

# FLORIDA DEPARTMENT OF EDUCATION



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July 28, 2008

## MEMORANDUM

**TO:** Principals, School District High Schools  
Vice Presidents for Instructional and Student Affairs, Florida's College System

**FROM:** Dr. Frances Haithcock, Chancellor, Division of Public Schools  
Dr. Judith Bilsky, Acting Chancellor, Division of Community Colleges

**SUBJECT:** Implementation of Senate Bill 1908: Expanded Postsecondary Readiness Assessment for High School Students and Opportunities for Remediation Prior to High School Graduation

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The State of Florida has launched the *College and Career Readiness Initiative* to improve access to postsecondary education and training and promote student success after high school graduation. One aspect of this initiative is expanding the postsecondary readiness assessment of high school students and providing opportunities for remediation prior to high school graduation.

During the 2008 legislative session, the Legislature passed Senate Bill 1908, and on June 30, 2008, the Governor signed the bill into law. Chapter Number 2008-235, General Laws of Florida, includes revisions to Section 1008.30, Florida Statutes (F.S.), relating to common placement testing for public postsecondary education by (1) expanding college and career readiness assessment of high school students indicating an interest in postsecondary education and (2) extending opportunities for remediation to high school seniors. The act became effective July 1, 2008; therefore, the expanded assessment and remediation opportunities must be in place for students during the 2008–2009 school year. A copy of subsection (3) of section 1008.30, F.S., is attached for your reference.

The Expanded Postsecondary Readiness Assessment Project (EPRA) will focus attention on the additional testing required by Senate Bill 1908. For the 2008–2009 school year, community colleges will deliver the additional postsecondary readiness assessments since school districts are not currently eligible to deliver the Florida College Entry-Level Placement Test (also called the College Placement Test (CPT) or ACCUPLACER®) per contractual services provided by the College Board, nor are they authorized by State Board Rule to do so (refer to State Board Rule 6A-10.0315(11), attached). The CPT is used to



determine proficiency in reading, writing and mathematics. The Legislature appropriated \$700,000 for the additional testing and the funds will be distributed equitably among the community colleges. The Florida Department of Education (the Department) is finalizing the details regarding the allocations and will be forwarding more information pertinent to the release of funds by September 2008, allowing time to begin testing 11<sup>th</sup> grade students in late Fall 2008 or early Spring 2009.

For those 11<sup>th</sup> grade students who indicate an interest in postsecondary education and whose test scores indicate a need for additional preparation, high schools should be prepared to offer postsecondary readiness curriculum, which will mirror the curriculum offered at the community colleges, to seniors no later than Fall 2009. The Department is currently reviewing a postsecondary remediation course in mathematics that was submitted for inclusion as a secondary elective course in the *Course Code Directory*, which includes a comprehensive directory of state-approved high school course offerings. Once approved by the State Board of Education, this course will be available for use by all district high schools throughout the state. The offering of postsecondary readiness curriculum in district high schools should be a collaborative effort among school districts and area community colleges.

The expanded assessment and remediation opportunity for high school students necessitates shared responsibility among school districts and area community colleges. Many of the implementation decisions will be made at the local level, requiring strong partnerships. Evidence of the collaboration should be documented in the District Interinstitutional Articulation Agreement (IAA). The IAA must include strategies for remediation reduction, so it is most appropriate to include details of EPRA implementation, such as plans for how the assessments will be delivered (i.e., computer based on the community college campus or paper and pencil instruments at the high school), when testing will occur, and how students will be selected and notified.

The Florida Department of Education continues to plan for the implementation of the *College and Career Readiness Initiative*, including the development of high school postsecondary readiness curriculum in reading and writing and the implementation of end-of-course exams for the high schools' postsecondary readiness courses.

Your participation in this initiative is the key to its success, and we appreciate all of your efforts to assist us in our planning for statewide implementation. Once the groundwork is laid, this exciting initiative will better prepare students for entry into college and career. An attachment, *Frequently Asked Questions*, is included for your information; this document was created with input from high school and community college faculty and administrators.

For more information about the *College and Career Readiness Initiative*, contact Dr. Judith Bilsky at [judith.bilsky@fldoe.org](mailto:judith.bilsky@fldoe.org). If you need more information about the *Expanded Postsecondary Readiness Assessment Project*, contact Ms. Julie Alexander at [julie.alexander@fldoe.org](mailto:julie.alexander@fldoe.org).

JB/jac

#### Attachments

- c: Mr. Jay Pfeiffer, Deputy Commissioner, Accountability, Research and Development
- Dr. Heather Sherry, Director, Office of Articulation
- Dr. Cornelia Orr, Director, Office of Assessment
- Ms. Mary Jane Tappen, Deputy Chancellor, K-12
- Ms. Julie Alexander, Director of Articulation and Educational Services

**LAWS OF FLORIDA**  
**Chapter 2008-235**

*Subsection (3) of section 1008.30, Florida Statutes, is amended to read:*

**1008.30 Common placement testing for public postsecondary education.—**

(3) The State Board of Education shall adopt rules that would require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, Level 3, or Level 4 on the mathematics portion of the grade 10 FCAT. High schools shall perform this evaluation using results from ~~give~~ the corresponding component of the common placement test prescribed in this section, or an equivalent test identified by the State Board of Education. The Department of Education shall purchase or develop the assessments necessary to perform the evaluations required by this subsection and shall work with the school districts to administer the assessments. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide 12th grade students access to appropriate remedial instruction prior to high school graduation. The remedial instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available, the Florida Virtual School may be used to provided the remedial instruction required by this subsection, at the beginning of the tenth grade year before enrollment in the eleventh grade year in public high school for the purpose of obtaining remedial instruction prior to entering public postsecondary education.

Without underline and strikeouts:

**1008.30 Common placement testing for public postsecondary education.—**

(3) The State Board of Education shall adopt rules that would require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, Level 3, or Level 4 on the mathematics portion of the grade 10 FCAT. High schools shall perform this evaluation using results from the corresponding component of the common placement test prescribed in this section, or an equivalent test identified by the State Board of Education. The Department of Education shall purchase or develop the assessments necessary to perform the evaluations required by this subsection and shall work with the school districts to administer the assessments. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness. Students who

demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide 12th grade students access to appropriate remedial instruction prior to high school graduation. The remedial instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available, the Florida Virtual School may be used to provided the remedial instruction required by this subsection.

**6A-10.0315 College Preparatory Testing, Placement, and Instruction.**

(1) For admissions after October 1, 1991, for enrollment for the academic terms beginning January 1992 through July 31, 1995, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using one (1) or more of the tests listed in this subsection, and shall enroll in college preparatory communication and computation instruction if the test scores are lower than those listed below.

(a) ACT Assessment, American College Testing Program.

Composite	14
English	15
Mathematics	13

(b) Enhanced ACT, American College Testing Program.

Reading	16
English	16
Mathematics	16

(c) SAT, The College Board.

Verbal	340
TSWE	31
Mathematics	400

(d) SAT I, The College Board administrations between March 1, 1994, and March 31, 1995.

Verbal	340*
Mathematics	400
Administrations after March 31, 1995.	
Verbal	420*
Mathematics	440

\*Students with scores below the cut score on the verbal subtest of the SAT I shall be considered to have fallen below the cut score in both reading and writing for placement and reporting purposes.

(e) MAPS, The College Board.

Reading	13
Comprehension	
TSWE	31
Elementary	209
Algebra	

(f) New MAPS, The College Board.

Reading Comprehension	109
Conventions of Written	
English	311
Elementary Algebra	613

(g) CPT, Computerized Placement Tests, The College Board.

Reading Comprehension	72
Sentence Skills	78
Elementary Algebra	51

(h) ASSET, American College Testing Program.

Reading Skills	22
Language Usage	43

Elementary Algebra	12
(i) New ASSET, American College Testing Program.	
Reading Skills	37
Writing Skills	37
Elementary Algebra	37

(2) For admissions beginning August 1, 1995, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using the Florida College Entry-Level Placement Test. Students earning scores less than those listed below shall enroll in college preparatory communication and computation instruction:

	Standard Score
(a) Reading Comprehension	72
(b) Sentence Skills	78
(c) Elementary Algebra	51

(3) For admissions beginning with the academic term in the fall 1996, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using the Florida College Entry-Level Placement Test. Students earning scores less than those listed below shall enroll in college preparatory communication and computation instruction:

	Standard Score
(a) Reading Comprehension	83
(b) Sentence Skills	83
(c) Elementary Algebra	72

(4) Community colleges and universities shall have the option of delaying implementation of the provisions of subsection (3) of this rule upon notification by the president of the institution to the Commissioner. No institution shall be permitted to exempt the provisions of subsection (3) of this rule for more than one (1) academic year, and no exemptions may be in effect past June 30, 1997.

(5) Community colleges and universities may identify optional placement tests to supplement those listed in subsection (2) of this rule that may be useful. If such optional tests are identified, each institution shall be responsible for designating the scores that will be used for placement purposes and the courses into which the student will be placed.

(6) For admissions prior to the fall 2000 academic term, students who present scores on either the College Board's SAT-I or the American College Testing Program's Enhanced ACT test that meet or exceed the scores shown below, may be exempted from taking the Florida College Entry-Level Placement Test at the option of the president of the community college or university:

	Standard Score
SAT-I, The College Board	
Verbal	420
Mathematics	440
Enhanced ACT, American College Testing Program	
Reading	16
English	16
Mathematics	16

(7) For admissions beginning with the academic term in the fall of 2000, students who present scores on either the College Board's SAT-I or the American College Testing Program's Enhanced ACT test that meet or exceed the scores shown below, may be exempted from taking the Florida College Entry-Level Placement Test at the option of the president of the community college or university:

	Standard Score
SAT-I, The College Board	
Verbal	440
Mathematics	440
Enhanced ACT, American College Testing Program	
Reading	18
English	17

(8) Community colleges and universities may negotiate agreements with local school districts to permit, on a voluntary basis, high school students to take the Florida College Entry-Level Placement Test at the beginning of the tenth grade before enrollment in the eleventh grade for the purpose of obtaining remedial instruction prior to entering postsecondary education.

(9) Each community college president shall negotiate agreements with its local service area school district to permit the Florida College Entry-Level Placement Test to be administered to high school students. The agreement shall provide the opportunity for students to have the option of taking the Placement Test at the beginning of the tenth grade for the purpose of obtaining counseling regarding future college and career planning and for the purpose of providing remedial instruction that may be appropriate. High school eleventh or twelfth grade students also may be given the option of taking the Placement Test.

(10) Each state public university president may negotiate an agreement with local school districts to permit the Florida College Entry-Level Placement Test to be administered to high school students. The negotiations with the school district shall take into consideration any previous or anticipated agreement negotiated by the community college president as described in subsection (9) of this rule to minimize any confusion in the administration of the test to high school students. The agreement negotiated by a university president shall be subject to the conditions of subsections (11) and (12) of this rule except that the test administration responsibilities would be assumed by the university.

(11) The agreement shall provide for the administration of the Placement Test under the control and supervision of the community college. The agreement shall incorporate plans to administer the Placement Test according to specifications developed by the Commissioner. These specifications shall include how the test is to be administered, when, to whom, at what cost, how the costs will be paid, and how the test results will be reported.

(12) The agreement shall be sent to the Commissioner for review and approval prior to implementation. If the agreement does not adhere to the specifications defined in subsection (11) of this rule, it shall not be approved.

(13) Nothing provided in subsection 6A-10.0315(1), F.A.C., shall be construed to prevent the enrollment of a student in college preparatory instruction if the community college or university determines that such enrollment would enhance the student's opportunity for future academic success. The determination of enrollment would be made after counseling with the student and the analysis and consideration of other assessment techniques and measurements, which may include transcripts, grade evaluations, diagnostic, placement or psychological instruments, or other proven indicators or predictors of academic performance. Students who are initially placed in college preparatory instruction and subsequent performance indicates the students have been misplaced may be moved into college level courses if they meet the requirements of paragraph (19)(b) of this rule.

(14) Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.

(15) Test modifications and exemptions in subsection 6A-10.0311(5), F.A.C., shall apply in the case of applicants with records of physiological disorders.

(16) Institutions affected by this rule shall accept test scores on any one of the tests identified in subsection 6A-10.0315(1), F.A.C., Individual student scores shall be valid for two (2) years.

(17) During their first term, full-time students who are registered for at least twelve (12) credits, shall begin competency-based preparatory instruction based on the placement test results. Part-time students shall enroll prior to completing twelve (12) credits.

(18) Students shall not enroll for more than three (3) attempts in each course to complete college preparatory instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the boards of trustees or the Board of Regents. Students enrolled in English as a second language may be exempted from this limitation based on a plan submitted by the institution and approved by the Board of Regents or the State Board of Community Colleges for their respective institutions.

(19) Uniform standards for completion of competency-based college preparatory instruction shall correspond to those listed herein for placement in college credit instruction. Once competence has been certified, other public community colleges and universities shall accept the certification upon student transfer. Competence shall be certified upon:

(a) Successful completion of courses in which the competencies specified in subparagraph 6A-10.033(1)(c)1., F.A.C., are taught, and

(b) Passing a criterion-referenced assessment which tests the competencies specified in subparagraph 6A-10.033(1)(c)1., F.A.C., or

(20) Students enrolled in college preparatory instruction shall be permitted to take courses concurrently in other curriculum areas for which they are qualified. Pursuant to Section 1008.30(4), Florida Statutes, students who test into college preparatory instruction and subsequently enroll in college preparatory instruction must successfully complete the required college preparatory studies by the time they have accumulated twelve (12) hours of college credit coursework or they must maintain continuous enrollment in college preparatory coursework each semester until the requirements are completed while performing satisfactorily in the degree earning coursework.

(a) College preparatory students may not enroll in the following categories of college credit courses while completing their college preparatory coursework:

1. College preparatory students who are deficient in mathematics may not enroll in any mathematics courses that meet the requirements of Rule 6A-10.030, F.A.C., or other courses that require mathematics skills that are beyond the skill level of the student.

2. College preparatory students who are deficient in English and/or reading skills may not enroll in English or humanities courses that meet the requirements of Rule 6A-10.030, F.A.C., or other courses that require communication skills that are beyond the skill level of the student.

3. College preparatory students who are deficient in all three (3) areas may enroll in college-level courses such as orientation courses, college success courses, or other courses that are not dependent on college-level computation and communication skills.

(21) The Commissioner shall report to the State Board of Education by November 30 each year the results of the common placement testing.

*Specific Authority 1001.02(6), 1008.30(3) FS. Law Implemented 1001.02, 1008.30 FS. History—New 7-15-84, Amended 6-6-85, Formerly 6A-10.315, Amended 5-17-88, 7-25-91, 10-18-94, 8-28-95, 6-25-96, 3-28-00.*

# College and Career Readiness Initiative

## Expanded Postsecondary Readiness Assessment (EPRA)

### Frequently Asked Questions

#### ASSESSMENT

##### **What is EPRA?**

During the 2008 legislative session, the Legislature passed Senate Bill 1908, and on June 30, 2008 the Governor signed the bill into law. Chapter Number 2008-235, General Laws of Florida, includes revisions to Section 1008.30, Florida Statutes, relating to common placement testing for public postsecondary education by (1) expanding college and career readiness assessment of high school students indicating an interest in postsecondary education and (2) extending opportunities for remediation to high school seniors.

EPRA is a project that will focus on expanding the delivery of the Florida College Entry-Level Placement Test (College Placement Test (CPT) or ACCUPLACER®) to more high school students. The goal is to identify those 11<sup>th</sup> graders who demonstrate readiness and those who may need additional preparation in high school to ensure they are ready for postsecondary and career success after high school graduation. EPRA has already begun planning for the implementation of the additional testing, and, through cross-sector collaboration within the Florida Department of Education (the Department) and with input from high school and community college faculty and administrators, the following guidance to questions that have been submitted or identified has resulted.

##### **Why do we need to administer additional assessments to identify a need for postsecondary readiness?**

The objective is to improve the college and career readiness rate of high school students and reduce the percent needing postsecondary remediation in reading, writing and mathematics after graduation. According to the Office of Program Policy Analysis and Governmental Accountability (OPPAGA) by improving the college and career readiness of high school students, the potential for postsecondary access and success increases. OPPAGA's May 2007 report, *Half of College Students Needing Remediation Drop Out; Remediation Completers Do Almost as Well as Other Students*, asserts that 55% of the students entering Florida's public postsecondary institutions require remediation in one or more subject areas. Optimally, 100% of all students awarded a standard high school diploma should be college and career ready and not require postsecondary remediation.

##### **Are there other assessments that will satisfy the requirement?**

The options for satisfying the college readiness assessment requirement are identified in 6A-10.0315, Florida Administrative Code (FAC). According to rule, students who receive specified scores on the ACT® or the SAT® may be exempted from the CPT.

The following statewide cut scores are included in 6A-10.0315, FAC:

##### CPT

- Reading, 83

- Writing, 83
- Mathematics, 72

ACT®

- Reading, 18
- English, 17
- Mathematics, 19

SAT®

- Verbal, 440
- Mathematics, 440

**Who will be tested?**

Senate Bill 1908 stipulates that testing is an option for students who indicate an interest in postsecondary education. It is not mandatory. The process for determining student interest in postsecondary education will be locally determined. The process could include a student statement of goals, identified goals in the student’s educational plan, or simply be implied by the student’s appearance at the testing site at the time of administration.

Senate Bill 1908 specifies that students with grade 10 Florida Comprehensive Assessment Test (FCAT) scores at level 2 or 3 in reading or scores at level 2, 3, or 4 in mathematics are eligible for testing. The Department suggests targeting to levels 3–4 and expanding to other levels as funds allow. District high schools and community colleges are not precluded from testing additional students.

Plans for identifying and scheduling students to be tested should be included in the Interinstitutional Articulation Agreement (IAA). The implementation plan provided in the IAA must include a timeline of activities.

**What incentives exist for students who take the college and career readiness assessment?**

There are several incentives that exist for students who score at or above the cut score as well as for those who score below.

The incentives for those that score at or above are

- opportunity for dual enrollment in MAT 1033\* during senior year; or
- guaranteed entry to postsecondary, college-level coursework\*\* without need for remediation within 2 years of test.

*\*MAT 1033, Intermediate Algebra, is a 3 semester hour college credit course which may be applied towards a degree as elective credit. Since it is considered a “bridge” course, MAT 1033 cannot be applied towards the 6 hours of general education requirements in mathematics. MAT 1033 is a prerequisite to MAC 1105, College Algebra, for students whose CPT scores indicate a need for additional mathematics preparation. MAC 1105 may be applied towards the general education requirement. Students should be informed of the details regarding the mathematics course sequence.*

*\*\*College-level coursework is defined as courses that are offered for college credit and are applied towards a degree. College-level includes MAT 1033 which is applied towards a degree as elective credit.*

The incentives for those who will possibly score below the cut score are

- identification of the need for additional preparation for college-level work while in the 11<sup>th</sup> grade;
- adjustment of senior year coursework to prepare for college-level courses;
- guaranteed entry into postsecondary, college-level coursework without need for re-testing or remediation within 2 years of passing the postsecondary readiness course in the 12<sup>th</sup> grade\*; or
- save money by not having to pay for college remediation courses.

*\*Students requiring remediation in more than one subject area must pass a postsecondary readiness course in each subject area. Students who do not pass the readiness course(s) will be required to enroll in college-prep coursework once admitted to a community college after high school graduation, unless they re-test on a state approved placement assessment and meet college-ready cut-scores.*

### **Where will testing occur?**

Currently, school districts are not authorized to deliver the CPT. Only community colleges are included in the Department's contract with the College Board for delivery of the CPT, and State Board Rule 6A-10.0315(11) identifies this responsibility as residing with the community colleges. Therefore, the community colleges are responsible for the administration of the CPT. Community colleges and school districts/high schools will develop plans for the administration of the CPT and include plan details in their IAA. While some school districts and community colleges may elect to administer the assessments on the community college campus in a computer-based format, other local partnerships may choose to administer paper-pencil CPTs at the local high school.

### **When will testing occur?**

It is recommended that students be tested as late as possible during their junior year, preferably late fall or early spring, in order to provide ample time for skill acquisition and still coordinate with registration and course scheduling constraints for the coming school year.

### **How will students be tested?**

District high schools and community colleges must work locally to address the most appropriate means for the administration of the additional assessments. Plans should include details about the assessment format (i.e., computer-based or paper-pencil), testing locations, times, student transportation, staffing, etc. Plans must also address how and when community colleges will provide district high schools with test results.

### **How will the \$700,000 appropriation (approved in the 2008 General Appropriations Act) for the additional college readiness assessments be distributed?**

The allocation of funds to community colleges for the additional assessments will be based on the total number of high school students with grade 10 FCAT scores at level 2 or 3 in reading or scores at level 2, 3, or 4 in mathematics. The totals for each school district in a community college's service area will be summed, and the community college total will be divided by the total number of students (sum of all districts) to determine the proportionate share for each community college. The proportionate share or community college percentage of the total number of students will be multiplied by \$700,000 resulting in the allocation for each community college.

The Department will issue a Memorandum of Agreement (MOA) to each community college that will be signed by the Commissioner of Education and the President of the community college. The MOA will specify the allocation as well as the percentage of the allocation to be used for (1) testing, (2) administrative costs, and (3) costs associated with accountability/reporting requirements that will also be detailed in the MOA.

### **CURRICULUM**

#### **Who will be eligible to receive postsecondary readiness instruction?**

Students who score below the cut scores identified in 6A-10.0315, FAC, will be eligible for remedial instruction. Students scoring below the cut score in mathematics will be eligible to enroll in the high school's college prep math course that is aligned with the highest level college prep math curriculum offered at the community college.

#### **What happens when a student passes the postsecondary readiness instruction?**

Students will be eligible to enroll in college-level coursework upon admission to a community college without additional placement testing or remediation requirements. Students passing the high school postsecondary readiness math elective will be eligible to enroll in MAT 1033 either while in high school as dual enrollment or upon admission to a community college. All community colleges will honor the guarantee of enrollment regardless of where students received instruction.

#### **Who will deliver postsecondary readiness instruction to high school students?**

High schools will deliver postsecondary readiness instruction to 12<sup>th</sup> grade students.

#### **How will postsecondary readiness curriculum be developed?**

The postsecondary readiness curriculum offered by the community college will be used to develop the high school course. The development of the high school curriculum should mirror the college course and will require secondary-postsecondary collaboration where subject area faculty, both high school and college, make joint decisions regarding the curriculum and student outcomes.

The Department is currently reviewing a high school college prep math course that was submitted by St. Lucie County and developed in cooperation with Indian River State College. Once approved, the course will be added to the High School Course Code Directory (CCD) and be available for statewide use. The target date is August 1, 2008 for inclusion in the CCD. The Department plans to facilitate the development of high

school college prep reading and writing courses to be available for statewide use by December 2008.

**When will postsecondary readiness instruction occur?**

Since students will be testing in late fall or early spring of their junior year of high school, this instruction should be delivered to students during their senior year of high school. The Department suggests providing postsecondary readiness instruction the first semester of the senior year to allow for dual enrollment opportunities during the second semester. Some district high schools may be prepared to offer postsecondary readiness instruction during the 2008–09 school year while others may need additional time for planning. By 2009–2010, all district high schools should provide opportunities for 12<sup>th</sup> grade students to enroll in postsecondary readiness instruction.

**What are the exit requirements for successful postsecondary readiness completion?**

It is the expectation that high school students completing a postsecondary readiness curriculum be administered the same exit exam required for postsecondary students completing the same curriculum at the community college. Pursuant to section 1008.30, Florida Statutes, students enrolled in postsecondary readiness curriculum must achieve a passing score on a standardized examination.