statutes, are amended to read:

120 1007.271 Dual enrollment programs.--

121 (16) Beginning with students entering grade 9 in the 2006-
 122 2007 school year, school districts and community colleges must
 123 weigh dual enrollment courses the same as advanced placement,
 124 International Baccalaureate, and Advanced International
 125 Certificate of Education courses when grade point averages are
 126 calculated. Alternative grade calculation or weighting systems
 127 that discriminate against dual enrollment courses are
 128 prohibited. Beginning with students applying for admission to a
 129 state university for the 2009-2010 academic year, state
 130 universities must weigh dual enrollment courses the same as
 131 comparable Advanced Placement, International Baccalaureate, and
 132 Advanced International Certificate of Education courses when

133 calculating grade point averages for purposes of making
 134 admissions decisions.

135 Section 4. Paragraph (b) of subsection (2) of section
 136 1007.235, Florida Statutes, is amended to read:

137 1007.235 District interinstitutional articulation
 138 agreements.--

139 (2) The district interinstitutional articulation agreement
 140 for each school year must be completed before high school
 141 registration for the fall term of the following school year. The
 142 agreement must include, but is not limited to, the following
 143 components:

144 (b)1. A delineation of courses and programs available to
 145 students eligible to participate in dual enrollment. This
 146 delineation must include a plan for the community college to
 147 provide guidance services to participating students on the
 148 selection of courses in the dual enrollment program. The process
 149 of community college guidance should make maximum use of the
 150 automated advisement system for community colleges. The plan
 151 must assure that each dual enrollment student is encouraged to
 152 identify a postsecondary education objective with which to guide
 153 the course selection. At a minimum, each student's plan should
 154 include a list of courses that will result in an Applied
 155 Technology Diploma, an Associate in Science degree, or an
 156 Associate in Arts degree. If the student identifies a
 157 baccalaureate degree as the objective, the plan must include
 158 courses that will meet the general education requirements and

159 any prerequisite requirements for entrance into a selected
160 baccalaureate degree program.

161 2. A delineation of the process by which students and
162 their parents are informed about opportunities to participate in
163 articulated acceleration programs.

164 3. A delineation of the process by which students and
165 their parents exercise their option to participate in an
166 articulated acceleration program.

167 4. A delineation of high school credits earned for
168 completion of each dual enrollment course.

169 5. Provision for postsecondary courses that meet the
170 criteria for inclusion in a district articulated acceleration
171 program to be counted toward meeting the graduation requirements
172 of s. 1003.43.

173 6. An identification of eligibility criteria for student
174 participation in dual enrollment courses and programs.

175 7. A delineation of institutional responsibilities
176 regarding student screening prior to enrollment and monitoring
177 student performance subsequent to enrollment in dual enrollment
178 courses and programs.

179 8. An identification of the criteria by which the quality
180 of dual enrollment courses and programs are to be judged and a
181 delineation of institutional responsibilities for the
182 maintenance of instructional quality.

183 9. A delineation of institutional responsibilities for
184 assuming the cost of dual enrollment courses and programs that

185 includes such responsibilities for student instructional
 186 materials.

187 10. An identification of responsibility for providing
 188 student transportation if the dual enrollment instruction is
 189 conducted at a facility other than the high school campus.

190 11. A delineation of the process for converting college
 191 credit hours earned through dual enrollment and early admission
 192 programs to high school credit based on mastery of course
 193 outcomes as determined by the Department of Education in
 194 accordance with s. 1007.271(6).

195 12. An identification of the responsibility of the
 196 postsecondary institution for assigning letter grades for dual
 197 enrollment courses. School districts must post dual enrollment
 198 course grades to the high school transcript as assigned by the
 199 postsecondary institution awarding the credit.

200 Section 5. Section 1007.212, Florida Statutes, is created
 201 to read:

202 1007.212 Remediation Reform Pilot Project.—

203 (1) The Legislature finds that the cost to the state and
 204 to students for remedial education has exceeded \$100 million in
 205 recent years. The Legislature further finds that it is in the
 206 public's best interest to identify policies and best practices
 207 that reduce the need for and the cost of remediation for recent
 208 high school graduates who enter postsecondary education.

209 (2) Beginning with the 2008-2009 school year, there is
 210 created the Remediation Reform Pilot Project to be piloted by
 211 community colleges and school districts selected to participate

212 in the project. The goal of the pilot project is to reduce the
 213 need for and the cost of remediation for recent high school
 214 graduates who enter postsecondary education.

215 (3) The Department of Education shall develop by August 1,
 216 2008, an application process for community colleges and school
 217 districts to participate in the pilot project. Each application
 218 must represent a collaborative effort between one or more
 219 community colleges and one or more school districts in each
 220 community college's service area.

221 (4) Each application shall:

222 (a) Identify the specific area or areas of remediation to
 223 be addressed as part of the pilot project.

224 (b) Provide the most recent data available from the
 225 postsecondary feedback reports produced pursuant to s. 1008.37
 226 for each community college and school district that will
 227 participate in the pilot project for the area or areas of
 228 remediation that will be addressed during the course of the
 229 project.

230 (c) Describe the strategies currently used by the
 231 participating institutions to address remediation needs,
 232 including mechanisms used to identify students who need
 233 remediation, corrective actions employed to address identified
 234 needs, and methods used to evaluate the effectiveness of these
 235 strategies.

236 (d) Describe any proposed changes to current strategies
 237 that have been designed to reduce the need for postsecondary
 238 remediation including, but not limited to:

239 1. Specific intervention efforts that will be employed to
 240 address identified deficiencies.

241 2. The process the community college and the school
 242 district will use to determine the effectiveness of the changes.

243 3. A projected timeline for implementation of the changes.

244 (e) Describe specific professional development activities
 245 that will be provided for secondary faculty.

246 (f) Provide itemized estimates of the costs to each
 247 participating community college and school district of
 248 implementing the proposal.

249 (g) Identify any local, federal, or private funding that
 250 may be available to support the project.

251 (h) Project any reductions in the need for and the cost of
 252 remediation that are anticipated following implementation and
 253 describe the method used to develop the projections.

254 (5) By October 1, 2008, the Commissioner of Education
 255 shall evaluate the applications and recommend no more than four
 256 proposals to the President of the Senate and the Speaker of the
 257 House of Representatives for consideration and final approval.
 258 To the extent possible, the proposals recommended by the
 259 Commissioner shall be representative of the geographic regions
 260 of the state and representative of large, medium, and small
 261 school districts.

262 (6) Each community college and school district
 263 participating in the pilot project shall submit an annual status
 264 report, including a description of the strategies implemented,
 265 any costs incurred, and the effectiveness of the strategies used

266 in reducing the need for and the cost of postsecondary
 267 remediation to students and the state. This report shall be
 268 submitted to the Executive Office of the Governor, the President
 269 of the Senate, the Speaker of the House of Representatives, the
 270 Commissioner of Education, and the Office of Program Policy
 271 Analysis and Government Accountability by September 1. The
 272 Office of Program Policy Analysis and Government Accountability
 273 shall analyze the reports submitted pursuant to this subsection
 274 to identify the policies and practices that are most effective
 275 in reducing the need for and the cost of remediation, including
 276 any cost savings realized as a result of implementation.

277 (7) The pilot project shall be funded as provided in the
 278 General Appropriations Act. The Department of Education, school
 279 districts, and community colleges may redirect existing
 280 resources for purposes of the pilot project and are encouraged
 281 to seek and accept grants from additional public and private
 282 sources to implement the pilot project.

283 Section 6. Section 1008.30, Florida Statutes, is amended
 284 to read:

285 1008.30 Common placement testing for public postsecondary
 286 education.--

287 (1) The State Board of Education, in conjunction with the
 288 Board of Governors, shall develop and implement a common
 289 placement test for the purpose of assessing the basic
 290 computation and communication skills students need to continue
 291 their education at the postsecondary level or enter the
 292 workforce of students who intend to enter a degree program at

293 ~~any public postsecondary educational institution.~~ Public
 294 postsecondary educational institutions shall provide appropriate
 295 modifications of the test instruments or test procedures for
 296 students with disabilities.

297 (2) The common placement testing program shall include at
 298 a minimum the following: the capacity to diagnose basic
 299 competencies in the areas of English, reading, and mathematics
 300 which are essential to perform at the postsecondary-level or
 301 enter the workforce ~~college-level work~~; prerequisite skills that
 302 relate to progressively advanced instruction in mathematics,
 303 such as algebra and geometry; prerequisite skills that relate to
 304 progressively advanced instruction in language arts, such as
 305 English composition and literature; prerequisite skills which
 306 relate to the College Level Academic Skills Test (CLAST); and
 307 provision of test information to students on the specific
 308 deficiencies.

309 (3) The State Board of Education shall adopt rules that
 310 ~~would~~ require high schools to evaluate during the 11th grade the
 311 college or career readiness of each student who passed the
 312 reading or mathematics portion of the grade 10 FCAT. High
 313 schools shall perform this evaluation using results from ~~give~~
 314 the common placement test prescribed in this section, or an
 315 equivalent test identified by the State Board of Education~~7~~.
 316 The State Board of Education shall establish in rule the minimum
 317 test scores a student must achieve to demonstrate readiness.
 318 The high school shall use the results of the test to advise the
 319 students of any identified deficiencies and provide students any

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320 necessary remedial instruction prior to, or the summer
321 immediately following, high school graduation. The remedial
322 instruction provided pursuant to this subsection shall be
323 developed as a collaborative effort between secondary and
324 postsecondary institutions.~~at the beginning of the tenth grade~~
325 ~~year before enrollment in the eleventh grade year in public high~~
326 ~~school for the purpose of obtaining remedial instruction prior~~
327 ~~to entering public postsecondary education.~~

328 Section 7. This act shall take effect July 1, 2008.