



One Florida Accountability Commission Report June 2002

An independent review of Equity in
Education components of One Florida



Organization

- ◆ Executive Summary, Report on Findings, Recommendations, and an Appendices Section for each.
- ◆ Part I- Equity in Education
- ◆ Part II-Equity in Contracting



The Vision of One Florida

Diversity without race and gender specificity. Diversity is understood to mean equal opportunity in keeping with the full racial, ethnic and gender diversity of the general population of Florida.

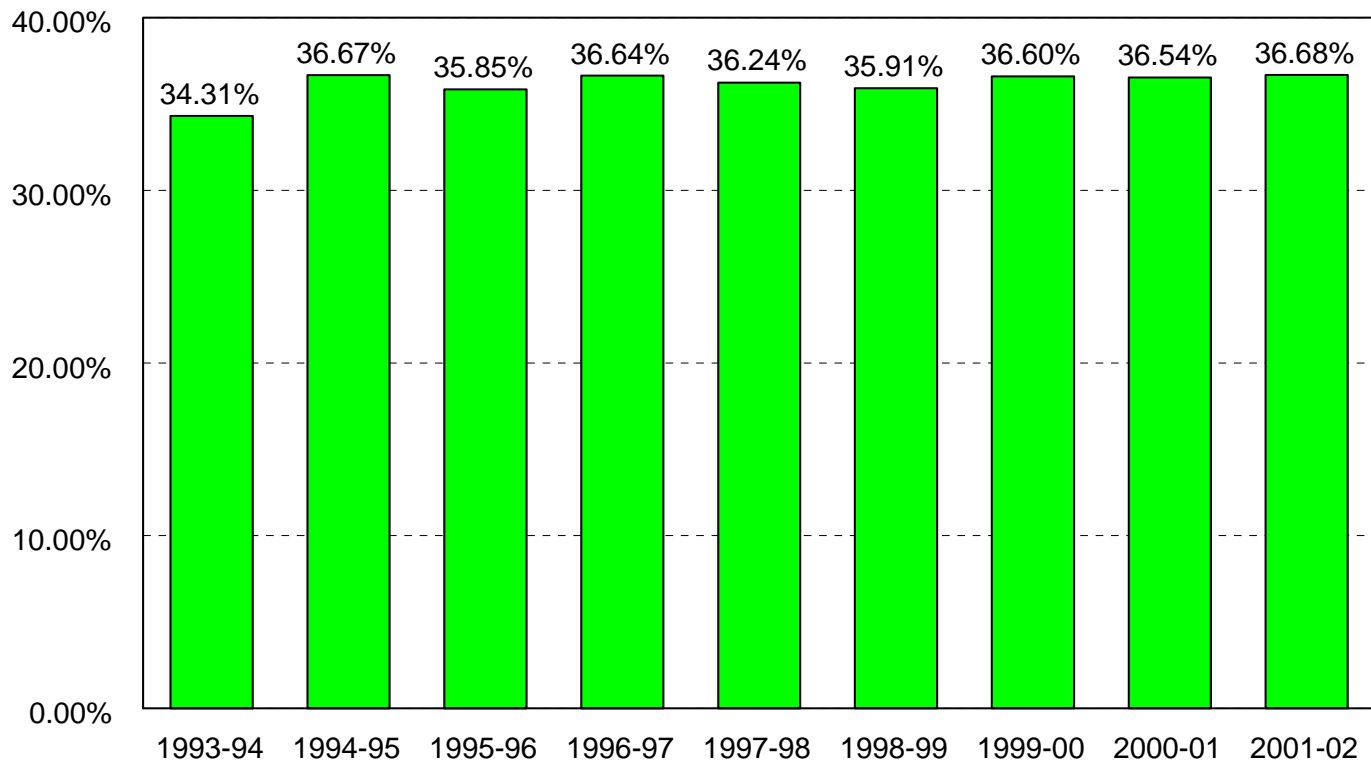


State University System

- ◆ Minority enrollment has risen or held steady under One Florida in both undergraduate and graduate and professional school programs.

New FTIC Minority¹ Students Enrolled Summer and Fall Terms*

(as a percentage of total new FTICs)



¹ Minority students include Asians, African Americans, Hispanics and Native American Indians.

* Based on final Summer and final Fall enrollment data.



Retention Task Force

- ◆ Secretary Horne created a student-centered Task Force to ensure students are not just admitted to Florida's colleges and universities, but that they also receive assistance whenever necessary to support their efforts to achieve success.



University of Florida

- ◆ New and expanded efforts to recruit minority students
- ◆ Admissions are up for 2002-2003
- ◆ Guaranteed admission to the top 5% of all public high school graduates

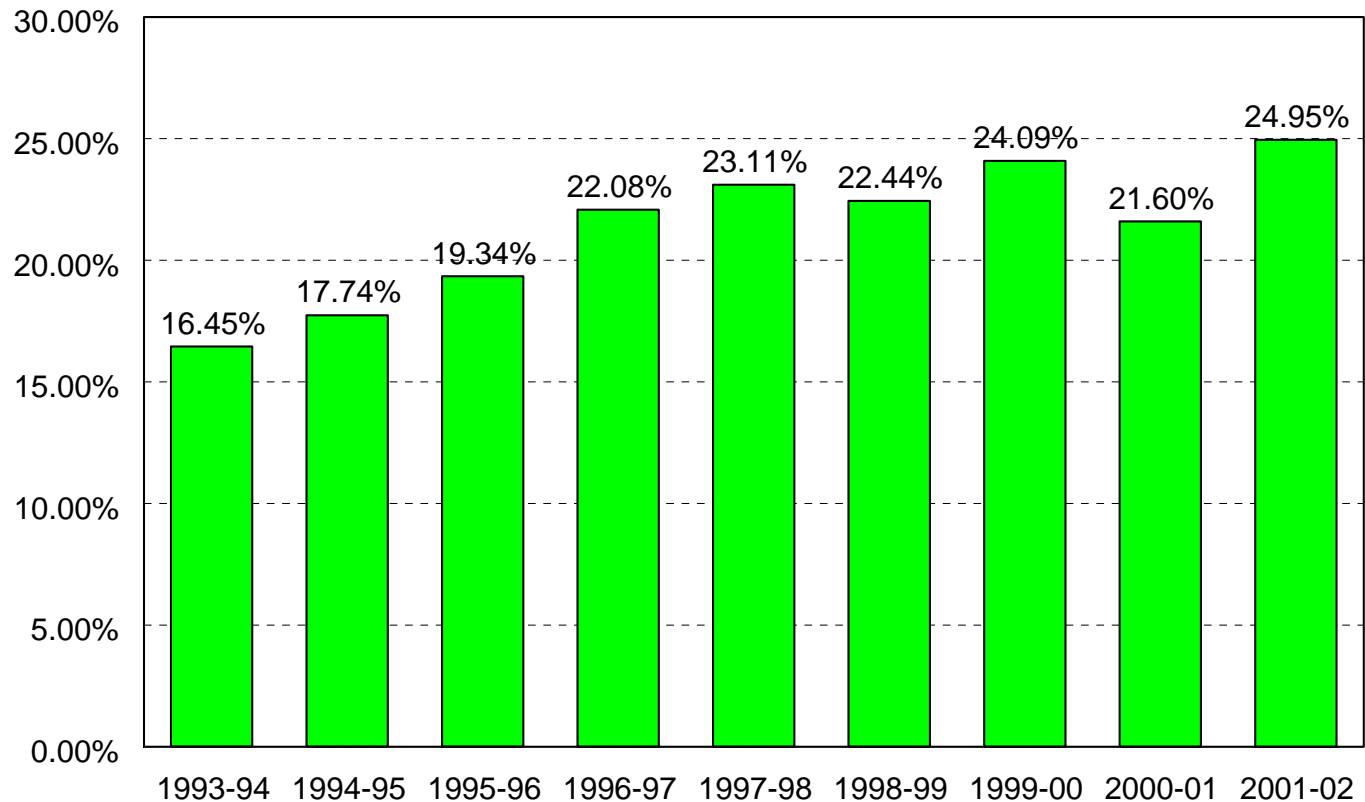


Graduate and Professional Schools

- ◆ Overall, the most recent numbers indicate minorities comprised 24.9% of all new students.
 - Minority enrollment in MBA programs increased from a pre-One Florida low of 193 in 1998-99 to a post One Florida high of 251 .

New Minority¹ Graduate Students Enrolled Summer and Fall Terms*

(as a percentage of total new Graduate Students)

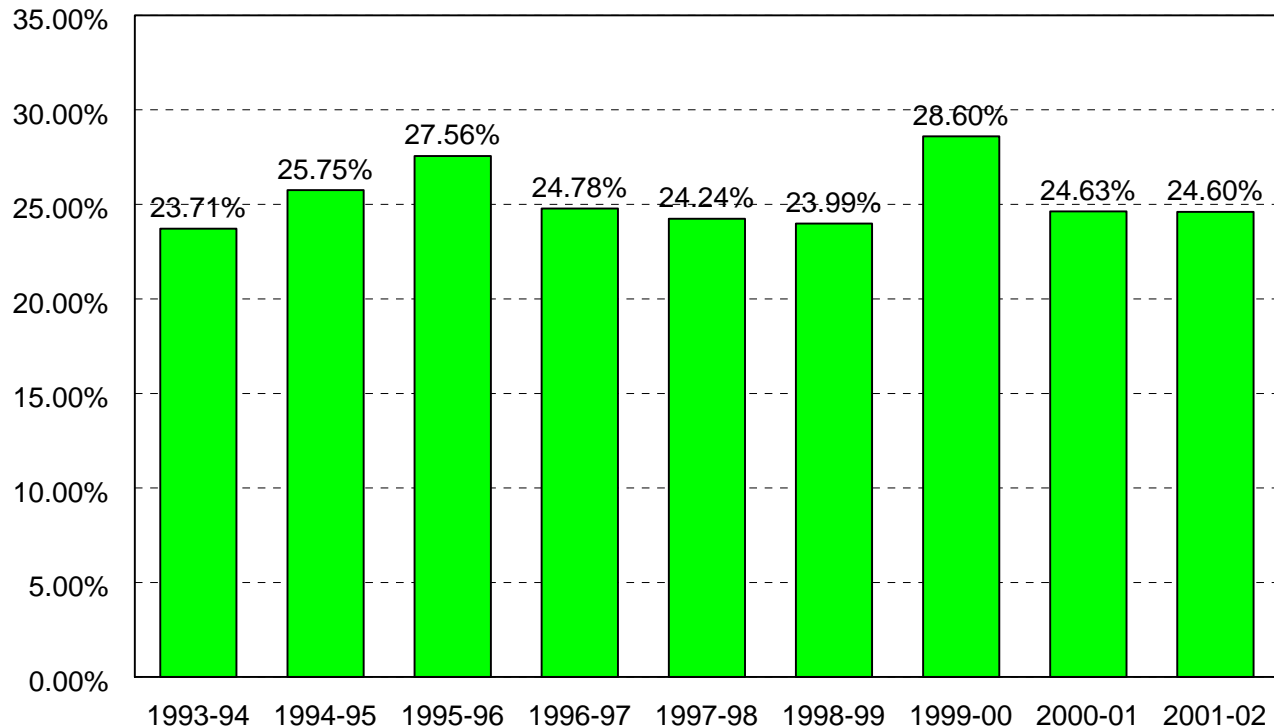


¹ Minority students include Asians, African Americans, Hispanics and Native American Indians.

* Based on final Summer and final Fall enrollment data.

New Minority¹ Law Students Enrolled Summer and Fall Terms*

(as a percentage of total new Law Students)

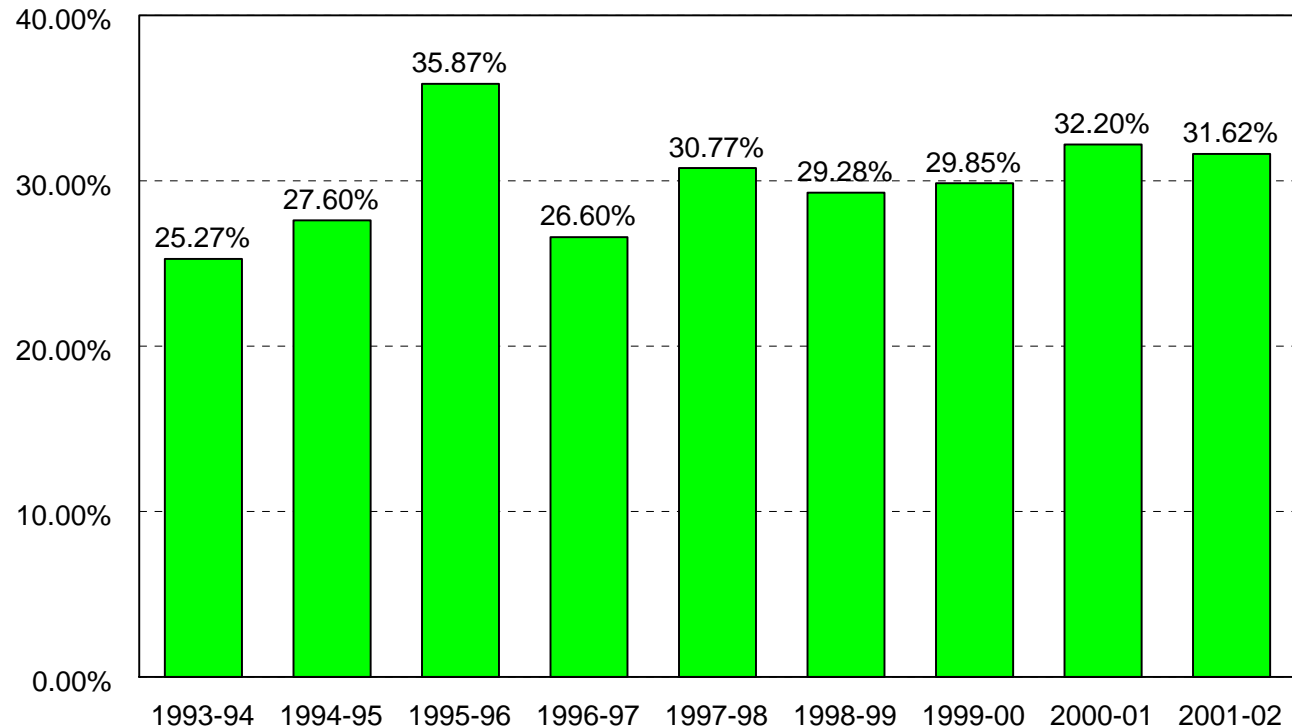


¹ Minority students include Asians, African Americans, Hispanics and Native American Indians.

* Based on final Summer and final Fall enrollment data.

New Minority¹ Medical Students Enrolled Summer and Fall Terms*

(as a percentage of total new Medical Students)

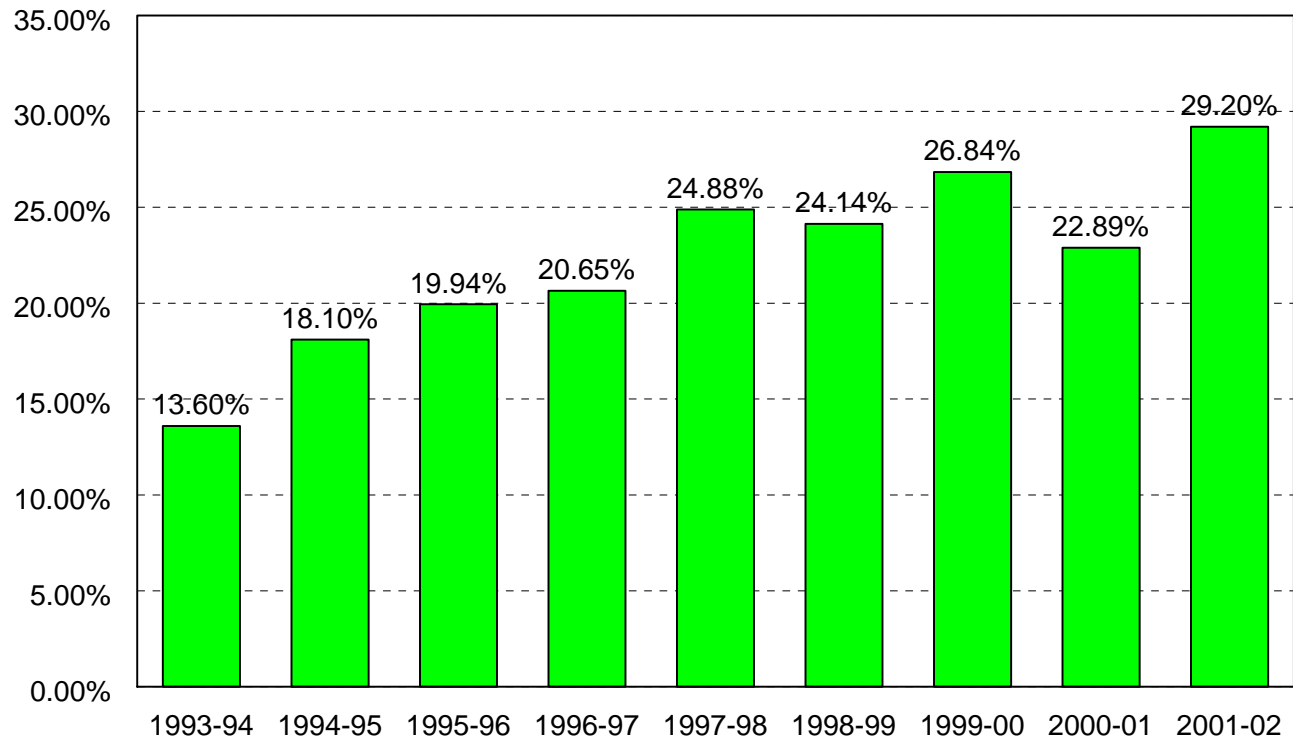


¹ Minority students include Asians, African Americans, Hispanics and Native American Indians.

* Based on final Summer and final Fall enrollment data.

New Minority¹ MBA Students Enrolled Summer and Fall Terms*

(as a percentage of total new MBA Students)



¹ Minority students include Asians, African Americans, Hispanics and Native American Indians.

* Based on final Summer and final Fall enrollment data.



College Preparation

Minority student participation increased in:

- State-funded 10th grade college prep testing
- Free SAT preparation classes
- Advanced Placement courses

College Reach-Out Program

- Students continue to do better than their cohort counterparts




The PLAN Test

RACE/ETHNICITY	Numbers IN 1999*	Numbers IN 2000*	Percent Change
Black	1,315	4,217	221%
American Indian	42	204	386%
White	2,827	10,745	280%
Asian	81	502	520%
Hispanic	1,251	4,285	243%
Multiracial	139	592	326%
Other	823	2,625	219%
Total	6,478	23,170	258%

*NOTE: 1. The numbers include ONLY students who marked 10th - grade.
2. The numbers exclude students who took PLAN under Extended-Time.
Information provided by ACT/PLAN

The PSAT Test



10th Grade Students	1999	2000	2001	1999-2001 # Increase	1999-2001% Increase
Native American	202	473	447	245	121%
Asian	1,642	2,569	2,657	1,015	62%
Black	5,629	13,718	15,544	9,915	176%
Hispanic	4,693	13,924	16,765	12,072	257%
White	22,063	41,843	42,144	20,081	91%
Total	34,229	72,527	77,557	43,328	126.50%

The College Board

Advanced Placement Courses-Increase In Students Who Sat For The AP Tests

	1999-2000	2000-2001	% Change
	Candidates		
Total	37,971	42,599	12.2%
Am Ind	139	129	-7.2%
Asian	2596	2,892	11.4%
Black	3110	3,609	16.0%
Hispanic	7019	8,001	14.0%
White	23192	25,663	10.7%
Other	1915	2,305	20.4%

Source: The College Board

Increase in Advanced Placement Exams Taken

	1999-2000	2000-2001	% Change
	Exams		
Total	65,634	74,642	13.7%
Am Ind	231	238	3.0%
Asian	5,295	6,114	15.5%
Black	4,793	5,631	17.5%
Hispanic	11,277	13,106	16.2%
White	40,757	45,651	12.0%
Other	3,281	3,902	18.9%

Source: The College Board

Increase in Advanced Placement Scores That Qualify for College Credit

	1999-2000	2000-2001	% Change
	Exam Scores 3-5		
Total	36,573	39,671	8.5%
Am Ind	114	107	-6.1%
Asian	3,046	3,291	8.0%
Black	1,493	1,649	10.4%
Hispanic	6,434	7,295	13.4%
White	23,715	25,364	7.0%
Other	1,771	1,965	11.0%

Students who pass the end of course test with a grade of 3-5 receive college credit as well as high school credit.

Source: The College Board

Increases in Totals and Percents of Students in Level 3 Courses

	Enrollment			Unduplicated Enrollment in Level 3 Courses		
	1998-99	2000-01	%Change	98-99	00-01	%Change
Asian	14,000	15,130	8.07	9,925	10,701	7.82
Black	152,725	167,097	9.41	50,683	56,961	12.39
Hispanic	104,646	125,451	19.88	45,795	55,009	20.12
Am. Indian	1,407	1,7513	24.45	693	907	30.88
Multiracial	2,475	4,378	76.89	1,258	2,253	79.09
White	355,580	377,748	6.23	196,421	210,333	7.08
Totals	630,833	691,555	9.63	304,775	336,164	10.30

Source: Florida Department of Education



Recommendations

- ◆ 27 Recommendations
- ◆ Designed to strengthen existing efforts
- ◆ Address specific areas of Commissioners' concerns
- ◆ Reinforce the importance of accountability
- ◆ Further promote partnerships



Department of Education

- ◆ Strategies to ensure early identification of the need for academic and support services
- ◆ Strategies to increase participation in college prep activities
- ◆ Strategies to to reduce disproportionate representation of minorities in special education courses
- ◆ Strategies to encourage increased participation in professional development activities



Department of Education

- ◆ Race-neutral strategies to increase minority enrollment in rigorous academic programs
- ◆ Encourage the study of foreign language as a requirement for an academic diploma
- ◆ Expand the use of Best Practices to foster improvements in student learning.



Florida Board of Education

- ◆ Identify schools with inadequate access to computers.
- ◆ Seek additional funding for fellowships and other support services for graduate students
- ◆ Continued funding for all programs supporting Equity in Education initiatives
- ◆ Ensure on-going accountability



Colleges and Universities

- ◆ Identify Best Practices in the Postsecondary Opportunity Alliances Program
- ◆ Recommendations to the FBOE from the Retention Task Force
- ◆ Utilize Graduate Candidate database to report on efficacy of recruitment and enrollment of minorities in graduate school



The good news is that there are many solid programs providing services. There is hope that with more coordinated efforts we can improve the quality of life for all Floridians. The One Florida Equity in Education Plan is based on coordinated effort. One Florida has at its core the understanding that if all of Florida's students are not better prepared to meet the challenges of this millennium, then the State did not fulfill its responsibilities to all of its citizens. Programs must be sustained and their program offerings expanded. Young people need all the support and motivation possible and it must come from multiple sources. Information drives progress. We need a great deal more information on the efficacy of all of these programs. Data collection efforts must be ongoing and supported at the highest levels. The One Florida Coordinating Team is a welcomed partner in this effort.