GOVERNOR BUSH’S EQUITY IN EDUCATION PLAN

Introduction

It’s Florida’s best-kept secret. In a system of equitable public education, some students are more equal than others.

Many of Florida’s children, more than 500,000, attend low-performing schools that turn out large numbers of under-performing students ill-prepared for a rewarding higher education or work experience. More often than not, these under-performing students are disproportionately African American and Hispanic students from low-income families. In spite of an equitable state funding formula and the good faith efforts by many dedicated teachers and principals, these children are offered an unappetizing menu of lower standards, lower expectations, and fewer opportunities to learn. And three enablers -- the lack of accountability, social promotion, and preference policies based on race and ethnicity -- have unintentionally and unfairly perpetuated the low-performing status of these schools and their students. With these policies in place, there has been little impetus for change. Too many students drop out or are moved on and moved up until they reach the end of the line -- languishing in a competitive higher education environment or dropping out of college altogether.

Good intentions aside, we have failed too many children in the very institution designed to be the great equalizer -- public education. We make it harder for these young men and women to start a business, to keep a job, to succeed in college, to balance a family budget, or to enjoy the quality of life they deserve. But what is worse, we have swept the problem under the rug at every stage in the education system. Each subsequent level of education forgives poor performance at the previous level, and then passes it along to the next.

Diversity is an important state goal in our higher education system -- as it should be. It is important to have a college and university system that reflects the general population of Florida and to provide opportunity where it currently does not exist. But false diversity -- diversity that ignores hard work and performance -- masks our failure to prepare students for success in higher education.

Furthermore, diversity that disregards performance and focuses solely on race or ethnicity is wrong. It is discrimination. It does an injustice to those who work hard and are passed over, and it does an injustice to the students who benefit from these policies but often find themselves struggling without the basic skills to succeed. We need to graduate more students from low-performing schools who are prepared for higher education. False diversity gets you in, but it does not prepare you to survive. It also does little to guarantee full access to opportunity for all citizens of the state.
To achieve true diversity within our higher education system -- one that encourages performance and opportunity -- our schools must produce a heightened state of readiness for all students. Just as Florida focused last year on improving readiness of poor and minority children for entry into kindergarten, we must also turn our attention to creating a “readiness” program for the poor and minority students in our low-performing schools. We will get there with higher expectations, greater opportunities, more resources, and fewer excuses. We will bring Florida’s schools serving low income and minority students in line with those in our more affluent communities. **Our high schools will graduate more minority students who are ready for college, more minority students who stay in college, and more minority students who leave college prepared for the challenges of life.**

**Where Are We Now?**

All students in Florida, regardless of their race, ethnicity, gender, economic circumstances or zip code, should have the opportunity to fully develop their educational potential. Yet true educational opportunity has become a luxury in too many Florida schools. There are tremendous gaps in performance among schools across the state. These differences are most dramatic in student test scores, out-of-school suspension rates, graduation rates, attendance rates and college readiness. In our A and B high schools, the dropout rate is only 1%, and 67% of students pass the reading component of the FCAT. Not so in our D and F high schools where dropout rates rise to 5.6% annually, and only 27% of students pass the reading component of the FCAT.

Among our 65 D and F schools, 72% of the enrolled students are African American and Hispanic, while 26% are white. Among our D and F schools, 70% of the students receive a free or reduced lunch – a basic indicator of poverty.

Based on these numbers, it is obvious that minority and poor students are more likely to feel the impact of this gap. They are more likely to attend low-performing schools, where in many cases they have been assigned to less-qualified teachers, have had fewer curriculum opportunities, and have been expected to achieve less than students in higher-performing schools.

A generation ago, race and ethnic-based preferences were appropriate because segregation was a matter of policy. Now the gaps that have been created in education performance are more a result of the lack of opportunity than overt racial or ethnic discrimination. White students in D and F schools suffer just as much as African American and Hispanic students, just as in A and B schools African American, Hispanic and white students alike have a greater chance to be high performers. Today, the most glaring inequity is not overt race and ethnic discrimination, but the failure of school districts to equitably offer the same opportunities and resources to low-performing and high-performing schools alike.
One example of this involves Advanced Placement courses. Advanced Placement (AP) courses are college level classes offered in high school. They are generally rigorous preparation for higher education that includes an all-or-nothing standardized test given at the end of the course. For students who pass an AP course, it’s money in the bank. Those who score above a certain threshold on the test earn credits for college that translate into monetary savings for students planning to attend college. Students can often bypass paying for an entire semester of college if they earn enough AP credits while in high school.

But not all schools in Florida offer AP courses, or have the same rates of AP enrollment. As the charts below demonstrate, students in Florida’s A and B schools are four times more likely to enroll in AP English and five times more likely to enroll in AP math courses than students in D and F schools. Similarly, D and F schools offer far fewer AP courses on average compared with A and B schools. Twenty-five counties offer no AP courses at all.

A recent *St. Petersburg Times* article concluded schools that offer fewer AP courses tend to be those with greater numbers of minority or low-income students. That’s an ominous
observation, especially when the director of admissions at the University of Florida has said, “AP courses are just about the best preparation for college . . . [I]t forces students to work harder, so they’re ready when they get here.” The College Board has also determined that the lack of AP courses is one reason for the continuing gap between white and African American SAT scores. In California, parents of African American and Hispanic students have already filed a lawsuit based on the lack of AP courses in their children’s schools.

Another indicator of the lack of opportunity in our low-performing schools is the percentage of students in a high school who take the Preliminary SAT Test (PSAT), the precursor to the SAT. As was recently reported in the Wall Street Journal, the gap in SAT test results between whites and African Americans has actually widened by 10 points over the last decade. Students taking the SAT in Florida’s D and F schools score an average of 152 points lower than the average Florida student.

High schools that effectively encourage students to prepare for college do so by encouraging them to take the PSAT in the 10th grade or earlier, an important step for SAT readiness. Students who wait until their junior or senior year to take the SAT have lower scores than those who have taken the PSAT. They are also poorer and largely minority. Last year in Florida’s A and B schools, 92% of the students took the PSAT, while in our D and F schools, only 21% took the PSAT.

![10th Grade PSAT by School Grade](image-url)
In the meantime, social promotion and race-based preferences for admissions to higher education have made the need to address these areas less urgent. These subtle tools have the unintended effect of enabling schools to pass some students along without addressing our failure to teach them the skills they need. They make it easier to overlook the disparity in opportunities, play down the pleas of help from these low-performing schools, and set these children up for failure. As the chart below shows, our state university system’s graduation rates of those students admitted who did not meet basic admissions criteria are significantly less than that of well-prepared students.

We must break this cycle of failure. As of this year, social promotion in Florida's public schools has been prohibited. Governor Bush and Chancellor Herbert will recommend that, beginning with next year's entering freshman class, so will race and ethnic-based preferences in admission to state universities.

Florida can achieve diversity at our institutions of higher learning without race and ethnic-based preferences. And we have a plan to achieve that diversity. But more importantly, we must focus our attention on those minority and low-income students who are ill served by the low-performing high schools and middle schools they now attend. We must give those students, black, brown and white, greater opportunity to succeed in their school. And if they take advantage of opportunity and succeed, we will guarantee them admission to a state university.

**Where Do We Want to Go?**

We want an educational system that from early childhood through graduate school succeeds in educating all students for success at the next level of endeavor. To get there, we must provide the same level of high-quality services to all students and their
families, regardless of where they live, the wealth of their family or the color of their skin. That was the original promise of public education.

To that end, we want to equalize the resources and expectations among our primary and secondary schools so that failure, if it is to exist, will be the failure to take advantage of the opportunity created, not the failure of a system to provide opportunity. We want a level playing field among schools. Schools will no longer be haves and have-nots. We want the same high expectations, the same quality of teachers, the same level of accountability for the schools in our urban cores. We want to ensure achievement among those who are “bumped” through life. And we want policies that are fair, legitimate and legal.

We have a new plan of readiness utilizing a dual-strategy. **The first part of the strategy will deliver opportunity and a better shot at success for minority and low-income students attending our public schools.** This will include efforts to increase resources in low-performing schools, partnerships between low-performing schools and universities, private colleges and community colleges, and equalize opportunities to be prepared for college. Students graduating from our public schools will be prepared to take advantage of post-secondary opportunities and of the state’s generous scholarship programs.

We also want a postsecondary education system that is reflective of the rich diversity of our state through the use of race and ethnic neutral admissions policies. **The second part of the strategy will eliminate using race and ethnicity as a factor in state university admissions.** Instead, we will encourage the use of other socioeconomic factors such as income level, geographical diversity or whether a student is a first generation college applicant.

We will encourage active recruitment of students in our schools serving lower-income neighborhoods and recognize as a matter of policy that there are many students with great potential for whom our current public school system has limited their opportunity to be admitted to a quality college or university – we will not deny them that opportunity. **Governor Bush proposes to guarantee admission to one of Florida’s state universities to students who are ranked in the top 20% of their public high school senior class and who have completed a college preparatory curriculum.** To make this opportunity a reality, we will recommend to the Legislature that students in the top 20% who have need will be moved to the head of the line for need-based financial aid at universities and community colleges. And we will recommend that need-based financial aid be increased by more than 40% to accommodate these new achievers. We will be more diligent in investing in opportunity by ensuring that promising students are not denied a college education because of financial need.

This plan strengthens Florida’s commitment to diversity while eliminating some of the practices that have permitted failure and been found to be unconstitutional in other states.
How Do We Get There?

To achieve a new vision of opportunity and diversity, Governor Bush proposes a plan to target opportunity in low-performing K-12 schools and to expand access to higher education by recognizing achievement in spite of limited opportunity. Students who have worked hard and achieved within low-performing high schools will be given unprecedented access to higher education. Governor Bush’s K-12 initiatives will be designed to enhance performance among minority and low-income students in our failing schools. These initiatives will be supported through unprecedented partnerships among public schools, community colleges, private colleges, universities, the College Board and others. Together with Chancellor Adam Herbert, Governor Bush will propose to the Board of Regents that the State University System and individual state universities no longer use race and ethnicity as a factor in admissions decisions, while at the same time, guaranteeing admission for all students who have achieved a public high school class ranking in the top 20 percent and have taken the required college preparatory curriculum.

Part I: Equalize Opportunities in Low-Performing Schools

Implementation of the A+ Plan. The A+ Plan for Education places a commanding focus on improving low-performing schools, mostly attended by poor and minority students, as well as the performance of the bottom 25% in every school in the state. This plan recognizes that attention and assistance must be given to underperforming students regardless of which high schools they attend. The legislation calls for an end to social promotion, stringent accountability for failure of schools, incentives and rewards for improvement, opportunity scholarships for students trapped in failing schools, and the resources and flexibility for schools to succeed. The Legislature appropriated $527 million for students who need help meeting promotion and graduation standards. These funds provide for such programs as tutoring after school or at home, summer school, Saturday morning sessions, extended school year, and lowering class size. Working with the Department of Education and school districts, we will vigorously implement these reforms, ensuring that Florida realizes its vision of higher-performing schools.

Make the Preliminary SAT (PSAT) Available to All 10th Grade Students in Florida. As the gap in SAT scores between African Americans and whites has widened over the last decade, it has become increasingly obvious that few children in low-performing schools are encouraged to take the PSAT. In A and B schools four times as many students take the PSAT compared with students in our state’s D and F schools. Governor Bush will recommend $1.6 million in funding to pay for every high school 10th grader to take the PSAT in order to improve readiness for the SAT exam.
**Partnership with the College Board.** As of today, the state of Florida and the College Board have entered into a partnership agreement that will provide unprecedented assistance to students and faculty in low-performing high schools. One of only four states in the nation to be in partnership with the College Board, Florida will receive assistance in identifying, motivating, and better preparing students in under-performing schools. The College Board will provide training to all teachers in Florida’s 65 D and F high schools in strategies to improve the academic development of their students. It will provide training on how to use achievement data from the PSAT to identify talented students and to target and remediate deficiencies. Schools will be provided with software that can be used to track performance, and they will receive assistance in offering pacesetter courses that are designed to improve academic readiness for college. These strategies have proven successful in significantly raising SAT achievement in inner city and high-poverty schools.

**Expand Advanced Placement Course Opportunities in Florida High Schools.** Another inequity among high and low-performing schools is the availability of Advanced Placement (AP) courses. AP courses are offered far less frequently in schools serving low-income and minority populations. In D and F schools, students are four times less likely to be enrolled in English AP courses and five times less likely to be enrolled in AP math courses compared with students in A and B schools.

The state currently provides schools approximately $850 as an incentive for every student who scores a three out of five or better on their AP final exams. For a class of 16 where all students pass the AP exam, that is an additional $13,000 dollars for the school. But teachers currently do not see this money, so they do not have the incentive to recruit students for and teach AP classes. Governor Bush will recommend to the Legislature that AP teachers in D and F schools receive 30% of the incentive funds generated by students who score a three or better on the final exam. Recognizing that more AP courses are also needed in C and better schools, teachers in other high schools will receive 20% of the funds generated. This means that if half the students in a class of 16 pass the AP exam, the direct financial benefit to the teacher would be more than $2,000. If that teacher teaches two AP courses, then the bonus would double. Such an incentive will encourage teachers to recruit students, sponsor AP courses, and improve their success rate.

**Expand Access to College Preparatory Courses through the Florida Online High School.** Another way to provide advanced college preparatory coursework opportunities for students in low-performing schools is to encourage greater use of Florida’s Online High School. This network offers advanced courses for any student with access to a computer. While spaces are limited, Governor Bush will propose $2.4 million in increased funding for the Florida Online High School to target students attending D and F high schools. Through this appropriation, up to 50 students in each D and F high school can receive one additional online AP or college preparatory course next year.
Create Opportunity Alliances with Colleges and Universities. Governor Bush challenges each public and private university, college and community college in Florida to adopt at least two low-performing high schools or middle schools in their service area and provide direct mentoring, tutoring, advanced courses, and recruitment programs to encourage students to strive for higher achievement. This Opportunity Alliance program will affect at least 130 low-performing middle and high schools, and enhance recruitment and outreach efforts in schools that are often overlooked.

In California, where similar partnership programs are in place, college students at partner schools in the University of California system mentor students in low-performing schools. Public school teachers learn the latest techniques in education from their partner university. And university officials reach out to parents of low-performing K-12 students to teach them how to prepare their children for college.

Recruitment and outreach efforts to inner city high schools similar to those undertaken by Chancellor Adam Herbert in Jacksonville should be made throughout Florida. Chancellor Herbert, while serving as president of the University of North Florida, developed a Pathways to Success program of outreach to lower income, inner city high schools to recruit and help prepare aspiring young people to attend and succeed in college. The program has raised over $12 million dollars for incentive scholarships for poor and minority students who worked to prepare themselves for college and wanted to attend the university. The retention rate at the University of North Florida among the students who went through the Pathways program exceeds 84% compared with a statewide university system retention rate of 71%.

Focus Statewide Mentoring Initiative on Low-Performing Schools. Governor Bush’s Mentoring Initiative, announced in August, is already focused on students in low-performing schools in an effort to increase utilization of community resources for improving academic performance. Already, the Governor’s office has adopted Sable Palm Elementary in Tallahassee, one of the state’s low performing schools, as a mentor partner. Approximately 110 employees from the Governor’s office are involved in the mentor program. Sable Palm has a minority enrollment that comprises 53.4% of the school. To help boost mentoring efforts in our low-performing schools, we will recommend an additional $10 million for the Governor's Mentoring Initiative which will include various programs, such as Take Stock in Children, designed to help at-risk students be successful in school and prepared for a postsecondary education.

Appoint Equity in Educational Opportunity Task Force. Governor Bush will create by executive order and name a 17-member task force that will be charged with evaluating the inequities in opportunity between schools. The task force will determine the extent to which some public schools receive less financial support and less intangible support than others. This will include looking at the experience level and quality of teachers in a school, the quality of instructional materials among schools, the levels of funding a particular school receives as well as the disparity in opportunities among
schools, such as AP courses. The task force will also be charged with proposing solutions to close the equity gap.

**Expand Efforts in Community Colleges to Increase the Number of Students Earning Associate Degrees and Transferring to Baccalaureate Programs.** We must step up efforts to improve associate and baccalaureate degree attainment by our community college students. Currently, only one in eight students entering an associate of arts degree program earns an associate degree and matriculates to a four-year university. David Armstrong, the Executive Director of the Florida Community College System, has joined Governor Bush to challenge all 28 community college presidents to renew efforts to help students, especially our most under prepared ones, to succeed in their programs of choice. Such efforts will include bridge programs that help less prepared students while they are in high school, parent education programs to increase family support, and support programs for community college students who need to improve study skills and who need career planning and counseling services.

Governor Bush will recommend increased funding for the community college Dropout Prevention and Remediation Reduction Program supporting partnerships with public schools as well as incentive programs for community colleges to increase the number of associate of arts students who enroll in four year baccalaureate degree programs. We also will explore strategies for increasing dual enrollment courses offered to high school students. Supporting these efforts will allow our community colleges to fulfill their critical role in helping students transition from high school to baccalaureate degree attainment.

**Part II: The Talented 20 and Elimination of Admissions Based on Race or Ethnicity**

There was a time in our history when race and ethnic-based admissions policies served an important purpose. The Florida university system clearly did not provide equal opportunities for minority and female students. Courts of law and the federal Office of Civil Rights recognized this discrimination and issued mandates governing the state’s admissions practices. In response, the university system adopted race and ethnic-based policies to foster inclusion among groups that were purposefully excluded.

Our state university system is now 32% minority, and the mission of achieving a diverse student body has been and continues to be an important goal of every university president. With this remarkable success, we are in a position to take the next step. Governor Bush and Chancellor Herbert believe we are at a point where race and ethnic-based admissions policies can be replaced with achievement-based admissions policies – and that this can be done while still improving and enhancing the diversity of our university system.
Today, the decision is ours -- we can cast the policies that will enable us to control our own future. Tomorrow is less certain. The race and ethnic-based admissions policies of yesterday are increasingly being ruled unconstitutional throughout the nation. Ballot initiatives in California and Washington have ended race-based policies in those states, while a court challenge was the catalyst for change in Texas. Lawsuits to end race-based admissions at universities and graduate schools are progressing in Michigan and Georgia. And more and more, the courts are agreeing with the challengers. Many of these states, such as Texas and California, have adapted with effective race-neutral policies that expand diversity.

In Florida, we can lead or be led.

Florida recognizes that we can achieve greater diversity in our institutions of higher education without the unnecessary battle. And from this position, we will demonstrate foresight without compromising our goal of diversity. In fact, we can and will do better.

- We will ensure that more poor and minority students entering our university system are prepared to meet the challenges that lie ahead.
- We will increase the number of poor and minority graduates.
- And we will do more than any other state in the nation to enhance diversity at the postsecondary level without having to rely on the policies of the past.

Eliminate Race and Ethnicity as a Factor in University Admissions Decisions. Currently in Florida, race and ethnic background are used as a factor in admissions decisions at three levels. The first level allows students to be eligible for admissions to a state university even if he or she does not meet the State University System (SUS) threshold academic criteria for admissions. This is called “alternative admissions.” Last year, of the 28,000 students admitted to a Florida state university, 3,270 of those students were alternatively admitted for reasons that included race, diversity, artistic and athletic ability, and a variety of other factors.

The second level allows our most selective universities such as the University of Florida or Florida State University -- those that have more applicants than admissions slots -- to accept minority and other students who do not meet the institution’s own higher threshold criteria.

The third level allows Florida’s most selective universities to use race or ethnicity as a factor to select among equally qualified students who meet all the criteria, both the SUS criteria and the institution’s more rigorous criteria.

At the same time, under this plan, all Florida universities may adopt specific admissions criteria and may continue to use other race-neutral factors in admissions.
decisions. For example, students may be admitted at any of the three levels mentioned above based on such factors as geography, socioeconomic status, or first generation college student. These race and ethnic-neutral factors can be effective tools in achieving greater diversity in our universities.

The Governor's Equity in Education Plan also recognizes the unique position that Florida A&M University has as a nationally recognized historically black university. The plan accommodates this unique role by allowing FAMU to continue as a state and national magnet institution for the production of baccalaureate and advanced degrees.

At the next Board of Regents meeting, Governor Bush and Chancellor Herbert will recommend a new system-wide admissions policy for undergraduate admissions and graduate admissions. Under this policy, race and ethnicity will no longer be a factor in admissions decisions in either our universities or professional schools. However, the new admissions policy will rely partly on the utilization of these additional factors in admissions decisions. Considering socioeconomic factors will enable admissions officers to recruit and admit underprivileged students who will also positively reflect the diversity of Florida.

**Guaranteed Admission for the Talented 20 Percent.** Additionally, through our proposed Talented 20 program, we will guarantee undergraduate admissions to students who succeed in their respective K-12 public schools -- be they high-performing affluent schools or low-performing schools in our urban cores and rural enclaves. The top 20% of each high school senior class will be guaranteed admissions into a state university in Florida and will receive preference in need-based financial aid awards. Governor Bush will recommend a $20 million increase for the Florida Student Assistance Grant, the state’s primary need-based aid program, an increase of 43%. This will fund 6,749 additional students with an increase in the average need-based award of 21%.

Together, the Talented 20 program and increased financial aid will not only improve diversity in the SUS, but it will go farther in providing real access by giving needy students the resources they need to take advantage of the opportunity. This increase in financial aid will also help community college students meet the challenges of financial need in pursuing a two-year or four-year degree. Florida will give a boost to
students who have excelled despite an impoverished background or learning environment.

For example, of the 22,647 public high school seniors in the top 20% of their class last year, 1,600 have below a 3.0 grade point average and most likely do not meet the current SUS admissions criteria. Of the 1,600, almost 75% are minorities and over half attend low-performing schools.

Under the current system, unless alternatively admitted, these students would not be able to benefit from admissions to a Florida state university, even though they have demonstrated promise by finishing near the top of their class. Through the revised admissions policy, however, approximately 1,200 additional minority high school graduates will be given the opportunity to attend a state university if they have completed...
the 19 required high school academic units and graduated from their high school. We already know that 410 of these minority students are qualified now by virtue of completing the required college preparatory curriculum. For the remaining 800 minorities that are in the Talented 20, but have not satisfied the 19 academic units, Commissioner Tom Gallagher will work with public high schools to offer a chance to earn additional required credits so that they can take advantage of this new program. Also, those who lack only a foreign language or science credit may be admitted to a state university on the condition that they complete a foreign language or science program by the end of their sophomore year of college.

This proposed new policy of guaranteed admission to a state university is in itself groundbreaking. It will particularly benefit poor and minority students because it does not require a particular score on the SAT or ACT exams. Traditionally, poor and minority students have scored lower on such tests. While most high school students in the top 20% of their class have high grade point averages, test scores have been a barrier to some talented students. Also, to gain entrance into a public or private university of choice, students must be high achievers in the classroom and on the SAT or ACT. We are committed to increasing student scores on these tests, enabling our students to become competitive at the highest levels.

With the creation of a Talented 20 program and the elimination of using race and ethnicity in admissions, the pool of eligible minority and low-income students will expand. And there will be less need to rely on the alternative admissions program, which currently accounts for 12% of total enrollment and has less of a connection to actual academic performance. Therefore, we propose capping alternative admissions at 10% of total enrollment system-wide, with the intent of continuing the state’s trend of phasing alternative admissions down over a period of time.

Provide support for the proposed plan. Governor Bush will recommend funding to increase state university lower level enrollment growth by at least 2,000 students, to help accommodate increased demand for admission. Furthermore, he will recommend a 33% increase in funding for the College Reach Out Program which has been a successful effort to recruit underrepresented students into the community colleges and universities. Chancellor Herbert will work with university presidents toward enhancing student assistance programs that improve graduation rates for all university students.

**Conclusion**

Diversity remains a high and worthy goal of our education system and will continue to be a high and worthy goal. However, the current admissions policies in the State of Florida have not improved low-performing schools, have not ensured that minority students graduate at the same rates as non-minority students, and have not prepared to the extent needed minority students for a rewarding college experience. Furthermore, current race and ethnic-based admissions policies are unfair. Where once
these policies helped to address discrimination, now these policies promote it. We can do better.

The Governor’s Equity in Education plan is a win/win situation for all. By focusing on achievement for minority and low-income students, we will expand opportunity, improve graduation and retention rates, and reward hard work and performance. Our public school system’s new partnerships with the College Board and universities and colleges will further ensure that underserved students are ready for a higher education. Outreach and recruitment in our low-performing schools will be improved.

At the same time, we will expand higher education opportunities to a historic level. Through the Talented 20 program, we will enhance the diversity of our state university system by pulling in high-performing minority students who might not otherwise be eligible for admissions. And with an unprecedented 43% increase in need-based financial aid, we will ensure that the cost of tuition need not be a barrier to a higher education for those low-income students who show an effort and desire. The discriminatory practices designed to solve yesterday’s problems will be replaced with practices that recognize achievement and effort.

No other state in the nation has taken such a bold step, and Florida will not shrink from its leadership role. This is only the beginning. Florida will become a model of opportunity for the rest of the nation.