

Update on One Florida Equity in
Education Plan
And
Updates on the Recommendations from the
One Florida Accountability Commission

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Executive Summary-Equity in Education

One Florida is an alternative to race-based preferences and quotas, not an alternative to affirmative action. One Florida is under the umbrella of affirmative action, but it is fair and equitable. Governor Bush sought to recognize the disparity of educational offerings across the K-12 system. Previously, schools were allowed to ignore the poor preparation of underrepresented students. In 1999, the Governor said: "...we have failed too many children...we have swept them under the rug." He said, "...false diversity—diversity that ignores hard work and performance—masks our failure to prepare students for success in higher education. Children in Florida's public education system, particularly from poor and minority communities, do not have equal educational opportunities for success." The One Florida Plan addresses the historical inequities in the education system. One Florida offers an infrastructure of coordinated programs to provide high quality educational offerings for all students.

The One Florida Equity in Education Initiatives, a coordinated group of programs continues to enhance student performance, contribute to improved preparation of students and increase access and success for underrepresented students. In the past year the Governor's Mentoring Initiative has begun to focus on researching best practices and to implement pilot programs that encourage new practices in mentoring. The PowerUp Program currently has 64 computer labs utilized by at-risk students who are learning to bridge the digital divide. The Front Porch Program has about 240 mentors serving between 250-300 students. Each mentor provides 2-5 hours a week.

One Florida is working. First Time in College (FTIC) admissions numbers are up and so is minority student achievement. National Assessment of Educational Progress (NAEP) scores for minorities are up higher than in most states. More minority students are taking and passing Advanced Placement (AP) courses and receiving college credit for it. Graduate and professional school admissions are also increasing. As a result of changes in the organizational structure of the Department of Education there is significantly improved administration and coordination of the many and varied programs working together to bring about these positive results.

In 1999, there were 10,615 minority students in the State University System (SUS). In 2002 the number increased to 12,795 minority students, or 36.78% minority FTIC students. Early numbers for 2003-04 look promising. Reviews of the most recent data indicate that there were 2,514 new minority students enrolled in graduate and/or professional programs in the SUS in 2001 and 3,095 minority students in 2002. The minority enrollment as a percentage of the total enrollment increased 1.7% from 2001-2002. There were 108 new minority Law School students in 2001 and 206 in 2002; their representation increased 4.84%. Medical School enrollment went from 86 minority students in 2001 to 92 in 2002, increasing their representation by 4.89%.

Beginning in 2002, each high-priority school had a principal-appointed Coordinator charged with receiving training from the College Board (provided at 3 training sessions during the school year), information dissemination, faculty presentations, SAT test prep, college tutoring support and other such assistance. In the last four years the numbers of 10th grade test takers of PSAT or

PLAN tests increased from 16.1% to 46.9% for African American students and from 19.6% to 64% for Hispanic students.

The state universities utilized the Graduate Student Candidate Identification System (GCID) for the first time this year. The GCID is a statewide database that can identify students above a specific grade point average so that they can be recruited for graduate school. The GCID identifies all eligible students, but it is also searchable by race. All eleven state universities have submitted student records into the GCID for use.

The State University System Student Retention Task Force was charged with identifying barriers to students staying in college as well as best practices for increasing graduation rates. The Best Practices section in the web-based Student Retention database went live in the fall of 2002. The database has received examples of best practices of student retention from all eleven state universities and currently houses 78 practices from the universities. Many of the practices are programs to break through the barriers to student retention.

Increasing numbers of Florida's high school students are taking and passing Advanced Placement examinations. Increased participation is reflected in trends that show more AP test takers, more subject exams taken, more exams taken per student, and more exams with a score of 3 or higher. Although the estimated number of Florida public high school graduates increased by only 3 percent in 2003, the number of AP test takers increased by 19 percent. Nationwide, the number of AP test takers increased by 10 percent. Increases among minority students were even higher. The number of Florida Asian AP test takers represents 51 percent of the Asian 11th and 12th graders, Hispanics represents 23 percent and nonhispanics 22 percent.

The data reported throughout this paper support the affirmative actions taken. The gap is closing in Florida in response to heightened attention and resources directed towards high-priority schools, coordination of statewide initiatives involving academic and support programs, increased professional development opportunities for teachers and a high-quality accountability system that monitors educational learning gains. Representatives from the University of California and the University of Texas now agree that One Florida is the appropriate way to close the preparation gap.

There is no time for complacency. The One Florida Accountability Commission offered 27 different recommendations. As demonstrated by the accounting below, much has been done to foster implementation of at least 20 of the 27 specific recommendations. The Office of Equity and Access (OEA) has responsibility for developing strategies to implement the necessary partnerships and strategies to fully implement the remaining recommendations. This is discussed in greater detail in the Future Plans section.

One Florida is Working Overview

When Governor Bush announced the One Florida Initiative in November of 1999, there seemed to be a genuine concern about diminishing access for minority students. Opponents in the heat of the debate did not consider the wisdom of a proactive effort to counter the growing number of challenges to affirmative action. They were understandably concerned that Florida's students would suffer the precipitous decline in admissions experienced by their counterparts in Texas and California. Neither the status quo nor returning to yesterday's numbers was acceptable.

One Florida is an alternative to race-based preferences and quotas, not an alternative to affirmative action. One Florida is under the umbrella of affirmative action, but it is fair and equitable. Governor Bush sought to recognize the disparity of educational offerings across the K-12 system. Previously, schools were allowed to ignore the poor preparation of underrepresented students. In 1999, the Governor said: "...we have failed too many children...we have swept them under the rug." He said "...false diversity—diversity that ignores hard work and performance—masks our failure to prepare students for success in higher education. Children in Florida's public education system, particularly from poor and minority communities, do not have equal educational opportunities for success." The One Florida Plan addresses the historical inequities in the education system. One Florida offers an infrastructure of coordinated programs to provide high quality educational offerings for all students.

A+ Plan

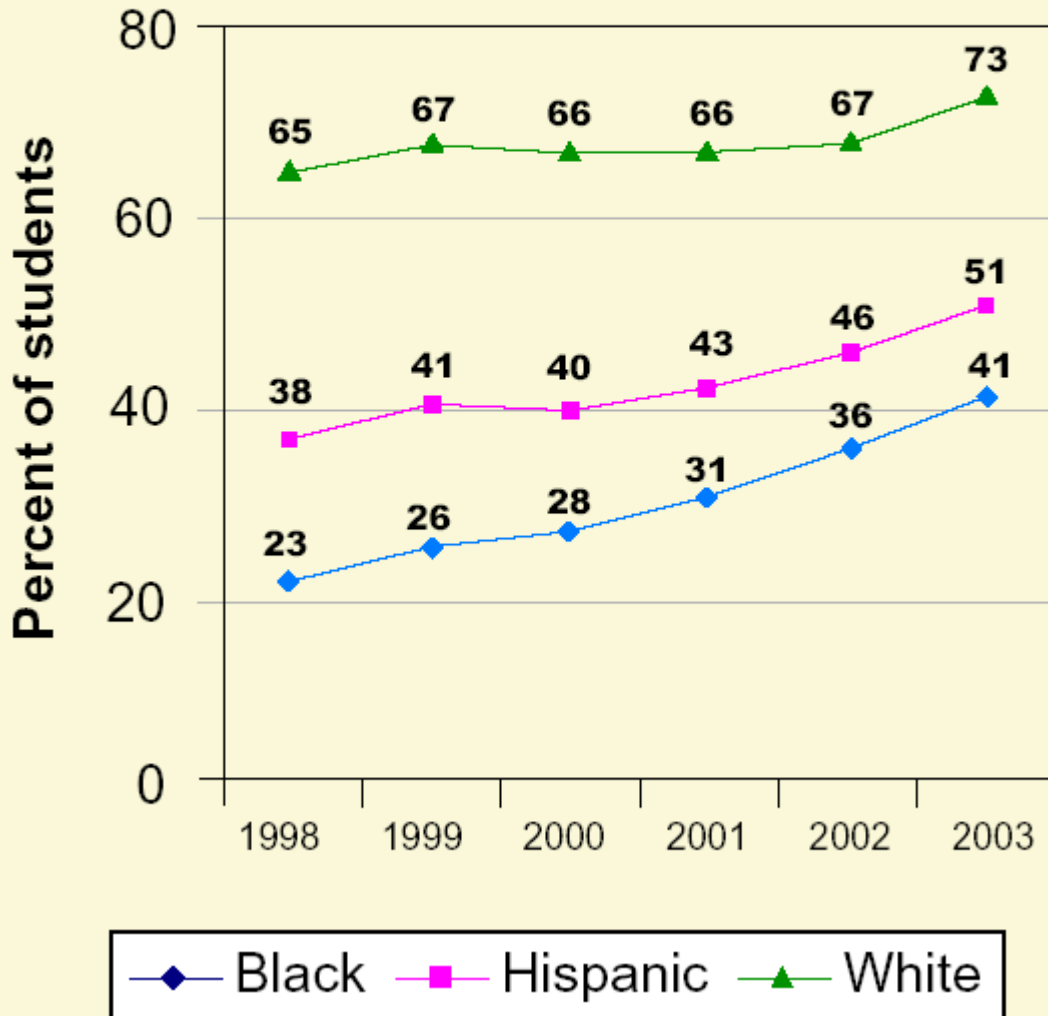
The A+ Plan has three major components:

- Address accountability and improve student learning
- Raise standards and improve training for educators
- Improve school safety and reduce truancy

The following graphs depict some of the most recently available data on performance improvements by students in high priority schools. These are schools rated as D or F based on student scores on the Florida Comprehensive Assessment Test (FCAT). It is important to note that students scoring at Level 1 or 2 are achieving below grade level; students scoring at Levels 3 or above are at or above grade level.

FCAT Grade 4 Reading Level 3 and Above

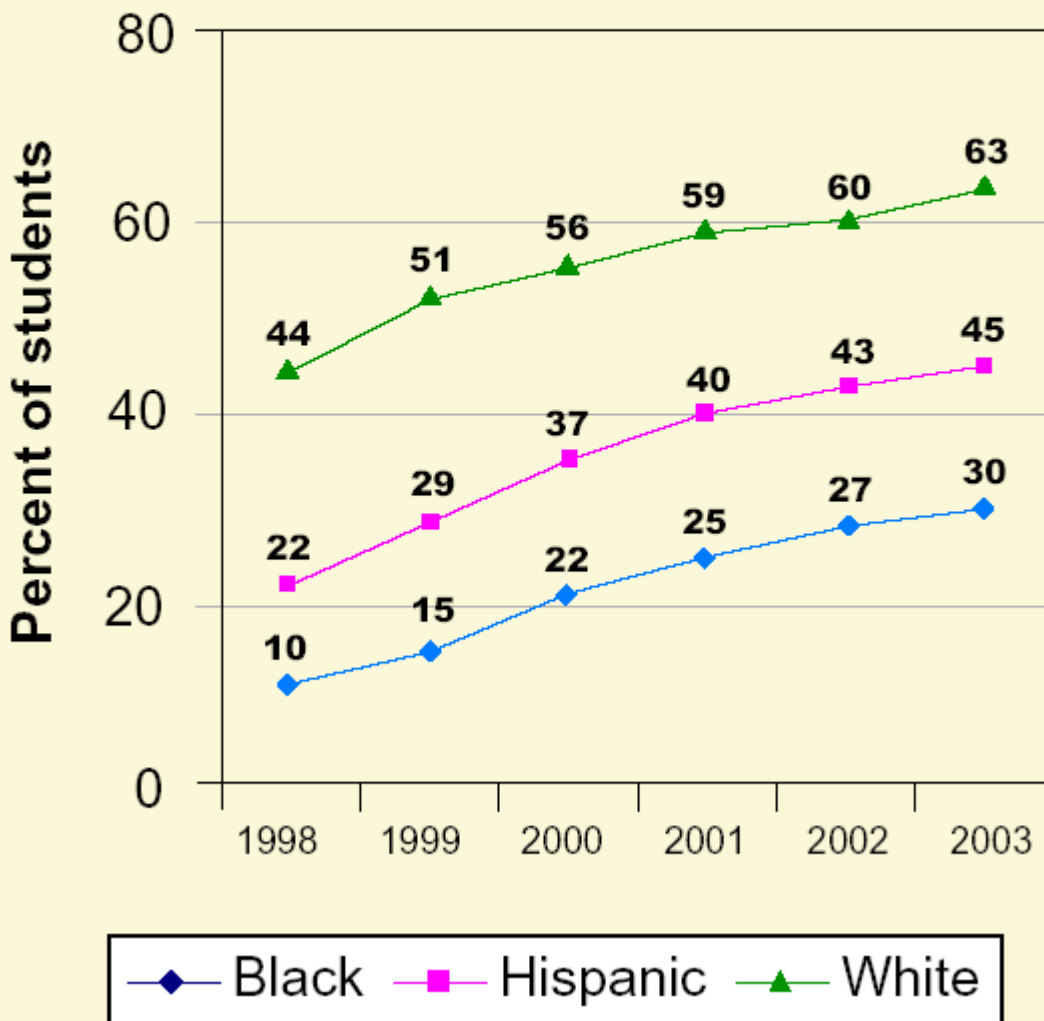
(On Grade Level and Above)



Source: DOE

FCAT Grade 5 Mathematics Level 3 and Above

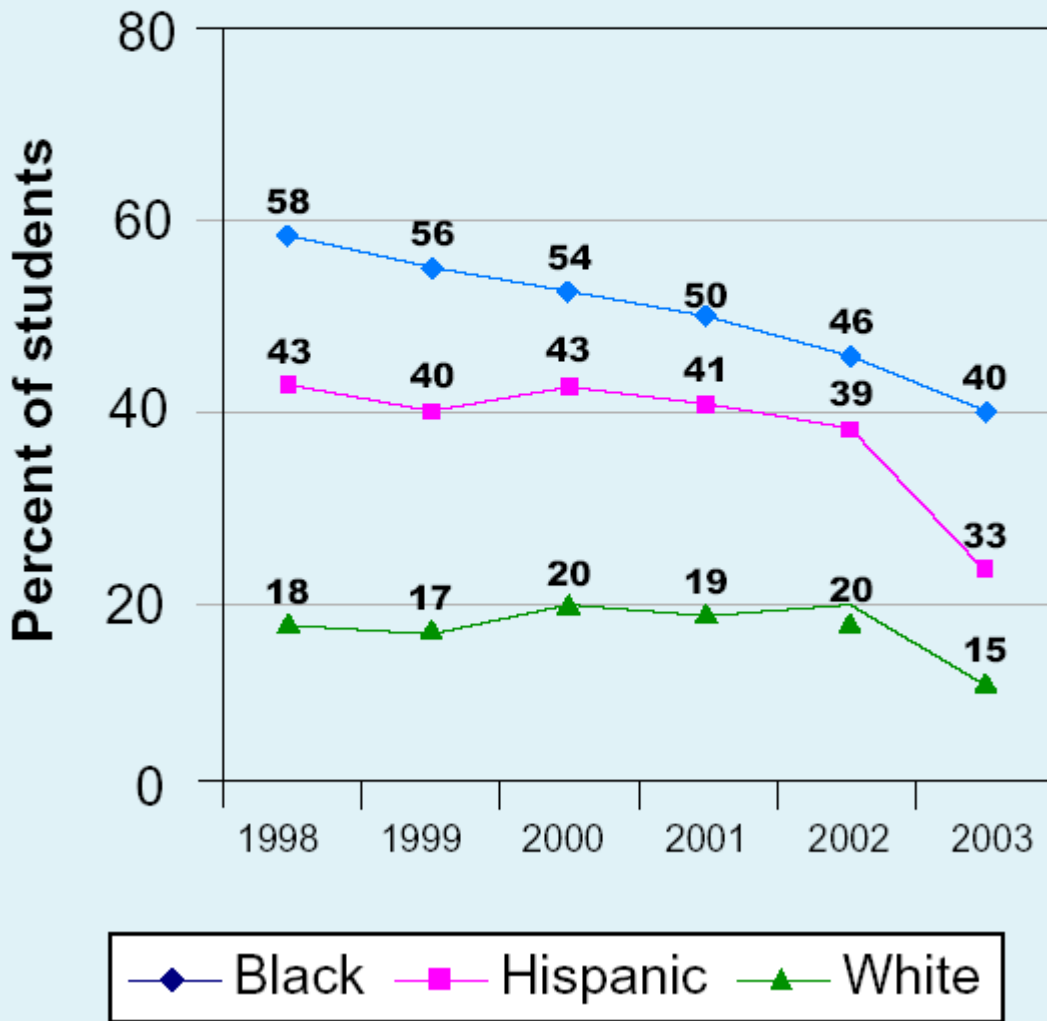
(On Grade Level and Above)



Source: DOE

FCAT Grade 4 Reading Level 1

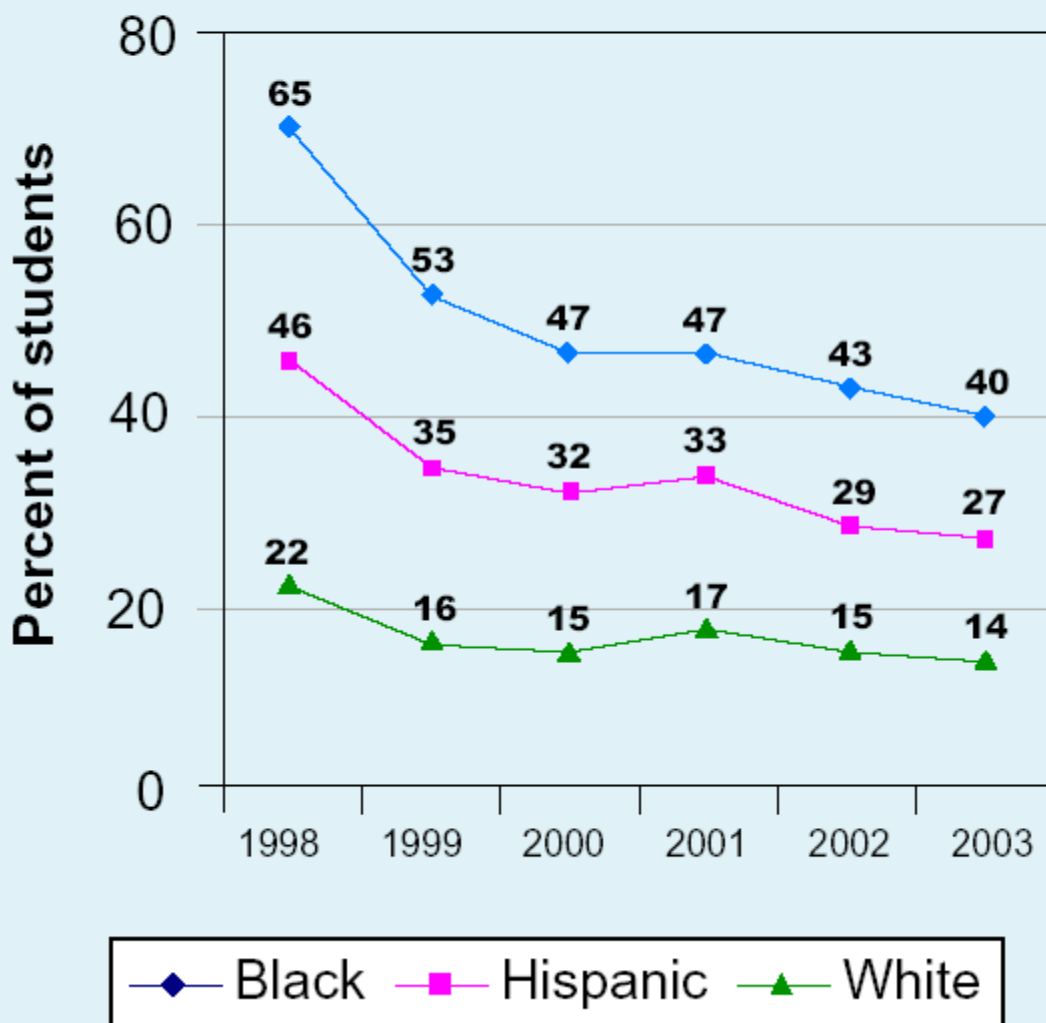
(Below Basic Level)



Source: DOE

FCAT Grade 5 Mathematics Level 1

(Below Basic Level)



Source: DOE

National Assessment of Educational Progress

In June 2003, Governor Bush and Education Commissioner Jim Horne announced the results of the 2002 National Assessment of Educational Progress (NAEP). The results were consistent with student achievement under the Governor's A+ Plan for Education, with more students scoring at or above basic level and fewer scoring below basic. From 1998-2002, Florida's learning gains in eighth grade reading were three times what they were for the nation as a whole. Florida's learning gains in fourth grade reading were twice the national gain.

Florida is closing the achievement gap by using accountability to identify and address those areas where students need the most help. Florida experienced more dramatic learning gains than did the nation as a whole. In eighth grade reading, Florida improved its score by six points (from 255 to 261), while the national average only improved by two points (from 261 to 263). In fourth grade reading, Florida improved its score by eight points (from 206 to 214), while the national average improved by only four points (from 213 to 217). From 1998-2002, the average reading scores for Florida's fourth graders rose by eight points, compared to a one-point increase in scores from 1994-1998. The overall percentage of fourth grade students scoring at proficient and advanced levels rose from 22 percent in 1998 to 27 percent in 2002. Meanwhile, the overall percentage of fourth grade students scoring below basic dropped from 47 percent in 1998 to 40 percent in 2002.

As with the Florida Comprehensive Assessment Test (FCAT), minority students made significant learning gains on NAEP Reading. The percentage scoring below basic among African American fourth graders dropped by eight points and the percentage scoring below basic among Hispanics fell by seven points. Among African American eighth graders, the percentage scoring below basic fell by eleven points. These results demonstrate yet again the efficacy of One Florida. Minority students are achieving not only on tests administered in Florida, but on national benchmarks as well. This emphasis on literacy continues to infuse the pipeline with more and better-prepared students.

The One Florida Equity in Education Initiatives

The One Florida Equity in Education Initiatives have a primary mission to support the goals of the A+ Plan so as to ensure high quality educational results for all public school students in Florida. The Initiatives consist of various programs, including the Governor's Mentoring Initiative, the College Reach-Out Program (CROP), the College Board Partnership, 10th Grade Testing Program, Florida Virtual Schools, Post-Secondary Opportunity Alliances, Need-Based Financial Aid, FTIC Enrollment, the Community College Two + Two Program, Graduate & Professional Enrollment and the Retention Task Force. The programs are described on the pages that follow.

The graph below depicts the enrollment patterns for 1998-2002 Summer and Fall terms.

1. New First Time in College Enrollment (FTIC)

Summer & Fall Terms	1998	1999	2000	2001	2002
Asian	1,230	1,348	1,577	1,593	1,794
Black/African American	4,678	5,099	5,515	5,647	5,745
Hispanic	3,487	4,059	4,194	4,581	5,131
Native American	78	109	180	134	125
Not Reported	87	214	403	378	428
Non-Resident Alien	325	367	317	385	278
White	16,733	17,804	19,191	19,872	21,289
Total	26,618	29,000	31,377	32,590	34,790
Minorities*	9,473	10,615	11,466	11,955	12,795

*Includes Asians, Blacks, Hispanics and Native Americans.

Source: Division of Colleges and Universities

- In 1999 there were 10,615 minority students in the State University System (SUS). In 1998-99, 35.59% of First Time in College (FTIC) students were a minority.
- In 2002 the number increased to 12,795 minority students, or 36.78% minority FTIC students.
- Early numbers for 2003-04 look promising

While race is no longer used as an admissions factor, state universities, including the University of Florida and Florida State University, still achieve a diverse student body utilizing other factors such as aggressive outreach, geographical diversity and income level. FSU admissions efforts brought significant gains in 2001-02 and UF did well in 2002-03. Utilizing these other factors, universities have the flexibility needed to ensure that they remain diverse centers of learning, growth and development. See Appendix A.

Pathways to Postsecondary Education

It is important to note that Florida actually has four pathways to postsecondary education. The first three are to the SUS and the fourth is to the Community College System.

- **Traditional Admission** - 3.0 GPA (Sliding scale based on former Board Of Regents, now Board of Governors Rule)

➤ **The Talented 20 Program**

- It is important to remember the symbolic nature of the Talented 20 Program. It is a strong motivational and inspirational program designed to encourage students to strive for better grades and to pursue rigorous academic pursuits. Criteria are:
 - Graduate in the top 20% of a Florida public high school
 - Complete the 19 required credits
 - Submit an SAT or an ACT score
- Of the 25,020 Florida students in the top 20% of the senior class, 23,025 (92 percent) were eligible for Talented 20 in 2002.
- Overall, Florida minority students eligibility for Talented 20 continues to increase from 32.1% (6,984) students in 2000 to 32.5% (7,134 students) in 2001 to 33.5% (7,708 students) in 2002.
- The largest increase in minority students eligible for Talented 20 were Hispanic (a percentage point increase of .60, from 14.4% in 2001 to 15.0% in 2002).
- Multiracial student eligibility increased from .52% in 2001 to .72% in 2002.
- **Profile Assessment** is capped at 10% across the SUS.
 - Profile Assessment provides opportunities for students whose grades and/or test scores might not be on a par with other students. Special consideration is given to First Generation College student status, socioeconomic status, geographic location and special talents or skills that set these students apart.
- **Increase Transfer of Minority Students via the Two + Two Program**
 - Florida also has the Two + Two Program which provides a guarantee of admission to the SUS for students transferring with AA degrees. To date, there has not been sufficient time to determine increases among AA graduates from the 2001 cohort who enrolled in universities within two years.

2. Graduate and Professional Admissions

The One Florida Initiative provided an additional year before requiring race neutral admissions in graduate and professional schools. Reviews of the most recent data indicate that there were 2,514 new minority students enrolled in graduate and/or professional programs in the SUS in 2001 and 3,095 minority students in 2002. The minority enrollment as a percentage of the total enrollment increased 1.7% from 2001-2002. There were 108 new minority Law School students in 2001 and 206 in 2002; their representation increased 4.84%.

Medical School enrollment went from 86 minority students in 2001 to 92 in 2002, increasing their representation by 4.89%. See Appendix C.

3. The Governor’s Mentoring Initiative

The Governor’s Mentoring Initiative is an effort to coordinate and encourage excellence in mentoring.

Best Practices

In the past year the Governor’s Mentoring Initiative has begun to focus on researching best practices and to implement pilot programs that encourage new practices in mentoring.

The programs include:

State Partner Achievements		
Program*	Mentors	Hours
Community-based programs		
Big Brothers Big Sisters—after school	6,696	1,263,470
Communities in Schools	2,532	109,825
Boys & Girls Clubs**	13, 617	1,634,040
School-based programs		
	Mentors	Hours
Big Brother Big Sisters	4,062	182,790
Buddies	1,989	47,736
HOSTS	5,430	172, 440
Take Stock in Children	3,255	88,000
Volunteer Coordinators**	71,197	2,135,910

*As a result of the diversity of these programs, the reporting varies by organization. The information provided is from the GMI Prevalence Study for FY 2001.

**Hours when not specifically identified for us are estimated at each mentor providing one hour per week for an average of 30 weeks in the year. Data provided by the Governor’s Mentoring Initiative Office.

Pilot programs and mentoring efforts in which the Governor’s Mentoring Initiative is partnering with universities focused on how mentoring can be best used to impact educational achievement.

There are two additional programs under the umbrella of the Mentoring Initiative:

➤ **PowerUp Initiative**

In July 2001, the Governor announced the first statewide PowerUp Initiative, an aggressive effort aimed to bridge the digital divide. The plan was to have 54 active

sites by the end of fiscal year 2001-02. There are currently 64 computer labs utilized by at risk students who are learning to bridge the digital divide.

➤ **Front Porch Mentoring**

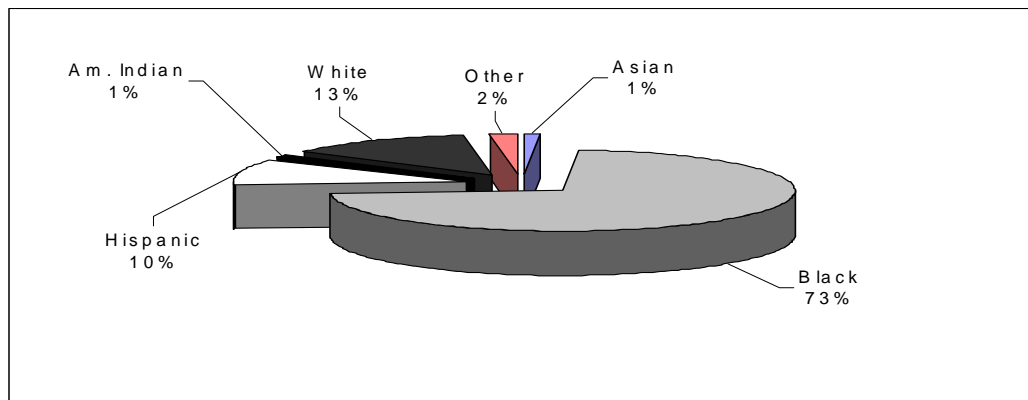
The Front Porch Florida Initiative is another program begun by Governor Bush. The program seeks to advance an urban policy that will release the power of local communities in Florida's urban core areas. These programs are in their initial buildup phase and VISTAs began to enroll mentors in programs beginning in early January 2002. Though the program is small, it is concentrated in some of the communities that most need to see how their own commitment to the children in their community (mentors come from the community in which the child lives) can have an extraordinary impact on the educational and behavioral development of a child. Currently, it has about 240 mentors serving between 250-300 students. Each mentor provides 2-5 hours a week.

4. The College Reach-Out Program

The College Reach-Out Program (CROP) has provided 20 years of academic and support services for economically disadvantaged and minority youth.

CROP Information from Annual Report of the 2000-01 Cohort:

- Performance outcomes for 8,330 CROP students are compared to outcomes for a random sample of 9,979 students selected to match the CROP participants on the basis of race/ethnicity and income.
- A review of the recently compiled data for 2000-01 indicate that 82% of CROP students were academically promoted versus 68% of the random sample stratified on the basis of race and income; 83% of CROP 12th graders received academic diplomas vs. 67% of the random sample. (The chart below depicts a race/ethnicity breakdown of CROP students.)



Source: DOE

5. The College Board Partnership Programs

According to the College Board, “Each component provided by the Partnership has been designed to provide training and support for Florida’s teachers as they undertake the all-important task of preparing students for the transition from high school to higher education and opportunity. Florida Partnership workshops help educators to prepare, inspire, and connect Florida students—particularly underrepresented and disadvantaged students—to higher education and the bright future that higher education can bring.”

- Beginning with the 2002-2003 school year each high priority high school had a principal-appointed Coordinator. Each Coordinator, armed with training received at three College Board training sessions during the school year, was charged with disseminating information to faculty and administration through various means, such as presentations at faculty and departmental meetings, on College Board professional development opportunities, SAT test prep, tutoring available through the community college, ways to make the school an academic center of learning for all, and other pertinent topics. Each Coordinator was also charged with amending the school improvement plan to show a connection to the College Board Florida Partnership, setting attendance goals for College Board professional development opportunities, and submitting documentation on all efforts connected to the position.

6. 10th Grade Pre-College Testing Program

The 10th Grade Testing Program’s PSAT/NMSQT is used as a diagnostic tool to measure strengths and weaknesses for both students and curriculum. The PLAN test provides a way to link academic performance to educational and career planning. The charts below indicate that over the last four years the participation rate has gone from 16.1% to 46.9% for African American students and from 19.6% to 64% for Hispanic students.

PSAT Test Takers												
	1999			2000			2001			2002		
	Total	Testta	%	Total	Testta	%	Total	Testta	%	Total	Testta	%
Total	177,234	36,682	20.7	170,385	77,773	45.6	172,870	87,684	50.7	184,264	99,922	54.2
Female	86,199	20,791	24.1	84,295	42,408	50.3	85,272	47,052	55.2	90,644	53,215	58.7
Male	91,035	15,786	17.3	86,090	35,145	40.8	87,598	40,366	46.1	93,620	46,379	49.5
White	98,173	22,417	22.8	95,672	41,632	43.5	95,311	43,529	45.7	99,139	48,203	48.6
AA	43,340	5,674	13.1	39,513	13,668	34.6	39,600	15,836	40.0	42,600	18,269	42.9
Hispanic	30,751	4,756	15.5	30,121	14,311	47.5	32,447	17,152	52.9	36,178	22,152	61.2
Asian	3,769	1,663	44.1	3,642	2,561	70.3	3,813	2,738	71.8	4,125	3,132	75.9

PLAN Test Takers												
	1999			2000			2001			2002		
	Total	Testta	%	Total	Testta	%	Total	Testta	%	Total	Testtake	%
Total	177,234	6,507	3.7	170,385	23,811	14.0	172,870	17,549	10.2	184,264	15,561	8.4
Female	86,199	3,651	4.2	84,295	12,729	15.1	85,272	9,345	11.0	90,644	8,082	8.9
Male	91,035	2,837	3.1	86,090	10,984	12.8	87,598	8,140	9.3	93,620	7,285	7.8
White	98,173	2,850	2.9	95,672	11,164	11.7	95,311	11,414	12.0	99,139	10,691	10.8
AA	43,340	1,318	3.0	39,513	4,263	10.8	39,600	2,416	6.1	42,600	1,713	4.0
Hispanic	30,751	1,252	4.1	30,121	4,331	14.4	32,447	1,130	3.5	36,178	1,018	2.8
Asian	3,769	81	2.1	3,642	509	14.0	3,813	460	12.1	4,125	365	8.8

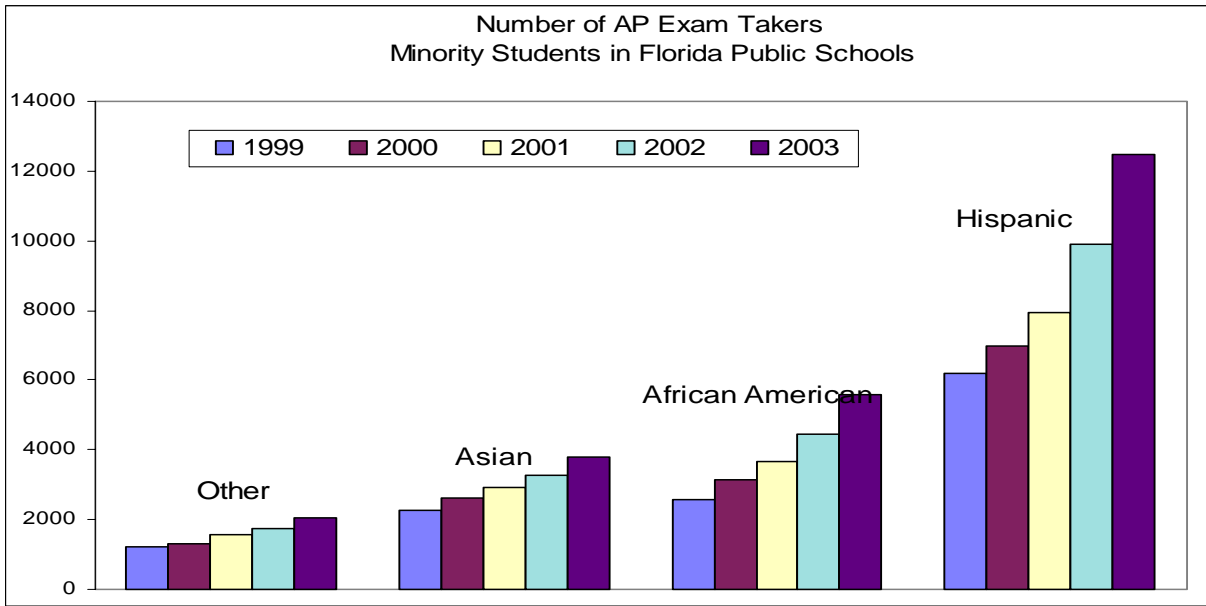
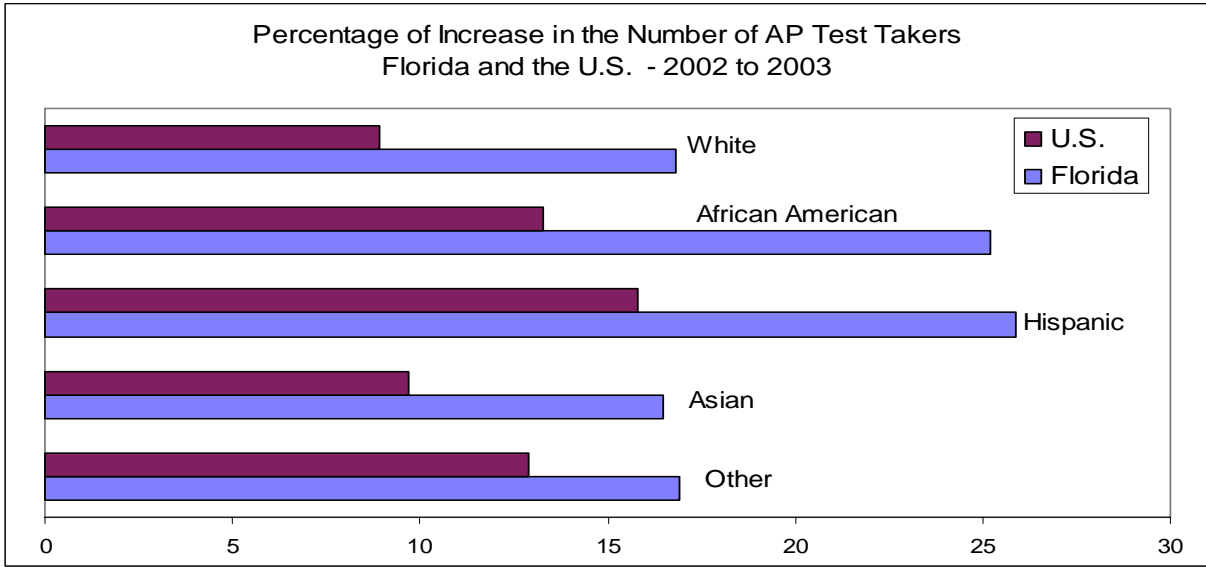
Source: DOE

7. Increase Minority Student Participation in Advanced Placement

Trends in Advanced Placement Examinations Florida and the /nation-2003

- Increasing numbers of Florida's high school students are taking and passing Advanced Placement examinations. Increased participation is reflected in trends that show more AP test takers, more subject exams taken, more exams taken per student, and more exams with a score of 3 or higher.
- Although the estimated number of Florida public high school graduates increased by only 3 percent in 2003, the number of AP test takers increased by 19 percent. Nationwide, the number of AP test takers increased by 10 percent.
- Increases among minority students were even higher:

The number of Florida Asian AP test takers represents 51 percent of the Asian 11th and 12th graders; Hispanics represent 23 percent and nonhispanics 22 percent. Source: College Board and DOE. The charts below depict the percentage of increase in test takers and numbers of exams taken. See Appendix D



Source: DOE

Good News for Students Taking ACT and SAT

ACT

Increases in Florida's reading scores resulted from higher scores among minority students. Improvements in reading scores were most significant among African American males, Hispanic males, and Hispanic females. Florida leads the nation in the number of minority students taking the ACT. All three main ethnic groups in Florida – white

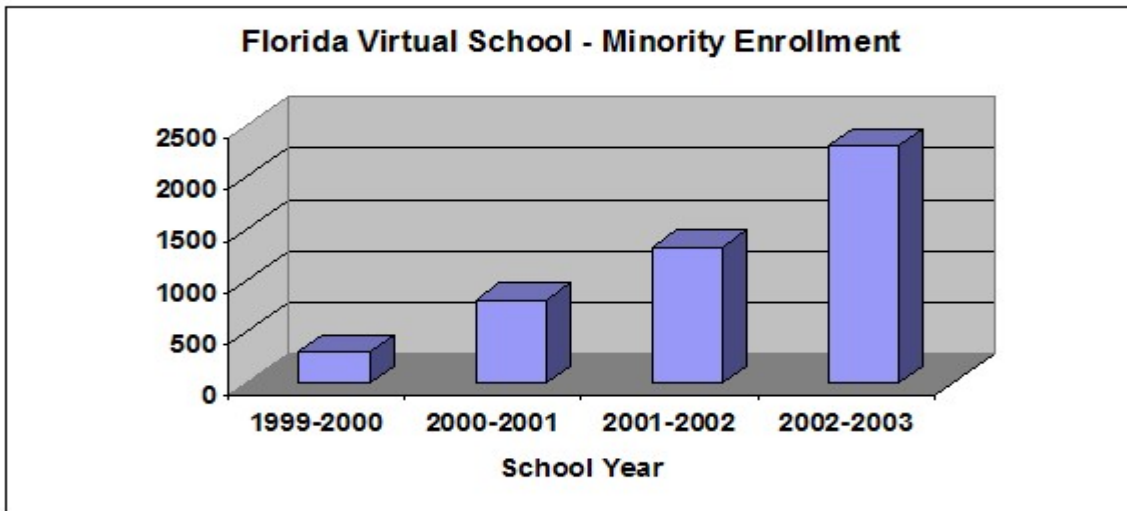
Non-Hispanics, African Americans, and Hispanics – have higher composite scores than the same groups nationwide. Moreover, all racial-ethnic groups in Florida showed score increase in 2003, which resulted in an across-the-board increase in Florida’s composite score. Nearly 56,000 of Florida’s 136,225 public and nonpublic high school graduates took the ACT, the largest number ever. Minorities comprise 47 percent of test takers, compared with 27 percent of test takers nationwide. In particular, African Americans represented 19 percent of Florida test takers, compared to 7 percent for the nation. See Appendix E

SAT

Florida’s results on the SAT, which show that the number of test takers in Florida increased 10 percent to more than 83,400, is the highest ever. Florida’s average verbal score rose two points, due largely to higher scores among Hispanics, African American and Asian males. Results indicate that students who take advanced courses have significantly higher scores. In addition, 14 percent of all public school sophomores PSAT takers are Floridians. Moreover, our minority sophomore students comprise a significant portion of PSAT takers – 27 percent of all Hispanic and 16 percent of all African American public school sophomore PSAT takers are Floridian. See Appendix E

8. The Florida Virtual School

The 2000 Legislature funded the expansion of services of the former Florida On-Line High School, which is now the Florida Virtual School (FLVS). The program offers courses on-line to students across Florida. Its new mission is to focus on students in rural and inner-city schools who have not traditionally had access to advanced courses in their own schools. The chart below depicts increases in minority student enrollment.



Source: The Florida Virtual School

9. Create Postsecondary Opportunity Alliances

Governor Bush called upon the presidents of each public and private community college and four-year institution to form or expand partnerships with high priority schools to tutor students, train teachers, provide incentives and push for higher achievement and aspiration.

All eleven State universities and the 28 community colleges are involved in established Postsecondary Opportunity Alliances with high-priority middle, high, or elementary schools. New College of Florida joined the other ten universities this past year by establishing a signed alliance with the School Boards of Manatee County and Sarasota County for alliances with Louise Johnson Middle School (Manatee County) and Booker Middle School (Sarasota County).

10. Increased Merit-Based Aid for Minorities

The following chart shows the percentage of growth in each racial/ethnic group from 1998-2001. Percent increases for racial/ethnic minorities increased significantly.

Bright Futures Eligibility

Florida High School Students	98-99# Eligible	00-01# Eligible	# Change	% Change	01-02# Eligible	# Change	% Change
White	24,313	28,801	4,488	18.40%	29,374	5,061	20.82%
Black	2,260	3,076	816	36.10%	2,917	657	29.07%
Hispanic	3,151	4,460	1,309	41.50%	4,835	1,684	53.44%
Asian	1,520	1,846	326	21.40%	1,812	292	19.21%
American Indian	71	110	39	54.90%	118	47	66.20%
Other	749	1,421	672	89.70%	1,524	775	103.47%
Total	32,064	39,714	7,650	23.80%	40,580	8,516	26.56%

Source: Office of Student Financial Assistance

11. Increase AA Degrees and Transfers to the SUS

Each of the institutions in the Community College System recognizes the importance of increasing diversity among students who complete the AA degree and transfer to state universities. As requested by the Chancellor of the Division of Community Colleges, each institution has developed and reported appropriate strategies to address this issue. The strategies reported, include, but are not limited to:

- Joint operation of a community college/university center on the community college campus to provide options for students who desire to earn a baccalaureate degree, but choose not to move out of the geographic area. (Daytona Beach Community College)
- A “Faculty Internship Program” to identify and attract promising racial/ethnic minorities and women in baccalaureate programs to teaching opportunities in the Community College System. (Daytona Beach Community College)
- Continuation of a Bridge Program with Florida A&M University to encourage students to enter the AA Pharmacy track and subsequently transfer to FAMU. (Hillsborough Community College)
- The Honors College, targeting high achievers and offering them scholarships, transfer counseling and advisement, one-on-one interviews with university recruiters and access to alumni discussing universities of the students choice. (Miami-Dade Community College)
- Correspondence to students who reach 21-29 semester hours to encourage them to meet with an academic advisor to be sure they are completing the appropriate courses and to encourage academic success, graduation and transfer. (Palm Beach Community College)
- Faculty and administrators learned about and identified best practices regarding “learning styles” in preparation to review current instructional practices and support services for students at risk of not reaching the point of graduation. (Polk Community College)
- Collaboration with two universities to provide baccalaureate and graduate degrees through distance learning. (St. Johns River Community College)
- Encouraging students to utilize the automated Florida Academic, Counseling and Tracking for Students (FACTS) to monitor degree completion and university program entrance requirements. (St. Petersburg College)
- Distribution of a Minority Transfer Scholarship Book that provides available scholarships to minority students interested in transferring to four-year institutions. (Valencia Community College)

12. Increase Diversity Among Students in Dual Enrollment Courses

Community colleges have taken special steps to increase diversity among students in dual enrollment programs. Among some of the most common strategies reported are:

- Conduct pre-collegiate programs: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP), College Reach-Out Program (CROP) and Steering Teens Toward Academic Rewards and Success (STARS) to educate,

- motivate and increase the number of students who graduate and pursue postsecondary education.
- Provide dual enrollment courses at high schools with significant racial/ethnic minority student enrollments. (Broward)
 - Send outreach letter to every 10th grade student informing them about dual enrollment and visits to targeted schools, providing on-site registration at high schools to eliminate the need to find transportation. (Edison)
 - Offer college level English for Academic Purposes (EAP) courses for individuals whose primary language is one other than English. (Valencia)
 - Conduct articulation meetings with area high schools to communicate the college's recruitment goals, including diversity. (Hillsborough)
 - Parent workshops to inform and encourage enrollment in dual enrollment courses. (Palm Beach)

13. State of Florida Graduate Student Candidate Identification System

This has been the first year in which the state universities have utilized the Graduate Student Candidate Identification System (GCID). The GCID is a statewide database that can identify students above a specific grade point average so that they can be recruited for graduate school. The GCID identifies all eligible students, but it is also searchable by race. All eleven state universities have submitted student records into the GCID for use.

The GCID currently includes 101,700 student records that universities may search through to identify students for possible recruitment in graduate education in Florida. Of these records, 25.4% are identified as non-white. Hispanic student entries are the largest minority group within the System with 10,703 entries. Black student entries follow closely with 7,721 entries. Females make up 63% of the entries.

Use of the GCID has already far exceeded expectations. Initially, it was believed that universities might visit the database once or twice. Rather, over the past year, eight of the state universities have taken advantage of the GCID and conducted some 334 searches for possible graduate school candidates. Florida State University led the state universities, conducting 150 individual searches for records. The University of Florida and the University of Central Florida conducted the next largest number of searches, each searching the database 74 times. Florida Agricultural and Mechanical University and Florida International University have not yet used the database to conduct searches for graduate student candidates. The third university not conducting searches, New College of Florida, has no graduate programs.

The three most popular majors searched for students were Elementary Education and Teaching, Accounting, and Business Administration and Management.

14. Retention Task Force

The State University System Student Retention Task Force was charged with identifying barriers to students staying in college as well as best practices for increasing student graduation rates. The Best Practices in the web-based Student Retention database went live in the fall of 2002. The database has received examples of best practices of student retention from all eleven state universities and currently houses 78 practices from the universities. Many of the practices involve programs to break through the barriers.

In December 2002, universities were asked to update their listed practices with any relevant retention data. Examples of the updated programs include:

- The University of Central Florida College of Arts and Science's Supplemental Instruction Program was offered in 16 sections of 11 classes fall semester, 2002. This is supplemental instruction (SI) provided by paid student tutors who enroll in historically tough science courses. There were 3,868 enrolled in classes that offered SI. A total of 1,259 students, or 33% of the students, attended sessions with the student leader for a total of 7,367 contact hours. In 13 of the 16 sections of SI supported courses, SI students performed at a statistically significant level higher than expected using incoming SAT scores as an indicator of preparedness, final course grade average and percentage of ABC versus DFW grades as measures of outcomes. Of particular interest, it was found that when token extra credit was given for SI attendance, student participation often doubled above the typical 20% - 30% range and in every case except two, there was a difference in higher final grades and lower incoming SAT scores favoring SI. An example of one of these courses was section BSC 2010-1 of General Biology. There were 68 (or 50%) students who attended at least one session of SI from this section of biology fall semester 2002. Token extra credit was given to students attending sessions. The mean final grade for the SI group within this class was a 3.2 while the mean final course grade for the Non-SI group was 2.3. The SI participant average SAT scores were 1075 and the Non-SI group 1128. Significantly, 91% of the SI group received an A, B or C final grade while only 65% of the Non-SI group received those grades. Only 9% of the SI group received a D, F or W. Thirty-five (35) percent of the Non-SI group received a D, F or W.
- The Center for Academic Retention and Enhancement Summer Bridge Program (CARE) is a Florida State University initiative designed to ease the transition into post-secondary education for incoming disadvantaged freshmen students. The Summer Bridge Program is a need-based alternative admissions program for first generation college students and/or those who are economically, educationally, or culturally disadvantaged. For students who qualify, tuition, meals, books, room and board are provided by financial aid and university support. Participants are admitted

to FSU one week prior to the second six week summer term where they participate in a comprehensive orientation and academic support program.

On June 16, 2002, 268 of the 295 accepted students reported to campus for the 2002 CARE Summer Bridge Program. This was a 13.72% increase in show rate compared to 2001. This new group of students included 175 African American, 45 Hispanic American, 43 Caucasian American and four Asian American students. All of the students were recent high school graduates with a minimum cumulative grade point average of 2.50 and test scores of at least 900 on the SAT I or 19 on the ACT.

The CARE program found that 94.62% of their students entering in 2000 returned for the second year of study. In comparison, the FSU first time in college African American retention rate for students entering in the year 1996 (2000 is unavailable) is 89.5%. The CARE Summer Bridge Program is designed to help ease the transition from high school to college for first-time freshmen that are first generation, disadvantaged college students. It is also designed to help build a foundation for academic success. All participants in this program live together during the summer term in on-campus housing along with program staff, housing staff and peer counselors. Students who qualify for financial aid receive tuition, housing, meals, and books for the summer term at no cost. All of their expenses are covered through a combination of financial aid and institutional support.

- New College of Florida recognized the importance of initiating and sustaining frequent contact between first-year students and their academic advisors. They took steps to encourage additional regularly scheduled and informal advising meetings throughout the semester and special efforts were made during orientation week and at intervals during the Fall 2002 semester to promote student/advisor meetings and to identify additional strategies whereby first-year students could interact with faculty. Efforts included: greater emphasis on academic advising component during orientation, faculty discussion sessions devoted to developing new first-year advising strategies and sharing of existing practices, creation of a Faculty Web Board for the exchange of information related to first-year programs, and the provision of a subsidy for faculty at the campus coffee shop to encourage informal meetings with individuals and groups of students. Each faculty advisor was allotted \$100.00. New College of Florida found that the retention rate for first-year/first-semester students for the fall semester was 93.3%, a significant improvement over the previous year (91.3%).
- The University of North Florida began offering learning communities in the form of Freshman Interest Groups (FIG) to all incoming freshman students other than those within the Honors Program. The percentage of fall semester FIG students retained the following spring and fall semesters has been higher than the retention rate of other first time in college students. This cannot be explained by differences between FIG and FTIC students in academic characteristics. Overall, the FIG students have

similar, or lower, high school grade point averages and lower SAT/ACT scores than non-FITC students do.

- The University of South Florida's Student Support Services is a federally funded program involving 100 freshmen and 120 sophomores. It is a two-year retention program involving a summer residential program and on-going services including individual and group counseling sessions, career counseling, tutoring, assistance with enrollment in graduate/professional schools, financial aid assistance, scholarships, academic advising, social and cultural enhancement activities, mid-term assessment, and much more. Staff of the program indicated that 91% of Summer Program 2002 participants remained in good academic standing at the end of two semesters and that 86% of all program participants (freshmen and sophomores) were in good academic standing at the end of Fall 2002 semester. The latest six-year data available reveals that 51% of the Student Support Services 1995 cohort graduated. This number exceeds the 1995 FITC University of South Florida cohort and four of the university's peer group comparison institutions.

In January 2003, the Task Force received assistance from the Department of Education Technical Office in revising the database to include entries from the 28 state community colleges and 28 independent colleges and universities. Institutions are working on submitting examples of their best practices into the database. The Technical Office also added the ability to evaluate the database's use. This involved the development of a maintenance section in which statistics are gathered, beginning with the month of January 2003. At present, an insufficient amount of data exists for reporting on the use of the database.

Improved Coordination

In response to a need to improve and expand programs, coordinate efforts to improve diversity, and monitor and collect better data to determine effectiveness, then Secretary and now Commissioner of Education Jim Horne, established a cross-division One Florida Coordinating Team. This team shares ideas, strengthens connections, expands services and evaluates performance. The team is largely responsible for collecting the data on One Florida. The One Florida Coordinating Team has been successful in advancing the coordination, communication and improvement of services designed to meet the goals of One Florida.

Conclusion

One Florida is dynamic and ongoing. One Florida has provided tools and encouragement to enhance the considerable efforts of all those working on behalf of students. College admission is not the only goal; increased access and success is. The goal of One Florida includes college or university study for all students, and readiness for all to pursue choices following successful high school graduation. One Florida, a plan to improve educational offerings for all students, is working.

Experts across the country are weighing in with their opinions of Florida’s comprehensive approach to closing the gap. “Florida, more than other states, is directly attacking the problem of low college-going rates,” said Patrick Callan, president of the National Center for Public Policy and Higher Education in San Jose, California. “Florida is ahead, but there has not been time to declare victory,” Mr. Callan said. “We’ll know these things are working when more kids are prepared for college and more kids are taking AP courses. Are these among the most promising initiatives in the country? Absolutely.”

The data reported throughout this paper support the affirmative actions taken. The gap is closing in Florida in response to heightened attention and resources directed towards high-priority schools, coordination of statewide initiatives involving academic and support programs, increased professional development opportunities for teachers and a high-quality accountability system that monitors educational learning gains. Representatives from the University of California and the University of Texas now agree that One Florida is the appropriate way to close the preparation gap.

Update on Recommendations from the One Florida Accountability Commission

1. Schools should implement specific strategies using the Florida Comprehensive Assessment Test (FCAT) as a diagnostic tool to guide academic and support services to improve student success.

By all accounts, this is happening especially for low achieving students.

2. Department of Education (DOE) should identify strategies to ensure 100% participation in 10th grade pre-college testing. Monitor and follow up when test scores indicate academic/other support services are needed. Provide disaggregated results of students moved to more rigorous academic programs.

The Office of Equity and Access in conjunction with the College Board, ACT, Assessment staff and others are working diligently to encourage districts that do not offer 10th grade testing to do so. Every effort is made to increase participation in districts that do offer the test(s).

3. DOE should provide disaggregated reports—by race, ethnicity, national origin, gender, limited English proficiency, and disability—on graduation rates, drop out rates, retention rates and student assessment results.

This information is available on line at www.fldoe.org/index_pages/data.asp. There are links available through this site to Educational Data and Reports from colleges and universities, communities, K-12 public schools, School Finance, Student Assessment and Teacher Assessment. Links are also available via this site for university data enrollment, Community College Facts at a Glance, School Grades, FCAT data and more.

4. College Reach-Out Program (CROP) should identify CROP students, especially those who are performing at or near grade level on standardized tests, for participation in the Advanced Placement Program.

CROP directors are actively involved in this effort. They are providing challenging courses with academic support in summer and after-school programs, counseling and motivational workshops, monitoring student progress, identifying talented students prepared to succeed in AP courses and advising students and their parents about the benefits of enrolling in AP courses.

5. College Reach-Out Program, in cooperation with the Florida Education Fund Centers of Excellence, should coordinate with Opportunity Alliance Programs to maximize services and provide enhanced activities at their shared sites.

See Future Plans section.

6. College Reach-Out Program directors and the Florida Education Fund Centers of Excellence directors should ensure that students in their programs participate in the 10th-grade pre-college testing in the students' respective schools.

They are ensuring early identification of students who should be taking the test, advising parents of the value and dates of testing, providing motivational sessions to get students mentally prepared, tracking student success on the test and providing additional tutoring and support as needed.

7. The College Reach-Out Program should work with the Florida Partnership for Family Involvement in Education to implement new strategies to increase parents' participation in preparing and motivating CROP students to pursue a postsecondary education.

The Florida Partnership for Family Involvement in Education is invited each year to address the CROP directors at the fall workshop. This year, Partnership staff presented program descriptions, services and contact information at the Advanced Placement Incentive Grant Workshop that included attendees from CROP, Take Stock in Children, Gear/Up Programs, and Equity Officers from the K-20 delivery systems. The highlight of the presentation focused on specific information on free training available particularly as it relates to successful strategies to increase parent involvement.

8. Florida Virtual School (FLVS) should ensure that courses are accessible, particularly for students from low performing/rural schools. FLVS should identify strategies to increase enrollment of minority students.

Since February of 2003, FLVS staff have been working closely with the Office of Equity and Access to identify barriers to recruitment of teachers for participation in this effort. In 2001-02 there were seven teachers identified via the FLVS outreach efforts; the number

increased to 20 in 2002-03. In response to a request from the Office of Equity and Access, the USDOE Grant Manager agreed to allow funds from the Advanced Placement Grant to be used to compensate teachers for time spent outside of regular classroom time in activities related to providing on- line AP courses. The additional teachers allow for more aggressive recruitment of students specifically from schools with high concentrations of students from families in low socioeconomic status.

9. DOE should develop strategies to ensure that districts provide professional development opportunities to increase the numbers of teachers capable and trained to offer AP and other advanced courses in local schools. DOE should ensure that the Florida Virtual School does not become a substitute for districts providing AP courses.

In the fall of 2002, the College Board instituted a new program whereby principal-appointed Coordinators were named for low-performing schools to encourage teacher participation in professional development activities. College Board and Equity and Access staff participated in training and strategy sessions to assist the coordinators in these efforts. Improved communication linkages were established to foster opportunities to ask and have questions answered and to share information on current issues and concerns.

10. The Florida Board of Education should focus on the importance of student access to computers and the Internet. They should identify schools where students have inadequate access to computers.

See Future Plans section.

11. School Improvement officials should expand their use of best practices to foster improvements in student learning. They should develop more structured tools to implement best practices.

See Future Plans section.

12. Each school district should take advantage of new federal initiatives designed to encourage partnerships between middle and high schools and universities.

The Monday Report published by DOE and distributed system wide, offers a Source of Funding section. The Office of Equity and Access forwards the information to its partners to highlight pertinent information and to encourage participation/applications where applicable.

13. DOE should continue to identify the top 30 percent of the junior class during the fall of each year as an incentive to students to stay on track for possible inclusion in the Talented 20 Program. There should be an earlier and more focused effort to motivate and identify students in the 7th or 8th grades to foster and encourage continued rigorous academic pursuits.

The top 30% letters are sent to students in their junior year. There are multiple initiatives designed to foster more rigorous academic offerings in the middle school grades. The College Board Virtual Teams and the Postsecondary Opportunity Alliances are two examples.

14. The Governor and the Legislature should be encouraged not to raise test scores for Bright Futures eligibility.

The Governor did not propose nor did the 2003 Legislative Session take any action to raise the scores required for eligibility.

15. The Division of Colleges and Universities (DCU) and the Division of Community Colleges (DCC) should ensure continued data collection to determine the impact of their Opportunity Alliance Programs on student performance.

Office of Equity and Access staff participated in discussions with a senior staff representative from the Division of Community Colleges and the new Chancellor of the SUS to discuss increased coordination of effort and data collection. Each sector provided information for an ongoing review of efficacy and Best Practices.

See Future Plans section.

16. Governor's Mentoring Initiative staff should institute data collection by the various Mentoring Programs to show the number of adults and the number of children involved, and the outcomes of the programs.

This is underway and results are included in this report.

17. The DCU should produce status reports on progress made with the new DCU Graduate Candidate Identification database efforts and illustrate how this initiative impacts minority enrollment in graduate school.

This project is underway and results are included in this report.

18. The DCU Retention Task Force should produce periodic updates on activities, outcomes and best practices and make recommendations to the Florida Board of Education.

Activities and outcomes are included in this report.

19. Additional funds should be appropriated for fellowships and other support services for graduate students.

With respect to the 2004-05 Legislative Budget Request, several universities have included issues in their priorities that reference graduate support and diversity. While the dollars associated with these priorities do not specify levels of graduate student support, teaching assistantships, etc., and include such things as faculty hires and equipment purchases as well, in each submission, the accompanying language references an attempt to increase diversity via providing competitive levels of support.

- FSU: \$1,500,000 for expanding and strengthening graduate and research programs through graduate waivers, stipends and increased benefits
- USF: \$4,618,000 for additional funding for graduate FTE; \$2,000,100 to promote nationally distinctive research and graduate education programs
- FAU: \$8,500,000 for increasing student access and performance including graduate assistantships at rates competitive with peer institutions
- UWF: \$1,279,052 for attracting a diverse and talented student body
- FIU: \$6,000,000 for enhancement of graduate programs

20. The Equal Educational Opportunity Program (EEOP) staff should conduct on-site reviews that include examination of data related to intangible district and school resources that cannot be obtained from the state databases.

EEOP staff are now included under the aegis of the new K-20 Office of Equity and Access. The goals and objectives undertaken by the new Office include revising elements examined during on-site reviews in order to comply with this recommendation. The Federal Office of Civil Rights section responsible for this area is supportive of this effort.

21. DOE should identify strategies developed by the school districts to reduce the disproportionate representation of minorities in special education courses (ESE).

See Future Plans section.

22. DOE should identify race-neutral strategies planned by the school districts to increase minority enrollment in high school rigorous academic programs such as:

- Honors courses
- Advanced Placement courses
- IB and pre-IB programs
- Dual enrollment courses
- Gifted programs
- Dual language programs for students with limited English proficiency

The One Florida Coordinating Team, staff from the Office of Equity and Access, K-20 Equity Officers and Coordinators, CROP Directors, Strategic Imperative Project 3.3.1 team members, and College Board and other partners are all heavily involved in promoting increased minority student participation in these programs.

23. The DOE should strongly encourage the study of a foreign language as a requirement for a standard diploma. The Commission requests that this be referred for the attention of the Legislature as well.
24. The state should disseminate a list of enhancement/enrichment activities to further inform the public of options available. It is further recommended that the list be updated periodically so as to remain current.

One of the major objectives of Strategic Imperative Project 3.3.1 is to coordinate the development of a listing of statewide academic and support programs for underrepresented students.

25. Continued funding for all programs supporting One Florida is critical to ensuring increased access and success for all students.

These are difficult economic times and the DOE must shoulder its share of the burden. Every effort is being made to ensure that dollars are spent wisely, efficiently and with care to avoid unnecessary duplication of effort.

26. On-going external accountability should continue.

During the 2003 Legislative Session HB915 was passed. The bill enhances the K-20 performance accountability system. It also expands the legislative intent by adding that the system will be a single system with multiple components and will comply with the federal "No Child Left Behind Act of 2001."

27. The Florida Board of Education One Florida Coordinating Team should increase and enhance its coordinating role, including:
 - Review information and data for the purpose of making recommendations to enhance outcomes of the One Florida Initiative.
 - Coordinate efforts related to the One Florida Initiative across educational sectors.
 - Develop recommendations for outcome measures.
 - Make recommendations to ensure accountability in achieving the goals related to the One Florida Initiative.
 - Improve communication efforts among available programs and services designed to increase minority student achievement and institutional participation.
 - Recommend ways to expand recruitment and outreach to ensure diversity among increasingly competitive higher education institutions.

Future Plans

The improvements in programs and outcomes contained in this update demonstrate the commitment of the Department of Education to continue to ensure full implementation of the One Florida Equity in Education Initiatives. The One Florida Coordinating Team, in conjunction with the K-20 Office of Equity and Access, have responsibility for this effort. Much remains to be done.

The following are some of the efforts to be undertaken to ensure the One Florida Equity in Education Initiatives remain a part of the fabric of the educational system in Florida:

1. Student Access and Professional Development: One Florida Coordination

Full and complete implementation of these initiatives requires the assistance and cooperation of local public education leaders: district boards, superintendents, principals and college and university presidents. The Office of Equity and Access (OEA) is empowered to work aggressively with institutional leadership to achieve compliance. OEA will monitor and report to the Commissioner of Education specific instances of institutions that are not in full compliance with implementing the components of the One Florida Equity in Education Initiatives. Specific areas of note: 10th grade testing program, minority student participation in Level 3 and Advanced Placement courses, encouragement of Florida Virtual School utilization and offerings, and increased participation of economically disadvantaged students in dual enrollment opportunities.

The Office of Equity and Access will also work closely with CROP Directors, Centers of Excellence Directors (FEF) and Directors of Postsecondary Opportunity Alliances to coordinate efforts and to develop accountability measures to monitor efficacy and outcomes.

The Office of Equity and Access has responsibility for the Florida Partnership with the College Board contract. As such, the Office will monitor the specific program deliverables for accountability, efficiency and outcomes. OEA will coordinate communication between the College Board and the DOE to facilitate exchanges of appropriate database and other information to ensure timely and accurate reporting on the outcomes of Partnership activities.

OEA also has responsibility for the federally funded Advanced Placement Incentive Program (APIP) grant. The Office is currently coordinating efforts with the grantees to increase the number of teachers trained and ready to offer AP courses to students who have not traditionally had access to such rigorous academic courses.

2. An Access Website

The OEA will develop and maintain an Access website that, among other things, will in time list statewide academic and support services available for underrepresented students. The College Reach-Out Program will be linked with that site. The current site CROP (under Articulation) is in need of a major update. The current coordinator of the new DOE website project concurs with the development of this website.

Staff from the Office of Equity and Access will partner with the Digital Divide Council, and others to assist in data collection and analysis to develop a clear picture of access as it relates to computers and the Internet.

3. Student Access: Support the Implementation of Strategic Imperative Project 3.3.1

All OEA staff will support the efforts of the Strategic Imperative Workgroup for the 3.3.1 Project: The Florida College Board Partnership: Florida College Access Network. Coordination of effort is the underpinning of Strategic Imperative 3 that specifically addresses student readiness. The OEA will support readiness by helping to disseminate information that students, parents and educators need to heighten awareness of academic and other support opportunities available to them.

4. Student Access: Increasing Access and Success for Special Education Students

Staff from the Office of Equity and Access will partner with the Bureau of Instructional Support and Community Services to open a dialogue on issues relating to disproportionate minority representation in special education courses. (ESE)

Appendices

Equity in Education

- A. New FTIC Student Enrollment, Division of Colleges and Universities, Summer and Fall Terms, 1998 through 2002.
- B. Talented 20 Program Graphs –Grades and Credit Hours After one Year
- C. New All Post Bachelor Student Enrollment, Division of Colleges and Universities, Final Fall Term, 1998 through 2002, Includes all Graduate Students, plus Law, MBA, Pharmacy Students, Medical, Dentistry, and Veterinary Medicine Students.
- D. Advanced Placement Data
- E. SAT and ACT Data