

FAMU-FSU Joint College of Engineering Study

Appendices – Works Referenced

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Board of Governors

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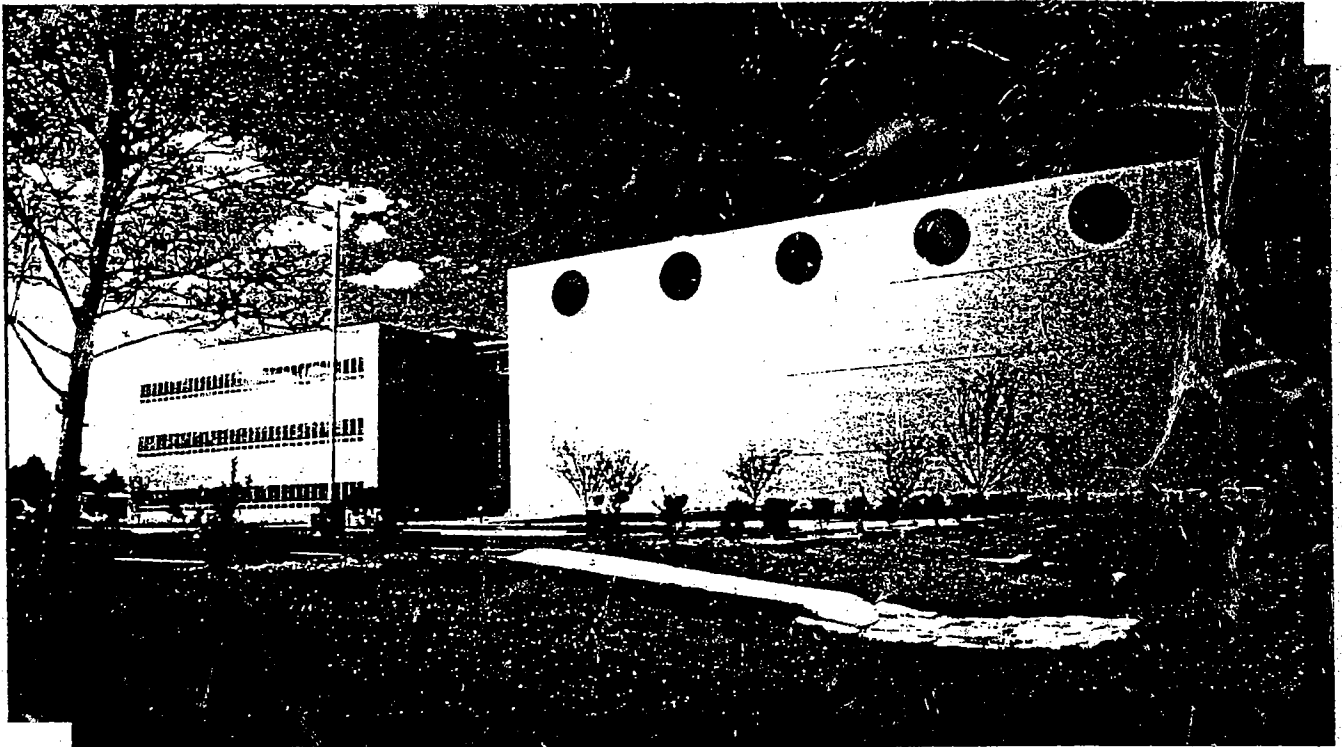
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NOW IS THE TIME

A History of the FAMU/FSU College of Engineering



by
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American Council on Education Fellow
1989-1990

A strong case can be made for knowledge from the past to assist those who are presently creating history. The point is not to belabor the aphorism that "those who fail to study the past are condemned to repeat it," but rather to recognize that both continuity and change in history need to be understood to deal effectively with the present.

*G. Mazuzan
National Science Foundation*

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FORWARD

This paper is the result of my experience as an American Council on Education Fellow during the 1989-90 academic year. The purpose of the fellowship is to provide individuals interested in higher education administration an extensive exposure to the administrative process within a university, and as part of the fellowship year each Fellow is expected to produce a paper on a significant issue in academic administration.

In an effort to decide where to spend my fellowship year, I visited Florida State University and it was then that I first heard about the FAMU/FSU College of Engineering. As an associate dean of engineering at California State University, Fresno, I was intrigued by the concept of a joint college and excited about the possibility of investigating its history and administrative aspects as part of my fellowship year.

When I began investigating the College, I was reminded of a description of another joint venture, the Auraria Center in Colorado: "an academic success and an administrative nightmare." It seemed to me that the FAMU/FSU College of Engineering could serve as a microcosm of every administrative problem, and I hoped solution, encountered in higher education. What an opportunity for an ACE Fellow!

As I learned more about the College, I discovered that the story is more than one of time and place and circumstance. It is a story of people. Hundreds of individuals have been involved with the College since its beginning in the early 80's, some extensively, some intensely, some briefly, and some even begrudgingly. I have chosen to highlight seven men who played vital roles in the early history of the College, each of whom brought his unique personality and strength to a venture needing that particular strength at that particular time. Each played a key role in the formation of the College, each represents a piece of the mosaic that was the emerging FAMU/FSU College of Engineering.

Although the absence of any one of these pieces would have resulted in a completely different, and perhaps incomplete, picture, by focusing on these seven I do not mean to belittle the contributions of the hundreds, some unknown, who have made the FAMU/FSU College of Engineering what it is today. And so to you all, my congratulations and thanks. You have achieved a measure of success where most predicted certain failure, and you have provided insights that have been more valuable to me than you know.

PROLOGUE

In a 1977 memo to Dr. Bernard Sliger, newly appointed president of Florida State University, Dr. Joe Lannutti of the FSU Physics Department wrote "I believe *the time is right* for FSU to ... collaborate with FAMU in establishing a medical and an engineering school in Tallahassee."

Both men were to become key players in the drama that was to unfold, yet neither could foresee the obstacles, political battles, and bureaucratic nightmares that were to be a part of the creation of a joint engineering college between Florida A&M University and Florida State University. Nor did either visualize the final form such a joint college would take, for it has been an evolution, sometimes painful, that resulted in what is now the unique FAMU/FSU College of Engineering.

The two institutions have had more in common than the joint college, however. In fact, their histories have been intertwined for well over one hundred years.

INSTITUTIONAL HISTORIES

Florida A&M University and Florida State University, located approximately one mile apart, are two very different universities with two very different histories. Their histories have been intertwined, however, from almost the very beginning. So in order to better understand some of the events associated with the establishment of the joint College of Engineering, one should first examine the histories of the individual institutions.

Early Period

In 1821 the provinces of East Florida and West Florida were transferred from Spain to the United States. During the following year the two provinces, separated by the Suwannee River, were organized "into a Territory of the United States under the name of Florida" (U.S. Statutes, pp. 654) and a territorial government was formally established. The Congressional Act of March 3, 1823, provided that a township (23,040 acres) should be reserved in each of the districts of East and West Florida for a "seminary of learning." No seminary was actually established, however, until after the territory had become a state, more than thirty years later.

On March 3, 1845, Florida was admitted into the union and supplemental legislation was passed in Congress that granted "two entire townships of land, in addition to the two townships already reserved for the use of two seminaries of learning — one to be located east, and the other west of the Suwannee River." (U.S. Statutes, pp. 788)

The Florida Legislature established the governing mechanism for the two seminaries in 1851 and provided for the appointment of a committee to recommend sites for the seminaries after considering inducements offered by various localities. The East Florida Seminary opened in Ocala in 1853, whereas it took a few more years before the West Florida Seminary was established in Tallahassee.

Tallahassee was a logical choice for the West Florida Seminary since it was the capital of the state and was located in a relatively populated area. In 1854, the city anticipated the need for inducements to locate the seminary in Tallahassee and began construction of a school building on city land at a point a short distance in front of what is now the Westcott Administration Building at Florida State. The legislature did not immediately accept Tallahassee's offer, so the new building became the home of a school for white males known as the Florida Institute. The bill to locate the Seminary West of the Suwannee in Tallahassee was finally approved on January 1, 1857, and the Florida Institute became the West Florida Seminary. The school first became coeducational the following year when it absorbed the Tallahassee Female Academy.

Florida seceded from the union on January 10, 1861, and during the entire Civil War the seminaries struggled for existence. Both survived the war, however, and the period after the war was a period of growth and relative prosperity for the state and higher education.

During the 1880's and 90's there was a strong push to establish normal schools in Florida since neither seminary had developed strong teacher education programs. No formal consideration had been given to providing education for the black citizens of the state in the past but serious efforts to remedy the situation began during this time.

In 1883 state funds were appropriated for teachers' institutes and normal schools. The appropriation was spent in: conducting four teachers' institutes for whites and four for blacks, maintaining a normal school of one month's duration for black teachers, and maintaining the teaching departments at the two seminaries.

Stronger legislation was passed in 1887 that officially established and funded a normal school for whites at DeFuniak Springs and one for blacks at Tallahassee. The State Normal College for Colored Students, which was to eventually become Florida A&M University, was constructed on what is now the site of Florida State University.

The early 1900's brought several profound and lasting changes to the institutions of higher education in Florida. The West Seminary became Florida State College, then a women's school, Florida Female College, and eventually renamed Florida State College for Women. The State Normal College for Colored Students was allocated land-grant funds under the Morrill Act, changed its name to the State Normal & Industrial College for Colored Students, and relocated to the present location of Florida A&M University. The East Florida Seminary evolved into the University of Florida, was moved to Gainesville, became a men's school and was also allocated land-grant funds.

The 40's and 50's

World War II brought momentous change and growth to the Florida university system. Demand by returning veterans was influential in causing the legislature to return coeducation to the state institutions, resulting in a state university system that included the coeducational white institutions of the University of Florida, at Gainesville, the renamed Florida State University, at Tallahassee, and the Florida Agricultural and Mechanical College for Negroes, previously the State Normal & Industrial College for Colored Students, also at Tallahassee. Never before had the growth of physical facilities proceeded at such a pace, and all three campuses enjoyed expansion of both physical plant and academic programs.

The Turbulent 60's and 70's

Three events occurred during the 1960's and 70's that were destined to exert a profound influence on the future relationship between FAMU and FSU: passage of the 1964 Civil Rights Act, the 1971 Adams vs. Richardson decision, and the "Merge FAMU" movement in the state of Florida.

In 1964 the Civil Rights Act was passed, requiring desegregation of higher education. Most black public schools were closed and black junior colleges began to be merged with white junior colleges or to be closed completely. The 1964 proposed "Master Plan for Higher Education" in Florida called for the phasing out of FAMU within one year. Because of the ground swell of opposition to such a move, the recommendation was not implemented but continued to exist within the minds of the state's educational leaders.

In 1967 a Florida Senate subcommittee recommended that Florida State University and Florida A&M University be merged for fiscal reasons. One leader of the "Merge FAMU" movement was Senator (later Governor) Bob Graham. After visiting Tallahassee and speaking with various individuals about the proposed merger, however, Senator Graham reversed his position. He "had never encountered a group of faculty, students, alumni and supporters who were more emotionally dedicated to a school," (Neyland, L., *Florida Agricultural and Mechanical University: A Centennial History - 1887-1987*)

Those calling for the merger of the two universities contended that FAMU did not have a unique role and scope. As a counter to this argument, the university defined itself in 1969 as one that focused on the "disadvantaged and culturally deprived" student, thus attracting more blacks and fewer whites to its campus.

Also in 1969, the United States Department of Health, Education and Welfare (HEW), notified ten states, including Florida, that their systems of public higher education were still operating as segregated systems, and requested that they submit new desegregation plans. HEW took no enforcement action against the states until after the 1971 suit, Adams vs. Richardson, which required HEW to begin enforcement proceedings against states that had not filed acceptable desegregation plans.

The following years brought (1) increased efforts to merge FAMU and FSU, (2) changes in the role and scope of FAMU to highlight quality rather than a disadvantaged student body, (3) refusal of several Florida desegregation plans by HEW, and (4) another suit (Adams vs. Califano), which resulted in guidelines that would include the enhancement of historically black colleges.

Finally, in 1978, HEW accepted the "State University System Plan for Equalizing Educational Opportunity in Public Higher Education in Florida." There were two statements in the plan that would influence how a college of engineering would be established in Tallahassee, some four years later.

Thus, voluntary cooperative academic programs between the institutions will continue to be encouraged as well as non-academic activities.

Beginning with January, 1979, upon completion of a redefinition of the roles and missions for all state universities, priority considerations will be given to placing at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs, consistent with its mission and the educational needs of the state. ("Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education," Florida Department of Education, 1978)

In addition, the plan stated that "there are no plans for merger of any universities and/or community colleges." This fact was formalized by legislation passed in 1978, firmly establishing the autonomy of Florida A&M University.

Higher education in Florida grew at an unprecedented rate during the 1960's and 70's. Six new universities were established in the state: the University of South Florida (1956), Florida Atlantic University (1961), the University of West Florida (1963), the University of Central Florida (1963), Florida International University (1965), and the University of North Florida (1965).

The nine public universities now comprise the State University System (SUS), governed by a thirteen-member Board of Regents (BOR). The nine university presidents report to the governing board through the Chancellor, who is the chief executive officer of the SUS.

Engineering Education Prior to 1980

The oldest and largest school of engineering in Florida is at the University of Florida. The first curricula were announced in 1905 and the first graduates received their B.S. degrees in engineering in 1909. From that period until the late 50's and early 60's there were no other public engineering programs in the state.

In 1959 Florida State University established a School of Engineering Science, and between 1962 and 1964 the University of South Florida, the University of Central Florida and Florida Atlantic University all began to plan engineering programs.

During the 70's, consultants reviewed the engineering programs in the state and recommended that all B.S. programs obtain accreditation as soon as possible and that the amount of sponsored research should be increased. The state programs of

engineering were pictured as under-enrolled and academically weak.

Following the 1971 death of Grover Rogers, dean of the FSU School of Engineering Science, and a study done by an internal committee, President Stanley Marshall recommended that the BOR terminate the School of Engineering Science at Florida State because "it was not economically feasible for Florida State to provide a high quality engineering science program." (Letter from Stanley Marshall to the Tallahassee Democrat, Oct. 29, 1971)

Five years later, in 1976, a SUS engineering program review was conducted by a team of outside consultants. They recommended:

1. No new schools of engineering be established for the next five years.
2. Better cooperation take place between existing schools, especially in use of science resources.
3. The articulation agreements between the community colleges and the SUS engineering schools be strengthened.
4. Greater access to engineering programs in southeast Florida be provided and surveys done to determine future engineering needs in Jacksonville and Pensacola.

During this same time period, Florida A&M University underwent a major reorganization and a new College of Science and Technology with a division of Industrial and Engineering Technology was formed. Dr. Charles Kidd joined FAMU as Dean in 1977 and was to play a key role in the development of the FAMU/FSU College of Engineering in the years to come.

THE FORMATIVE YEARS - 1980 & 81

In 1977 Bernard F. Sliger was inaugurated as the tenth president of Florida State University and brought with him a vision of an engineering school for the university. He would be supported by and opposed by many individuals during the next five years, but by 1982 his vision would become a reality. A great deal of studying, reporting, and reviewing, not to mention political maneuvering, would be done before that time, however.

In May, 1976, a systemwide engineering program review had been conducted by a team of outside consultants for the Board of Regents. They recommended, among other things, that no new schools of engineering be established for the next five years.

Shortly after President Sliger had become president in 1977, Professor Joe Lannutti of the FSU Physics Department had written to him suggesting that FSU collaborate with FAMU in establishing an engineering school in Tallahassee. Dr. Lannutti believed that in order for FSU to become a university in the true sense of the word, rather than the small liberal arts college of its past, it must have within it strong professional schools such as engineering. Dr. Sliger, cognizant of the fact that universities with engineering schools usually have a higher caliber of student body and a higher degree of research funding, expressed support for the idea, but no discernable action was taken until 1980, when a statewide meeting on "Manpower Needs in Engineering" was held in Tallahassee.

President Sliger asked Dr. Lannutti to represent FSU at the meeting, during which it was reported to the Board of Regents that the state would need 40% more engineers during the next five years and that Florida's engineering schools could supply only about 11% of that need. ("A Report on the Quality of Engineering Programs at State University System Colleges of Engineering," Florida Engineering Society, 1980)

Creech Task Force

The Board responded by creating a special Task Force on Science, Engineering and Technology Service to Industry (the Creech Task Force). Their report, "Strategies for Quality Improvement for the State University System of Florida - Task Force Recommendations," was submitted in January of 1981 and contained three general priorities:

1. The establishment of an organization within the State University System to deliver additional industry services such as "continuing education, research and other services in engineering — directed towards the needs of Florida industry."
2. The improvement of the quality of the engineering programs in the state, and

3. An increased capacity within the state to produce more engineers.

Suggested activities under the third priority included:

- Increase capacity of Engineering Programs at UF, USF, UCF, and FAU
- Increase capacity and improve quality of Engineering Related Programs (Engineering Technology at FAMU and FIU and Computer Science)
- Provide tuition grants for engineering students at UM and FIT
- Encourage increased enrollment of minority and female engineering students
- Study to determine the feasibility and advisability of establishing engineering programs at FSU, FIU and FAMU where strong science and/or engineering technology programs already exist (and at other institutions where special needs are determined to exist) in order to further expand the state's engineering education base

("Strategies for Quality Improvement for the State University System of Florida - Task Force Recommendations," January, 1981)

Westinghouse Study

Very soon thereafter, President Sliger discussed with executives of Westinghouse the possibility of an engineering school at FSU. It was decided that Westinghouse would finance a study of the need for engineering in Florida and of the feasibility of locating an engineering school at FSU.

The feasibility study team was made up of John Simpson, Westinghouse Vice President, Eric Walker, ALCOA Vice President and former President of Pennsylvania State University, Guyford Stever, former Director of the National Science Foundation, Chauncey Starr, former Dean of the School of Engineering and Applied Science at UCLA, and Louis Roddis, President and Trustee of Consolidated Edison of New York. The report was submitted to President Sliger on April 7, 1981.

The report concluded that because Florida was "not doing its share to educate young people for the engineering profession," and because the state was "denying some of its young citizens the chance to become engineers," then "some selected engineering curricula be added at F.S.U.." The recommendation was based on the finding that the "University is nationally recognized for strengths in many areas that relate to engineering and this would be of inestimable value in starting an engineering school. In fact the University already offers about 60% of the credits required for an engineering major."

The report indicated the advantage of Innovation Park, a state-subsidized industrial park in Tallahassee.

The ability to obtain first hand contact with the organizations in the Park will benefit both the faculty and students. The presence of an engineering school at F.S.U. not only will benefit those organizations already in the Park but will aid materially in attracting new organizations. It will also help in attracting high technology industry to the Tallahassee area.

It also suggested that the curriculum be composed of non-traditional areas such as ocean engineering, engineering management, or engineering science, and that initially work should be limited to the B.S. and M.S. degrees.

Engineering Planning Committee - FSU

On February 23, 1981, somewhat prior to the formal receipt of the Westinghouse study, President Sliger asked Dr. Lannutti to chair a campus Engineering Planning Committee. In the initial memo to the committee, Dr. Sliger stated

One of my primary objectives for the immediate future for Florida State University is to establish a School of Engineering. I believe that such an addition would have major beneficial consequences for us and our community. At this time we do not have formal approval from the Board of Regents to proceed. However, I should like to ask if you would be willing to serve on a Planning Committee to make some preliminary plans and ultimately prepare a program proposal which I can submit to the Board of Regents for approval.

The committee was made up of faculty from the departments of Biological Sciences, Math & Computer Science, Molecular Biophysics, Education/Research, Finance, and Oceanography. President Sliger had requested a response from the committee no later than the latter part of March, so they began the task of preparing a program proposal almost immediately.

Before the committee completed its task, however, a new Chancellor would be appointed for the State University System. On March 2, 1981, Dr. Barbara Newell assumed the post of Chancellor for the SUS and would play a role in the initial formation of the joint college. Chancellor Newell believed firmly in careful assessments and extensive planning efforts. One of her first efforts would be a planning exercise involving "forward-thinking activists" within the state. (Conversation with B. Newell, September 29, 1989)

The exercise would serve "as the first step in developing a blueprint which would speak to specific needs of institutions and programs over a ten-year period, taking into account enrollment patterns, faculty-student ratios, curriculum needs, library, laboratory and other support costs." (Memo, Florida Board of Regents, Vol.14, No.12)

FSU Engineering Proposal

Meanwhile, a formal program proposal was prepared by the FSU Engineering Planning Committee and forwarded through appropriate channels to the Office of the Chancellor on April 28, 1981. The proposal (first year implementation costs of \$1,175,000 and second year implementation costs of \$3,177,000) was for authorization to plan for the B.S., M.S., or Ph.D. in several areas of engineering:

<p>Electrical Engineering and Computer Science Mechanical Engineering Civil Engineering Industrial Engineering and Public Policy Chemical, Metallurgical and Materials Engineering Oceanographic and Geophysical Engineering Biological Engineering</p>

There were clearly no plans, at this time, for the program to be a joint program with FAMU. In fact the proposal stated that "the existence of an Engineering College at FSU and the related programs in Engineering Technology at FAMU will be an excellent way for the two universities to complement each other and serve society most efficiently."

SUS Planning Process

In May of 1981 Chancellor Newell suggested a moratorium in the flow of new program proposals submitted to the BOR. This action, approved by the Board on May 22, was meant to facilitate the long-range planning activities that she had established. There were five exceptions to the moratorium, however; those exceptions included programs at FAMU affected by the state's commitment to the Office of Civil Rights and the expansion of engineering programs.

As part of the Chancellor's planning process, it had been decided to commission a study of engineering education in Florida and to request recommendations for future action. Florida State was notified by the Office of the Chancellor on June 2, 1981, that the planning authorization request for engineering would "be deferred until work on a statewide plan in engineering has been completed, probably by December 1981." (June 2 memo from R. McTarnaghan to D. Flory)

Dr. Joseph Hogan, Dean Emeritus, University of Notre Dame, was appointed as engineering consultant to the BOR in June, 1981. His task was

to provide an evaluation of the present status of engineering education in the State of Florida, to comment on the future plans of the various institutions and finally to make recommendations that will provide guidance to the state during the decade ahead. ("Engineering Excellence for the Decade Ahead," J. Hogan, 1982)

Because of the positive recommendations of the Creech Task Force concerning engineering programs in the state, there were requests from several campuses to establish or expand their engineering programs. It was the Chancellor's intent to use Dr. Hogan's report as a blueprint for future planning and legislative funding requests.

1981 Appropriation

There were a number of influential individuals, including Herb Morgan, Chair of the House Appropriations Committee, and Doby Ausley, Chair of the Board of Regents, who felt that action to upgrade engineering education within the state needed to be taken as soon as possible, rather than wait for future planning. Consequently, funds were allocated in the 1981 Appropriations Bill to: 1) all existing engineering colleges in the state, 2) FIU for the purpose of converting the School of Technology to a School of Engineering, and 3) develop an engineering program in Tallahassee.

To be exact, \$75,000 was appropriated "to develop an engineering program utilizing the FSU science and technical disciplines and the FAMU engineering technology program." (June 1981 Appropriations Bill) Joe Lannutti described the appropriation in a memo to the Engineering Planning Committee.

The language and content were carefully honed by Morgan to maximize the probability of passage and minimize the adverse political ramifications. Its passage entailed much political monitoring and negotiation by Bernie Sliger, Ilona Turrisi [Budget Director], and Pat Hogan [VP for Public Affairs]. We also have many Tallahassee leaders to thank for helping us get this far. Herb Morgan's recommendation that we first get our "foot in the door" has been accomplished. (June 26 memo from J. Lannutti to FSU Engineering Planning Committee)

And so the impetus for a FAMU/FSU joint engineering program had been provided. The impetus was due to many things, such as timing and circumstance; but for the most part it was due to people. The cast of major players thus far is fairly small and although it will increase somewhat through the years, now is the appropriate time to examine some of the cast.

THE PEOPLE - FORMATIVE YEARS

The story of the FAMU/FSU College of Engineering is in essence a story of people - people from different backgrounds, with different personalities and with different roles to play in the formation of the College.

The major support during the earliest period of the College came from Duby Ausley, Chair of the Board of Regents, Herb Morgan, Chair of the House Appropriations Committee, Bernie Sliger, President of Florida State University, and Walter Smith, President of Florida A&M University. Sometimes working together, sometimes separately, they were responsible for: 1) the evolution of the proposal for an engineering program at FSU into a joint FAMU/FSU proposal, and 2) providing continued political and financial support for the program during the time of greatest opposition.

DuBose Ausley
Chair, Board of Regents,
State University System
1980 - 1982

As Duby Ausley recalled the early efforts that went into the engineering college and his own outlook at the time, he summarized, "There aren't many things I get really interested in, but this was one I did." (Conversation with D. Ausley, March 22, 1990)

His interest grew from a belief in the strong relationship between a Tallahassee engineering college and the economic development of the region, the region in which he was born, grew up, and currently resides.

Born in Tallahassee on May 13, 1937, Mr. Ausley received his B.A. degree from Washington & Lee University and his J.D. from the University of Florida. In the early 1960's he helped draft the bill creating the Board of Regents for the State University System and in 1980 became the first Tallahasseean appointed to the Board, assuming the chairmanship almost immediately.

After being exposed to national trends through studies such as the Westinghouse report of 1981, Mr. Ausley became convinced that the presence of an engineering school would insure further economic development, and in fact "at some point I began to get a passion for it." When faced with the mandate to place "at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs," and the desire to make FSU the strongest university possible, he worked with Charles Kidd at FAMU and Joe Lannutti at FSU to transform the proposal for a single engineering program at FSU into the proposal for a joint FAMU/FSU engineering program.

Mr. Ausley was convinced that there was a window of opportunity for those who would take action, open briefly at that time because of his and Herb Morgan's positions of power and because of a governor, Bob Graham, who was sympathetic to higher education. Therefore, he was continually pushing, pulling, and prodding the presidents, the Board, and the Board staff to accomplish what had become for him more than just a task - more, even, than a goal.

He was to face opposition from the Chancellor's Office and from other members of the Board, especially those with ties to areas with established engineering programs. The Chancellor's engineering consultant, Dr. Hogan, would not only recommend against the establishment of an engineering program in Tallahassee, but, in addition, would state in his report that engineering schools should be located near industry rather than assuming that industry will locate near engineering schools. Those were two conclusions that would not endear the report to the Chairman of the Board and would in fact make the establishment of the FAMU/FSU College of Engineering much more difficult. Perhaps to Duby Ausley it was only more of a challenge, because to him "if it's the right thing at the right time with the right people, it will work." And he did everything in his power to insure that it would indeed work.

Herbert F. Morgan
Florida House of Representatives,
1974 - 1986

It happened because of Herb Morgan as far as I'm concerned. Morgan was the maestro; he made things happen for us, even conducted us sometimes.

Walter Smith
FAMU President, 1977-1985

Born in Tallahassee on October 6, 1943, Herb Morgan graduated from Florida State University with a degree in business in 1966. He went on to a successful real estate career and in 1974 was elected to the Florida House of Representatives. In 1976 he was appointed head of an appropriations subcommittee and discovered the Golden Rule: Those who control the gold, rule.

Mr. Morgan soon became one of the most knowledgeable men in the state about budgets and two years later was named chair of the House Appropriations Committee, the post he held during the formation of the FAMU/FSU College of Engineering.

It is impossible to visit with Herb Morgan for very long without becoming acutely aware that he is a results-oriented individual with a keen sense of personal power and direction. Duby Ausley's statement that "once Herb sets his sights on something, he's very direct," is certainly very true and is also understated. (Conversation with D. Ausley, March 22, 1990)

If it were not for Herb Morgan, a man of single-minded determination and strength of purpose, and for Herb Morgan's position, chair of the Appropriations Committee, the FAMU/FSU College of Engineering would not have become a reality. His recollections of those years provide not only information, but insights into power, politics, and personalities as well.

The other side will say that I created the program, that I shouldn't have done it, all that garbage. The fact that it is a substantial program now points to the need that was there. Most of the opposition came from the ongoing engineering schools who saw this as a threat, which forced me to deal with it decisively.

Sometimes you have to make people do things they don't want to do and that they say is impossible to do, and that is that they have to work together. There are strengths that can be drawn from that. I feel that what we created was a joint FAMU/FSU school that took the best of both and put them together to form a strong program that met several goals: turned out more engineers, was a quality program, attracted more minorities, and helped meet statewide needs.

"This was the most important thing that I ever worked on."

Politically it was a big fight. It was a fight every time, every year. It was a fight because money in higher education is always a fight. We don't have a state identity with just one or two institutions; there are nine in our university system and they all want to be the same: comprehensive research institutions.

This was the most important thing that I ever worked on. It was the most significant accomplishment for this area. FSU and FAMU almost killed it themselves. It was very hard to get them to work together. When it wasn't moving along like it should, for example during the dean search, I pushed and shoved. Every month I would say, "Get a dean; Lannutti, Kidd or whoever, but get a dean."

The program wouldn't have been created nor would it exist today if I had not been where I was. The reason was that somebody had to make them believe enough in themselves to stay on track and to make sure they had money to do it with. That was my role basically. I could do it because of my position. It was not easy. It was extremely difficult to make them work together. I motivated them and made sure they had the money. Someone outside them had to be the one to make them work together, to be the champion of both. I had that unique ability, plus I was a statewide figure with considerable influence over what happened.

I had to fund the building as well. That was the piece that would insure that it would continue after I was gone and I knew I'd be gone someday. At one point I thought the whole world was fighting this issue. I wasn't sure there was anybody helping.

I'm a practical person. I try to find things where they are and get to where I want to be. I could see the big picture better than anybody. Giving it to one or the other would have killed it; the opposition would have sniped it to death. When I made it a joint program, with all the baggage that carried with it, it was almost an unassailable situation and that was that. It was tough to shoot at FAMU politically, it was tough to shoot at FSU too, and even tougher to shoot at them together. That made it tougher to kill.

My staff told me not to do it, that they would eat me alive. Sometimes you have to make people do what you know is right. If I'm going to fight for it and make it work, then it's going to be the way I think is best, at least structurally, or I'm not going to do it. I believed in it; I believe in it to this day and I'm proud of it.

In most of the tough situations, Ausley and I served as catalysts, forcing them to make decisions. We had a bigger view than they were taking, for example on the building site. We, the catalysts, said "Put it there [Innovation Park]." That's the best thing that could have happened; we looked at the good of the state and region, not just the two universities. I feel very strongly that it was the best location it could have been put under the circumstances.

The biggest headache was not politics but the two institutions themselves. Gus [Turnbull] told me it would be difficult, but that doesn't mean it can't be done. If you have the will to do it, if you want to do it enough to get it done, then you will.

It's a significant program that is meeting the objectives we set for it. It's getting the results we predicted that it could and should get. Everything is in place for that program. (Conversation with H. Morgan, October 16, 1989)

Known in several circles as "Herb Morgan's turkey," the FAMU/FSU College of Engineering was undoubtedly built on his power base in the state. He made it known to the Board of Regents, the Chancellor, and staff that the price of getting the five-year engineering enhancement plan funded was an engineering school in Tallahassee. Although he had initially visualized a single FSU College of Engineering, Herb Morgan, when faced with political realities and the state's desegregation plan, put his position, political savvy, and powerful personality behind the concept of a joint college. The result speaks for itself.

**Bernard F. Sliger, President
Florida State University,
1977 - Present**

A college of engineering had been a vision and goal for Bernie Sliger since he was named the tenth president of FSU on February 7, 1977. He believed that one of the attributes of a top-notch university was missing for FSU in 1977, namely an engineering college. The early 80's brought two more reasons for President Sliger to deepen his commitment to establishing an engineering college: FSU student test scores and grade point averages were comparatively low and the state was feeling a need for more engineers. It appeared to him that the time was right to push for the FSU engineering college; it was an opportunity to respond to the state manpower concerns in engineering and, since engineering students as a rule have higher academic scores, to improve the caliber of the FSU student body. Without his continued support and determination the FAMU/FSU College of Engineering would never have been established and would not be in existence today.

Born on September 30, 1924, in Trout Creek, Michigan, he attended Michigan State University, where he received all three degrees - B.A., M.A., and Ph.D. - in economics. Dr. Sliger joined the administration of FSU in May, 1972, as executive vice president, leaving his position as executive director of the Louisiana Coordinating Council for Higher Education. His background as an educator included 20 years as a faculty member and administrator at Louisiana State University, during which time he served LSU as head of the economics department, member and chair of the graduate council, dean of academic affairs, and vice chancellor.

Duby Ausley, who served on the selection committee for the tenth president of FSU, described the period of time preceding Dr. Sliger's presidency as a time of turmoil for the university. As the search process continued, Bernie Sliger "emerged as the candidate who would give peace and leadership" to a university in dire need of both. (Conversation with D. Ausley, March 22, 1990).

His style has been described as homey, laid-back, and non-presidential, but whatever his style may be, he is unarguably one of the most popular presidents in recent history. Fred Kreimer, twice Faculty Senate president during Dr. Sliger's tenure, has stated that "Bernie is popular: he's built up the morale of the faculty. He has given them a sense of involvement. He likes and is interested in people." (*Florida State* magazine, Spring, 1985)

One reason for his popularity with the faculty, according to Dr. Lannutti, is that he is "conscious of the faculty. He's willing to talk, listen, and argue with the faculty." Dr. Lannutti has no doubt about President Sliger's impact on the formation of the college: "The only reason we kept up was that Sliger was behind it. I got support from him in everything I did - PEPC, the Board, everything." "I cannot say often enough that Sliger being behind this was crucial." (Conversations with J. Lannutti, September 15 and 19, 1989)

President Sliger creates a relaxed atmosphere of informality around those with whom he comes into contact. He can and does work with a tremendously wide range of personalities, each with seemingly equal ease. As informal and unpretentious as he is, however, he is also a very astute leader, keenly aware of the people with whom he is involved. He knows when to use his own influence and when to use others'. He works well with those he needs to work with, circumvents those he doesn't, and unfailingly knows the difference.

**Walter L. Smith, President
Florida A&M University,
1977 - 1985**

Dr. Walter Smith became the seventh president of FAMU on September 1, 1977, less than 6 months after Dr. Sliger was

named president of FSU. Dr. Smith had received his B.A. degree in biology from FAMU in 1962, and had been active in the civil rights movement during his time as an undergraduate. He left Florida to pursue his career, only to return to Tallahassee in 1973 to begin his doctoral work in higher education at FSU. He finished his Ph.D. in 1974, worked briefly at Hillsborough Community College in Tampa, and then was appointed president of Roxbury Community College in Massachusetts, where he remained until returning once again to Tallahassee, this time as president of FAMU.

From the day he took office until the day he left, President Smith was never far away from the topic of merger or take-over. In his inaugural address he focused on the unique mission he believed was FAMU's:

"We were always able to sit down and talk about the nitty-gritty details"

When I assumed the Presidency of FAMU in September, I had no plans to preside over the demise of this great institution. One distinction I do not need is that of being the last president in the history of Florida A&M.

Ladies and gentlemen, I am deeply disturbed about what is happening to black students all over the country. I fear that the extinction of the black intelligentsia is a grim possibility unless we take action now to guide, direct, and nurture the educational and career aspirations of our young people.

Before the joint engineering program was even suggested, President Smith would define a new role and mission for the institution he was leading. Once again, his belief in the unique nature of FAMU and the necessity to preserve that nature were evident when he emphasized that the university maintain "strong commitments to its historical mission as a land-grant institution and of serving the needs of black citizens." (FAMU Mission Statement, 1977)

In an age when people aspire to colorblindness, it is tempting to think that the fact that one of the participating institutions was historically and predominantly black did not matter. Nothing could be farther from the truth. It mattered a great deal, especially to the black individuals involved. Dr. Smith recalls the early formative years of the college:

Florida was in the throes of desegregation. There were those who thought FAMU had everything we needed. Putting a high cost engineering program at FAMU was not what the legislature wanted. There were also those who had the opinion that what couldn't fly at FSU (in the early 70's) wouldn't fly at FAMU. (Conversation with W. Smith, November 15, 1989)

Lee Nyland, who served as Acting Vice President for Academic Affairs during a portion of Dr. Smith's tenure as president, echoed the importance of the racial differences. "You can't downplay the fact that this was a black school and that there was concern that people would be sensitive toward the black situation." (Conversation with L. Nyland, October 5, 1989)

The one issue that Dr. Smith remembers most strongly, and is remembered for most strongly, was the site for the engineering building. "My feeling, then and now, was that any site other than neutral would be detrimental to FAMU." (Conversation with W. Smith, November 15, 1989)

The neutral site agreed upon was the Elberta Crate site, as close as possible to half way between the campuses and identified with neither. There were those, however, who were convinced that Innovation Park was incomparably the better site for a school of engineering. That group of individuals included Herb Morgan, Duby Ausley, Elvin Dantin, and Bernie Sliger, so Walter Smith "knew early on I was fighting a losing battle." He was pragmatic enough to know that Innovation Park would be chosen as the building site, and idealistic enough to believe that he should fight a decision he believed to be the wrong decision for FAMU.

That issue, like many others, required the willingness and determination to work together toward a common goal. In remembering those early, sometimes tumultuous, days of the College, President Smith remarked: "I could not have done this with anyone but Bernie Sliger. Bernie was always sensible, even when I was radical. We were always able to sit down and talk about the nitty-gritty details." (Conversation with W. Smith, November 15, 1989)

The success of the College depended upon those individuals - Walter Smith, Bernie Sliger, Herb Morgan, and Duby Ausley - who were in key positions of influence and power. Without their dedication and determination, the FAMU/FSU College of Engineering would never have become a reality.

THE EARLY YEARS - 1981

With an eye toward the next legislative session in January and knowing that Governor Bob Graham wanted the budget on statewide engineering settled by December, those involved with the joint venture knew that they must proceed with as much speed as possible. Chancellor Newell requested that President Sliger of FSU and President Smith of FAMU appoint individuals to work with Dr. Hogan, the SUS engineering consultant, and Dr. Roy McTarnaghan, SUS Vice Chancellor for Academic Affairs, to accomplish the legislative mandate regarding an as-yet-undefined engineering program in Tallahassee.

It fell upon Professor Joe Lannutti of FSU and Professor Charles Kidd, then Dean of Science and Technology at FAMU, to proceed with the actual program planning, with help from separate committees on both campuses.

Initial Program Outline

After meeting during the summer of 1981, they sent a broad outline of their plans for a joint program to Dr. McTarnaghan. They had decided that:

- Florida State should proceed to implement the engineering program described in their planning request of April 1981 (with refinements to be provided). The implementation should be guided and assisted by a committee of external consultants selected from a list provided by Dr. Hogan but supplemented by FSU.
- FAMU should expand their Division of Engineering and Technology into a School of Engineering and Advanced Technology within the College of Science and Technology, offering B.S. degrees in civil engineering, mechanical engineering, and electronics as well as engineering technology. In addition, FAMU would offer professional degrees at the M.S. level through an institute attached to the College. FAMU would submit a supplement to the FSU planning request giving details of these programs. FAMU's implementation of their programs would be guided and assisted by a committee of external consultants selected from a list provided by Dr. Hogan but supplemented by FAMU.
- FAMU and FSU should prepare a document of understanding concerning a program of collaboration and conditions for easy transfer of engineering students between the two universities. A Program Coordinating Council would be appointed to work with and assist the Dean of the College of Science and Technology at FAMU and the Dean of the College of Engineering at FSU in accomplishing this collaboration.
- FAMU and FSU should seek cooperative programs of research.

Drs. Lannutti and Kidd then began working with Dr. Hogan to establish an acceptable list of consultants who would be asked to serve as advisors.

In his September 15, 1981, address to the faculty, President Sliger announced that the 1981 legislature had funded a "program of engineering in Tallahassee." He also announced that "the campus engineering development committee is working out the details of the Tallahassee engineering collaboration with FAMU and the BOR staff. This academic year, with the assistance of an outside team of consultants, we will pursue startup funds from the legislature so that we can begin building an engineering faculty."

In that same address President Sliger announced that the first tenant had signed a lease in the nearby Innovation Park research park, and that the "park authority, with representatives from the city, county, and the two universities, is now actively seeking additional tenants for the park." Although the Park was not tied to the Tallahassee engineering program at the time, it would play a part in the future of the joint college.

FAMU Engineering Proposal

In October, FAMU submitted a formal proposal to the Chancellor's Office requesting authorization to implement a B.S./M.S. program in engineering in January of 1982. It was proposed to change the name of the School of Science and Technology to the School of Engineering and Technology, and to offer degrees in the following fields.

Civil Engineering Mechanical Engineering Electronic Engineering Surveying Environmental Health Engineering Production Management Manufacturing Engineering Computer Systems Engineering
--

In addition to the current degree programs in engineering technology. The estimated cost of the program, through second year of implementation, was \$5.64 million.

The Chancellor's Office responded:

We will share this proposal with Dr. Joseph Hogan, the consultant engaged by the Chancellor to assist in the development of "an engineering program utilizing the FSU science and technical disciplines and the FAMU engineering technology program", as mandated in the 1981 Appropriations Act. While any decision regarding the appropriateness of your plans should await the conclusion of these consultations, I think it prudent to question the likelihood of your implementing these programs in January 1982. In my judgement the earliest possible time for the Board of Regents to review Dr. Hogan's report would be January 1982, with decisions on actions to be taken coming at a later time. (October 16 letter from R. McTarnaghan to C. Kidd)

After receiving the FAMU planning document, Dr. Hogan wrote President Sliger and President Smith listing eight concerns/questions he had about the Tallahassee engineering program. It was not clear to him whether the proposal was for two separate stand-alone colleges of engineering or one college with a cooperative effort on the part of the two institutions. The administration and budgetary procedure of a joint effort was also unclear. He indicated that there was a lack of definition concerning the interactions between the two institutions and suggested that the universities address these concerns as soon as possible.

"Principles for Collaboration"

Drs. Kidd and Lannutti were continuing to work on the details of collaboration and by the last of October had produced a document, "FAMU/FSU Agreement on Principles for Collaboration on an Engineering Program." The document stated that each university would establish "strong engineering programs essentially in accordance with their 1981 Planning Requests," and that a Engineering Program Coordinating Council would "be formed consisting primarily of the deans of the engineering programs at FSU and FAMU but supplemented with four other faculty members, two from each institution appointed by the respective presidents of FAMU and FSU."

The responsibilities of the Engineering Program Coordinating Council (EPCC) included:

To study and compare the FAMU and FSU freshman and sophomore pre-engineering courses in detail and compel uniformity at the highest possible level of quality.

To monitor the development of engineering degree programs at both institutions and seek to minimize duplications and maximize total capacity

To prepare diagnostic examinations to be taken by all students seeking entrance to the upper division engineering programs at either university

To establish computer-based remedial review programs for freshmen with difficulties in mathematics and for juniors unable to pass the diagnostic entrance examination.

To seek continually to enhance the quality and capability of the FAMU/FSU engineering program at all degree levels

In order to advise FSU and FAMU as to which engineering programs should be established and to help the staff prepare a budget for the first year, the Chancellor's Office, through Dr. Hogan, organized a team of external consultants and scheduled them to visit the two campuses on November 16 and 17, 1981. The team was composed of seven members and was chaired by W. Edward Lear, then Executive Director of ASEE, American Society for Engineering Education. The charge given to the team was

to recommend to the two universities and to the Board a plan for institution of engineering programs which will draw on the complementary strengths of FSU and FAMU and to provide cost estimates for the initiation of such programs.

The findings and recommendations of the team included:

The two universities propose the initiation of a total of fifteen engineering degree programs; seven at FSU and eight at FAMU. Duplicate programs in Civil Engineering and Mechanical Engineering are proposed, and there are other areas of potential overlap - Electrical Engineering and Computer Science at FSU, Electrical Engineering and Computer Systems Engineering at FAMU; Production Management and Manufacturing Engineering at FAMU and Industrial Engineering and Public Policy at FSU. Other programs proposed at FSU are Chemical Engineering, Bioengineering, and Oceanographic and Geophysical Engineering. At FAMU Surveying and Environmental Health Engineering are proposed.

The planning documents from both universities are well-prepared and reasonably comprehensive. There is however a minimum of reference to the interrelationships between the proposed colleges of engineering. As a result, Dr. Joseph C. Hogan, consultant to the State University System, wrote to each of the presidents asking for clarification of a number of points related to potential interaction between the two programs. The present consulting team was provided with a document which had been prepared jointly by FSU and FAMU in response to the concerns raised in Dr. Hogan's letter. The principle feature of the proposed cooperation between the institutions is the appointment of a joint engineering program committee which would have the responsibility for insuring that the programs are cooperative and complementary and that undue duplication is avoided.

After careful study of the proposals and other data and of the capabilities of the two universities, the consulting team is unanimous in recommending an initial program that is less ambitious than that proposed by either institution. It is however, in the judgement of the team, one which will allow the development of a strong base in the disciplines in which graduates are most in demand and one from which expansion to other disciplines can proceed if such is deemed to be appropriate in the future.

Separate Programs Recommended

It is recommended that following a year devoted to faculty and staff acquisition and to program development the programs listed below be initiated at the B.S. and M.S. levels:

FAMU

Electrical Engineering*
Civil Engineering

FSU

Mechanical Engineering
Chemical Engineering
Electrical and
Computer Engineering

It is further recommended that after accreditation is attained for the two initial programs at FAMU an Industrial Engineering program be initiated following the same pattern of one year devoted to program development and

faculty acquisition. It is also recommended that planning authority be granted to FSU for development of Ph.D. programs in the three engineering disciplines.

To insure that the engineering programs at FAMU and FSU are truly cooperative and complementary, a common lower division core for all disciplines is recommended with complete freedom of access by students from each institution to courses and credits from either. (Nov. 30 Report from W. Lear to B. Sliger)

* The oral exit interview indicated "electronic" engineering for FAMU

In addition, the consultants gave suggested build-up rates and estimated costs for each of the recommended programs. They emphasized that, because of high national demand for engineering faculty and the cost of required teaching laboratory equipment, the cost would be high. It was "the recommendation of the visiting team that unless the State is prepared to commit fully not only the considerable initial cost of these programs but also the very substantial continuing costs, they should not be started."

In response to the Governor's request for some preliminary budget implications by the end of the year, Dr. Hogan submitted a report to Chancellor Newell on December 4, 1981, that listed costs to update the existing programs at UF, USF, UCF and FAU (including buildings), to convert the FTU program from technology to engineering (buildings plus 5-yr cumulative costs), and to establish three new programs at FSU and three at FAMU (buildings plus 5-yr cumulative costs). He estimated:

UF	\$25.5M
USF	\$14.3M
UCF	\$15.0M
FAU	\$ 2.1M
FTU	\$18.6M
FAMU	\$21.1M
FSU	\$31.0M

The FSU faculty who had been working on the program proposals were somewhat disappointed that the consultants did not recommend support for the complete proposed program and in the slow phase-in recommendation. The FAMU faculty were more than somewhat disappointed in the consultants' recommendation and expressed their concerns in a letter to Dr. Hogan.

In light of all the constraints and guidelines established and promised to OCR (Office of Civil Rights) for providing Florida A&M University with programs that would attract more non-black students, we find it very difficult to believe that such a biased recommendation for distribution of curriculums will be accepted for implementation by you or the BOR. The resulting negative impact on the survival of engineering or engineering technology at FAMU would be unbelievable. Many of our students presently enrolled in engineering technology, are already speaking of transferring to an electrical engineering program rather than going for an electronic engineering degree. We regret

further, that none of our faculty served on the campus committee, nor were involved in preparation of the proposal presented. However, being active in engineering education, we feel it is our duty and responsibility (engineering ethics) to speak out on issues where unfairness seems to prevail. Programs suggested for FAMU to develop are either decreasing in enrollment or characterized by low enrollment. While those proposed for FSU are increasing in enrollment and/or already characterized by high enrollment which indicates the popularity and demand for graduates of such programs.

In order to assure FAMU of high demand programs so that it would most definitely attract more non-black students, and provide a strong foundation in engineering education: Electrical, Civil and Mechanical must be housed at FAMU. Since FSU has such a strong science program, it appears that it's most logical engineering program would be Engineering Science. (December 7 letter from V. Taylor, J. McCloud, B. Cheng, and Y. Tam to J. Hogan)

It had been 6 months since the initial appropriation of funds for a Tallahassee engineering effort. There had been a great deal of work done by a great many people, yet it was unclear as to exactly what that effort would be. The governor was looking at budget figures, the legislature would soon be meeting - 1982 promised to be an interesting year.

The Board of Regents was scheduled to meet on the FAMU campus on January 15, 1982. One item on the agenda was "Consideration of Budget and Programmatic Recommendations on Engineering Programs in Florida." In preparation for the meeting, Drs. Kidd and Lannutti had forwarded to Duby Ausley, at his request, a document entitled "The FAMU/FSU Joint Engineering Program," which was a re-titled version of the Principles of Collaboration they had developed the previous fall. The document stated, once again, that "FAMU and FSU will establish strong engineering units on their respective campuses essentially in accordance with their 1981 Planning Requests to the Board but guided by the advice of the BOR's FAMU/FSU Consultant Committee."

The Hogan Report

On January 14, Dr. Hogan provided to the BOR Planning Committee an executive summary of his engineering study, the purpose of which was "to provide an evaluation of the present status of engineering education in the State of Florida, to comment on the future plans of the various institutions and finally to make recommendations that will provide guidance to the state during the decade ahead." His recommendation with regard to the initiation of a new engineering program in Tallahassee was:

I recommend that any decision to proceed on new programs at FAMU and FSU be delayed until the Board of Regents can do a thorough survey to determine if there are great numbers of interested qualified students who are refused admission to engineering. In addition the BOR should develop a retention study to determine how many of the students who begin in Engineering actually complete the curriculum and receive a BS degree. This study would focus on what student characteristics are associated with successful completion. The BOR should also attempt to determine if improved student recruitment methods or remediation programs at the lower division could substantially enlarge the number of qualified students for engineering. With this type of information, the BOR will be better able to estimate the need for new programs. Should the survey indicate a great unmet student demand for engineering, the BOR would still have to compare the costs of beginning new engineering schools to expanding the capacity of the schools already in existence.

Given the cyclical nature of the demand for engineers, it is important that Florida consider the question of capacity very carefully. If a downturn in the economy were to produce conditions requiring fewer engineers, Florida might find itself in a situation with a large number of under-enrolled engineering programs.

Finally, if the Board of Regents decided to develop an Engineering School in Tallahassee, then it is essential to determine the feasibility of developing two separate schools. I cannot see how a decision to establish two schools a mile apart could be a wise use of Florida's resources.

The Program Committee took no action on the executive summary, but recommended the following course of action to the full Board the next day:

- The Board staff should prepare a budget request for
 1. A 5-year program/equipment funding plan for the four existing engineering colleges
 2. A continuing education program to meet the needs of Florida industry
 3. Conversion of the FIU program
- The Board should conduct an engineering needs assessment which would provide necessary information to the BOR and legislature for the proposed establishment of a single engineering program to be shared by FSU and FAMU.

Regent Terrell Sessums amended the recommendation "to state that the Board should approve a single program for FSU and FAMU along the lines suggested by the consultants, and that the Board direct the presidents of both universities to work cooperatively to develop such a joint program....Chancellor Newell inquired whether Mr. Sessums meant that the universities should develop a single school. Mr. Sessums stated that there was not a need for two separate engineering schools in Tallahassee, and that both FSU and FAMU should work cooperatively to develop a single school to benefit both universities." (BOR Minutes, Jan. 15, 1982)

The Board approved the recommendation as amended, and a true joint college was, or was to become, a reality.

By the next Board meeting it would be necessary to have a completed plan for the joint college to go along with the five-year budget request being prepared by the Board staff. Drs. Kidd and Lannutti worked with the Vice Presidents for Academic Affairs, Gus Turnbull at FSU and Gertrude Simmons at FAMU, and Presidents Sliger and Smith in order to produce an acceptable format for the joint college. As a result of their deliberations, a set of "Proposed Guidelines and Agreements for FAMU and FSU Developing a Single Engineering School in Tallahassee" was signed by President Sliger, President Smith and Chancellor Newell on February 11, 1982, and would be on the Board agenda for approval on February 13, 1982. The first-year estimated cost of the program was \$1,369,133, including a \$869,133 base budget and equipment funds of \$500,000.

1982 "Proposed Guidelines and Agreements"

Background

At the January 15, 1982 meeting of the Board of Regents, a resolution was adopted which provided, in part, for "approval of a new single program for FAMU and FSU along the model approved by the consultants with specific directions to the Presidents of FAMU and FSU to work together in a cooperative fashion to develop such a program".

In response we propose herein the results of a cooperative effort by FAMU and FSU to develop a single engineering program in Tallahassee.

"Single Program" Clarification

Regent Sessums was asked by the Chancellor to clarify what he meant by a "single program". He replied that he did not want two separate engineering schools and wished to use the model of a single institution similar to that suggested by Dr. Joseph Hogan, the BOR Engineering Consultant. Further, Regent Staton made it clear that it was necessary to have a "joint program" in order for the BOR to comply with its agreements with the Office of Civil Rights.

FAMU/FSU Institute for Engineering

Administration

The engineering school in Tallahassee, which we propose to name the FAMU/FSU Institute for Engineering, will have one Dean in charge of the Institute who will report directly to the Academic Vice Presidents of FSU and FAMU. This Dean will be appointed by both Presidents based upon the recommendations of a Joint Selection Committee of faculty members appointed by both Presidents and made up of an equal number of faculty members from each university.

Admission and academic standards and operating policies will be established by a Joint FAMU/FSU Advisory Board.

The Institute will use the business and other support services of FAMU and FSU. It will not develop an autonomous administrative structure which is not responsible to two universities.

Facility Planning

Build or lease at a single location agreeable to both institutions the required engineering laboratory space for temporary space needs of the FAMU/FSU joint program. Funds for equipment will also be necessary to outfit the labs in this leased space.

Planning money should be authorized in order to plan the engineering physical facilities in a single location to house the programs recommended by the consultants as described below. With the completion of this plan, it will be possible to indicate the construction costs as well as the additional lab and instructional equipment necessary for the new facilities.

Admissions

Admission standards will be established by the Joint FAMU/FSU Advisory Board. Students may enter the Institute after completion of a lower division pre-engineering program. Admission may also occur at the graduate level.

Degree Programs

Curriculum

The team of seven BOR engineering consultants which reviewed the programs at FAMU and FSU on November 15-17, 1981 recommended that the following programs be developed:

Electrical and Computer Engineering
Mechanical Engineering
Civil Engineering
Chemical Engineering
Industrial Engineering

It is assumed here that the FAMU/FSU joint program will establish these programs initially. The Institute faculty will recommend the curriculum for pre-engineering and engineering to the university presidents for appropriate action.

Students will be allowed to pursue their general education courses at either FSU or FAMU in accordance with cooperative procedures already in place. The Dean, working with an Advisory Board and the Academic Vice Presidents, will specify which courses at each campus will satisfy the Institute requirements. In the pre-engineering curriculum there shall be a single core of courses to be offered at FAMU, FSU or the Institute.

Engineering courses will be taught by the faculty members of the Institute.

Proposed Timetable

Time is extremely short for recruiting faculty, but the Institute will attempt to recruit faculty on the following schedule:

<u>For Academic Year</u>	<u>Faculty</u>	<u>Major Efforts</u>
1982-83	4 EE 3 CE 2 ME 2 ChE	Begin courses in EE & CE Plan ME & ChE
1983-84	4 EE 2 ME 2 ChE 2 IE	Expand EE & CE Begin courses in ME & ChE Plan IE
1984-85	4 EE 2 ME 2 ChE 2 IE 1 CE	Expand existing programs Begin courses in IE

This schedule will be expedited if it proves possible. Obviously, the Dean will also have to be chosen as soon as possible to assist in the recruitment and development effort.

Faculty

The faculty members will be recruited and selected by a Joint Selection Committee made up of faculty members from FAMU and FSU. Eventually, when the Institute is underway, the faculty and Dean at the Institute will recruit their own faculty members who could be appointed at FAMU or FSU through a mutually agreeable process. A majority of the faculty appointments will be Institute faculty on joint appointments.

Degree

Upon successful completion of an engineering degree program at the Institute, a student will receive a degree from FAMU or FSU, with identification of the Institute on the diploma.

General Comments

These general guidelines outline a method for achieving a single engineering school that will be developed and operated by FAMU and FSU. There are undoubtedly a great number of detailed issues which will need resolution in order to achieve the goal of a "joint program". However, all of these issues should be resolvable within the powers of the Board of Regents. When a program plan for implementation is submitted to the Board of Regents it will include details on student registration, class scheduling and faculty appointments. Once FSU and FAMU begin the detailed development of this school, we should be able to identify the difficulties fairly quickly and will seek a resolution with the Board of Regents or the Legislature, if necessary.

1982 Funding

The balance of the \$75,000 appropriated, that is now available after paying the consultants' expenses, will be used equally by FSU and FAMU to continue the development of this single engineering program.

Board of Regents' Controversial Approval

The next Board meeting was held in Tampa on February 13, 1982, and at the top of the agenda were the "Budget and Programmatic Recommendations on Engineering Programs in Florida." The staff had recommended a 1982 budget request of over \$12 million to begin a 5-year engineering enhancement program; this included \$1.4 million for the FAMU/FSU Institute.

The approval process was not without controversy. First, both the Hogan Report and the Creech Task Force Report indicated that priorities should lie with existing programs, something with which presidents and regents representing affected universities were in sympathy. Secondly, several FAMU students opposed the proposal at the meeting, as they had done in the past in Tallahassee.

Student Opposition

Roger Hill, a student at FAMU, explained to the Board that he had lobbied and had done extensive research on this issue, and that this program should be placed on the FAMU campus since FAMU is the only school which currently has an engineering technology program in Tallahassee. He noted that the plan was flawed. He said that part of the commitment made to the Office of Civil Rights was to help the University System move away from segregation; this commitment would be helped by the white students attending high demand programs, such as an engineering program on the FAMU campus. He contended that there is a better way to deal with this issue. He asked if the Board feels that the institute would better enhance FAMU than a single school at FAMU.

Rick Cooper, a member of the student chapter at FAMU of the Florida Engineering Society, said the students at FAMU felt that the recommendation for an institute is an attempt to dismantle FAMU.

The Chairman [D. Ausley] responded that this plan would enhance rather than injure any program, and subsequent discussion before the Board would provide further details. The Chairman also recognized Dennis Barton, the Executive Director of the Florida Engineering Society. He reported that his organization represents 3,500 members and that its findings were essentially identical to the findings of the engineering consultant, Dr. Hogan.

The Chairman called for a vote on approval of the plan, ... and stated that the issue before the Board was to approve the joint program as presented in the agenda.

Regent Opposition

Mrs. Staton said that she wished to speak against the motion. She said she was committed to Florida A&M University and its enhancement. She wanted to remind the Board of various steps taken earlier, none of which lead to the approval of this recommendation. She noted that the Task Force on Engineering had indicated that the development of new engineering programs was the lowest priority. She said that the engineering consultant had said there was an inadequate number of students seeking engineering education; she noted the lack of faculty. She also stated that Dr. Hogan had identified \$50,000,000 as necessary for the Tallahassee program. She felt that this was ill-advised action for the Board to take, particularly in light of the revenue shortfall reported by the Revenue Estimating Conference two days earlier. The Chairman [D. Ausley] responded that his Board had already voted on the question of whether there should be a program; that only the details were before the Board to be approved.

Mr. Gibson stated that the Board would not back away from making a decision, but that the Board should also not sacrifice existing programs. He said he did not quite understand the breadth of the programs, but that the current recommendation appears to be a risk to existing programs. He said that members of the Board had only had the opportunity to review the recommendations for a short period; he was not sure that Board members could intelligently vote on the question. The Chairman reminded the Board members that it was only the specifics of the plan which were before them for approval.

Mrs. Staton said that like Regent Gibson she was concerned over the long-range costs for the engineering recommendations for the next five years. She said she remembered that Dr. Hogan had stated that to initiate a program in Tallahassee would cost approximately \$4,848,300 and that the total recommendation for the next five years would cost in the neighborhood of \$47,270,000. She said that this was a decision which had long-range implications and she expressed concern with the long-range costs of these recommendations. Following this discussion, the Chairman called for a vote on the motion. The Board voted to approve the proposed joint program for FSU and FAMU. (BOR Minutes, February 13, 1982)

The approval process did not go unnoticed in the press, however. Various editorials appeared in, predictably, central and south Florida newspapers, criticizing the BOR for playing political games with the legislature, much to the detriment of the citizens of Florida. The turmoil died down fairly fast, but would rise again. It was, after all, a 5-year plan and this was only the first year of appropriation.

In late February of 1982 the House Appropriations Committee, under the leadership of Rep. Herb Morgan, approved the funding request as submitted by the BOR, and it now was on its way to the Senate Appropriations Committee. Chancellor Newell responded: "I am grateful that the House of Representatives has endorsed the Engineering Enhancement Program recommended by the Board of Regents. They have provided \$12.6 million to enlarge and expand our current engineering programs and to develop a joint program at Florida A&M University and Florida State University." The probability of success, at least for the first year, looked high but there was a tremendous amount of work to be done - classes were due to start in the fall.

Administrative Organization

A progress meeting was held on March 24, 1982, and was attended by Chancellor Newell, Vice Chancellor McTarnaghan, Presidents Smith and Sliger, and Drs. Lannutti and Kidd.

An administrative chart was developed showing the reporting procedures for the dean through the two Vice Presidents and Presidents, and considerable discussion ensued over what appeared to be setting up separate administrative structures at each institution. The Chancellor requested that the two Presidents reconsider this administrative organization and report back within the next few weeks. It was made very clear that this is to be a single organization, reporting on behalf of the two institutions and in no way would a structure develop to establish two separate programs with one associate dean who is only an FSU dean and one who is only a FAMU dean. (March 31 Memo for Files, R. McTarnaghan)

In addition, four committees were established:

- Joint Dean Search Committee with four members from each institution.
- Joint Faculty Screening Committee with five members from each institution and six identified tasks - (1) recommend research specialty areas, (2) seek faculty members, (3) review the application letters already received and recommend responses to each, (4) recommend which candidates to invite for interviews, (5) attend seminars and functions during candidates' visits, (6) recommend which faculty members to employ
- Engineering Program Coordinating Council with nine members from each university and eight tasks - (1) establish the pre-engineering curriculum at the freshman and sophomore level, (2) set common admissions criteria, (3) prepare the diagnostic examinations to be taken by the students, (4) establish a computer-based remedial review program, (5) monitor the development of the engineering programs at both institutions to minimize duplication, (6) seek to enhance the quality and capability of the programs, (7) review cooperative programs and prerequisites, (8) establish cooperative engineering research programs utilizing the expertise of both institutions.
- External Board of Advisors, a group of distinguished engineering educators and scientists in the nation who could be supportive of the program.

It was further decided that Drs. Kidd and Lannutti would be joint program coordinators and that they would review possible sites for upper-division laboratory space prior to instruction at that level occurring; the first curriculum approval would be sought from the Board in May. Dr. McTarnaghan remarked: " .. it appears that the two institutions are moving along on a smooth track and are proceeding to organize the curriculum with their advisory committees in a productive fashion." (March 31 Memo)

1982 Appropriation

On April 7, 1982, the Florida Legislature gave final approval for the appropriation of over \$12.5 million to "SUS institutions to enhance engineering programs, to increase the production of engineers, and to provide practicing engineers the opportunity to pursue a graduate education. Funds are provided for the joint FAMU-FSU Engineering Institute to implement course offerings to the extent judged feasible by the universities." (Appropriation 393B)

Less than a week later Chancellor Newell forwarded to Representative Morgan a proposed three-year implementation schedule for the FAMU-FSU engineering program, indicating that curricula at the B.S. level in electrical, civil, mechanical, and chemical engineering should be approved by the end of the year. Very soon thereafter Dr. Lannutti was appointed Associate Vice President for Academic Affairs (Engineering Development) with the responsibility for coordinating the development of engineering at FSU and for liaison with FAMU and external constituencies.

Dr. Hogan's final report, "Engineering Excellence for the Decade Ahead," was submitted to the Chancellor and reiterated what he had presented to the Board earlier as an executive summary. His recommended needs-assessment study was not now within the realm of possibility - the ball was rolling.

As a reflection of the fact that the ball was indeed rolling, President Sliger expressed his thanks to the Engineering Planning Committee at FSU and released them from their assignment. The Institute had an administrative blueprint, an operational timeline, and money to work with; it was past the planning stage.

Co-Directors Kidd and Lannutti

The nitty-gritty details involved in the creation of the Institute began to multiply almost daily, and it fell upon Drs. Lannutti and Kidd to manage these multiplying details. Four immediate concerns facing the directors included faculty, curricula, physical facilities, and budget. Approval was given at the May 7 Board meeting to "commence their hiring procedures upon consultation with Chancellor Newell," and at the June 11 meeting the electrical and civil engineering curricula were approved for implementation under the joint responsibility of FAMU and FSU. Contained within the proposal for implementation were the mission statements of the two institutions. Although mission statements by their very nature are somewhat vague, one can glean a sense of the differences between the two universities from such statements.

Florida A&M University (FAMU) is a residential, multi-purpose university whose principal role is to provide professional education for career-oriented students whose aim is for entry level professional positions in business, industry, and the professions. FAMU is determined to assume a broader role of providing higher education opportunities for all persons qualified to enter the university, while maintaining its heritage of enhancing higher educational opportunities for black citizens of the state of Florida.

The Florida State University (FSU) is a comprehensive, graduate-research institution with state-wide responsibilities offering diverse undergraduate, graduate, advanced graduate and professional studies, and, generally, undergraduate preparation for advanced study.

So the two institutions with noticeably different missions, one predominantly white and the other predominantly black, one approximately four times the size of the other, embarked upon a venture that neither had envisioned or had particularly wanted. Knowing that separate engineering programs would never have been approved, they accepted the premise that "half a loaf" and set out to create an entity that would satisfy all parties involved. Quite a task.

Location

The original agreement of February, 1982, indicated that the Institute would be housed in a single location agreeable to both institutions. It was necessary to determine the location of classes/labs/offices for the upcoming year (1982-83), the following year, and on a permanent basis. At the request of the Chancellor, the directors had investigated the area between the campuses in March in order to find possible leasable space, but had made no recommendation. Dr. Lannutti felt that space could be found on the campuses for the 1982-83 year and that the Innovation Park development would be a strong possibility for a short or long term lease.

Dr. Lannutti had contacted the Innovation Park Development Authority in 1981, when a single FSU engineering program was being developed. It had been proposed that the Authority build and then FSU lease buildings at the Park until a permanent engineering facility could be built. The proposal had not been pursued because of the change in program planning, but Dr. Lannutti was still promoting the idea. President Smith and Dr. Kidd, however, were not at all in favor of that possibility. They felt that the inconvenience for students and faculty was not worth the benefits gained and that there was sufficient space on the FAMU campus for the short-term. It was also evident that a major problem with the Park as far as the FAMU representatives were concerned was that it was perceived as "FSU property" and that the faculty, students and alumni of FAMU would see that location as a FSU take-over. The problem of location would disappear for awhile, since expediency would dictate that students and faculty would be housed wherever possible on separate campuses for the beginning years. It would become a major source of contention, however, when the site for the new engineering building was to be decided upon in the future.

There would be a continuing struggle over just how autonomous the Institute, and later College, should be. Representative of that struggle were questions concerning how budget and faculty appointments would be handled.

Budget

It had been decided early on that as far as the budget was concerned, FAMU would act as fiscal agent in 1982-83 and FSU in 1983-84. It had not been decided exactly how to accomplish that, or what the long-term arrangement would be. As it turned out, there was some misunderstanding between the Chancellor's Office and the directors, as expressed in Dr. McTarnaghan's July 30 memo to Drs. Lannutti and Kidd.

While FAMU is the fiscal agent in 1982-83 and FSU will be in 1983-84 under the terms of the agreement, I feel the budget should be held together in one account, not split equally in two pieces to the two universities. Both Kidd and Lannutti can act jointly to handle expenditures through the Institute until a new Dean is appointed. When

the Dean is on board he or she must have control of the budget — not have it split. Without control of the Institute budget, no talented Dean would accept this position.

The directors, on the other hand, found it more practical to divide the funds and for each to be responsible for various expenditures through their separate budget offices. The directors, budget officers and controllers of each university developed a memorandum of understanding in August of 1982 as to how expenditures would be handled. This would continue for a few years but would eventually be changed completely. The memorandum of understanding stated:

- FAMU is the fiscal agent for the Institute for the 1982-83 fiscal year. FSU will be the fiscal agent for 1983-84. The fiscal agent will continue in subsequent years to alternate between FAMU and FSU. When FAMU is the fiscal agent, FSU will be known as the sister school. When FSU is the fiscal agent, FAMU will be known as the sister school.
- The budget for the Institute will be developed by the Institute and approved by both schools and allocated by the fiscal agent.
- Each school shall be responsible for compliance with all applicable laws, rules, and regulations for their particular responsibilities concerning the Institute.
- The sister school shall pay all items from their regular State funds and submit a monthly invoice with appropriate documentation to the fiscal agent. At no time shall expenditures exceed the budgeted amount for any expenditure category.
- The fiscal agent shall cause a timely expense reimbursement to be made in payment of the invoices from the sister school.
- Equipment purchased by either school shall be appropriately tagged by the purchasing school and identified within their property record system.
- The sister school shall provide sufficient information to the fiscal agent for completion of certifications forward.
- The sister school shall provide to the fiscal agent the documentation with respect to position numbers for all employees.
- The fiscal agent shall report all activity of the Institute in their financial report. The sister school shall disclose the activity through an appropriate footnote.

Faculty

The Chancellor's Office seemed to envision an Institute that was more independent than that envisioned by the two universities. Dr. McTarnaghan expressed his concerns over faculty appointment in the same July 30 memo:

Again, realizing a new Dean must have a strong role to play in these appointments, I do not believe a procedure (as I understand it) that appoints and tenures Civil Engineers at FAMU and Electrical/Computer Engineers at FSU outside the Institute structure provides for an integrated, single

Institute. To have an integrated Institute, one would need to have departments of Civil and Electrical (and others) as units within the Institute. A professor may also have a joint appointment with another academic department in either FAMU or FSU, or a joint appointment in Engineering at both institutions.

Dr. Turnbull, FSU Vice President for Academic Affairs, replied:

Since we are not creating an independent, tenth university, it is impossible to build an Institute upon the strengths of the two universities without at some point allocating personnel and financial resources to one or the other or both of the universities even though the continuing locus for these decisions is the Institute.

In order to successfully recruit, develop and promote and tenure faculty, it is critical that each individual faculty member have a primary assignment in one or the other university. Otherwise there is either no channel for evaluation or individuals must go through two separate channels; either alternative is unacceptable in the real world. It is our clear expectation that the starting point for recruitment and such evaluations will be the Institute. Tenure, for example would be in the Institute and granted through one or the other of the universities. (August 4, 1982, letter from G. Turnbull to R. McTarnaghan)

By the end of August, it had been decided that courses in civil engineering and the electronics option of electrical engineering would be taught on the FAMU campus and courses in computer science and systems options of electrical engineering (and eventually mechanical and chemical engineering) would be taught on the FSU campus, with temporary arrangements being made on each campus for labs, classrooms, and offices, etc. The dean search had begun, as had faculty searches, and there were sufficient faculty presently available to handle the five courses, three at FSU and two at FAMU, scheduled to begin on August 30, 1982 - the first day of the first semester for the FAMU/FSU Institute for Engineering.

Citizens Council for Budget Research

The semester had barely begun when publicity problems arose again. On September 10, 1982, the Citizens Council for Budget Research, a non-profit group formed to evaluate budgetary efficiency in state government, released a report stating that the joint FAMU/FSU engineering program could become a \$30 million wasteful duplication over the next 5 years. The report stated that the program wasn't needed, was duplicating existing programs, and that by siphoning funds away from those programs, it would dilute their quality; it further identified a portion of the program's budget that seemed unnecessarily inflated. The report recommended "that the Governor veto the \$1.4 million appropriation for the program, and that the Board of Regents address the issues of quality for Florida's engineering programs. Further, the Florida Legislature should refrain from funding programs which are not requested by the Board of Regents

and/or are duplicative in nature." (Citizens Council for Budget Research Report, September 10, 1982)

The governor had experienced pressure from several quarters to veto the appropriation, but thanks to the efforts of people such as Herb Morgan and Duby Ausley did not do so.

Facilities

Plans were still being discussed for a permanent engineering facility. Directors Lannutti and Kidd envisioned

the future Institute not as a single building, but as a complex of about six major buildings — the result of a ten-year building program costing \$75M to \$100M. The complex of buildings is to be located somewhere between FAMU and FSU with a convenient transportation system and a system of overpass walkways and roads connecting the campuses. It must be equally convenient for students from either campus to go to class at the Institute and/or the other campus in the usual 15 minutes between class periods, without having to fight the normal public traffic. (October 15, 1982, memo from Lannutti/Kidd to Smith/Sliger)

The FAMU/FSU engineering facility appeared on the 1983 Priority List for Capital Outlay, which did not meet with universal approval. The president of the University of Florida, for example, expressed strong objections to providing money for the facility since doing so reduced the allocation to the University of Florida engineering building. The Chancellor and her staff, however, defended the need to fund the FAMU/FSU project since both the Board and the legislature were committed to it.

A Completed First Semester

So 1982 ended with a sigh of relief from the supporters of the FAMU/FSU Engineering Institute. A program, although certainly not as envisioned, was in existence - funding had been approved, five classes with an average enrollment of over 20 students/class were being offered, and capital funds were going to be requested for a new engineering building. Dr. Lannutti discussed the Institute in a November 11 article in the Tallahassee newspaper:

I certainly can say it would be a lot easier if we didn't have to deal with two universities. But we've been asked to do it, so we're doing it. I'm sure there are going to be lots of little problems that are going to occur. Things go a lot more slowly.

What they've asked us to do is not a simple matter. But I think it *has* to work. It's not a matter of: Will it work?

If you say it has to work, you have to find ways to do it. It takes patience and tolerance. But we'll find a way.

And they will.

THE EARLY YEARS - 1983

Indeed, the Institute was not "a simple matter." Neither FAMU nor FSU was used to having to deal with the procedures and processes in place at the other university and communication was not ideal. Exemplifying that non-ideal situation was the fact that FAMU, without prior discussion with FSU, entered into a contract with a local consulting firm, Productive Managements Systems, Inc. (PMSI), to review various aspects of the Institute, including: its role and scope, the present work program, its mission and objectives, and the current management structure. There was a great deal of dissatisfaction on both campuses with the administrative structure, including the division and coordination responsibilities of Institute staff. In a memo to Dr. Turnbull, Dr. Lannutti stated that "The lack of clarification of responsibilities and reporting relationships makes our daily operation exceedingly difficult." (February 21, 1983, memo from J. Lannutti to G. Turnbull)

PEPC Engineering Study

And studies were *still* being done, the most recent by the Florida Postsecondary Education Planning Commission (PEPC). The Commission was created by executive order in 1980 and subsequently given statutory authority in 1981 to advise the Board of Education on new programs and institutional roles, among numerous other tasks. Reflecting the controversy surrounding the appropriation of funds for engineering programs during the last legislative session, the legislature, through proviso language in the 1982 General Appropriations Act, charged the Commission to "review the needs for engineering education in the State, including the recent consultant's report on engineering, and recommend to the Legislature a plan to meet these needs no later than March 1, 1983."

The Commission's study would address, among other topics, manpower needs and the development of distinctive missions of new engineering schools. Directors Kidd and Lannutti were invited to address the Commission on January 19, 1983, to discuss "graduate engineering programs, the development of distinctive missions, the role of the Institute in meeting regional and statewide needs for engineering education within the context of the existing system of public and independent institutions, and the preparation and role of engineering technologists." (January 3 letter from M. Armstrong, PEPC, to C. Kidd/J. Lannutti)

The population concentration of the state was moving southward, as was the political power, and the Commission joined with other groups to question the viability of the Tallahassee engineering program. Its study would state:

Many of the employers and engineering educators interviewed for this study voiced strong opposition to the establishment of new engineering schools as a diffusion of

resources from established schools attempting to enhance quality. Particularly strong opposition was voiced to the establishment of an engineering school in Tallahassee, far removed from the centers of high technology industry in Florida.

The development of new engineering schools, particularly far removed from major concentrations of population and engineering industry, should be a low priority as it represents a diversion of scarce resources from more pressing and well documented needs.

The Commission remains unconvinced that establishment of the FAMU/FSU Institute for Engineering responds to a demonstrated need or unmet student demand. Nor does establishment of the Institute address well demonstrated needs of providing continuing engineering education statewide and enhancing the quality of established engineering programs. Program development at the Institute shall be limited to undergraduate and beginning graduate programs. The development of doctoral programs should be strictly limited, and should be considered only if they comply fully with the twelve criteria established in the Master Plan. Of paramount importance should be the clear demonstration of compelling need not met by existing programs within the State University System. Specifically, this Institute should not duplicate engineering doctoral programs offered by the University of Florida. (*Engineering Education in Florida*, PEPC Study Prepared in Response to Appropriations Item 368 of the 1982 General Appropriations Act, February 17, 1982)

Faculty and Location Difficulties

The two main difficulties facing the directors, other than bad public relations, were faculty and location. A joint Faculty Selection Committee had been established with the authorization to hire 23 faculty by the fall of 1983. It was not expected that the entire 23 would be hired by that time, but a critical mass of faculty had to be in place for the Institute to be a viable entity. Although both universities were represented on the Committee, it appeared to Dr. Lannutti that "getting participation in the process by FAMU faculty seems to be extremely difficult." (March 1 memo from J. Lannutti to C. Kidd).

The PMSI Management Review addressed the problem in its report:

Although a vigorous search effort is underway, no new faculty hires are in place at FAMU or FSU. Both schools are using adjunct professors and/or previously existing staff for the majority of their engineering effort. This is a clear area of concern that requires immediate relief. It is vital that a Dean or Interim Dean be hired as soon as possible to galvanize the overall effort to establish the Institute as a formidable engineering education school.

The Joint Selection Committee and the Joint Advisory Council must meet at regularly scheduled intervals to make determinations relative to Institute programs, faculty and students. There appears to be a certain natural reluctance for aggressive inter-university activities.

The Management Report also expressed the facility problem very

succinctly:

Both FAMU and FSU are using makeshift facilities to establish the initial phase of the Institute. The search for a single facility in a mutually agreed upon location has been a tedious and unsuccessful effort to date.

Directors Kidd and Lannutti had examined several buildings between the two campuses with the idea of a short or long term lease arrangement until a dedicated facility could be built with state funds. Because of large renovation costs and the inability to agree on a suitable location, the leasing possibility seemed to fade. It was decided to use existing campus facilities until a building was available. The problem was still to decide on a mutually agreeable site. This was to prove to be one of the major stumbling blocks of the early years.

On March 3, 1983, President Smith wrote to Chancellor Newell stating that "I am pleased to notify you that President Bernard Sliger and I have agreed on a recommendation for the permanent site for the Institute of Engineering." The site was adjacent to the FAMU campus and contained some low cost homes in ill repair and a closed motel. Dr. Lannutti, upon receiving a copy of President Smith's letter, replied to President Sliger:

I am greatly disturbed. If the Institute is to be established at the edge of the FAMU campus, essentially across the street from their Technology building and almost a mile from our Science Center then FSU has lost the program. The consequences will be dramatic!

Unless it is too late, I suggest an alternative site — on the FSU campus on Call Street just East of the Oceanography Rogers Building. That will be roughly the same distance from the FSU Physics Department as is the FAMU Tech Buildings from the proposed Canal Street site.

As it turned out, the Department of Transportation had already acquired much of the property for right-of-way (March 21 letter from B. Newell to W. Smith), but communication clearly was not at a maximum; the number of different agendas certainly seemed to be however.

The PMSI study addressed this problem as well and recommended that the universities

immediately review the total concept of inter-university cooperation and coordination to implement the Institute concept. This cooperation and coordination effort must be launched from the "Top" down in the hierarchy in order to be effective.

On a more positive note, enrollments were growing - 7 courses were scheduled to be held at FSU and 2 at FAMU for the second semester and 80 FSU/44 FAMU students were denoted as "pre-engineering." In addition, efforts were well underway to establish an external Advisory Board. Several outstanding and well-respected individuals had agreed to serve on the Board, which would have its first meeting in the spring of 1983.

Joint Engineering Program Coordinating Council

The Joint Engineering Program Coordinating Council had its first meeting on March 25, 1983. There was some disagreement between the two universities concerning a diagnostic exam. FSU wanted to administer a diagnostic exam prior to the junior year, which a student would have to pass before continuing into the upper division. However, "Dr. Kidd stated that President Smith would not permit administration of a diagnostic exam for any program with which FAMU is associated." (Minutes, JEPCC, March 25, 1983) The decision was made not to include the exam at that time, but to reexamine the issue at a later date to see if failure rates were excessive. In addition,

It was pointed out that two major obstacles which must be addressed soon are the differences in registration times and daily class periods between FSU and FAMU. Since FSU students must register before schedule information is available from FAMU, it is not possible to implement our published statements that "students may register at either university and pursue any of the degree programs offered ..." The suggestion was made that we investigate holding a single one-day advisement/registration session for all Engineering students at both universities. Also since daily class periods are not the same, a student's entire schedule is disrupted when he/she must take a class at the other university. Dean Kidd and Dr. Lannutti agreed to address this issue. (Minutes, JEPCC, March 25, 1983)

It had not been an easy year. There had been disagreements and frustrations, and the motivations of the people involved differed considerably from one person to the next. But spring had come; it was budget time and nothing promotes unity and harmony more than external attack.

Institute for Engineering Progress Report

In preparation for the upcoming battles, Presidents Smith and Sliger provided Representative Morgan with a progress report for the FAMU/FSU Institute for Engineering. Their letter of April 25 reported that:

1. Current enrollment and admissions data indicate that the engineering student population will reach 500 during the 1983-84 academic year. Hence, taking into account Spring 1984 enrollment and academic attrition, our engineering programs will probably maintain an enrollment in excess of 425 students during 1983-84.
2. The screening of over 560 applications for faculty positions has resulted in 81 applicants being given secondary consideration. To date, thirteen candidates have visited, and five offers have been extended. Three regular faculty appointments have been made. So far, the bulk of our engineering instruction has been delivered by qualified adjunct engineering faculty. We expect that at least three additional appointments will be made prior to August 5, 1983. Other needed faculty employment must await approval of an adequate operating budget for FY 1983-84.

3. A field of 29 applicants for the position of Dean of the Institute has been narrowed to three top candidates who will be interviewed during visits to Tallahassee between April 25 and May 24. The Vice Presidents for Academic Affairs will receive the Joint Search Committee's recommendations on or about June 1, 1983. We anticipate that an offer can be made and responded to prior to August 1, 1983.
4. Moderate renovation of existing facilities has been made to accommodate the specialized laboratory instruction for engineering students and to provide offices and advisement areas for engineering faculty. These modifications were necessary to meet program demands through 1985 when we expect permanent facilities will become available. We also expect that the renovated space will continue to serve the needs of the much larger Freshman and Sophomore core science classes. We expect selection of a site for the construction of a permanent engineering complex to be made before August 6, 1983.
5. Approximately 82% of the operating and capital funds for FY 1982-83 (i.e. \$1,307,659 with 4.49% call-back removed) have been spent or encumbered at this time. The funds have been used for the delivery of instruction, hiring of faculty and support staff, preparation of instructional space, purchase of required equipment and the expense of recruiting activities.

The advent of over 350 additional students for the 1983-84 academic year will require an operating budget of over \$4,000,000 to adequately teach and otherwise prepare for this engineering student population.

The information provided certainly indicated growth and student interest, and Rep. Morgan would need every bit of help he could get.

1983 Appropriation

The governor had recommended that the 1983-84 budget for the Institute remain at the 1982-83 base level, \$869,133. This would appear generous when compared with the Senate Budget Committee recommendation, based on the PEPC report, to eliminate Institute financing *completely*. Representative Morgan was angered by the Senate vote saying it was an attack on him. He stated in a Tallahassee Democrat interview that it was "directly pointed at me," and that Senate leaders hoped to use the school for trade-offs when the two houses met to negotiate budget differences the following week. (Tallahassee Democrat, May 17, 1983) The House version called for an Institute budget of \$2.1 million, and Rep. Morgan was, once again, successful in obtaining enough funding to keep the Institute alive and well, but not without a proviso in the Appropriations Act requiring that a plan for operation of the joint Institute be approved by the Regents, the Governor's Office and members of the legislative staff prior to allocation and release of funds. There was still the ongoing problem of where it would be located, however.

Location Possibility

Directors Kidd and Lannutti went back and forth about possible

locations for the future engineering facility. Whatever Dr. Lannutti proposed was too close to FSU and whatever Dr. Kidd proposed was too close to FAMU. They eventually reached a point at which they were drawing dots and lines on maps and minimizing distances, although Dr. Lannutti suggested it might be more appropriate to minimize the product of students times distance. (June 8 memo from J. Lannutti to C. Kidd)

Finally, a piece of property was found that was A) 1.4 miles from the center of the FSU campus and 1.6 miles from the center of the FAMU campus and B) actually for sale. The only possible difficulty with the site, as expressed in a June 13 letter from the FAMU Director of Facilities Planning to President Smith, was that the site (Elberta Crate Co.) was relatively flat and would require retention ponds in order to contend with the low water table on the site and expected run-off from any construction. The estimated price tag was \$2 million. Other than those two possible drawbacks, the site satisfied the major criteria: it was equidistant from the two campuses.

At the July 15, 1983, Board meeting it was announced that the institutions were "working together and moving toward the establishment and completion of the project." (BOR Minutes, July 15, 1983) Perhaps the site would be satisfactory after all.

The Institute was ready to begin its second year, and considerable progress had been made. An agreeable building site seemingly had been found and, although purchase of property for state agencies was no easy task, dialog had begun. Six new faculty (2 visiting, 4 regular) had been hired, and there were approximately 550 students enrolled. The practice of alternating budgets seemed to work fairly well and the registration problems were on their way to being solved.

Search for a Dean

One problem remaining to be solved was the lack of a dean. Three possible candidates had visited during the spring, but no mutually agreeable willing candidate had been found. The FAMU and FSU representatives on the Search Committee had different visions as to the type of person needed for the Institute. The FSU representatives wanted a dean who was familiar with nationally recognized research programs. The FAMU contingent wanted a dean who would be sensitive toward the black students' situation, in essence wanted a black dean. In the words of Dr. Lee Neyland, "The dean search was difficult. The standards were set for research and certain kinds of experiences that not many of the black engineers had who would consider coming. Those that had would not come to a budding school. The Dean Search Committee did not find a satisfactory person willing to come." (Conversation with L. Neyland, October 5, 1989)

Presidents Sliger and Smith were under a great deal of pressure to hire a dean. Chancellor Newell on one hand and Herb Morgan on

the other were constantly reminding (to put it mildly) the presidents about the importance of getting a leader for the Institute. President Sliger remembered a colleague from his days at Louisiana State University, who he contacted about the possibility of coming to Tallahassee as interim dean of the Institute.

The new year, 1984, would begin with the announcement that the Institute had a new dean: Dr. Elvin Dantin, recently retired from LSU College of Engineering.

THE PEOPLE - EARLY YEARS

Charles C. Kidd
Dean of Science & Technology, FAMU
1977- Present
Co-Director
FAMU/FSU Engineering Institute
1981-1984

Florida A&M underwent university-wide reorganizations in 1974 and 1982, both of which were to have an effect on Dr. Charles Kidd and the College he was leading. In the 1974 reorganization, the College of Science & Technology was created and had four divisions: 1) Consumer Science and Home Economics, 2) Industrial and Engineering Technology, 3) Natural Science and Mathematics, and 4) Rural Development. In 1977, however, the Board transferred the programs of consumer science and home economics to FSU, and in 1979 transferred several key agricultural programs to the University of Florida. The transfer of the home economics and agricultural programs led to a greater emphasis on the more career-oriented programs of the day, and as a reflection of that emphasis Dr. Charles Kidd joined FAMU as dean in 1977.

The 1982 reorganization created the College of Engineering Sciences, Technology and Agriculture, composed of three divisions: 1) Agricultural Sciences, 2) Engineering Technology, and 3) Computer and Information Systems. There had been programs in civil engineering technology and electronic engineering technology at FAMU since the late 60's, and programs in architectural/construction engineering technology had been added in 1980.

Then, in 1981, Dr. Kidd was asked by President Walter Smith to represent FAMU in the joint FAMU/FSU engineering effort. Dean Kidd was going to find this to be a difficult task for many reasons. First, both he and President Smith thought that the engineering program should have been given to FAMU alone, rather than jointly, because of the FAMU technology programs already in existence and because of the desegregation-plan agreement to place new programs at FAMU. Secondly, he would be directing a program that in many ways was in direct competition for students and resources with the program he had been heading since 1977. Thirdly, the FAMU community was adamantly opposed to any program that could possibly be construed as a merger or take-over effort by FSU, and there was a high level of distrust on the campus concerning the joint engineering program.

So Dean Kidd was not in an easy position, and it would not get any easier. The same 1983 PEPC study that recommended against the joint program also recommended that all engineering

technology programs in the state be abolished. The recommendation was not accepted, however, and today the FAMU engineering technology program is one of the strongest in the state, a result that took considerable effort on the part of Dr. Kidd and others.

In addition, Dr. Kidd was continually faced, as was Dr. Lannutti, with the extreme differences in operating procedures at the two universities. Not only did the two universities differ along racial lines, but size had a tremendous impact with regard to administrative procedures. FSU was a large, seemingly resource-rich institution with administrative responsibility widely distributed. FAMU was a small, comparatively resource-poor institution with almost no distribution of administrative authority. Dr. Lannutti, therefore, had a great deal of administrative decision-making responsibility, whereas Dr. Kidd often had to seek presidential approval for the same type of decisions. Consequently, the time frame in which FAMU operated was different from that at FSU, requiring considerable adjustment on the part of the administrative staffs at the two institutions.

Dean Kidd felt that "the differences in the schools could have and should have been looked at as strengths of the joint college." (Conversation with C. Kidd, October 17, 1989) Concerned about protecting the integrity of FAMU and insuring that the unique nature of the institution and its programs were preserved, he was determined to preserve the differences between the institutions while working toward a common goal.

Thanks to that determination, the goal was achieved - the College of Engineering has become a reality and does, in fact, reflect the characteristics of both institutions, at the expense of neither.

Joseph E. Lannutti
Professor of Physics, FSU
1957 - Present
Co-Director
FAMU/FSU Engineering Institute
1981-1984

Jack Seeley, the first person hired to teach in the FAMU/FSU Engineering Institute, describes Joe Lannutti as "the most amazing man I've ever met. Dr. Lannutti's style is quiet and low key but he is persistent and completely dedicated to any task he undertakes. He always gives the impression of being unbusy, but he accomplishes an incredible amount in short periods of time." (Conversation with J. Seeley, October 2, 1989)

Joe Lannutti was the first person to establish the idea of a joint venture in engineering between FSU and FAMU.

I always wanted engineering. Major departments of physics are always at universities with engineering schools. I

transferred from engineering into physics so I also thought of it as a source of physics students. Also it was clear that FSU was simply a large liberal arts college unless we had professional schools. After 1972 the demand for engineers started increasing. Sliger became president in 1976 and at the same time there was a question of what to do about equity for the black universities. (Conversation with J. Lannutti, September 15, 1989)

Dr. Lannutti had a very good idea about what to do; and in a 1977 memo to Dr. Bernard Sliger, newly appointed president of Florida State University, he stated "I believe the time is right for FSU to ... collaborate with FAMU in establishing a medical and an engineering school in Tallahassee."

Although once referred to by Werner Baum, Dean of the FSU College of Arts and Sciences, as a "corner on Joe Lannutti's desk," the engineering program was something he deeply believed in before anyone else even thought about it. And combined with that belief was a tremendous amount of dedication and perseverance, reflecting what Joe Lannutti himself said: "This is my university and it's important to me that it succeed and become more significant by whatever mechanism I can imagine. When it looks as though there are things I can do, I do them."

A nationally known high-energy physicist, Dr. Lannutti joined FSU in 1957 after completing his graduate work at UC-Berkeley. His national reputation and his belief in the relation between the basic sciences and a quality engineering program were instrumental in attracting like-minded scholars to support the fledgling FAMU/FSU engineering program. One such individual was Yulu Krothapalli, the first full-time faculty member hired for the Institute and present department chair of Mechanical Engineering.

A key factor in Professor Krothapalli's decision to come to Tallahassee was the enthusiasm for engineering he saw in the physics and applied math faculty. That, together with the vision that Dr. Lannutti presented of a program whose focus and mission would be high-quality research and graduate education, persuaded Dr. Krothapalli to come to a university where, at that time, there was nothing but dreams. He recalls: "It was the best decision I've ever made, but I knew exactly what I wanted to do from the first day I talked to Lannutti."

Joe Lannutti was dedicated not only to the engineering program itself but to the concept behind the program. He did everything he could - wrote proposals, filled out endless forms, talked to anyone who would listen - to insure that his vision would become a reality. The excitement and enthusiasm is easy to perceive when listening to him describe those early days:

"I must say, I sort of enjoyed it. I like sitting at a table, discussing, arguing about impossible possibilities."
(Conversation with J. Lannutti, September 19, 1989)

Joe Lannutti probably worked longer, harder hours than any other one human being during the formation of the College. Thanks to that hard work, the impossible became a possibility.

THE DANTIN YEARS - 1984

Under the leadership of Dean Dantin the Institute would experience rapid growth and the academic programs would become accredited. Although there were problematic areas, the next few years were years of comparative calm for the FAMU/FSU Institute for Engineering.

The appointment was announced on January 12, 1984, and was effective March 1, but Dean Dantin didn't wait until March to become involved in the Institute's activities. He met with the Engineering Advisory Board, now firmly established, on February 17 and 18.

Advisory Board

Drs. Kidd and Lannutti had believed in establishing a group of very influential and experienced individuals to serve the Institute on the Advisory Board and had succeeded in doing so. Dr. Simon Ostrach, who would be elected chair of the Board, had been invited to the FSU campus early in 1982 by Dr. Lannutti and had written to President Sliger after his visit:

I think that the situation at the Florida State University is most opportune for the development of a modern engineering educational program. Firstly, none exists there so that all the problems associated with making changes are obviated. Secondly, they have in place highly-regarded science programs on which modern engineering programs are heavily dependent. Finally, and this is most unique, the faculty in those science departments are not only anxious for an engineering program to be developed at Florida State University but are actually giving of their time and efforts to bring this about. Nowhere in my experience of dealing with the development or modification of engineering programs have I observed such enthusiasm and overt actions by the science faculty on behalf of engineering. (January 12, 1982, letter from S. Ostrach to B. Sliger)

Referring to the membership of the Board, Dr. Ostrach has remarked that he has never known "of a single [engineering] board with so many stellar people." (Conversation with S. Ostrach, March 7, 1990) Members of the Board included:

✓ Bruno	B. Ancker-Johnson	VP, General Motors
?	B. Boley	Dean, Northwestern University
?	F. Cotter	VP, Westinghouse
?	D. Drucker	Dean, University of Illinois
	J. Fair	Professor, University of Texas at Austin
	X K. Fu	Professor, Purdue
J. A.	J. Moses	Department Head, MIT
V Perry	S. Ostrach	Professor, Case-Western Reserve
	P. Pierre	President, Prairie View A&M
	R. Seamans	Sec. of the Air Force, Ret.
	J. Simpson	President, Simpson Business Services
Gary	G. Stever	President, Universities Research Assn.
ERIC	E. Walker	President Emeritus, Penn State
	M. Walker	Dean, Howard
	R. White	Director, National Academy of Sciences

V. Trushin, Gardine, Olympics, P.C. D. procto

The February meeting included a review of the current program status and plans for the future, a tour of the facilities on both campuses, a visit to the proposed building site (Elberta), and working sessions with administrators of both universities. Dr. Dantin stated that "I am excited about joining the Institute for Engineering mainly because of the tremendous support and interest which has been shown by the administration and faculty of both universities and by the Florida Legislature." Support would come and go through the coming months and years, but interest would certainly remain high for awhile: in June a faculty member who had joined the Institute some six weeks earlier would be arrested and charged with dealing in stolen property. Quite a welcome to Dean Dantin.

Dr. John Shewchun

Dr. John Shewchun had been offered a position with the Institute in May of 1984 and was to purchase a considerable amount of electronic equipment for the engineering laboratories for use during the upcoming fall semester. Institute officials became concerned when Professor Shewchun insisted on ordering all the equipment from the Phoenix Company in New York, of which he was honorary director. A further investigation took place after Dr. Shewchun refused to follow the normal purchasing regulations. It was soon revealed that he had been involved in fraudulent activity at Brown University, where he had been convicted of four counts of embezzlement and was awaiting trial for allegedly setting fire to his own laboratory after removing lab equipment. Investigators then learned that the lab equipment ordered by Dr. Shewchun was being held by US Customs in Panama City due to lack of proper customs forms. Part of the equipment stolen from Brown was included in that inventory.

Luckily, the matter was discovered before any funds left the university. As Dr. Dantin remembers the incident, he recalls the haste with which the school was hiring faculty in the early days and admits that the hiring process probably should have been done more carefully. He is also grateful that for once the processing and procedures of the joint college were so cumbersome and time-consuming: "If that purchase order had been faster, I'd probably be in jail today!" (Conversation with E. Dantin, September 27, 1989)

One Program or Two?

The major problem facing the new dean was the fact that the joint program was in reality two programs. There had been two directors, one on each campus; the civil and half the electrical engineering courses were taught on the FAMU campus and those faculty were appointed through FAMU. The mechanical, chemical and half the electrical engineering courses were taught on the FSU campus, and those faculty appointed through FSU. Faculty and students were strongly identified with one campus or the

other, not with a joint program: the budget was split into two different portions for the separate campuses to handle.

Dean Dantin immediately began to try to bring the Institute under a single umbrella. He assigned FAMU-appointed faculty to teach at FSU and vice versa, and instituted a policy of giving courtesy appointments to faculty at the university in which they were not appointed. He also requested that the Vice Presidents for Academic Affairs establish a joint committee to "examine the Institute's fiscal administration procedures and recommend improvements which might be made in the process." (July 5 letter - from E. Dantin to Neyland/Turnbull)

The Dean was to lead the Institute into the 1984-85 academic year with increased enrollment (over 400 majors, 29% black, 16% female), increased faculty, fairly well-established laboratories, and the beginnings of some research programs. He was still fighting the separatist vision of the Institute, however, as his memo to the FSU Dean of Faculties indicates.

I am disappointed with the rejection of the appointment of Professor M.W. Hall as a non-voting member of the FSU Promotion and Tenure Committee.

"The Institute is an entity in its own rights."

Dr. Hall is a Professor of Civil Engineering at the FAMU/FSU Institute for Engineering. Dr. Hall was a tenured professor at two accredited Colleges of Engineering, had a four year presidential appointment under President Carter, served on national and international committees, etc. There is no question of his capabilities; however, because of the fact that he was appointed in Civil Engineering where the budget is channeled through the business office at FAMU, his appointment to the Committee was rejected. If Professor Hall had been appointed through the FSU's business office, his appointment to the Committee would have been approved.

Florida A&M University and Florida State University must consider the FAMU/FSU Institute for Engineering as a "WHOLE" and not separated or isolated into two component parts. The Institute is an entity in its own rights. (October 31, 1984, memo from E. Dantin to D. Flory)

In addition to his struggle to maintain a single identity for the Institute, which was to continue through the coming years, Dean Dantin would also seek to tackle the issues of graduate programs and the building/building site. Neither of these, however, would be resolved before the end of 1984.

It was decided to establish an inter-institutional building committee to review the progress to date on prospective plans, anticipated site, and costs. It was also decided to initiate a request to the Board of Regents for permission to study the feasibility of doctoral programs in chemical, civil, electrical, and mechanical engineering. The building/building site efforts would produce a final decision in the coming year, 1985. On the other

hand, Dean Dantin would not remain in the deanship long enough to see the approval of engineering Ph.D. programs - that would occur some five years later. The Chancellor's Office response to Dean Dantin's request concerning doctoral programs might have served as a warning of the difficulties ahead in that regard:

You are probably aware that in the development of other engineering programs in the State University System, satisfactory accreditation at the bachelor's level is sought before implementation at the master's degree level. Subsequently, a satisfactory review at the master's level precedes implementation at the Ph.D. level. We have recognized from the outset that Ph.D. programs in engineering were to be a natural expectation of the growth of this Institute. I am only expressing a caution on the speed of implementation and its expectation. (November 5, 1984, memo from R. McTarnaghan to E. Dantin)

And so ended 1984. Much had been done but there was much yet to do.

THE PEOPLE - ELVIN DANTIN

**Elvin J. Dantin, Dean
FAMU/FSU College of Engineering
1984 - 1987**

Described by faculty as "the right guy at the right time," "a real genius," and "the ideal person to get us started," Elvin Dantin did indeed have the interpersonal skills to accomplish the seemingly impossible task of bringing the FAMU and FSU factions together and building from that base. Lee Nyland describes him as "well-suited to the task. He recognized our differences and at the same time he built unity while preserving those differences. He let us know that FAMU would be preserved, and his policies and programs tried to insure that." (Conversation with L. Nyland, October 5, 1989)

Dr. Dantin received his bachelor's and master's degrees in civil engineering from Louisiana State University and, in 1960, his Ph.D. from Stanford. He then returned to LSU where he remained for 34 years as a professor of civil engineering and an administrator of various engineering programs, directing the LSU Division of Engineering Research, the Louisiana Water Resources Research Institute, and the LSU Hazardous Waste Research Center.

In 1983 the new Engineering Institute desperately needed a single person to serve as its leader and to draw the strengths of both universities into the Institute. The search committee was not making much progress, however, and was divided as to its priorities. The FAMU representation felt strongly that the first dean should be black; the number of black candidates to choose from, the fact that the Institute was new and administratively unique, and the fact that it was in the south, made finding a suitable black candidate willing to accept the position an impossible task. The search was, in essence, stalled.

President Sliger had known Dr. Dantin from his days at LSU and remembered that while at LSU Dr. Dantin had been interested in developing ties with Southern University, a black institution, and in fact had taught at Southern during the 60's. President Sliger discussed Dr. Dantin with President Smith, who recalls that "Bernie and I talked about it a lot. We were in accord about the initial person - Dantin was a good man." In announcing the appointment, President Smith said,

Dr. Dantin is a good person for this unique joint Institute for Engineering because of his blend of teaching and administrative experience that will serve the students and faculty well. Having taught at Southern University for a time, we feel he should be sensitive to the special circumstances of minority education.

He was sensitive and very successful. Jack Seeley, chair of Mechanical Engineering during this period, remembers that

His superior ability in interpersonal relationships was primarily responsible for the establishment of good relations between the parent universities. His cooperative style allowed department heads to build curricula, laboratories, and procedures with a minimum of difficulty. (Conversation with J. Seeley, October 8, 1989)

Gene Sherron, Director of Computer and Information Resources at FSU, remembers Dr. Dantin as

A gentleman who appeared to be easy going but with a definite agenda and always pushing it.

Very skillful in working for two masters and not short changing either university.

Dean Dantin felt that for the Institute to be truly joint there should be no division anywhere - in the curriculum, the policies, the procedures, or the programs. There were racial tensions in the program from the beginning and one of his major difficulties was in recruiting individuals who would not have any prejudice whatsoever. He was also aware that people could "come into a position with no prejudice but may develop some." For example, administrative procedures took considerably longer at FAMU and when "people would complain, I would say 'You know it takes longer because of fewer resources and centralized decision-making. Plan for it. You aren't going to change it'." (Conversation with E. Dantin, September 9, 1989)

Dean Dantin recognized differences, appreciated them, realized what he could change and what he couldn't. Before he came, the Institute was essentially two programs. He became the single focus, the single leader; under his leadership the Institute grew and prospered. In record time the academic programs became accredited and a new engineering facility was planned and built.

He was truly the right guy at the right time.

THE DANTIN YEARS - 1985

Two items were uppermost in Dean Dantin's mind as the new year, 1985, began: the Institute name itself and the future location. Immediately after the first of the year Presidents Smith and Sliger, at Dean Dantin's strong urging, requested of Chancellor Newell that the name "Institute for Engineering" be changed to "College of Engineering," in order to comply with standard practice, both state- and nationwide. The request was approved and the FAMU/FSU College of Engineering was an official entity as of 1985.

Building Site

Although the legislature had allocated \$3.5 million for purchase, preparation and preliminary planning for the engineering building site/building, the issue would not be an easy issue to resolve. Before Dean Dantin arrived, Presidents Sliger and Smith had come to a tentative agreement that the Elberta Crate Company property would be a suitable site, since it was equidistant from the two institutions. The only two drawbacks to the site were the price tag of \$2 million and the fact that there might be possible drainage problems. President Smith had remained adamant throughout the discussions that the Elberta site was a more neutral site than Innovation Park, the other possibility.

Dean Dantin, however, joined with others, namely Herb Morgan, who had been involved in the creation of research parks across the state during the past years, Duby Ausley, who was convinced of the importance of industry/university interactions to the economic development of the area, and Bernie Sliger, to promote Innovation Park as the future location for the College. This issue would play out somewhat like a tennis match, with the decision being first on one side and then the other. The resulting indecision, time-delay, and bad publicity did no lasting damage to the College, but certainly made the first half of 1985 an interesting period to watch.

In early 1985 President Smith, when reminded of the possible flooding problems inherent in the Elberta site, agreed that the Innovation Park site would be presented as the best possible solution to the Board of Regents. By the time the Board meeting occurred, however, President Smith had had second thoughts and the position presented to the Board was far from united.

I'm not saying anything about what I'm supporting", (Smith) told a regents committee. "I want a few days to talk about the peculiarities of both sites".

Smith said he didn't think drainage was the big problem officials once said it was. He also said he didn't think it would cost as much to acquire and develop the Elberta Crate site as originally thought. (Tallahassee Democrat, April 4, 1985)

The Board met on March 29 and approved both sites, which meant the situation was still at an impasse and more discussion had yet to take place. The Board minutes indicate that the Facilities Committee:

had recommended that the Board approve both sites, at Innovation Park and at the old Elberta Crate site, and had further recommended that the Board authorize the final site selection be made by the two presidents.

Mr. Turlington [Regent] recommended that the presidents give particular attention to the accessibility of the site to both campuses. He said that the Elberta Crate site seemed particularly appropriate. (BOR Minutes, March 29, 1985)

There would be several editorials and newspaper articles to appear during the coming months about the continuing saga of the engineering building site. The first was a Tallahassee-Democrat editorial in April, 1985.

It is time to get on with the construction of the joint Florida A&M University-Florida State University engineering school. And the place to construct it is at Innovation Park.

"There is no good reason to alter the original decision."

The Board of Regents has tossed the selection problem back to FSU President Bernard Sliger and FAMU President Walter Smith. Earlier, the two had agreed on Innovation Park, but Smith backed away at last week's Regents meeting, saying he wanted time to consider the merits of purchasing the 28.6 acre Elberta Crate and Box Co. site on Lake Bradford Road.

There is no good reason to alter the original decision; there are good reasons to reaffirm it.

Innovation Park, a research and applied technology center, and the engineering school would complement each other perfectly. The school's facilities would be readily available to park tenants, and students would profit from seeing the practical application of the things they were learning.

The Innovation Park land, or FSU-owned land adjacent to it, would not have to be purchased, saving the state money. No one is sure how much money because a state law allows appraisals to be kept secret during negotiations. But the price for land in such a location is sure to be substantial.

The Elberta Crate land is closer to the schools - one-quarter mile from FSU and one-half mile from FAMU - than the Innovation Park site - 2 7/8 miles from FSU and 3 1/4 miles from FAMU. But as Gus Turnbull, FSU's vice president for academic affairs, has noted: "Once you put someone on a shuttle bus, an extra mile or so doesn't make that much difference."

Innovation Park can be a key to the type of high-tech growth Tallahassee is seeking. Location of the engineering school in it would add substantially to its attraction for research and development firms.

Placing the engineering school elsewhere would send a disturbing message to prospective Innovation Park tenants. Why, they might well ask, should we locate there if the universities didn't put the engineering school there? What's wrong with the park?

Nothing is wrong with the park. It's the ideal location. The adjacent FSU property - which has been farmed by FAMU in recent years, giving both universities a stake in it - has the added advantage of a golf-course view. The Elberta Crate site is in a less scenic, commercial area.

The presidents and the Regents should approve the Innovation Park location and move ahead on construction. Engineering students have been shuttled between the two university campuses for too long. They deserve a building of their own.

The Pros, Cons and a Decision

Presidents Smith and Sliger continued their discussions and on April 16, 1985, forwarded a letter to Chancellor Newell, informing her of their decision.

The Board of Regents recently approved two possible sites for the future location of the FAMU/FSU College of Engineering. The two sites—the Elberta Crate facility and Innovation Park—were to be reviewed by the two presidents with a final decision being forwarded to the Board of Regents staff for follow through and implementation.

"Florida State's first choice is the site that is in the Innovation Park site area."

Florida A&M and Florida State universities are fortunate to have two good sites available for locating the College of Engineering. Each site has certain advantages.

President Sliger presents the case for the Innovation Park site as follows:

Florida State's first choice is the site that is in the Innovation Park site area. The first advantage is the cost to the State of acquiring and preparing the site for construction of the Engineering School. The difference in cost to the state is the difference between the cost of preparing the site in the Park (\$200,000) area and the cost of acquiring the Elberta Site plus the cost of preparing that site for building.

The second advantage of the Park Site is the aesthetics of the area. The school would front on the Seminole Golf Course on a high area of Tallahassee. We don't believe there is a prettier site in the entire city.

The third advantage of the Park space is the ability of the Engineering School to tie in integrally to the supercomputer. The supercomputer is presently located in the Park and plans are for its permanent home to be located there also. Obviously the Engineering faculties of the FAMU/FSU College of Engineering would have an easy working access to the supercomputer.

The above comments are not meant to be construed that the Elberta site is not a viable site alternative. The comments are meant to illustrate why Florida State believes the Park site to be the superior site.

It is our understanding that Florida A&M prefers the Elberta Site. Dr. Smith, president of FAMU, is presenting the case for their preference of the Elberta Site.

President Smith presents the case for the Elberta Crate Site as follows: Florida A&M University's choice is the Elberta Crate site. This site was the original choice agreed upon by both universities and remained until January 31, 1985.

"Florida A&M University's choice is the Elberta Crate site."

On the above date a meeting was held with representatives of the two universities and the Board of Regents. At that time the discussion centered around the Colony engineering report. After a cursory examination, it was felt that the Elberta site might present several problems in acquisition and flood control. As a result of this meeting the President of FAMU reluctantly agreed that the Innovation Park would be acceptable if, indeed, the threat of flooding and acquisition problems would be major deterrents to rapid development of the engineering college.

After later carefully reviewing the Colony report and discussing the issues related to same, with Mr. Forrest Kelly, BOR staff, the FAMU President felt that further discussion would be necessary before he could unequivocally endorse the Innovation Park site.

While aesthetics, proximity to the FSU supercomputer, and quick land acquisition are important factors, FAMU submits that several other issues are equally essential to the success of the College of Engineering.

1. Proximity - The Elberta site provides easy access for students from both institutions and was the reason for its selection in the first place. To establish a cooperative program which depends upon the development of a transportation system for convenient student accessibility would not be prudent. Further, comprehensive scheduling could become a nightmare with distance.
2. Neutrality - The Elberta site provides a clear and unmistakable aura of joint ownership. The site has never been identified with either institution and no external forces would interfere with a smooth planning, design and construction process. Further, the total community is likely to react much happier to the development of this site for a joint venture between the two institutions.
3. The property appraisal has already been completed. Therefore, quick review of the land value could result in an early offer to the owners without sacrifice of valuable time.
4. Several other factors have been considered:

The flood problems feared by both institutions do not appear to be an immanent threat. Further, the engineers suggest that assurance and/or safety values against flooding may be established by the application of certain architectural and engineering techniques.

The supercomputer may be accessed from the Elberta site as easily as from the Innovation Park location. Further, the computer is not a component of the engineering program and its major applications will be in other fields of academic study and research.

Reliance upon a transportation network which is controlled by external forces is not a proper concept for developing an education system.

The Engineering Advisory Board emphasized access as a basic principle which should guide our decision on the site.

As can be seen each institution has its priority site. However, we are fortunate that our deliberations led us to the following recommendation which we now forward for Board of Regents consideration.

It is agreed that access for our students and faculty must be the first consideration in locating the College of Engineering. Therefore, we suggest that the Board of Regents staff attempt to acquire the Elberta Crate site within the dollars allocated by the legislature for land acquisition and preparation. Such acquisition should also include the cost for developing the basic flood control system as deemed necessary to meet modern codes and flood plain standards.

In the event the Elberta Site cannot be acquired by the State of Florida, it is agreed that a site located within the Innovation Park environment be selected as the permanent home of the FAMU/FSU College of Engineering.

External Influences

Innovation Park did not exist in a vacuum; there were several individuals and groups of individuals interested in having the new engineering school established at the Park. The Leon County Commissioners passed a formal resolution, which stated, in part, that, "the proposed site (Elberta) is in a flood prone area with severe drainage problems, the development of which would be severely restricted not only by Leon County's stormwater and flood plain protection ordinances, but may also be impacted by stormwater management rules of the State of Florida," and "that the Board of Regents of the Division of Universities of the Department of Education is urged to ... consider as an alternative site Innovation Park."

The editorial staff of the Tallahassee Democrat agreed with the County Commissioners and that opinion was expressed in the editorial of April 20.

"Hey, what's going on here?"

Florida taxpayers - and maybe legislators - should be asking themselves, "Hey, what's going on here?"

"Here" is the musical chairs game the presidents of Florida State University and Florida A&M are playing with the location of the jointly-operated Engineering School.

Unless someone changes his mind, it now appears the school will be located on Lake Bradford Road south of Campbell Stadium. And taxpayers and legislators ought to be asking, "why?".

Last month it appeared that FSU President Bernard Sliger and FAMU President Walter Smith had agreed the school should be build at Innovation Park. That decision made sense. The School would be in close proximity to the research and applied-technology operations that will be housed at the park.

The recommendation was to be forwarded to the Board of Regents for approval. But something happened between March 7 when the Innovation Park agreement was announced and the time when the question came before the regents. Suddenly, the Elberta property, which had drainage problems a few weeks before, became the preferred site of Smith. The regents then approved both sites and instructed the two presidents to decide where

"Leadership is needed."

they wanted the school located.

It now appears that everybody but Smith wants the school at Innovation Park, but they are throwing up their hands just to get a final decision.

Sliger prefers Innovation Park. Regent DuBose Ausley of Tallahassee prefers Innovation Park. The Board of County Commissioners passed a resolution asking the regents to select Innovation Park.

The only costs at the Innovation Park site would be about \$200,000 for development, Sliger points out. It is also in a much more attractive area.

Smith says recent information indicates the "drainage problems" at Elberta Crate are not as bad as officials have said they are. He also notes it is closer to both universities. But his biggest objection appears to be rooted in jealousy: The Elberta site is neutral - it was never identified with either FSU or FAMU.

That is not a good enough reason to choose it. The state will have to pay for the property. It is on the tax rolls at \$408,600, but would probably cost the state much more to buy it. The regents have \$1 million to buy and prepare a site for the school. But when a better site is available without the need to purchase it, why should taxpayers' money be spent to satisfy a misdirected feeling of pride?

The regents need to step in; clearly, their leadership is needed.

The county continued to make the Elberta site a problematic one, this time with regard to zoning. An April 20 article in the Democrat described the latest occurrence.

The designated site of Tallahassee's new engineering college has drainage problems and isn't zoned properly for a school - obstacles that must be overcome before it can be built, planners said late this week.

But lawyer Robert Ervin (representing Elberta) said the obstacles are a ploy to prevent the school from being built at the Elberta Crate and Box Company site on Lake Bradford Road.

"The obstacles are a ploy..."

"There's a ploy to put students a couple of miles out of town at a research park," Ervin said, referring to Innovation Park - the other proposed site. Ervin added that the research park needs "something to help it along".

The planning commission's chairwoman said the commission simply wants to point out problems that need fixing at Elberta Crate.

On Wednesday, Tallahassee's two university presidents announced they had selected Elberta Crate over Innovation Park because Elberta Crate's closer to the universities.

On Thursday, the Tallahassee-Leon County Planning Commission agreed to send a letter to the presidents advising them of flooding and zoning situation.

The 28.6 acre parcel is zoned general industrial, and must be rezoned to accommodate the school, said Mark Stamps.

the commission's land-use administrator.

Stamps said it would have to be rezoned to office-residential or high-density residential. A rezoning would entail a public hearing.

But Ervin said local zoning laws don't apply to state land use. "It's like telling the Supreme Court they can't hold court there," Ervin said.

He added: "They can send letters all they want to. Universities are to educate people. Students need to be part of campus life - not part of an effort to develop an industrial park."

Meanwhile the legislature was in session and was trying to decide how to spend the limited capital expenditure funds that were available. The House version of the appropriation bill included \$12 million to build the FAMU/FSU engineering building, but the Senate proposal was to cut about \$10 million in the planned spending. The Senate President opposed building the school so soon, arguing that it was too much money to set aside when university officials had not yet even bought a site for the school. The Senate proposal would spend the money saved from the engineering school on science equipment for all Florida schools. Clearly a decision needed to be reached on the site as soon as possible, and it was.

The Final Decision - Innovation Park

The site was finally decided upon when the offer made to the Elberta Company by the Board of Regents was rejected. From the May 30 Tallahassee Democrat:

Elberta Crate and Box Co. on Wednesday rejected a Board of Regents offer to buy 28.6 acres of land for a new engineering school.

That means the school, a venture between Florida A&M and Florida State universities will be built instead at Innovation Park, said regents vice chancellor Steve McArthur.

Elberta Crate President Ramsay Simmons wouldn't say how much the company wanted for the Lake Bradford Road site, only that the regents offer of \$509,000 wasn't enough.

"We told them they weren't in the ballpark," Simmons said Wednesday. "It was out of the question," he said.

By the last of June, 1985, not only had the site been decided upon but Governor Graham had signed the appropriations bill, including \$12 million for the construction of the FAMU/FSU engineering building. The legislature had instructed that construction would begin in May, 1986, because of a "concern that the younger, fast-growing Southeast universities would make a run for the \$12 million, pointing to the lack of action in Tallahassee." (Tallahassee Democrat, June 26, 1985)

New FAMU President Fred Humphries

As of June 1, 1985, FAMU had a new president, Dr. Frederick Humphries; "after a morning ride ...among the live oaks and cornfields of Innovation Park," (Tallahassee Democrat, June 26, 1985) he and President Sliger selected one 27-acre site at the Park which was to become the future location of the FAMU/FSU College of Engineering. A long-standing issue of contention had been resolved and, although future issues would not be of equal magnitude, there would be others for the presidents and Dean Dantin to deal with in the coming months and years.

Coincidentally, at the same Board meeting where Dr. Humphries had been selected as the new president of FAMU, Chancellor Newell had tendered "her resignation upon appointment of her successor." (BOR Minutes, March 29, 1985) The cast of characters was changing; Charles Reed, who had served as chief of staff to Governor Graham during the formation of the College, would succeed Chancellor Newell, and President Humphries would almost immediately take an active interest in the FAMU/FSU College of Engineering.

The new president of FAMU had not, of course, been involved in any portion of the formation of the College and during the latter months of President Smith's tenure more and more of the administrative details had been taken over by FSU. President Humphries expressed to President Sliger his concern about this trend on several occasions, one of the first being the establishment of an Eminent Scholars Chair for the College.

At the July Board of Regents meeting in Jacksonville, I spoke to you concerning the news release announcing the Don Fuqua Eminent Scholars Chair in Engineering Sciences. Your public relations person merely gave the announcement to Mr. Jenkins of my staff for approval. I informed you that we had no input in the announcement. I indicated my concern about this method of operation.

Attached to this letter is a brochure developed by Florida State University to be used for soliciting funds for the distinguished professorship. It appears from the brochure and press release that knowledge of the activity has been known for some time. If indeed that is the case, all activities concerning this announcement cause me great concern. The evidence seems to indicate there was ample time to collaborate with us on this matter. I would hope in the future we would utilize our joint staffs to work with similar events in the College of Engineering. I would suggest to ameliorate these conditions that we should ask Congressman Don Fuqua, as he goes about raising funds for this Chair, that fifty percent go to FAMU and fifty percent to FSU. I am calling your attention to this matter in a formal approach because I am sure if similar activities continue, we would be seriously affected. I would deeply appreciate your consideration. (August 9, 1985, letter from F. Humphries to B. Sliger.)

C **ional Concerns**

President Humphries was also concerned about the operational procedures of the College and expressed those concerns in a letter to President Sliger soon thereafter.

As President of Florida A&M University, I am not aware of any formal guidelines for the operation of the FAMU/FSU College of Engineering. I am, therefore, proposing operational procedures that I feel will assist in our approach to a continued operation of the College as well as provide clarification in areas that were vague to me as I came on board as President.

Since Florida State University had the budget for the past two years, I propose that Florida A&M University have the budget for the next two years, beginning with 1985-86. I propose that a council be formed to work with the budget and operation of the College. The membership should consist of the president of FAMU and the president of FSU, the academic vice presidents from each university, and the vice presidents for administration from each university. The council should be chaired by the president of the institution that has responsibility for the budget. When FAMU has the budget, the president of FAMU will serve as chairman of the council; when FSU has the budget, the president of FSU will serve as chairman of the council. The council should meet, initially, on a monthly basis, then by January 1986 on a quarterly meeting schedule. When a president is chairman of a council, all correspondence and communication concerning the operation of the College should be through the vice president of academic affairs at that institution for all day-to-day contacts.

"The document
are guidelines
have been used
when and where
appropriate..."

I think the above suggestions for the operation of the College would provide a more efficient approach to the budget as well as a more effective approach to top management of the College.

As far as the student body profile is concerned, I suggest a distribution of 50/50 for each institution. The assignment of faculties should also be on a 50/50 basis for each institution. The student body ratio should be effective with the next class admissions or totally operational for the Spring Semester, 1986. (August 14, 1985, letter from F. Humphries to B. Sliger)

The original "Proposed Guidelines and Agreements for Florida A&M University and Florida State University Developing a Single Engineering School," signed by the presidents and Chancellor in 1982, formed the official operating procedures for the College since nothing had superseded them. However, as Dean Dantin expressed to Vice President Turnbull, "The document and guidelines have been used when and where appropriate, but always with knowledge and/or approval of both Vice Presidents for Academic Affairs at FAMU & FSU." Dean Dantin also expressed his concern about the latter portion of President Humphries' letter.

The second issue of 50/50 distribution of students and faculty is very sensitive. I am concerned that such a procedure or policy may infringe on the student's rights to choose his/her own curriculum and university.

I advocate a strong, unified, cooperative and integrated program at all levels and in all disciplines. To assign ratios and/or numbers of faculty to each institution may drive a "wedge" between the faculty at FAMU & FSU. This kind of action can nullify any progress that has been made towards a "unified" program. (August 26, 1985, memo from E. Dantin to G. Turnbull)

President Humphries clearly wanted to take an active role in the governance of the College and in fact would work to establish some new operating guidelines. For the present, however, things seemed to be moving smoothly and the College had had a productive 1984-85 academic year.

1985 and Goals for the Future

The first engineering class from the FAMU/FSU College of Engineering had graduated in June of 1985. The Don Fuqua Eminent Scholar Chair in Engineering Sciences had been established. Seventeen full-time faculty including three department chairs and an associate dean had been recruited in four engineering disciplines. Funds for the new engineering building had been approved, the site selection made and plans for construction had been initiated. The academic programs in civil, electrical, and mechanical engineering were ready for national accreditation review, scheduled for the fall of 1985. Total faculty numbered 28, including 5 adjuncts, the dean and associate dean. Student enrollment was at 571, with a projected growth to 726 for the 1985-86 academic year. And the College finished 1985 with the establishment of its goals for the future, contained in the FAMU/FSU College of Engineering Master Plan.

- To educate engineers of excellence, at both the undergraduate and graduate levels, by the highest standards in the disciplines recognized by national peers.
- To establish an engineering program of national stature and to enable greater participation in the field for minorities and women.
- To achieve local, regional, and national recognition of the College through the excellence of activities of its faculty and students in their research and scholarly pursuits as well as their professional and service endeavors.

The next year, 1986, would be a fulfilling one for those associated with the College. Ground would be broken for the new building and the academic programs would become accredited in record time. The year would not be without its problems, but comparatively speaking the road would be a smooth one.

THE DANTIN YEARS - 1986

Nineteen eighty six would provide two occasions for celebration within the College: groundbreaking for the new building and a successful accreditation visit. It would also be Dean Dantin's last full year as dean of the FAMU/FSU College of Engineering.

Groundbreaking

In mid-March of 1986 Chancellor Reed signed a \$500,000 contract to begin work on the foundation and utilities for the engineering building, designed by the architectural firm of Barnett and Fronczak of Tallahassee, containing approximately 76,000 square feet, and scheduled for completion during the spring of 1988. The official groundbreaking took place on May 20, 1986, and included remarks by Presidents Sliger and Humphries and Dean Dantin. President Humphries stated that

This engineering school represents the power of ideas brought to fruition. Florida has recognized that the demand for engineers exceeds and will continue to exceed the current demand of our nation and state. Unlike previous times, the shapers of the future will come in all sexes and colors.

President Sliger recalled earlier times in his remarks:

There were those who suggested expanding our state's existing engineering schools, but this would not have allowed access for thousands of students and engineers in the north Florida and tri-state area. It also would not have allowed ready access to engineering for minority students at a time when Florida was only doing half as well as its neighbors in producing black engineering graduates.

The Florida Legislature did not back down from this challenge. Engineering advances in our state are an untold story. In 1982, the state embarked on a five-year engineering plan. With vision, the Florida Engineering Society, our local legislative delegation, and others recognized this engineering crisis. In response, the legislature appropriated \$65 million for enhancing engineering programs and another \$54 million for engineering buildings through this year. Included in these totals is funding for the joint Florida A&M/Florida State University College of Engineering.

First ABET Visit

The accreditation team from ABET (Accreditation Board for Engineering and Technology) had reviewed three of the academic programs, civil, electrical and mechanical engineering, during the fall of 1985. The preliminary report, to which the dean would respond before the final decision was made, indicated that there was concern about student quality and the scarcity of faculty members who were registered professional engineers. In referring to two of the three programs, civil and mechanical, the team indicated that "Action...to deny accreditation is a distinct possibility."

The preliminary report stated that the College should:

- Publish guidelines for choosing elective courses that can be used to meet design requirements for the civil engineering program,
- Continue to address overall student quality as the civil engineering program matures,
- Plan for continued replacement and modernization of mechanical engineering laboratory equipment, and
- Increase the number of full-time faculty members in mechanical engineering.

Dean Dantin responded to the concerns expressed in the preliminary report, and in July of 1986 the College was notified that all three programs had been accredited, approximately one year after the first graduating class.

Graduate Programs

In August, officials from the Chancellor's Office and the two campuses met with Dean Dantin to discuss the establishment of graduate programs in engineering. Since the Board would hear requests only at the October meeting, it was necessary to submit a request for planning the master's degree in civil, electrical, and mechanical engineering immediately. Dr. McTarnaghan received the following letter from Richard Hogg, FAMU Vice President for Academic Affairs, after notifying him that a FAMU/FSU engineering proposal was on the October agenda:

To my knowledge, no one at The Florida A&M University outside the College of Engineering Sciences has yet seen the proposal for the M.S. Programs in Civil, Electrical and Mechanical Engineering.

Therefore, it is not possible for FAMU to give support to a planning proposal that key university administrators and councils have not reviewed.

Hopefully, we will be given the opportunity to review the proposal prior to placing it on the BOR agenda.

The Board approved the master's degree planning request, but evidence indicated possible problems with putting into practice the theoretical aspect of a joint college. Another example of the problematic nature of the situation was placement services for the College.

Career Placement Services

In May of 1986 the FSU Career Placement Director expressed his concern about the "development of services that are needed to facilitate the Career Planning & Placement needs of the students in the College of Engineering." He requested "specific direction from the College as to the degree and extent of support they anticipate our office will provide, and how we will coordinate that effort with the Florida A&M Career Planning and Placement

Office." (May 13, 1986, letter from B. O'Neal to B. Leach, FSU Vice President for Student Affairs)

The idea that FAMU cooperate in a two-campus, coordinated placement effort for the College was not well-received on the FAMU campus. Vice President Leach expressed his opinion to Vice President Turnbull in October.

Career Center Director Bob O'Neal has recently informed me that Mrs. Eddie Jackson, the Florida A&M Placement Director, called to tell him that President Humphries has decided that FSU students in the FAMU/FSU College of Engineering would not be allowed to utilize their (FAMU) placement services.

In my estimation this decision is totally unacceptable and contrary to the cooperative spirit that needs to prevail in this critical area of student employment. (October 10, 1986, memo from B. Leach to G. Turnbull)

Vice President Hogg recalls that "We wanted to preserve our separate career placement because we wanted to maintain our niche in recruitment. We wanted the recruiters to see black students separately. FSU put a placement person at the College, without consultation, but we wanted the FAMU engineering students to come to the FAMU campus." (Conversation with Richard Hogg, October 23, 1989)

Summary of 1986

Overall, however, 1986 had been a good year; enrollment was over 700 students, research funding had been established, the faculty was growing, a new building was starting to take form, three academic programs had been accredited and another, chemical engineering, was scheduled for accreditation the following year.

But the College of Engineering was far from being a bed of roses. Dean Dantin had made every effort during his tenure to identify the College as one entity, with an identity separate from either university. But because of the fact that some programs were housed at FSU and others at FAMU, and because all faculty in one department, for example, were appointed and tenured through FSU and all the faculty in another were appointed and tenured through FAMU, there still existed the strong separatist notion that FSU "owned" some aspects of the College while others "belonged" to FAMU. The main concern, therefore, during the coming year would be how the College was organized and managed - especially in light of Dean Dantin's upcoming resignation.

THE TRANSITION - 1987

Chancellor Reed's memo of January 14, 1987, to Presidents Humphries and Sliger was a precursor to the concerns that would occupy the administrations for almost all of 1987.

Although I understand that your two institutions have met a number of times in the past to decide upon a system to manage the Engineering School, I would like to convene a meeting of the three of us, now that the construction of the building is underway, in order to review the plan for managing the school.

The meeting should result in a written document that will formalize what we orally agree to. That document will clearly spell out who is responsible for performing which functions. I will feel a lot better about the management of the Engineering School when we have such an agreement in written form, and I assume you will also.

Division of Responsibilities

The Chancellor had a ten-item agenda containing various issues for which either one or the other university would be responsible. As a result of that meeting and further discussions, a document entitled "Division of Operational Responsibilities Between Florida A&M University and Florida State University" was formalized on March 31, 1987. The document provided a brief background and summary of the Newell/Smith/Sliger agreement of 1982 and defined a new Joint Management Council:

There is a single dean reporting directly to the two academic vice presidents. The College has a Joint Management Council consisting of the presidents, vice presidents for academic affairs and vice presidents for administration of the two universities.

The agreement then provided in detail a division of operational responsibilities for the two universities, covering items such as building maintenance, security, budget, insurance, purchasing, property inventory, food services, utilities, transportation, information systems, and personnel.

It was agreed that the College budget would be included permanently within the FAMU overall budget rather than moving from one institution to another, although it was strongly recommended that the SUS seek formal separate budget entity status for the College. It was also agreed that faculty would "belong" to the employing institution, would meet uniform College criteria for promotion and tenure, and would proceed through the separate university procedures.

Dean Dantin had informed the central administrations of both universities in early 1987 that, because of health reasons, he would not continue as dean after the 1986-87 academic year. Even though the March 31 operational document had appeared to organize the College administratively, it would be the organization

of the College itself that would hinder the approval of the next degree program, industrial engineering, as well as delay the search for a new dean.

Industrial Engineering Proposal

On March 12, 1987, Vice Presidents Turnbull and Hogg requested approval from the Chancellor's Office to waive the feasibility and planning steps for the development of the industrial engineering program. As reason for the waiver they cited the original 1982 agreement which had listed industrial engineering as one of the planned degree programs. The request was referred to the Chancellor's engineering consultant, Dr. Hogan, who replied:

They based their request primarily on the agreement of February 11, 1982 which was signed by both presidents and the chancellor. It is this agreement that stresses "single program" approach for the college. The schools have violated the agreement quite seriously by informally agreeing among themselves that FAMU should have the programs in Electrical (Electronics), Civil, and Industrial Engineering and that FSU should have the programs in Electrical (Computer, Power, et. al.), Chemical, and Mechanical Engineering. The faculty have their primary appointments in one of the universities according to the above agreement. Even financial operations, such as purchasing of equipment, follow the division by program outlined above. This certainly is not a "single program" in its operation, and I believe that the problems that already exist in personnel, finance, purchasing, and other areas will only become worse in the future. I understand it has already caused difficulty in hiring new faculty, and I am sure it will be increasing the difficulty in hiring a new Dean.

My concern, therefore, is not with the Industrial Engineering program, per se, but that the pressure for its initiation would be to provide parity between the two institutions. I am not sure, therefore, that this is the healthiest atmosphere to initiate a new engineering program. (March 24, 1987, letter from J. Hogan to R. McTarnaghan)

Vice Chancellor McTarnaghan responded to the request for a B.S. in industrial engineering by stating that "Given the problematic sub rosa separation of degree programs which exist, Dr. Hogan is not able to recommend establishment of the new degree program" (April 7, 1987, letter from R. McTarnaghan to R. Hogg and G. Turnbull); the Chancellor's response, directed to Presidents Sliger and Humphries, followed:

Thank you for sending me a copy of the March 31 agreement, signed by both of you, that would provide a method for managing the FAMU/FSU College of Engineering. I appreciate your effort in reaching the agreement, but it is my judgment that it will not give us the kind of management stability that is needed for the College.

My reticence to approve the agreement is based upon a recent report by Dr. Joe Hogan, which leads me to believe that we do not yet have the kind of unity of effort and purpose in the College that is essential, and upon reports

from others that only confirm Dr. Hogan's assessment. I gather that the two Presidents may have a much better working relationship and a greater commitment to the concept of a single, unified College of Engineering than do many others who are more intimately involved in the day-to-day operation of the College. In short, it appears to me that the February 1, 1982, agreement is not being followed by the rank and file.

Because of my concerns, I must ask you to suspend the search for a new Dean until we resolve the much broader issue of governance. (April 21, 1987, memo from C. Reed to F. Humphries and B. Sliger)

Governance Concerns

Meetings were scheduled on May 27 to discuss various concerns that had been raised by the Board staff. In advance of this meeting, Vice Chancellor McTarnaghan presented a summary of pertinent points to Vice President Turnbull:

- He (Dr. Hogan) notes that another agreement, not the one signed by the 2 presidents and Chancellor is operative. It appears that is the 1981 agreement drawn up by Lannutti and Kidd to "divide the pie."
- The majority of the faculty were to be on joint appointments. The courtesy appointment is not a joint appointment.
- The "single program" concept in the agreement has been violated as noted by Hogan. Conversation with Dantin appears to confirm this.
- Dantin was unaware of the 2/11/82 agreement when he came in - only of the Kidd/Lannutti agreement. I have given him a copy of the agreement.
- Dr. Hogg was unaware of the 2/11/82 agreement. I have given him a copy.
- The agreement of 2/11/82 noted the Dean reports directly to the Vice Presidents at FAMU and FSU. As we are entering a search process, I asked Dr. Hogg what was his role in the search. He replied "Nothing - it is being handled by the President."

(May 20, 1987, memo from R. McTarnaghan to G. Turnbull)

Dr. McTarnaghan also expressed concern that, contrary to the original agreement, there was not a "single core of courses" comprising a pre-engineering curriculum; in other words, there were differences between the two universities as to their general education and pre-engineering course requirements.

On the 27th of May, Presidents Sliger and Humphries met with Chancellor Reed and Vice Chancellors McTarnaghan and Blackwell in one meeting, while another was scheduled for Board staff (9 attended), College of Engineering administrators (8 attended), FSU central administration (2 attended), and FAMU central administration (no one attended).

President Humphries took the position that the College was working well and that the designation of departments as belonging to one university or the other was a "paper division" only. He felt that the assignment of resources to FAMU or FSU protected FAMU from future loss of the engineering college (as it had lost past joint programs), and that such an assignment was important to his constituencies. President Sliger felt that he could not approve any automatic dual faculty appointments without further discussion of implications with the FSU Faculty Senate. So, all in all, "nothing was resolved, but...there were candid exchanges of opinions on a number of issues." (May 28, 1987, memo from G. Turnbull to R. Hogg)

The second meeting was more informational in nature, with Dean Dantin providing a sixty minute overview of the development of the College, including a review of enrollment, the organization chart, the faculty of each department, the research program of each department, and plans for the new facility. The two major questions raised by the Board staff were enrollment figures and the "single program" concept.

There had been differences between enrollment figures reported by the universities and those available to the staff; it was decided that further analysis was called for. Dean Dantin felt that the major hindrance to a true "single program" was the budget division between the two universities, carrying with it faculty assignments to a particular institution. It was agreed that the Board staff would explore possible options on the budget.

The summer and early fall of 1987 would be one of administrative studies, reports and presentations. It was unclear how the College would look afterwards, but it was certainly clear that everyone had an opinion how it *should* look.

Proposed Management and Governance Plan

On June 15, Chancellor Reed forwarded a proposed "Management and Governance Plan for the FAMU/FSU College of Engineering" to Presidents Sliger and Humphries. The Plan indicated that:

- A complete budget for the College would be separately identified.
- A Joint Management Council consisting of the presidents and the academic and administrative vice presidents of the two institutions and the Chancellor would be established.
- A six-person Joint Academic Affairs Committee, consisting of two non-engineering faculty members and one engineering faculty member from each institution, would be established, would function in place of the university-wide committees on curriculum and tenure at the two universities and would make tenure and curriculum recommendations to the presidents .

- The dean would be the chief administrative and budget officer of the College, would recommend to the presidents the employment of faculty and other personnel, and would have the power to contract for and purchase administrative and support services from either university, other governmental entities, or from the private sector.
- Tenure would be held by faculty in the departments of the College and at both universities; upon recommendation of the College tenure committee, the dean would make tenure recommendations to the Joint Academic Affairs Committee, which, in turn, would make its recommendations to the presidents.

The document motivated discussion on both campuses and would undergo considerable change before reaching a mutually agreed-upon form. Steve Edwards, Dean of the Faculties at FSU, was "very concerned" about the document, and felt it represented a "major blunder." He felt that the authority given to the Joint Academic Affairs Committee with regard to tenure and curriculum violated the FSU constitution, as did the idea of tenure at two universities. He felt that a new document was "totally unnecessary. The current agreement is operative and handily achieves all the goals that they profess." (June 25, 1987, memo from S. Edwards to G. Turnbull)

In addition, the FAMU tradition of a very centralized administration, with primary decision-making responsibility lying with the president rather than deans or vice presidents, did not lend itself to granting budgetary and purchasing power to the dean.

Taking these facts into account, Chancellor Reed forwarded a revised version to the presidents in August, and requested that an organizational meeting of the Joint Management Council take place as soon as possible.

Major changes in his August version included:

- The Joint Academic Affairs Committee would be composed of two non-engineering faculty members from each institution and two faculty members from the College of Engineering. The Committee would not function in place of any committee, but would make tenure recommendations to the university-wide tenure committees on each campus, which in turn would make their recommendations to the presidents.
- References to the dean as chief budget officer of the College with contractual power were removed.
- The description of the tenure process was revised to include the university-wide tenure committee on each campus; faculty would not hold tenure at both universities, but in departments of the College.

These changes were far from being the last; this latest version would merely form a framework for continued discussion. It would not be until the end of 1987 that any sort of final agreed-upon document would be produced. But, more importantly, the fall semester would soon begin and the College was without a dean.

A search committee had been appointed in the spring of 1987, but as a result of the Chancellor's April 21 memo had suspended their activities. The committee, via an August 11 memo to Vice Presidents Turnbull and Hogg, had requested to reopen the search. The first meeting of the newly defined Joint Management Council was scheduled to meet on August 31 and they would decide how to proceed at that time.

Joint Management Council

The August 31 meeting was attended by Chancellor Reed, Presidents Humphries and Sliger, Vice Presidents for Academic Affairs Turnbull and Hogg, Vice Presidents for Administrative Affairs Carroll (FAMU) and Hodge (FSU), and Vice Chancellors McTarnaghan, Bedell, Blackwell and Maddox. It was decided that:

- President Humphries would serve as chair for the first year.
- The dean would be added as an ex officio, non-voting member of the Joint Management Council and would serve as secretary.
- The Council would meet within two weeks to resolve remaining issues on a comprehensive budget for the College.
- The Council would do whatever is necessary for the success of the single College concept.
- There was a "great reluctance" to extend the dean search. Vice Presidents Turnbull and Hogg were designated to meet with Professor Krishnamurti Karamcheti, chair of Mechanical Engineering, and to offer him the appointment of interim dean.

Dean Krishnamurti Karamcheti

So, on August 31, 1987, Dr. Karamcheti was asked if he would immediately assume the interim deanship of the College. He agreed, and effective September 1, 1987, the FAMU/FSU College of Engineering had a new interim dean - Professor Krish Karamcheti, who would later be appointed dean of the College and is currently holding that position.

Dr. Karamcheti had joined the Department of Mechanical Engineering as chair in 1986 after serving as Professor of Aeronautics and Astronautics at Stanford University for several years. He had done his graduate work in aeronautics at California Institute of Technology and would be instrumental in establishing the much-desired doctoral programs at the College. Although Dr. Dantin had left an extensive written document detailing the administrative procedures of the College (Conversation with E. Dantin, September 27, 1989), Dean Karamcheti came into the position sometime after Dr. Dantin had left the area on leave, and there was no documentation to be found. A department chair one day and a dean the next, Dr. Karamcheti felt that there was "no transition at all. The first

thing I did was to try and find out what needed to be done."
(Conversation with K. Karamcheti, May 18, 1990)

Engineering Program Review

*"The Industrial
Engineering
Program should
be delayed..."*

One of the first items awaiting Dean Karamcheti's attention was a statewide Engineering Education Program Review, which would be presented to the Board of Regents on October 29, 1987. It had been five years since the "engineering enhancement" funds had been requested by the Board and approved by the legislature. The Chancellor's Office had asked Dr. Hogan to review the progress in engineering education that had occurred across the state during the five year period. His report would address several general concerns: programs, students, faculty, support staff, equipment, space, and FEEDS (Florida Engineering Education Delivery System). It would also review the specific engineering programs at each of the six campuses and make recommendations on future efforts.

The one general recommendation affecting the FAMU/FSU College of Engineering would be that having to do with programs, since there were several new programs, both graduate and undergraduate, yet to be approved. Dr. Hogan's report stated:

As the newer colleges in the state become more mature, there is a tendency for them to add new degree programs even though enrollment projections have not been met in their existing programs. New Bachelor degree programs frequently use resources that could be used to improve the quality of existing degree programs.

Recommendation: New undergraduate degree programs should not be considered for an institution until the existing degree programs at that institution are adequately funded and a need for a new program is clearly demonstrated. Masters degree programs should ordinarily be initiated only after the corresponding undergraduate degree has become assured of accreditation. New doctoral programs should not be considered unless the corresponding masters program is relatively large and the faculty have already demonstrated research excellence and attracted the research sponsorship needed to sustain a doctoral program.

Dr. Hogan complimented the College in his review.

The college is to be commended for achieving accreditation in all four of its programs in the first ABET visits to review its undergraduate curricula. Progress has also been made at the masters level and in the research program. Future doctoral program initiation will be dependent on the research and publication record of the faculty and the productivity of the program at the masters level. The \$779,000 expenditures in 1985-86 in research support is excellent progress for a new college.

but the overall review and recommendations were received with less than great enthusiasm by the universities and the College. Dr. Hogan continued:

The FAMU/FSU College of Engineering was supposed to be a single college operated jointly by the two institutions. It was intended that there be only one curriculum and one set of faculty. It was anticipated that students in any program would be registered students in one of the two universities and receive their degree from that institution; however, standards for all students would be the same. Nevertheless, each school had developed "ownership" of particular disciplines, and most appointments for faculty were made in the university that had laid claim on that particular degree program. A number of operating difficulties evolved, and at the present time, the chancellor is working with the officers of both institutions in order to come up with a management plan that will provide a workable solution to these problems. The 1982 report (Engineering Excellence For The Decade Ahead, page 53) suggested that one possibility could be a free-standing college such as in the Claremont group of colleges, where the engineering college (Harvey Mudd College) "buys" the non-engineering courses taken by the engineering students from one of the other institutions in the group.

Recommendation: A management plan should be developed by the two institutions as soon as possible and when approved by the chancellor should be put in place as soon as possible. New program consideration should be delayed until the management plan is in place.

An immediate problem is the lack of a dean. The college is in a crucial stage of its development and it is important this position be filled as soon as possible.

Recommendation: The search for a dean should be accelerated and be a high priority of both institutions.

Enrollments in engineering have lagged behind the original plans for the college. Additional efforts should be made to increase enrollments, particularly those of women and minorities. Some past enrollment statistics were inaccurate due to the difficulty in identifying students with the appropriate institution; some double counting inadvertently occurred. It is possible that any new degree programs will take students from some of the already existing under-enrolled programs, and it is therefore quite important that future projections be more accurate.

Recommendation: The Industrial Engineering Program should be delayed until enrollments in existing programs are examined to see if there is continued growth in Fall 1987 enrollments.

(Status of Engineering Education, State University System of Florida, October, 1987, J. Hogan)

Dr. Turnbull's Response

Vice President Turnbull responded to the report, summarizing the current state of affairs and requesting that the Board permit the expansion of undergraduate and graduate programs at the College.

In its relatively-short life the Joint College has faced at least three significant challenges.

The first challenge was starting from scratch a truly unique entity—a brand-new single college of engineering to be owned and managed by two separate universities assigned different missions by the Board of Regents.

This particular joint venture certainly faced obstacles. Any joint program within a university or between universities is a difficult venture. FSU and FAMU, in fact, work extremely well together, but each must constantly deal with the fear of loyal supporters that any joint venture in some way will hinder the institution's efforts to accomplish its assigned mission.

Our second challenge was dealing with the incorrect perception that the single college concept had been violated by the universities and that drastic management changes were necessary to correct a nefarious subversion of this Board's direction.

In March of 1987, in preparation for the move to the new building, President Sliger and President Humphries signed a formal document dividing operational, administrative responsibilities between the two universities. Somewhat later a search for the new dean was initiated. ABET accreditation was achieved for the fourth department; the master's program implementation request for that department was submitted along with the first of the planned doctoral program requests. In keeping with the original plans approved by the BOR, plans were submitted to activate the fifth department, industrial engineering.

"There has been and may be still a need for better communication."

Then to our surprise, everything came to a sudden halt. The agreement was rejected, the search suspended, the new degree programs put on hold until a management plan was approved. Technically we are still in that stage as an October 15, 1987 memorandum to Vice President Hogg and me from Vice Chancellor McTarnaghan states.

It is clear that there has been and may be still a need for better communication. For that failure the universities take primary responsibility; in hindsight, it is clear that the logistical difficulty of arranging meetings of our College Joint Management Council (consisting of the Chancellor, two presidents, four vice presidents and normally involving one or more vice chancellors) contributed to communication problems between the universities and the Board and within the campuses.

Nonetheless, significant progress has been made in dealing with the "single college" concern which you need to know about and which is not reflected at all in the October 14 draft of your consultant's report.

The two universities have had a number of meetings with BOR staff to discuss mutual concerns. I think the following is a fair summary of the very positive results:

1. The primary factor leading to a conclusion that the "single college" concept was being violated rests on the fact that faculty do have a primary appointment in one or the other university and for two of the four active departments, all of the faculty in one department were appointed to FSU and all in the other were appointed to FAMU.

I believe we have demonstrated this appointment pattern was not an effort to circumvent BOR policy. Instead it is an artifact of the necessity to divide everything between campuses because of the State of Florida's personnel, budget and other administrative procedures, and the physical necessity of dividing activities between the campuses until we are able to move into the new facility.

Nonetheless, it is clear that the universities were not sensitive to the mistaken impression that could, and did, result. To external observers the two departments with appointments on only one campus were obviously much more significant than the two departments which have appointments on both.

2. We have placed on the dean the responsibility of ensuring that future faculty appointments will result in all departments having faculty with primary appointments to each of the two sponsoring universities.
3. The universities have demonstrated their original and continuing commitment to a single college, and the BOR staff has come to understand better the procedural constraints forcing us to place primary responsibility for almost any administrative action beyond the College at one university or the other.
4. We are moving through BOR channels the creation of a new faculty appointment modifier specifically designed to describe the type of joint appointment intended in the College; nothing currently in place adequately conveys the long-standing intent that faculty members of the College should participate in teaching, research and service responsibilities of both universities.
5. We have reaffirmed the existence of a single engineering curriculum for both universities.
6. The March, 1987 agreement on administrative responsibilities beyond the College has been reviewed and approved.
7. A similar agreement on academic oversight beyond the College has been approved in concept and is being put into final form for approval.
8. Budget staff of the BOR and the university are trying to figure out just how to implement technically the agreed-upon concept of a separate and distinct budget for the College of Engineering.
9. An interim dean with a distinguished record, Dr. Krishnamurty Karamcheti, has been appointed and is at work.
10. We have resumed the dean's search and two candidates are now being scheduled for interviews.

In sum, I believe we have eliminated completely the concern that two separate colleges were being constructed, and we continue to make excellent progress in learning how to administer this unique College. By the end of this semester we expect to move into the new facility which will be a major boost for every dimension of the College.

Our third challenge remains - and that is dealing with the lingering results of the misperceptions about the status and condition of the College still contained in the October 14 draft of your consultant's report.

Having to deal with the ten items I just cited has made it impossible for either the universities or the BOR program staff to sit down and discuss pending and proposed degree programs so I do not know how extensive our disagreements really are nor what it will take to resolve them.

"We have eliminated completely the concern that two separate colleges were being constructed..."

Since at least the February 11, 1982 agreement by President Sliger, President Smith and Chancellor Newell it has been clear that the College would consist of five departments—electrical, civil, mechanical, chemical and industrial. Three of the first four have degrees approved through the master's (the chemical master's is pending your approval); the Department of Industrial Engineering is organized and seeking approval for its bachelor's degree. The first doctoral degree request, in mechanical engineering, is now before the Board. In keeping with what we understand to be the original plan and intent of this Board and the Legislature, the College, its faculty and its facilities have been designed to support degree programs through the Ph.D. in all departments.

Therefore:

- we see no reason to delay the industrial engineering program
- and we fundamentally disagree with the inference that doctoral capability should be judged on performance at the master's level; we have recruited a doctoral-level faculty and they should be judged on their merits as such and on the quality of the doctoral programs they are in the process of designing.

In conclusion, we are convinced that an objective review of our College will confirm a remarkable level of accomplishment in an incredibly-difficult undertaking. We hope that you will insist on such a review as you consider each of our next degree program requests; we further hope that we will be permitted to bring these requests to you in an orderly fashion without the imposition of artificial barriers. ("Comments of FAMU/FSU College of Engineering with Reference to the Report *Status of Engineering Education*," G. Turnbull, October 29, 1987)

Program Review Accepted

Despite Vice President Turnbull's eloquent summary and request, the Board accepted the Engineering Program Review as supplied by Dr. Hogan. From the Board minutes:

Mr. Sessums reported that an Engineering Program Review Update was conducted for all engineering programs within the System during June, July, and August, as a follow-up to the Program Review which had been conducted in 1982. He said that Dr. Joseph Hogan, former Dean of the College of Engineering at Georgia Tech University and at Notre Dame, had served as the lead consultant for the 1982 Program Review and for the follow-up review. He said that the purpose of the review was to examine the extent to which the recommendations approved by the Board in 1982 had been implemented.

Mr. Scruggs inquired about the number of engineering colleges five years ago; Dr. Hogan responded that there had been four programs five years ago and that there were now six. He said that since 1982, FIU's engineering program had been authorized by the Board, as had the FAMU/FSU College of Engineering. The Chancellor noted that Presidents Sliger and Humphries were close to agreement on the joint management of the FAMU/FSU College of Engineering.

Mr. Sessums moved that the Board adopt the recommendations and findings contained in Dr. Hogan's report. Ms. Bryant seconded the motion; and members of the Board concurred. (BOR Minutes, October 29-30, 1987)

The industrial engineering program would eventually be approved, as would doctoral programs, but it would take time and considerable effort on the part of the faculty and administration of the FAMU/FSU College of Engineering. And it wouldn't happen in 1987.

Finalization of the Management Plan

What *would* happen in 1987 was the finalization of a management plan for the College. The resulting plan, given in the Appendix, was a combination of the March 31 agreement on the division of operational responsibilities, and the often-revised management/governance plan suggested by the Chancellor in August. Vice President Hogg recalls that:

The Vice Presidents did most of the hassling on this. There was no tough negotiation really.

The success we had was due to the fact that Sliger, Humphries, Turnbull, and I had a desire to make it work. The presidents and provosts must buy in. Once management is reconciled to the worth of the project, we will work together to insure it comes to fruition. (Conversation with R. Hogg, October 23, 1989)

Summary of 1987

Nineteen eighty seven had turned out to be a very frustrating year for the College and those associated with it. Dean Dantin's resignation had left the College without a leader and the search for a new dean had been a frustrating failure. The Chancellor's edict had caused the search to be an intermittent one at best, but there had been internal difficulties with the process as well. Si Ostrach, member of the Advisory Board and the dean search committee, recalls that there were "strange machinations going on." (Conversation with S. Ostrach, March 7, 1990) Members of the search committee either wanted the position personally or had a "favorite son" candidate who was focused on to the exclusion of others. (Conversation with E. Dantin, September 27, 1989) Two external candidates were finally invited to interview for the position, but under the circumstances it is not surprising that the search did not produce a willing and acceptable candidate.

To those in the College attempting to develop new and expanded programs, it appeared that the Chancellor's Office was determined to establish roadblocks at every turn. The Engineering Program Review, although complimentary to some extent, had criticized the College on several points and had recommended delaying the implementation of the industrial engineering program and the much-desired doctoral programs. The faculty and administration felt the criticisms of the College to be unfounded and were extremely frustrated with what they considered to be "artificial

barriers" placed in the way of attaining their goals for the College. Although the interactions with the Chancellor's staff had been responsible for producing the required management plan, the process had been time consuming and emotionally draining.

Nineteen eighty eight was on the horizon and most of the frustrations of the past would be forgotten, at least temporarily, in the excitement of moving into the new building. At last the FAMU/FSU College of Engineering had a home.

THE COLLEGE OF TODAY - 1988

The first semester of 1988 brought the students and faculty of the FAMU/FSU College of Engineering together in one place for the first time - the new engineering building had become a reality.

"Everybody has been waiting to share the same building," said Baldine Paul an FSU graduate student in electrical engineering. "It's an opportunity for students to meet one another. Before, you couldn't tell who was an engineering student and who was not, and now you can. And I think it will really enforce our feeling of being included in the same venture, the feeling of being together."

But not all students like being removed from their campuses.

"It's like I go to a different school than every one of my friends," FSU student Kroy Richardson said.

And some students feel the engineering complex should have been built at FAMU.

"I think the reason for the engineering school being established was to increase the minorities and women in the engineering field," said FAMU student Michael Baker. "So why wasn't the school built on FAMU's campus. FAMU has quite a bit of property that's not being used." (Florida Flambeau, January 22, 1988)

In addition to the excitement generated by the new building, the Chancellor's Office had agreed to place the B.S. degree in industrial engineering and the M.S. in chemical engineering on the January Board of Regents' agenda for approval.

Program Development

Guided once again by Regent Ausley, the Board's action was positive, although "contingent upon final signature of the FAMU/FSU College of Engineering Management Agreement."

Mr. Ausley said that the proposed B.S. degree in Industrial Engineering at the FAMU/FSU College of Engineering was consistent with the System's strong support for developing all basic and applied research disciplines, and was part of the mission of both universities. The 1982 Board of Regents/FAMU/FSU decision to establish a curriculum for industrial engineering was to allow this branch of engineering to play a vital role in the rapidly growing high technology industries in Florida.

Mr. Ausley moved that the Board authorize the FAMU/FSU College of Engineering to implement the proposed B.S. Degree in Industrial Engineering, contingent upon final signature of the FAMU/FSU College of Engineering Management Agreement; Mr. Dressler seconded the motion; and members of the Board concurred.

The proposed M.S. in Chemical Engineering in the FAMU/FSU College of Engineering is designed to meet the contemporary needs of Florida and the nation, by providing the technical expertise and direction for regional economic and social problem solution and to maintain the nation's economic, technological, and industrial leadership. Based on the recommendations of Dr. Joseph Hogan, the original

plan between the Board of Regents, Florida A&M University and Florida State University stated that the Master's programs in Engineering should be initiated only after the corresponding undergraduate degrees had been assured of accreditation. The B.S. in Chemical Engineering at the FAMU/FSU College of Engineering received formal accreditation by the Accreditation Board of Engineering and Technology, and the College has received approval for planning authorization for the M.S. in Chemical Engineering.

No additional funds are requested for the implementation of the M.S. in Chemical Engineering. The implementation of this new degree program is dependent upon the final signature of the FAMU/FSU College of Engineering Management Agreement. Changes in the Board rules are being made to guide personnel policies regarding joint faculty appointments. Mr. Ausley noted that the Board had approved the proposed rule change earlier in the meeting.

Mr. Ausley moved that the Board approve the implementation of the M.S. in Chemical Engineering at the FAMU/FSU College of Engineering; Ms. Bryant seconded the motion; and members of the Board concurred. (BOR Minutes, January 28-29, 1988)

"Program development is seen as a resource allocation decision."

So by the April 5, 1988, meeting of the Joint Management Council Dean Karamcheti was able to report that there were now five undergraduate and four master's programs that had been approved by the Board and that four of the undergraduate programs were accredited. Expressing the desire of the College for doctoral programs, he reported that research funding had gone past the \$1 million mark, a reflection of the research orientation of the faculty. There were, however, still some concerns over enrollment and program development, as expressed in a memo from Vice Chancellor McTarnaghan to Vice Presidents Hogg and Turnbull.

When the "original plan" was put together by Drs. Kidd and Lannutti, it was part of an increased production plan within the system budget. I have appended that budget worksheet for your review showing 120 FTE in 1983-84, growing by increments of over 100 FTE/year to 473 FTE by 1986-87. This has not happened.

One year ago, after finding some "double counting" of enrollment due to lack of dean's office control on courses and course numbers, BOR did honestly share the new information with legislative staff that actual FTE was less than had been earlier reported. Legislative staff have asked us for data on this each year, because the number of academic positions authorized for the engineering program was believed to be needed for the development and breadth of the program—yet is significantly in excess of what would be associated with an enrollment-driven formula.

From a resource allocation decision framework, there will be a finite number of positions and dollars available in 1988-89. To the extent they are invested in full-time commitment to Panama City (excluding FEEDS program) and in dealing with only full-time graduate students in Tallahassee, the ability to generate more faculty lines to cover more specialties will be inhibited by modest to slow enrollment growth.

Thus, program development is seen as a resource allocation decision for the Management Council, not an activity that will run separately based upon an earlier program plan.

Dr. Hogan has reminded me, and I need to remind you, that in the continuum of accreditation actions that could have been taken with respect to mechanical engineering, the "three years and a visit" is minimum level, not the best, nor the second best.

I will receive a written report shortly from Dr. Hogan. It is my goal to place the Ph.D. in mechanical engineering for feasibility action at the next authorized Program Committee action date - July. You can and should move ahead to have the planning step ready for January 1989. At that time, it would be appropriate for the dean to have laid out all present staffing commitments by program, sub-specialty and allocation of faculty effort so we all can see if what wants to be done, can be done, within the resources available. (April 18, 1988, memo from R. McTarnaghan to R. Hogg and G. Turnbull)

Program development had not come easily for the College, and in fact during the last round had been held hostage to the development of a management plan. Although the Board would approve feasibility studies for the Ph.D. in mechanical and chemical engineering in July of 1988, it would take a considerable effort on the part of those associated with the College to proceed to the actual implementation approval of those degrees. For now, however, there were other items to worry about, namely a large administrative turnover and an upcoming ABET visit.

Second ABET Visit

In July of 1988 Dr. Decatur Rogers resigned as associate dean of engineering and Dr. Willard Toliver was appointed acting associate dean. Effective September 15, 1988, both the chair of civil engineering, Dr. W. Carter, and the chair of electrical engineering, Dr. D. Kerns, left their positions and were replaced by acting chairs. This would be a point of concern for the ABET visitation team, which was scheduled to visit the College on November 6-8 in order to reaccredit four undergraduate programs: chemical, civil, electrical and mechanical engineering.

Dr. Hogan, representing the Chancellor's Office, was present during the exit interview with the accreditation team and reported to the Chancellor in November.

It was indeed rewarding for all concerned to learn that the team was impressed with the progress that has been made since the last visit three years ago. Although the team stressed that the program was moving in the right direction, they cited a number of concerns. Several of these concerns are:

- a. the lack of stability caused by the interim appointment of several administrators in the college (including the dean and two of the department chairmen).
- b. lack of depth in the humanities and social studies

- c. length of time for students to complete degree programs
- d. great differences in the add-drop policies of the two institutions
- e. and timing on the initiation of doctoral programs

The discussion concerning doctoral programs was of particular interest because of the present request from FAMU/FSU for "Authorization To Plan New Programs" leading to PhD Degrees in Mechanical and Chemical Engineering.

The team was obviously pleased with the developing quality of the undergraduate program. They also were quite positive that a doctoral program could adversely affect the quality of the undergraduate programs.

Doctoral Program: Recommendations

I therefore recommend:

1. The "Proposals for Authorization To Plan New Programs" leading to the Ph.D. Degrees in Chemical Engineering and Mechanical Engineering be approved, conditional on compliance with the following recommendations.
2. A detailed staffing and teaching plan for the college should be prepared for the first two years of implementation of these two Ph.D. programs. This plan should specify the number of lines and the rates associated with these lines, as well as specifying FAMU or FSU as the source of these additional lines and/or funds. The Joint Management Council should consider this subject and review and approve any such plan before it is included in the Plan for Implementation. A prime requirement should be preservation of the quality of the undergraduate degree programs.
3. The Joint Management Council should meet to resolve the interim nature of administrative appointments in the college, particularly at the dean's level. The ABET team believed this ambiguity creates leadership problems within the college.
4. The Joint Management Council should meet in Spring 1989 to review the Plan For Implementation before it is submitted to the SUS to insure that commitments by each institution are clearly stated and agreed upon, and that the staffing-teaching two year plan assures the continued quality development of the undergraduate program.

(November 15, 1988, letter from J. Hogan to C. Reed)

Despite lengthy arguments from Dean Karamcheti to the Chancellor's Office and supporting opinions from the Advisory Council, Chancellor Reed remained unconvinced of any immediate need for the doctoral programs. He responded to Dr. Hogan's report:

The development of Ph.D. programs in the College is important, and we will support the planning authorization requests for mechanical and chemical engineering. However, those programs must not be allowed to affect the undergraduate programs adversely. Safeguards such as you have recommended should be incorporated to ascertain that no infringement takes place. (November 29, 1988, letter from C. Reed to J. Hogan)

Nineteen eighty eight had been a year of change. The College had moved into a new building, two new degree programs had been approved, and two departments had new administrative leadership. There was still a sense of frustration in the College with regard to what was considered to be roadblock after roadblock placed in the way of doctoral degree approval, but the ABET visit had gone well and overall there was a sense of optimism, albeit cautious, over what the next year would bring.

THE COLLEGE OF TODAY - 1989

Nineteen eighty nine would bring many noteworthy events: Dean Karamcheti would be appointed permanent rather than interim dean, a second Eminent Scholar Chair would be established by the Centel Foundation, four undergraduate programs would be accredited for another three years, and, finally, doctoral programs in mechanical and chemical engineering would be approved.

On January 6, 1989, the Joint Management Council met to discuss the proposed Ph.D. programs and the issues raised by the ABET team the previous fall. Following that meeting, Dean Karamcheti received a permanent appointment as dean of the College for a period of three years and the interim associate dean received a permanent three-year appointment as well.

Planning authorization for the Ph.D. programs in mechanical and chemical engineering were approved by the Board later in the month, subject to the requirement that the implementation proposal would include a detailed faculty staffing analysis and college-wide graduate and undergraduate course-offering schedules outlining individual faculty member course responsibilities and demonstrating that the undergraduate program offerings would not be adversely affected by the initiation of the doctoral programs. In March, the College submitted proposals to the Chancellor's Office requesting authorization to implement the two doctoral programs, and it was decided to utilize a team of outside consultants to review the proposals and corresponding programs.

Review of Ph.D. Proposals

Dr. Gary Poehlein, Georgia Tech, reviewed the chemical engineering proposal and program and on May 29, 1990, recommended that "The Doctor of Philosophy Degree in Chemical Engineering at FAMU/FSU should be approved beginning with the 1989-90 academic year." Similarly, Dr. Peter Kezios, also of Georgia Tech, submitted his recommendation on the mechanical engineering proposal on June 22, 1989: "Program is recommended for 1989-90; delays would probably harm what is already in place." It appeared that all would be clear sailing for the doctoral programs after such supporting recommendations, but such would not be the case.

In a memo to Vice Presidents Hogg and Turnbull concerning the implementation of the Ph.D. programs, Vice Chancellor McTarnaghan expressed the fact that a recommendation for Board action would be dependent on the upcoming ABET accreditation action. He stated that if ABET granted a three-year-plus-visit accreditation, then the implementation would be "delayed until serious objections are satisfied." (June 27 memo from R. McTarnaghan to R. Hogg and G. Turnbull) And, not

surprisingly considering the age of the College, the accreditation action was indeed a three-year-plus-visit, received in August of 1989.

Another External Review

As a consequence, the decision was made to engage a team of consultants from Georgia Tech, headed by Dean William Sangster, to evaluate whether the shortcomings identified by ABET had been "fully and satisfactorily addressed." Since the Ph.D. program implementation would depend on a positive report, the faculty and administration were understandably anxious during the early fall of 1989. The consultants visited the campus on September 6 and 7, and submitted their report on September 11, 1989. It read:

The authors were all greatly impressed by the evident commitment of the faculty and administration to the development of undergraduate programs which could be fully accredited by ABET. The standards by which such programs are accredited are sufficiently imprecisely defined and non-uniformly applied as to make guarantees risky. Nonetheless, the authors feel confident that the undergraduate programs are of prime concern to the faculty and administration and will not be permitted to deteriorate once doctoral programs are begun.

In passing it should be noted that the programs up to this point have been developed admirably in an almost unbelievably cooperative manner. The two institutions should be commended for their continuing pioneering efforts.

The authors are firmly convinced that no useful purpose would be served by delaying the implementation of the doctoral program review and approval process on the grounds of ensuring the quality of the undergraduate programs. These latter programs are strong, probably accreditable, and with the obvious commitment of the faculty and administration are likely to remain so. Delay in implementing the doctoral programs on the other hand, potentially could have very deleterious effects on the undergraduate programs. Lowered morale and likely faculty attrition are but two of the probable results.

(Consultants' Report on Undergraduate Programs in Engineering - Florida A&M University/Florida State University, September, 1989)

Two days later, on September 13, the Board of Regents approved degree programs that had been proposed some three years earlier. The College had at last become a doctoral granting entity.

An Appropriate Ending

The FAMU/FSU College of Engineering is the result of the labors of many individuals. It has grown and evolved to become unlike any one vision or plan, and the fact that it exists as it does speaks for the dedication of those involved. There are problems yet to be solved, but there are people working diligently to solve them. The 1989 ABET report describes their success story and provides an appropriate ending to this history:

The FAMU/FSU College of Engineering represents a rather unique experience in American engineering education. Florida A&M University and Florida State University are to be commended for their sincere and effective efforts to combine their resources to create a single unified group of quality undergraduate engineering programs. The EAC views as particularly impressive the commitment of these institutions to providing engineering education opportunities for minorities and women, both of whom have been representative of the historically dominant enrollment of the two institutions and who have traditionally been under-represented among American engineering graduates.

PARTING SHOTS

Growth is a painful process, birth even more so. During my conversations with the individuals who were associated with the birth and growth of the FAMU/FSU College of Engineering, I made an effort to determine a retrospective viewpoint. So I am presenting in this chapter a collection of thoughts on what people would have done if they had the chance to establish the College over again and/or to give advice to those who would consider such a venture. There are differences, of course, because of when the individual was associated with the College and because of their particular perspective. But there are also a number of commonalities running through the discussion. I will leave it to the reader to synthesize what follows.

Duby Ausley

Duby Ausley

Then: Chair, SUS Board of Regents

Now: Member, SUS Board of Regents

The FAMU/FSU College is unique. We have found that a joint endeavor is *really* difficult. There must be a strong desire on the part of both parties to succeed.

I'm not sure a normal dean search process works because the person must be so unique.

If it's the right thing at the right time with the right people it will work. We took a window of opportunity; if it had been wrong it wouldn't have worked.

Elvin Dantin

Elvin Dantin

Then: Dean, FAMU/FSU College of Engineering

Now: Professor of Civil Engineering, FAMU/FSU College of Engineering

One of the major difficulties is recruiting individuals who would not have any prejudice whatsoever. But you come into a position with no prejudice and you may develop some.

For a concept to be truly joint, there must be no division anywhere, in the curriculum, the policies, *anywhere*.

The reason I had a moderate degree of success was that I was not intimidated by anyone. I could leave anytime.

One building would have solved many of the separation problems.

There was racial tension in the program from the beginning; there still is since some people don't really understand what the program is all about.

The values of all the departments must be consistent with the goals of the College.

The dean must be a thick-skinned person who will face problems without intimidation, who will plan and capitalize on mistakes. You must be willing to take the path of most resistance, be ambitious, self-confident, and a risk-taker.

This is a unique entity that requires a unique administration. The head of the College should be a vice president; there are now too many echelons for sound decision making.

Steve Edwards

Steve Edwards

Then: Dean of the Faculties, FSU

Now: Dean of the Faculties, FSU

We had to keep saying over and over, "It's *one* engineering school, it's *one* program." The fact that CE was FAMU and ME was FSU was a real problem and the physical location made it even more difficult.

The biggest problem was that the sizes of the two institutions dictated completely different administrative procedures. The College should be completely autonomous, with its own purchasing office, foundation, etc.

Joe Hiett

Joe Hiett

Then: Assistant to the President, FSU

Now: Assistant to the President, FSU

You really need a pro to head it. You have to hire experienced people. And you have to have people at the head of the institutions who are willing to work together.

Richard Hogg

Richard Hogg

Then: Provost, FAMU

Now: Provost, FAMU

Traditional avenues for policy have to be revised. If a mandate is the only motivation for something, it won't work. You have to do it because it's good or the right thing to do.

The leadership of the College is very key. That person must not favor one institution over another. It won't work if that is the mindset.

Fred Humphries

Fred Humphries
Then: President, FAMU
Now: President, FAMU

The biggest problem was trying to break down the notion that a department belonged to one institution or another. The College belongs to both institutions equally. It took awhile to overcome the initial division decision.

The leader of the College needs the sensitivity and knowledge of how to educate minorities and women. That person has to be appreciative of the fact that they are working for two schools, not one at the expense of the other. That person must have a high tolerance level to deal with the situation.

Getting women and blacks out as engineers is *not* ancillary; it is the primary mission of the College. The dean must be dedicated to that mission, to research, and to including women and blacks on the faculty.

If *all* are involved, then everybody feels good about it. It must be done together; if not it becomes fractious. Everything must involve both parties. It must really belong to both. The faculty must be convinced and understand that the College belongs to both institutions.

Krishnamurti Karamcheti

Krishnamurti Karamcheti
Then: Dean, FAMU/FSU College of Engineering
Now: Dean, FAMU/FSU College of Engineering

The administrative problems of the College have to do with the different procedures at the two universities. The two universities must sit down and agree on administrative procedures for this College, irrespective of the procedures used for the other colleges on their campuses.

There should be *one* set of administrative policies and procedures for the College. Its success depends on recognizing that, enunciating it, and following it. We need common policies that the universities will implement even though they are different from other campus policies.

The College is often treated as a stepchild by both universities; they should still consider the College in the developmental stage.

The leadership must visualize all possible operations of the College, what will be the problems and what are possible solutions. We are finally uprooting the idea that departments belong to one or the other university, but that has taken a lot of time and energy.

Quality undergraduate programs and strong research programs are complementary and any college must have that goal. The *number* of graduates shouldn't be the benchmark, it should be the quality of those graduates. The success of the joint institution must be measured by the quality of its graduates, rather than being funded according to numbers and formula.

Reporting to two vice presidents isn't that bad. Both are really gentlemen, easy to talk to, and supportive. After all, it's their baby too.

If a college is going to be a joint effort between a minority and majority institution, then those who lead the college must have no bias whatsoever. It is extremely important to look for a leader with a broad multi-cultural background, who is nationally known.

Charles Kidd

Charles Kidd

Then: Dean of Science & Technology, FAMU, and Co-Director,
FAMU/FSU Institute for Engineering

Now: Dean of Engineering Sciences, Technology & Agriculture,
FAMU

The College will not function led by anyone with a usual mindset.

You must decide on what it is you're creating. There must be agreement on both sides, faculty and administration, about what it will be, what are the objectives and goals.

Yulu Krothapalli

Yulu Krothapalli

Then: Professor of Mechanical Engineering, FAMU/FSU College of
Engineering

Now: Chair, Department of Mechanical Engineering, FAMU/FSU
College of Engineering

Selection of the dean is the most important decision for the College; it shouldn't be hurried.

The division of the departments was a mistake. It was a mistake to put two people in charge; you should put one with an advisory committee from both institutions.

You should hire the dean first, then chairs, then the faculty, rather than the other way around. There was a big hurry to hire faculty - hurridness ruins programs.

The College should be a separate entity. If not you run the risk of it being treated as a stepchild by both institutions.

You must define the goal of the program a priori. Our mission is research, and then assuring that minorities have access to a quality engineering education.

This was done because of political pressures. It wasn't anyone's brilliant idea.

Joe Lannutti

Joe Lannutti

**Then: Professor of Physics, FSU, and Co-Director of the
FAMU/FSU Institute for Engineering**

**Now: Professor of Physics, FSU, and Director of the FSU
Supercomputer Computation Research Institute (SCRI)**

The whole effort is a matter of trust, mutual respect, and a common goal.

If affirmative action works, eventually there will be no difference between the two institutions, black vs. white. The solution is to think now about the future, and the future is to work together. We have to work toward a solution that will probably happen 20-50 years from now.

The location is a concern for the College. Its location is remote from the other academic programs, library facilities, general university services, etc. Although designed and promoted as a program to appear to be on both campuses and although originally promoted enthusiastically by both campuses, today it seems to be treated as a stepchild on either campus.

Although it was politically decided as necessary, the arbitrary splitting of the administration of the programs led to asymmetric development of facilities and programs. The program development would have been more uniform if FSU had been responsible for it all even if the physical facilities had been split between campuses.

The lack of emphasis on establishing graduate research programs led to the employment of faculty members who were not driven to do so. No effort was made to connect with research departments on the FSU campus.

Herb Morgan

Herb Morgan

**Then: Chair, Florida House of Representatives Appropriations
Committee**

Now: Tallahassee businessman

You can't do it without someone divorced from the cooperating entities who is in a strong enough position to assist but stay removed from it.

The sooner you have a dean the better. The dean must be a strong, experienced person, not a first-time dean.

Barbara Newell

Barbara Newell
Then: Chancellor, SUS
Now: Professor of Economics, FSU

I have spent a great deal of my life trying to bring together different constituencies and it is one of the most difficult things imaginable.

Lee Neyland

Lee Neyland
Then: Acting Vice President for Academic Affairs, FAMU
Now: Professor of History, FAMU

You must study the peculiarities of the institutions involved. You must put into place policies that will insure the integrity of each institution. As you study the differences in administrative patterns, you must make certain there are opportunities for growth and development for both institutions.

For a joint college to be effective, it must have faculty and administrators who serve as role models. And there must be a conscious effort to make it happen.

Gene Sherron

Gene Sherron
Then: Director, Office of Computer & Information Resources, FSU
Now: Director, Office of Computer & Information Resources, FSU

From an efficiency point of view, it's better not to create a third university. But the administrative plan of split responsibility is insane. Give all the major administrative functions (budget, purchasing, comptroller) to one university.

We can be critical of an organization, but it may have been set up to take advantage of where capable people are, which may not necessarily be the most logical of organizations.

Walter Smith

Walter Smith
Then: President, FAMU
Now: Professor of Education, FAMU

Be sure that the organization is physically located in a way that it is not identified with either institution.

If the joint effort is across ethnic lines, then a strong effort should be made to recruit faculty, dean, and associate dean along ethnic lines. Students need to be able to identify with competent professionals.

EPILOGUE

Although I have been working out of the President's Office at Florida State University during my year as an ACE Fellow, I have attempted to make this history as objective as possible. To those who feel that they were portrayed incorrectly at some point in the story, I apologize, but what I have presented is to the best of my knowledge a true and factual history of the FAMU/FSU College of Engineering.

I would be remiss indeed if I did not take this opportunity to thank those many individuals, not all of whom are referenced in the story, who so generously gave of their time to talk with me about the College. I would also like to express my appreciation to Dr. Judy Kuipers, Vice President for Academic Affairs, and Dr. Elden Shaw, Dean of Engineering, at my home campus of California State University, Fresno. Without their support, this year would not have been possible for me.

So to all of you - at Cal State Fresno, FAMU, FSU, and ACE - my sincere thanks and very best wishes. May the history that you're making be a happy and successful one.

*Karen Frair
Tallahassee, Florida
June, 1990*

APPENDIX

Management Plan of the FAMU/FSU College of Engineering

Memorandum of Agreement
on
Management Plan of the College of Engineering

Florida A&M University
Florida State University

Background

Background

The Board of Regents and the Legislature authorized the establishment of the FAMU/FSU College of Engineering as a unique college to be jointly operated by FAMU and FSU and drawing on the strengths of each.

President Walter Smith, President Bernard Sliger and Chancellor Barbara Newell on February 11, 1982, approved "Guidelines and Agreements for FAMU and FSU Developing a Single Engineering School in Tallahassee."

In 1987, as the College prepared to move to its new facility, its Joint Management Council with the assistance of the staff of the Board of Regents has developed this Management Plan based on the following operational principles:

There is one College of Engineering with one engineering curriculum subdivided into departments and degrees as approved by the Board of Regents. All students meet the same engineering and pre-engineering course requirements. All faculty participate fully in the instructional, research, and service responsibilities of the College.

Students are admitted to and are graduated from one of the two participating universities.

Faculty are employed by and earn tenure at one of the two participating universities. Faculty members employed by one university are automatically designated "joint college faculty" in the other university with all rights and privileges associated with that appointment.

Each department of the College is to be made up of faculty members with primary appointments at each university. The dean will recommend to the Joint Management Council a plan to achieve and maintain an equitable and appropriate ratio of faculty members with primary appointments at the two universities. Faculty members holding primary appointments at each university will serve on the search and screen committees for each new or vacant faculty position.

There is a single dean reporting through the two academic vice presidents to the College Joint Management Council.

The College uses the business and other support services of both universities in keeping with the prohibition against developing an

"autonomous administrative structure which is not responsible to (the) two universities."

On the basis of this understanding, the following articles of agreement are formulated.

Articles of Agreement

General

Joint Management Council

I. Joint Management Council

The College Joint Management Council consists of the Chancellor and the presidents, vice presidents for academic affairs and vice presidents for administration of the two universities.

The Council shall function as a policy-making body for the College in all matters except promotion, tenure, curriculum and other academic matters.

Academic Administration of the College

II. Academic Administration of the College with FAMU and FSU

A. Joint Academic Affairs Advisory Council

The Joint Academic Affairs Council shall make recommendations to the faculty and dean regarding standards, rules and procedures having to do with academic affairs in the College and with respect to the College's academic relationships with the two universities.

Membership shall be confirmed each year by the university presidents and shall consist of the Senate presidents and chairmen of the major academic committees of the two universities. Academic vice presidents and senior academic staff and the dean of the College shall serve as ex officio members. Unless otherwise agreed by the two university presidents, an equal number of members shall represent each university.

B. Faculty and Promotion and Tenure

As noted above, faculty members shall be employed by and hold tenure, when earned, in a department of the College of Engineering through one of the two participating universities. Faculty of either university must meet the same College of Engineering promotion and tenure standards. Faculty members employed by one university are automatically designated "joint college faculty" in the other university. This modifier specifies that "although appointed and employed by only one of the participating universities, each faculty member so designated is considered a faculty member of the other participating universities for purposes of carrying out the teaching, research, and service responsibilities of the college."

Upon the recommendations of the elected College of Engineering promotion and tenure committees, the dean shall prepare promotion and tenure recommendations in accord with the applicable rules and procedures of the respective universities.

Tenure shall be awarded by the Board of Regents.

The dean and faculty of the College shall develop and recommend to the presidents, after consultation with the Joint Academic Affairs Council, rules and procedures on hiring, promotion, tenure and other personnel policies affecting faculty members. These rules and procedures shall be consistent insofar as possible with the rules and procedures of each institution.

C. Students and Student Life

Students are to be admitted to and graduated from either of the two participating universities.

The admissions requirements, the general education or liberal studies requirements, and the grading format of the admitting university shall prevail for each individual who matriculates at that university.

Upon recommendation of the engineering faculty, the dean shall recommend rules and procedures affecting student life within the College of Engineering consistent with the rules and procedures of the two universities. Responsibilities for and procedures related to student life outside the College shall be handled through the normal channels of the university in which the student is enrolled.

D. Curriculum

There is a single engineering curriculum. All majors in an engineering degree program are subject to the same course requirements.

Each university must approve an identical version of all courses and degree programs before they are forwarded by the dean for whatever external approvals may be required.

Faculty of each university may teach all courses which they are qualified to instruct and all courses and degrees shall belong equally to each university.

E. Degrees

Upon successful completion of an engineering degree program, a student shall receive a diploma from Florida Agricultural and Mechanical University or Florida State University which indicates that the degree is awarded by the FAMU/FSU Joint College of Engineering.

F. The Dean

The dean shall be the chief administrative officer of the College, subject to constraints and guidelines established by the Joint Management Council and to the respective rules and regulations of the two universities.

In accordance with the applicable rules and procedures of the two universities, the dean shall recommend to the presidents the employment of faculty members and all other personnel of the College.

The presidents shall appoint the dean on the advice of the Joint Management Council based on the recommendations of a faculty search committee composed of an equal number of faculty members from the two universities.

Division of Administrative Responsibilities

Articles Relating to the Division of Administrative Responsibilities Between FAMU and FSU

It is agreed that the allocation of administrative responsibilities between the two universities is as detailed in Attachment I, which forms an integral part of this agreement.

In each case the College of Engineering should be regarded as a single entity and the dean is responsible for initiating and following up administrative details within the channels as specified in Attachment I.

Provisions

Either university or the dean may propose, when circumstances warrant, amendments or modifications to this agreement. Such proposals, however, should be submitted for consideration and necessary action by the Management Council at least seven months preceding the beginning of the fiscal or academic year, as the nature of the proposal demands.

Attachment I

Allocation of Administrative Responsibilities

Memorandum of Agreement

Attachment I Allocation of Administrative Responsibilities Between FAMU and FSU

Construction

A. Construction

1. Supervision

The building is being constructed under a construction management contract (Gilbane and Culpepper Contract Manager) which is being administered and monitored by the BOR Capital Programs Office. The arrangement is working well and should be continued during the construction phase.

2. Classroom Furniture

Furniture will be selected by the architect (Barnett & Fronczak) and the officials of the College and purchased through FAMU. Upon receipt, it will be included in FAMU's property records. Thereafter, inventory control and general accountability will be the responsibility of FAMU.

3. Equipment

Movable equipment not included in construction will be handled in the same manner as furniture. FAMU will be ultimately responsible for accountability. Specialized scientific equipment may be purchased with the assistance of FSU as discussed in Section D 4 below.

4. Associate Director of the Physical Plant

FAMU will have the responsibility of selecting and appointing a qualified individual to perform this function. He will report directly to the dean and work with FAMU on the maintenance of the College building and grounds.

Maintenance of New Facility

B. Maintenance of New Facility

FAMU will be responsible for building maintenance, janitorial services, and landscaping/groundskeeping.

Normally, support for special services (dedications and receptions) will be provided by FAMU, but the dean may request such services of either university when conditions warrant.

Security and Safety

C. Security and Safety

Security off-campus is an especially costly function. FSU now provides security for Alumni Village, the Broadcasting Center and the Golf Course; it is most-cost effective for FSU to extend its existing patrol service to include the engineering facility.

An electronic exterior surveillance system has been incorporated into the construction plans of the building.

FSU will provide environmental health services including radiation safety and hazardous waste disposal.

Budget

D. Controller/Business/Budget

1. Budgeting and Controlling

For purposes of reporting to the Board of Regents and the State, the College of Engineering budget will be included permanently within the FAMU overall budget.

To maintain accountability, however, the College of Engineering budget shall be maintained and controlled as a separate entity from the two universities; funds shall not be intermingled except as directed in advance by the Joint Management Council.

Positions, although designated by university, shall not be considered part of the university for lapse and other budget actions but shall be treated as a separate College of Engineering entity.

The dean will recommend request and operating budgets which will become effective when approved by the Joint Management Council.

Budget staff of the BOR and the universities shall recommend procedures for handling College of Engineering OCO, salary rate, summer terms and other budget issues which are normally subject to annual negotiations between the College and central administration of a university. The intent is to provide the College of Engineering with equitable resources drawing proportionately from the BOR allocations to each university.

2. Risk Management and Insurance

As noted above, FSU will be responsible for environmental health and safety matters.

Student/employee injury or unemployment compensation is the responsibility of the university at which the individual is enrolled or employed.

Dealing with building and equipment damage or destruction is the responsibility of FAMU.

3. Minor Renovation Projects

Requests for minor renovation project funds will be made through FAMU.

4. Purchasing

As a general principle purchasing will be handled by FAMU, but the two universities shall establish a procedure by which the expertise of the FSU purchasing department in handling scientific and technical equipment purchases can be used to expedite such acquisitions. For example, FSU personnel may be "deputized" to act for the FAMU Purchasing Department using FAMU control procedures.

5. Space Inventory

Space will be separately identified as belonging to the College of Engineering and will be handled in the FAMU space inventory system.

In addition, both universities may separately identify some space on its main campus as being assigned to the College of Engineering while remaining the space of the respective university.

6. Property Inventory

Furniture and equipment will be separately identified as belonging to the College of Engineering and will be handled in the FAMU property inventory system.

7. Postal Services

The College will continue to receive its mail at the Woodward Street Post Office. The FAMU Courier will pick up such mail and deliver it to the Office of the Dean and will deliver outgoing mail to the Main Post Office. The FAMU Courier will provide service between the College and the BOR Central Office. Each university will provide courier service between the engineering facility and its campus.

8. Food Services and Vending

For the time being there will not be a cafeteria style food service at the engineering building. An assortment of "vending" foods will be supplied by Canteen Food Services, Inc.

The earned proceeds from such vending machines will be a part of the FAMU Concessions Fund and FAMU will provide support for those College activities which are normally funded from the Concessions Account.

9. Messenger Services

FAMU will provide messenger services.

10. Telephones

The College will determine the type of telephone system desired, and FAMU will purchase it. Since FSU is developing a major new telecommunications data system, it is intended that FSU will become responsible for the operation and maintenance of all telecommunications including telephones.

Utilities

E. Utilities

This responsibility rests with FAMU as "building manager."

Transportation

F. Transportation

1. Students and Faculty Bus Service

The universities recommend expansion of the current FAMU-FSU "EEO" funded shuttle to include the engineering facility.

The responsibilities for providing transportation facilities, however, rests with the BOR office.

2. Parking and Traffic

Special parking decals will be issued to students, faculty and staff of the College by the university at which the vehicle owner is enrolled/employed.

FSU will be responsible for administering the parking program including the issuance of citations for violating parking regulations.

Citations issued to non-university persons will be paid at FSU. Citations issued to students, faculty and staff will be paid at the university at which employed or enrolled.

The amount of fines and appeals procedures will be those in effect at the respective campus.

An administrative cost reimbursement procedure will be developed.

Information Systems

G. Information Systems

The "high tech" aspect of acquiring scientific equipment, especially those related to computer and information systems has been a long-term strength of FSU with its scientific graduate programs and world-class computer facilities. This type of special acquisition will be handled through FSU with great care to see that Engineering is tied in as well with FAMU information systems.

1. Technology Acquisitions

The College will initiate recommendations for information and computer acquisitions through the FSU planning process. Such recommendations shall have the approval of the Joint Management Council.

2. Purchasing

Purchasing will be the responsibility of FAMU with the participation of FSU as described in Section D 4 above.

3. Inventory

FAMU will maintain the inventory of such equipment.

4. Maintenance

FSU will provide such central maintenance for the Engineering College as it provides for other colleges.

5. Replacement Funds

It is assumed the Engineering College will "generate" its own replacement, but since there may be extraordinary cost items, the Joint Management Council will determine the method of obtaining replacement funds for major items. See section on budget above.

6. Planning and Managing Information and Computer Systems

FSU will be responsible for planning and managing the information and computer systems in full consultation with the College of Engineering and in coordination with FAMU.

Personnel

H. Personnel

Insofar as possible the College operates with its own, uniform policy, but where legitimate institutional differences exist beyond the level of the College, each employee is responsible to his or her own university.

This is a necessary result of the agreement to have a joint College operated by two separate universities.

The same principle holds for each category of employee: USPS, A&P and Faculty. Faculty meet uniform College criteria for promotion and tenure and, upon recommendation by the College, proceed through the separate university procedures.

Miscellaneous Functions

I. Miscellaneous Functions

1. Career Placement

The universities have agreed that there will not be a separate engineering placement function, but there will be a placement officer for the College of Engineering who will work with the placement offices of each university which will assist engineering students of the other campus on a space available basis.

2. Coordination with Other Facilities

The dean will work with facilities offices of both universities and with Innovation Park to ensure adequate coordination.

3. Scheduling Space Usage

The dean will be responsible for securing space on each campus for engineering purposes and officials of each campus will work through the dean in scheduling space in the engineering facility. In general, FAMU, through the Office of the Dean, will be responsible for scheduling space usage.

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DO NOT REMOVE

Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education



State University System of Florida
Revised Plans for Equalizing
Educational Opportunity in
Public Higher Education
in Florida

Division of Community Colleges
State Equal Access/
Equal Opportunity
Plan for the Florida
Public Community
College System

February, 1978

FLORIDA'S COMMITMENT TO EQUAL ACCESS AND
EQUAL OPPORTUNITY IN PUBLIC HIGHER EDUCATION

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R E S O L U T I O N

WHEREAS the State Board of Education, the State's systems of universities and community colleges, and the Florida Legislature have taken positive actions to provide quality education and equality of educational opportunities for all the citizens of Florida, and


WHEREAS the State Board of Education has continuously reaffirmed the goal of the State of Florida that the state universities and public community colleges provide educational opportunities for all citizens of Florida, who have the desire and ability, to proceed through the higher educational system from beginning student through the doctoral, professional, and continuing educational levels, without regard to race, color, creed, sex, age, or national origin, and

WHEREAS it has been requested by the Office for Civil Rights of the United States Department of Health, Education and Welfare that Florida adopt guidelines for compliance with Title VI of the Civil Rights Act of 1964 setting forth specific commitments in order to insure that Florida maintains the goal of equality of educational opportunity, NOW THEREFORE


BE IT RESOLVED by the Board of Education, State of Florida, that the Board adopts "Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education" and affirms its intentions to require, to the extent of its legal authority, that

the state universities and community colleges, through their governing structures, implement all relevant commitments described therein consistent with sound education policy and the maintenance of quality education.

Adopted by the Board of Education of the State of Florida
this 6th day of September, 1977.



Reubin O'D. Askew
Governor

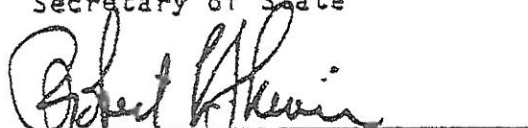

Gerald Lewis
Comptroller


Ralph D. Turlington
Commissioner of Education


Bill Gunter
Treasurer

Bruce A. Smathers
Secretary of State


Doyle Conner
Commissioner of Agriculture


Robert L. Shevin
Attorney General

PREAMBLE

Florida has removed all constitutional and statutory barriers to a racially integrated and unitary system of public higher education.

The Florida Constitution states in the Declaration of Rights Article:

All natural persons are equal before the law and have inalienable rights, among which are the right to enjoy and defend life and liberty, to pursue happiness, to be rewarded for industry and to acquire, possess and protect property.... No person shall be deprived of any right because of race, religion, or physical handicap. (Article I §2 Florida Constitution, 1968)

The 1977 session of the Florida Legislature enacted the Florida Human Relations Act which is designed:

...to secure for all individuals within the state, freedom from discrimination because of race, color, religion, sex, national origin, age, handicap or marital status and thereby to protect their interest in personal dignity, to make available to the state their full productive capacities....to promote the interests, rights and privileges of individuals within the state. (Ch. 77-341 Laws of Florida, 1977)

In 1974, the State Board of Education which is constitutionally responsible for all public education clearly stated the goal of the State of Florida to be that the public community colleges and universities provide educational opportunities for all citizens of Florida, who have the desire and ability, to proceed through their higher education system from beginning student through the doctoral, professional, and continuing education levels without regard to race, color, creed, sex, age, or national origin.

In addition, all of the governing boards of the public community colleges and universities have affirmed, through rules, resolutions, official statements, and other actions, that there will be equal access and equal opportunity for all citizens in public higher education in Florida..

Thus, the official policy of the State of Florida and its public systems of higher education are in compliance with the provisions of Title VI of the Civil Rights Act of 1964, that:

No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (42 USC 2000 d)

Florida is committed to enforcing its constitutional and statutory provisions as well as abiding by United States constitutional and statutory mandates.

HIGHER EDUCATION IN FLORIDA

Florida's educational systems include public and private schools, colleges, and universities which provide educational opportunities for its citizens within easy access from kindergarten through graduate and professional schools.

Several public elements of this system have been charged by the State Board of Education and the governing and coordinating boards operating under its general supervision to insure equal access and equal opportunity in higher education for all Florida Citizens.

In college level public education, there are two major components in Florida: the Community College System and the State University System. The public community colleges are governed by 28 district boards of trustees. Members of these boards are appointed by the Governor, approved by the State Board of Education, and confirmed by the Senate. The nine state Universities are governed by a single Board of Regents composed of nine voting members and a non-voting student member appointed by the

Governor. The Regents are appointed and confirmed in the same manner as the community college trustees. The State Board of Education, comprised of seven elected state officials, has general supervisory responsibilities for all of public education in Florida.

The Florida Department of Education, under the general supervision of the State Board of Education, is composed of the Commissioner, his staff, and five divisions. These divisions are: Public Schools, Vocational Education, Community Colleges, Universities and Blind Services.

The Division of Community Colleges is headed by a Director nominated by the Commissioner and appointed by the State Board of Education. The Division of Universities is headed by the Board of Regents with the Chancellor serving as the chief executive officer. Coordination between the public Community College System and the State University System is facilitated by the State Board of Education, the Commissioner of Education, and a number of committees and task forces.

Florida has nine state universities and 14 off-campus centers within commuting distance of 95 percent of the population. In addition, there are 28 community colleges including nine multi-campus institutions within commuting distance of 99 percent of the population.

Community colleges and the state universities collectively provide for student choice through a diversity of programs. The 28 public community colleges operate with an open door admissions policy offering associate degree and certificate programs. Fourteen of the community colleges serve as area vocational-technical centers. The State University System has the responsibility for providing access to a broad range of baccalaureate, master's and doctoral programs.

The two systems operate within an articulation agreement which facilitates coordination and mobility for students transferring from a

public community college to a public university in Florida. The State University System limits enrollment at the lower division levels, thus insuring that the vast majority of high school graduates will begin their collegiate education in a community college. Community college A.A. degree graduates are guaranteed access to the upper division level in the State University System.

The State uses several other mechanisms to expand educational opportunity. Student financial aid grants are provided individuals who elect to attend private colleges and universities of the State, including two traditionally black institutions. These grants are also available to students attending public colleges and universities. The University of Miami, a private university, receives State funds for a specified number of Florida residents enrolled in its College of Medicine. A contract has been authorized with the University of Miami to provide state funding for a graduate program in nursing, and several contract programs with other private institutions are contemplated. State participation in the Southern Regional Education Board contract program provides Florida citizens access to professional programs in the southeastern region of the United States in veterinary medicine, optometry, medicine, dentistry, and actuarial science.

The Academic Common Market is another example of a mechanism used by Florida to enhance opportunities for students to attend selected graduate programs. This program is based on an interstate agreement among southern states for sharing graduate programs not common to most universities. Participating states are able to make arrangements for their residents to enroll in specific programs in other states on an in-state tuition basis. The State of Florida has made arrangements for its

residents to have access to the following programs through the Academic Common Market: Bioengineering, Coal Processing Research, Environmental Health, Expressive Therapies, Fisheries and Allied Aquacultures, Marine Law and Science, Nutrition, Occupational Safety and Health, Oral Biology, Petroleum Engineering, Public Health and Epidemiology, Textile and Polymer Science, and Tropical Medicine and Medical Parasitology.

PROGRESS TO DATE

In 1974, Florida developed specific plans for equalizing educational opportunity in public higher education. Based, in part, on those plans, the State Board of Education and its systems of higher education have taken positive steps to provide quality education and equality of educational opportunities for all.

Since that time substantial progress has been made in the following areas:

- black representation on all appointive governing boards has been achieved;
- the number of black students enrolled in the community colleges and universities has increased;
- the number of certificates and degrees awarded to black students has increased;
- the traditionally black university has been enhanced;
- the award of financial aid dollars to black students has increased;
- the number of black persons employed by the colleges and universities has increased, despite the economic recession which forced staff reductions in some of the institutions;
- both short range and long range planning and specific activities relating to retention and placement of black students have been instituted;

- lay citizens have been directly involved in providing advice to most institutions relative to eliminating any real or perceived barriers to equal access and equal opportunity for black students; and
- a number of institutional and system monitoring committees, task forces, councils, etc. have been appointed and have addressed equal access-equal opportunity programs.

Even though Florida has taken positive steps to insure equal access and equal opportunity, there is a continuing desire to strengthen some of the programs and activities which were started during the last several years. There is a need also to develop and implement new programs and activities to meet constantly changing and evolving educational and societal needs.

A STATEMENT OF RECOMMITMENT

By virtue of the Second Supplemental Order in the Adams vs. Califano case issued on April 1, 1977, Florida is called upon to renew and recommit its continuing efforts directed toward full equalization of educational opportunity in public higher education.

Florida hereby recommits the public higher education systems of the State to racially non-discriminatory policies and practices in all of their operations. Florida requests maximum flexibility in meeting its obligations under Title VI of the Civil Rights Act of 1964 and requests that its public higher education systems be judged on equal access and equal opportunity results. Florida and its systems of public higher education pledge to continue to exert specific, positive, constructive, and educationally sound efforts to:

1. Enhance a salutary environment that is fully supportive of an integrated and unitary system in which cultural, economic, social and educational diversity are recognized as assets in the educational enterprise;

2. Insure that the people of Florida are aware of the commitment of the colleges and universities to equal access and equal opportunity;
3. Acquire and equitably distribute funds needed to support the commitment to equal access and equal opportunity;
4. Provide adequate opportunities and supportive services to assist black students in addressing their educational needs and achieving their educational goals;
5. Provide substantial financial aid programs in support of accomplishing the goal of equal access-equal opportunity;
6. Provide narrative and statistical reports documenting the results of equal access-equal opportunity efforts; and to
7. Monitor and evaluate the systems-wide progress in achieving equal access-equal opportunity goals.

In addition to the foregoing, by January, 1978, each of the systems of public higher education and institutions will develop and begin implementation of revised equal access-equal opportunity plans.

Florida agrees with the Department of Health, Education, and Welfare (HEW) that "goals" and "quotas" are not synonymous terms and shall not be treated as such. Goals are objectives which the systems, through documented good faith efforts, will attempt to achieve. They are not cast in concrete. The State and its public higher education institutions will take appropriate, timely steps within available authority and resources to achieve or exceed the goals set forth in this document.

SPECIAL GOALS AND COMMITMENTS TO EQUAL EDUCATIONAL OPPORTUNITY

In specific response to the "Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education" issued on July 7, 1977, to six states by HEW, pursuant to an order of the United States District Court for the District of Columbia, Florida sets forth the following facts and establishes the following goals.

I. MISSION AND ENHANCEMENT

Each institution in the State's public higher education systems has a specific role to perform in meeting the State's education goals.

A. Mission

The mission of the community colleges and state universities has been defined by the Florida Legislature in §228.041,

Florida Statutes as follows:

STATE SYSTEM OF PUBLIC EDUCATION.

The state system of public education shall consist of such publicly supported and controlled schools, institutions of higher education, other educational institutions, and other educational services as may be provided or authorized by the constitution and laws of Florida.

(a) COMMUNITY COLLEGES.

Community colleges shall consist of all educational institutions operated by local community college district boards of trustees under specific authority and regulations of the state board and offering courses and programs of general and academic education parallel to that of the first and second years of work in institutions in the state university system, of occupational education, and of adult continuing education.

(b) INSTITUTIONS OF HIGHER EDUCATION.

The institutions of higher education shall consist of all state-supported institutions of higher education offering work above the public school level, other than community colleges, that are authorized and established by law, together with all activities and services authorized by law to be administered by or through each of those institutions.

The mission of each college and university currently is defined on a basis other than race. A mission statement for each college and university is attached in Appendix A. The State University System is in the process of reviewing the role and scope of the System and of each institution. Although the roles of the individual universities are expected to continue to change as societal needs change, the Board of Regents will have completed the current major review no later than April 30, 1978.

Geographically, the nine universities in the State University System are described as being either predominantly residential or urban.

- Predominantly Residential Universities. Three of Florida's universities (University of Florida, Florida State University, and Florida A&M University) are predominantly residential. In general, they attract younger, full-time residential students from all areas of the State. Florida A&M University places emphasis on a broad range of undergraduate programs and master's programs in Education, Social Science, Psychology, and Pharmacy. The other two institutions are research oriented and offer diverse undergraduate, graduate, and professional programs of study.
- Urban Universities. Six of Florida's nine universities (University of South Florida, Florida Atlantic University, University of West Florida, Florida Technological University, Florida International University and University of North Florida) are located in urban areas and serve a predominantly place-bound commuter-type student. Large proportions of the student bodies of

these institutions are part-time students. The emphasis of these universities is to provide a broad range of undergraduate and a substantial number of master's degree programs to allow geographically convenient access to higher education for non-residential students.

Community Colleges. Community Colleges are non-residential and serve residents in specific geographic districts...

A priority of all State universities is to provide access to graduates of the public community colleges since over 80 percent of all full-time first-year students enroll in these public institutions.

See Appendix B for data concerning the level and range of degrees and size of student body and staff.

B. Enhancement

During the past several years, Florida has taken a number of actions to strengthen and enhance the role of Florida A&M University, the State's only public traditionally black institution. By building upon existing high demand programs such as Business and Industry, and Pharmacy, and through location of other high demand programs such as Architecture and Journalism, the University continues to increase its capability to attract students of races not traditionally identified with the institution. Ongoing enhancement actions through the academic year, 1976-77, include supplemental allocations beyond the formula-generated allocation in support of selected academic programs as well as funding of a non-black student incentive grant program designed to significantly

increase the proportion of non-black student enrollment over a four-year period. During the three years from Fall, 1974 through Spring, 1977, the State University System has made available to Florida A&M University in excess of \$19 million in additional resources for the following enhancement purposes: \$17.6 million for renovation of facilities; \$615,000 for the non-black student incentive grants program; \$944,000 as supplemental allocations for academic programs; and \$87,000 for the institution's visiting scholars program.

Primarily, as a result of these actions, the current racial mix of the institution stands at 14 percent white student enrollment and 29 percent full-time white instructional faculty. The white student enrollment increased by 52 percent over the span of one year: from 468 in Fall, 1975, to 708 in Fall, 1976.

Steps and Procedures to Strengthen the Role of the Traditionally Black Institution.

1. The revised mission for Florida A&M University will be defined upon completion of the current Board of Regents Role and Scope study and will be transmitted to HEW no later than April 30, 1978.
2. Within the resources provided by the State Legislature for the operation of its public universities, Florida A&M University will continue to receive equitable allocations of resources which are related to the scope and mission of the institution. If it is determined that additional enhancement funds are needed to assist the institution in

fulfilling its defined mission within the State University System, such funding will be requested from the Legislature.

3. There are currently three major deliberative processes which are addressing many of the issues listed in the guidelines.
 - a. The State University System is involved in a continuing, comprehensive program review process which is designed to insure quality of degree programs in all of the universities; to insure that the State's needs are being met by the various programs; and to insure that educationally unnecessary program duplication is eliminated.
 - b. The System is involved in institutional and systemwide Role and Scope Studies. Through this procedure, the System is attempting to insure that it is responsive to changes in needs and demands in higher education. The current Role and Scope Study will be completed by the Spring of 1978.
 - c. The program authorization process considers State and student needs when new programs are located at an institution. This process has resulted in several recent decisions which continue to contribute to the enhancement of Florida A&M University. For example, a Master's level program in Architecture will be implemented in Fall, 1977, and conditional approval has been granted by the Board of Regents for the implementation of the degree, Doctor of Pharmacy.

4. In Florida's State University System, the generation and allocation of resources for most functions is primarily accomplished by a formula related to the number of students served. Florida A&M University receives its equitable share of formula-generated support for these functions. Each year, the State University System makes an assessment of the physical plant needs at each institution.
- In addition, a special study was done in 1974 to assess Florida A&M University's resources in comparison to the facilities at the other universities. As previously discussed, the University has received substantial supplemental allocations over the past several years to improve its physical facilities. As a result, the institution's facilities have been brought to a quality comparable to other universities. The University is currently undergoing a special needs assessment to project facility requirements and usage. Because of the many variables inherent in a complex and changing university system, there is an on-going process which attempts to address changing conditions as they relate to allocation of resources. Any negative impact upon a given institution resulting from the allocation formulas is identified and addressed as a result of this process.

C. Program Duplication

The Board of Regents, in 6C-1.03 of the Florida Administrative Code, is required to:

see that all unreasonable duplication among the institutions in the State University System be avoided and as the State Board of Education has directed, [to] carry forward the operation of the State University System as a coordinated unit in providing high quality programs for meeting the educational needs of the citizens of Florida.

The State University System has provided for the multiple location of many programs, some of which are core curricula, and others which either meet specific needs of a particular service area or are high demand programs which are selectively duplicated to provide convenient access. The System's ongoing deliberative process of program review addresses the need for and quality of similar programs within the System. Special attention will be given to program duplication among residential institutions (Florida A&M University, Florida State University, and University of Florida).

Florida reaffirms its intention to:

USE DELIBERATIVE PROCESSES TO EVALUATE THE NEED FOR AND QUALITY OF DEGREE PROGRAMS IN THE STATE UNIVERSITY SYSTEM. IF THE PROGRAM REVIEW PROCESS AND THE ROLE AND SCOPE PROCESS IDENTIFY ANY EDUCATIONALLY UNNECESSARY PROGRAM DUPLICATION, THE STATE WILL ELIMINATE SUCH PROGRAMS, GIVING DUE RECOGNITION TO THE OBJECTIVE OF STRENGTHENING THE TRADITIONALLY BLACK UNIVERSITY.

D. New Programs

The introduction of new programs in public higher education in Florida is not expected to be of significant proportions in the next decade. Low demand programs will be eliminated and new programs may be created to meet changing societal needs and changing student demands. There will be considerable sharing of resources to provide cooperative programs. Within the System, impetus for establishing a new degree program normally begins at the institutional level. When any degree

program is proposed, the State presently requires an impact study which addresses the effect of the program on access for black students and the effect upon Florida A&M University.

Florida reaffirms its intention to:

GIVE PRIORITY CONSIDERATION TO PLACING ANY NEW UNDER-GRADUATE, GRADUATE, OR PROFESSIONAL DEGREE OR NON-DEGREE PROGRAM WHICH MAY BE PROPOSED AT THE TRADITIONALLY BLACK INSTITUTION, CONSISTENT WITH ITS MISSION AND CONSISTENT WITH THE EDUCATIONAL NEEDS OF THE STATE. WHEN SUCH PROGRAMS ARE PROPOSED BY FLORIDA A&M UNIVERSITY, CONSISTENT WITH ITS MISSION AND CONSISTENT WITH THE NEEDS OF THE STATE AND STUDENTS, PRIORITY CONSIDERATION WILL BE GIVEN FOR PROGRAM APPROVAL AND FOR DEVELOPMENT ASSISTANCE.

E. Approval Process

Florida has been and will continue using procedures which will analyze the effect of rules and regulations on access of blacks to public higher education and on Florida A&M University. Impact studies and other procedures will be used more effectively to insure goal achievement. This is currently accomplished by not only requiring institutional impact assessment, but also through statutorily established procedures governing the decision-making process in the State of Florida. Under the Administrative Procedure Act, all public agencies are required to make available for public inspection "all rules formulated, adopted, or used by the agency in the discharge of its function." The rule adoption process requires public notice by publication and public hearings. In addition, the SUS monitoring process will provide a system of review which will make recommendations to the Presidents and the Chancellor as appropriate.

Florida reaffirms its intentions to:

USE IMPACT ASSESSMENT AND PUBLIC HEARINGS WHEN CONSIDERING CHANGES AND TAKE ACTIONS THAT WILL NOT THWART THE ACHIEVEMENT OF THE STATE'S EQUAL OPPORTUNITY GOALS.

F. Notification

Florida law requires widely advertised public hearings when any changes in the operation of a public state agency or system are considered. Thus, in conjunction with review through the appropriate monitoring systems, the State University System and the Division of Community Colleges will:

ADVISE OCR OF PROPOSED MAJOR CHANGES IN THE MISSION OR THE CHARACTER OF ANY INSTITUTION WITHIN THE STATE SYSTEMS WHICH MAY IMPACT THE ACHIEVEMENT OF EQUAL OPPORTUNITY GOALS PRIOR TO THEIR FORMAL ADOPTION BY THE GOVERNING BOARDS.

G. Timetables for Implementation

The State University System will develop and implement actions necessary to achieve the goals stated in this section. The State will retain the flexibility to terminate actions which are not effective and to implement additional actions which will insure that goals are met.

1. The current mission of each institution is defined on a basis other than race. A review of the role and scope of the State University System and each institution is being conducted and will be completed by April 30, 1978.
2. Steps to strengthen the role of Florida A&M University will continue.
 - a. By October 5, 1977, supporting documentation of current resource comparability will be transmitted to HEW.
 - b. Supporting documentation, including an update of studies of resource comparability will be submitted to HEW by July 31, 1978, after the missions of the universities have been redefined.

3. Program duplication will be addressed by the State University System through the Program Review and Role and Scope processes. Special attention will be given to program duplication among residential institutions (Florida A&M University, Florida State University, and the University of Florida). In addition, these processes are used to address cooperative programs, reassigning specified programs, resources and/or services among institutions. Reports from these processes will be made available on an annual basis.
4. There are no plans for merger of any universities and/or community colleges.
5. By January 1, 1978, supporting documentation on Florida A&M University's physical plant comparability will be submitted to HEW.
6. Beginning with the Academic Year 1978-79, upon completion of a redefinition of the roles and missions for all state universities, priority consideration will be given to placing at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs, consistent with its mission and the educational needs of the State.

II. EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

FLORIDA REAFFIRMS ITS COMMITMENT TO THE GOAL OF ASSURING EQUAL EDUCATIONAL OPPORTUNITIES IN THE PUBLIC COMMUNITY COLLEGE SYSTEM AND THE STATE UNIVERSITY SYSTEM. FURTHER, THE STATE IS COMMITTED TO INSURING THAT THE SYSTEMS, AS A WHOLE, AND EACH INSTITUTION ARE OPEN AND ACCESSIBLE TO ALL STUDENTS, AND OPERATE ON AN EQUAL OPPORTUNITY BASIS WITHOUT REGARD TO RACE.

The Commissioner of Education will appoint a biracial council. The council shall be composed of not less than fifty percent lay citizens and shall include representation from the Department of Education, the Community Colleges, and the State University System. A majority of the members of the Council will be black. The Community College system and the State University System each will use biracial advisory and monitoring councils.

V. CONCLUSION

The two systems of higher education, and each institution, will develop and implement plans to insure that Florida's commitments under each section are met. The plans will include numerical goals, timetables, and actions necessary to achieve the commitments. Acting within the powers reserved to the States under the Tenth Amendment to the Constitution of the United States; acting within the powers granted to it in Article IX of the Constitution of the State of Florida; and, acting within the powers and resources granted to it by the Legislature and of the State of Florida and the Congress of the United States, Florida will continue to take appropriate steps in support of equal access and equal opportunity for all in public higher education.



MEMORANDUM

TO: Members, Academic and Student Affairs Committee

FROM: Vikki R. Shirley, General Counsel

DATE: November 7, 2014

RE: **Summary of Federal Oversight of the State University System under the Civil Rights Act of 1964**

Governor Tripp requested a memorandum summarizing the history of federal oversight of the State University System under Title VI of the Civil Rights Act and specifically, how that oversight relates to the FAMU-FSU Joint College of Engineering.

The Civil Rights Act was enacted by Congress in 1964. This landmark legislation prohibits discrimination on the basis of race, color, religion, sex, or national origin. The Act covers voting rights, public facilities and transportation, public employment, and desegregation of schools. Title VI of the Civil Rights Act provides that “no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” “Program” is defined to include all of the operations of a college, university or other postsecondary institution, or a public system of higher education. In 1964, the United States Department of Health, Education and Welfare (HEW) was responsible for enforcing the provisions of Title VI (and other provisions of the Civil Rights Act) with respect to all programs that received federal funding in the realm of health, education, and welfare.

Florida’s Plan for Equalizing Access and Equal Opportunity in Higher Education

Five years after the passage of the Act, HEW’s Office for Civil Rights (OCR) contacted the State University System (SUS) through its then governing board, the Board of Regents, to inquire about compliance. In 1970, OCR requested detailed compliance plans from the universities as to how they would remove any remaining vestiges of a dual (segregated) system of higher education. Two years later, the National Association for the Advancement of Colored People (NAACP) successfully sued to compel HEW to initiate enforcement proceedings against ten states (including Florida) that had not filed

systemwide plans for compliance. On appeal, the court allowed those states additional time to submit the compliance plans and in June 1973, the SUS filed "*A Plan for Equalizing Educational Opportunity in the State University System*" as approved by the Board of Regents. *Adams v. Richardson*, 356 F.Supp. 92 (D.D.C. 1973). The plan was not specific enough and did not include the community colleges, so a new two-volume plan was submitted in February 1974.

The revised plan was likewise challenged in court and determined to be lacking "standards of clarity and specificity," especially as it related to admission, recruitment, and retention of students; placement and duplication of program offerings among institutions; the enhancement of black institutions; and changes in racial composition of faculty. *Adams v. Califano*, 430 F. Supp. 118 (D.D.C. 1977). The HEW Director conceded that the general segregated pattern in student and faculty populations which existed before the plan was accepted by HEW remained substantially unchanged. The court directed HEW to submit criteria for an acceptable plan to desegregate higher education to the court and to the states with deficient plans, and for those states to resubmit revised desegregation plans.

Florida submitted its revised plan, *Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education in Florida*, to HEW in September 1977 and it was approved by HEW in February 1978 ("1978 Plan"). Like the 1974 plan, the revised plan committed the SUS to take any and all actions to enhance FAMU so that it equitably participates in the educational objectives of the system. These actions included building upon existing high demand programs such as Pharmacy, Business, and Industry, and establishing new high demand programs such as Architecture and Journalism to attract both traditional and non-minority students. Other enhancements included additional funding for a non-black student incentive grant program designed to significantly increase the proportion of non-black enrollment at FAMU over a four-year period and funding for new facilities and renovation of existing facilities. The SUS also committed to supporting cooperative programs between FAMU and FSU.

A long-standing vestige of racial discrimination was the establishment and maintenance of duplicate programs at predominately white and predominately black institutions (which grew out of the discriminatory concept of "separate but equal"). In the revised plan, the SUS committed to using deliberative processes to evaluate the need and quality of degree programs in the system, and if the processes identified any educationally unnecessary program duplication, the SUS would eliminate such programs, while "giving due recognition to the objective of strengthening the traditionally black university."

In response, the Board of Regents created a process for the systematic review of degree programs in the SUS. Each year, several disciplines were selected for review and

nationally known consultants were retained to conduct a thorough examination of all of the programs within the disciplines. This program review process was designed to examine the strengths and weaknesses of the various institutional programs, provide recommendations on ways to strengthen programs at FAMU, and also to address the issue of program duplication. If unnecessary program duplication was identified, the Board of Regents was to determine if the program should be eliminated, realigned, specialized, or unified with other programs (such as cooperative or merged program). This process, however, recognized that a certain amount of duplication was educationally necessary such as in the liberal arts or general education areas, which are considered “core programs” that nearly every institution offers. Moreover, the Regents also recognized that some program duplication may be necessary in certain high demand areas, which are selectively duplicated to provide convenient access for students.

Notwithstanding, as stated in the revised plan, the Board of Regents was “on guard against proliferation of highly specialized undergraduate or graduate programs” and was paying “special attention” to program duplication between the three residential institutions (FAMU, FSU and UF). The revised plan noted that by July 1978, a number of program areas would be studied with respect to FAMU, FSU and UF. One of the programs identified was Engineering Technology, although it was subsequently determined that the engineering technology programs at FAMU and UF (FSU did not have an engineering technology program) were sufficiently distinct so as not to constitute program duplication. In July 1978, the Regents’ Planning and Program Committee proposed several cooperative programs between FAMU and FSU as a mechanism for enhancing FAMU and resolving program duplication. While the joint college of engineering was not one of the cooperative programs recommended at the time, it appears this process led to a series of discussions between the two universities about additional cooperative programs, including one in Industrial Arts.

Development of the FAMU-FSU Joint College of Engineering

In 1980, the Board of Regents assembled a Task Force on Science, Engineering, Technology and Service to Industry to examine the engineering programs in the state from the standpoint of supply, demand, and quality, as one component of a much broader two-year “Policy Study on Strategies for Quality Improvement”. The Task Force recommended the enhancement and expansion of engineering programs, citing concern about the quality and quantity of engineers being produced in Florida. Specifically, in January 1981, the Task Force recommended increasing capacity in the engineering programs at UF, USE, UCF, and FAU; increasing the capacity and quality of engineering related programs at FAMU and FIU; increasing enrollment of minority and female engineering and technology students; and determining the feasibility of

establishing engineering programs at FAMU, FSU, and FIU where strong science and/or engineering technology programs already exist.

During the 1981 session, the Legislature appropriated additional funds to UF, USF, UCF and FAU to increase the production of engineers, and \$75,000 to the Board of Regents to develop an engineering program “utilizing the FSU Science and Technical disciplines and the FAMU Engineering Technology program.” The Legislature also appropriated \$250,000 to the Board to expedite compliance with the Revised Plan submitted to the OCR. That same year, the Board of Regents retained a consultant, Dr. Joseph Hogan, to conduct a study of the engineering programs offered in the SUS for planning purposes and more importantly, to recommend a structure for an engineering program utilizing existing disciplines at FAMU and FSU as directed by the Legislature through the appropriation proviso language.

Dr. Hogan presented his recommendations to the Regents at their January 1982 meeting, which included a proposal for a joint college of engineering shared by FSU and FAMU. Discussion at that meeting focused on the cost of a new joint program, but also concern about whether there was sufficient demand for a new program in Tallahassee, despite the commitment made to OCR to provide equal opportunities.

Following the meeting, a set of *Proposed Guidelines and Agreements for FAMU and FSU Developing a Single Engineering School in Tallahassee* was created and executed by the respective presidents of FAMU and FSU and then Chancellor Newell in February 1982. The guidelines provided for the creation of an institute with a single dean and a joint advisory board, facility planning for joint laboratory space, a specific array of programs, faculty recruitment and appointment, and the conferral of degrees from either institution. The guidelines also clarified that the term “single program” was intended to capture the concept of a “joint program” which was necessary in order for the Regents to comply with the agreements with the OCR.

Immediately thereafter, the *Proposed Guidelines* were submitted to the Board of Regents, which voted to approve the proposed joint program at its February 1982 meeting. The Legislature then appropriated \$1,369,133 to the FAMU-FSU Engineering Institute for operations and equipment during the 1982 legislative session.

The Regents were presented with initial program proposals for engineering degrees for the joint institute in June 1982. The proposals noted the benefits to be served by the joint institute including, but not limited to, greater participation in engineering study by black and female students, increased production of engineers, expanded access to students residing in the north and west areas of the state, enhancement of existing engineering and science-related programs at the two institutions, and remedying what was characterized as a “deficiency” at FSU by its lack of an engineering program.

The Joint College of Engineering continued to build out programmatically during the 1980s and various memoranda of agreement for operations were executed by the two universities.

Continued Federal Oversight in the 1990s and the *Fordice* Decision

Throughout the late 1980s and early 1990s, Florida continued to take action to complete the measures it had committed to in the 1978 Plan and OCR continued to monitor the State's actions. By 1993, then Chancellor Reed notified OCR that the final measure had been completed and, after review, OCR agreed and advised the State in July 1995 of its determination that Florida had, in fact, satisfied the measures set forth in the 1978 Plan.

However, in the interim, the United States Supreme Court rendered an opinion in 1992 in a lawsuit that had been pending in Mississippi since 1975. The *Fordice* litigation was initiated by private plaintiffs as a class action in 1975, alleging that Mississippi was continuing to maintain a racially dual system of higher education in violation of the Fifth, Ninth, Thirteenth and Fourteenth Amendments to the United States Constitution and Title VI of the Civil Rights Act. Mississippi's system of public four-year institutions consisted of five "almost entirely" white institutions (HWIs) and three "almost entirely" black institutions (HBIs). *Ayers v. Fordice*, 111 F.3d 1183 (5th Cir. 1997). The United States intervened as a plaintiff and alleged that Mississippi's system violated the Equal Protection Clause of the Fourteenth Amendment and Title VI.

For twelve years, the parties attempted to resolve the claims through voluntary dismantlement of the segregated system, but were unsuccessful. The case went to trial in 1987 and the federal district court ruled that Mississippi had discharged its affirmative duty to dismantle the segregated system by adopting and implementing race-neutral policies and procedures for student admissions, student and faculty recruitment, mission alignment, allocation of state funding for operations and facilities, and that the Board had made inroads into reducing unnecessary program duplication. *Ayers v. Allain*, 674 F.Supp. 1523 (N.D. Miss. 1987). The district court's ruling was affirmed by the Fifth Circuit Court of Appeals in *Ayers v. Allain*, 914 F.2d 676 (5th Cir. 1990).

The plaintiffs then sought review of their claims in the Supreme Court, which concluded the appellate court had applied the wrong standard in evaluating the plaintiffs' claims. After noting that a State has an affirmative constitutional duty to dismantle a dual school system that a State's laws once required (a *de jure* system), the court explained this duty is not discharged until the State eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster desegregation. And that even if a State dismantles its prior segregative policies, there "may still be state

action that is traceable to the State's prior *de jure* segregation and that continues to foster segregation." By finding that Mississippi had discharged its duty simply by implementing race-neutral policies, the appellate court had not only applied the incorrect legal standard, but also failed to take into account the district court's factual findings demonstrating the continued existence of aspects of Mississippi's prior dual system that were constitutionally suspect. Further, even though the new policies were race-neutral, the Supreme Court found that the policies "substantially restrict a person's choice of which institution to enter and they contributed to the racial identifiability of the eight public universities."

The Supreme Court then addressed four policies or practices of the present Mississippi system of higher education, emphasizing that those policies or practices were not an "exclusive list of unconstitutional remnants" of Mississippi's prior *de jure* system, and remanded the case back to the trial court to re-evaluate the policies in light of the correct standard. The suspect policies/practices related to admission standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

Florida's Partnership with OCR

The *Fordice* decision prompted OCR to issue a Notice in 1994 that it would be applying the *Fordice* standard to all pending Title VI evaluations of statewide higher education system with OCR-accepted desegregation plans that have expired, which included Florida, Kentucky, Maryland, Pennsylvania, Texas, and Virginia. In applying that standard, OCR determined it was preferable to take a "collaborative partnership" approach with those States to ensure that all vestiges of previously segregated higher education systems had been eradicated and were not being perpetuated by policies that, while race-neutral on their face, continued to have segregative effects.

This collaborative partnership approach resulted in a set of commitments that were memorialized in a document entitled "*Florida/United States Office for Civil Rights Partnership Report and Commitments 1998*" (Partnership Commitments).¹ The 1998 Commitments covered all education sectors from K-12 to the SUS, and also included private/independent institutions. As to the SUS, the commitments encompassed five primary areas:

- (a) **Student issues** - monitoring access and enrollment of minority students; developing alternative admission criteria; funding for financial aid; funding for retention

¹ Supplementary Statement of Understandings signed by Norma Cantu, Assistant Secretary for Civil Rights in June 1998, expressly states that the partnership document is not a contract that may be enforced in a court of law and that failure to meet particular objectives, actions or commitments of the partnership will not be treated as a violation of either the Partnership Commitments or Title VI.

specialists; analyzing effect of excess hour fee requirements; ensuring minority students are not adversely impacted by dwindling resources; providing access for minority graduate students, etc..

- (b) **Employee issues** - reporting of faculty/staff diversity; providing minority promotional opportunities; conducting Glass Ceiling survey; and ensuring proper support for equal opportunity officers.
- (c) **Facilities issues** - focused mostly on funding for FAMU capital projects.
- (d) **FAMU specific issues** - funding to augment programs in agricultural teaching, research and extension; funding to enhance functions of the College of Arts & Sciences; funding for faculty development in the Architecture School, funding for outreach, scholarships, and financial aid in the Architecture School to continue to attract racially diverse student population; funding to change faculty appointments in Pharmacy School to 12 months; and continued development and strengthening of FAMU's undergraduate and graduate programs to broaden FAMU's academic programming for FAMU students and to attract a more racially diverse student population.
- (e) **Miscellaneous issues** – continue scrutiny of limited access programs to ensure no inappropriate adverse impact on minority students; and continue academic program review by university equal opportunity specialists to analyze any possible negative impact upon racial minorities and academic programs at FAMU, “in particular such review will seek to minimize unnecessary duplications of programs between SUS institutions.”

The only commitment relevant to the Joint College of Engineering involved the State's pledge to make good faith efforts to seek legislative funding for a capital construction project for the engineering school. According to an update provided to OCR in 2000, funding was received and the project was completed. The Joint College was described in the summary section of the Partnership Commitments as a cooperative venture that enhances both universities by broadening curricular and career options for students, increasing the racial diversity of each university, and adding highly qualified faculty and resources. The summary further noted the Joint College had been successful in attracting a more diverse student population into programs at both universities, and attracting additional black students into engineering programs.

Florida submitted monitoring reports to OCR in 1999, 2000, and 2001. In 2003, a Final Report was submitted indicating that the State had fulfilled the terms of the partnership agreement. In 2005, OCR requested information on the FAMU-related funding

commitments. A total of \$5.5 million of the \$7.5 million targeted amount had been appropriated for the FAMU-specific commitments from 1996-97 to 2005-06.

In January 2009, OCR sent a letter to then Governor Crist requesting follow-up information from all educational sectors. For the SUS, the request sought data related to a significant number of the 1998 Commitments. A primary line of inquiry focused on whether programs at FAMU were being unnecessarily duplicated across the system, and whether the duplication adversely affected FAMU's ability to attract a racially diverse student population. This office responded on behalf of the SUS and provided a voluminous amount of data and information to OCR in May 2009. In the summer of 2010, OCR requested additional data related to program proposals for all programs that duplicated programs at FAMU from 1999 through the present.

In September 2010, Dr. Cynthia Pierre, the Executive Director of OCR's Regional Office in Atlanta, and other OCR personnel met with then Chancellor Brogan and Board staff to discuss program duplication issues, funding, diversity in FAMU programs, and FAMU's interest in establishing a dental school. OCR requested additional information on enrollment by race in certain programs that were duplicative of programs at FAMU and other information. We explained the program review process for new program proposals and advised we would reinstate the prior Board of Regents policy that required an analysis of whether a proposed new academic program would substantially duplicate a program at FAMU and whether there would be an adverse impact on FAMU's ability to maintain and achieve a diverse student population in the program at issue.

Following the September meeting, OCR formalized its verbal request for additional enrollment data by race, enrollment data for certain programs that duplicate programs at FAMU by age and county of residence of student, proposals for medical schools for FSU, FIU and FAU and data on capital outlay costs, documentation reflecting approval of USF's PhD in Pharmacy, and fact-finding documents on whether there was a need for a new dental school. As with all of the requests, responsive materials were promptly provided.

OCR continued to request additional information throughout 2011. The requests sought information pertaining to FAMU's Master in Public Health for comparison purposes with those programs at UF and FSU, the number of FTEs generated by expansion of FAMU's Pharmacy facility, an update on UF's expansion efforts regarding its College of Dentistry, ownership of FSU's regional College of Medicine campuses, suggested language for the new program authorization regulation; the number of students admitted at each SUS institution through the Profile Assessment mechanism; FAMU's funding for 2011-12; the 2011-12 PECO list; a comparison of recurring funds appropriated for 2011-12 with funds appropriated for 2010-11; status of funding for

FAMU's Crestview facility and programs; and status of any additional regulations that would result in a centralized review to minimize program duplication. OCR also scheduled periodic conference calls with the Chancellor and Board staff to discuss follow-up items.

In early May 2011, OCR Assistant Secretary Russlyn Ali sent letter to Governor Scott advising of the State's requirement to make sure its HBCU receives sufficient funding now and in the future to comply with the law. However, this letter was sent after the 2012-13 budget had been presented to the Legislature during last week of session.

Throughout 2012, OCR continued to request information from the Board office and schedule follow-up conference call. Requests included copies of all program proposals submitted by the universities after the new program approval regulation was amended in March 2011, an analysis of the impact of increasing the grade point average requirement for FTIC students in Board Regulation 6.002, documentation developed as a result of a 2010-11 system-wide review by the CAVP regarding the inactive or terminated programs, and the CAVP white paper entitled "Accountability in the Academy;" and the New Degree Proposal Format that universities must use in connection with Board Regulation 8.011.

Minimal activity occurred in 2013, but in January 2014 OCR requested copies of all program proposals submitted by universities during 2013, a copy of the program proposal submitted jointly by USF and UWF for the Doctor in Physical Therapy that was approved by the Board in January 2013, a narrative describing the role of the Board of Governors in evaluating new baccalaureate and master level degree programs for unnecessary duplication with FAMU and FIU, and information on the appropriations made to date for the FAMU Pharmacy Phase II project and whether the project has been fully funded. OCR scheduled a call in February to discuss the information provided and to obtain information on the Board's performance funding model.

On April 25, 2014, Catherine Lhamon, the Assistant Secretary for Civil Rights, sent a letter to Governor Scott, with copies to Senator Gaetz, Speaker Weatherford, and Chancellor Criser, urging the State to reconsider taking action that would result in the separation of the Joint College. A copy of Ms. Lhamon's letter is attached. Ms. Lhamon stated the creation of the Joint College developed directly out of the State's 1978 Desegregation Plan, which provided for the resolution of unnecessary program duplication by methods that included cooperative programs. Ms. Lhamon also reiterated that under the Partnership Commitments, which is still in effect today, the State committed to strengthen and improve programs at FAMU and to avoid unnecessary duplication of programs between SUS institutions.

Importantly, Ms. Lhamon stressed she was “deeply concerned that the legislative plan to split the FAMU-FSU College of Engineering would violate the State’s federal legal responsibilities pursuant to Title VI, *Fordice*, and the Agreement.” Specifically, the proposed amendment would result in the establishment of separate, duplicate, competing engineering programs at FAMU and FSU, which would “directly impede the likelihood of Florida realizing the commitments it has made in the Agreement to strengthen academic programs at FAMU and avoid unnecessary program duplication.” Ms. Lhamon also posited that “inasmuch as the joint engineering program stems from the 1978 Plan, splitting this program very likely would reverse the progress already made.” In closing, she noted that OCR was prepared to work cooperatively with us and to provide technical assistance as we move forward.

Although we have not received any additional correspondence from Ms. Lhamon, we were recently contacted to provide additional data on all degree program proposals that have been reviewed by this office since the last data request. We are in the process of compiling that information to provide by the deadline of November 21, 2014.

This concludes the summary of federal oversight of the State University System by the United States Department of Education Office For Civil Rights. As always, please let me know if you have any questions or would like to discuss further.

c: Marshall Criser III, Chancellor
Jan Ignash, Vice Chancellor, ASA



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

April 25, 2014

The Honorable Rick L. Scott
Governor of Florida
The Capitol
400 S. Monroe Street
Tallahassee, FL 32399

Dear Governor Scott:

It has come to our attention that the Florida legislature recently began considering an amendment to the General Appropriations Act that would result in the separation of the College of Engineering, which is jointly operated by Florida A&M University (FAMU) and Florida State University (FSU). In light of Florida's continuing legal obligation to eliminate the vestiges of *de jure* racial segregation within its system of public higher education, I write to urge the State to reconsider taking such consequential actions in the closing days of the legislative session.

This office, the U.S. Department of Education's Office for Civil Rights (OCR), is responsible for enforcing Title VI of the Civil Rights Act of 1964 (Title VI). OCR first determined in 1970 that Florida was operating a racially segregated high education system in violation of Title VI, and has worked with the State over many years to eliminate the vestiges of segregation. The very creation of the FAMU-FSU engineering program developed directly out of the State's 1978 desegregation plan to OCR, "Plan for Equal Access and Equal Opportunity in Public Higher Education" (1978 Plan), which provided for the resolution of unnecessary program duplication by such methods as program elimination/realignment and cooperative joint programs. Building upon the related programmatic strengths of these two institutions to affect the cause of resolving unnecessary program duplication, the State established the joint FAMU-FSU Institute of Engineering in the spring of 1982.

The Supreme Court subsequently held in *Fordice v. United States*, 505 U.S. 717 (1992), that a State with a history of legally sanctioned segregation in public higher education "does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation." In an effort to eliminate such vestiges, in 1998 then-Governor Lawton Chiles entered into a voluntary resolution agreement with OCR, the Florida Partnership Commitment (Agreement), which remains in effect today. In the Agreement, the State commits to strengthen and improve programs for current and future students attending FAMU, including strengthening existing academic programs; authorizing new, high-demand programs; enhancing facilities; and providing the funding and other resources necessary to ensure the successful implementation of these measures. Importantly, the State also commits to review academic program requests and to avoid "unnecessary duplication of programs" between State University System (SUS) institutions. Through these commitments, the Agreement seeks to make FAMU attractive to a more racially diverse student population.

I am deeply concerned that the legislative plan to split the FAMU-FSU College of Engineering would violate the State's federal legal responsibilities pursuant to Title VI, *Fordice* and the Agreement. The General Appropriations Act amendment would result in the establishment of separate, duplicate, competing engineering programs at FAMU and FSU, which as you know are proximately located SUS institutions. Such an occurrence would directly impede the likelihood of Florida realizing the commitments it has made in the Agreement to strengthen academic programs at FAMU and avoid unnecessary program duplication. Moreover, inasmuch as the joint engineering program stems from the 1978 Plan, splitting this program very likely would reverse progress already made.

I appreciate the State's prior cooperation with our office as we have worked together productively to preserve and promote educational excellence at FAMU, and to advance opportunities for all of Florida's students. In the 16 years since then-Governor Chiles executed the Agreement with OCR, Florida has made significant progress toward fulfilling its obligations. Yet, there is more work to be done. It is our expectation that Florida will continue to execute the commitments of the Agreement until all commitments have been fully implemented and the State has complied with the requirements of Title VI and *Fordice*. To this end, we are also prepared to work cooperatively with you and to provide relevant technical assistance to the State as it proceeds with the planning of its higher education system.

If you have any questions or would like to discuss this matter further, please feel free to contact me at (202) 453-5900.

Sincerely,



Catherine E. Lhamon
Assistant Secretary for Civil Rights

cc: Will Weatherford
Speaker, Florida House of Representatives
420 The Capitol
402 South Monroe Street
Tallahassee, FL 32399-1300

Don Gaetz
President, Florida Senate
212 Senate Office Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Marshall Criser, III
Chancellor, State University System of Florida
c/o Board of Governors
325 W. Gaines Street
Tallahassee, FL 32399



FAMU-FSU COLLEGE OF ENGINEERING

Department of Mechanical Engineering

2525 Pottsdamer Street, Room 229

Tallahassee, Florida 32310

Phone (850) 410-6373 • Fax (850) 410-6337

E-mail: ecollins@eng.fsu.edu



October 3, 2014

Dear Collaborative Brain Trust:

We are aware that you are under the mandate to produce the pros and cons of both a joint model and a differentiated model for the Florida A&M University – Florida State University (FAMU-FSU) College of Engineering (COE) and the exact models are not clear. Hence, based on our joint experience, 8 of the 10 full professors along with 3 additional tenured or tenure-track faculty in the Department of Mechanical Engineering (ME) propose the foundations of both joint and differentiated programs. These models are meant to represent possibilities that make sense to at least some of us “here on the ground” that can serve as the basis for further discussions.

We begin by introducing ME to you. We then describe some of the trends in our department as well as the COE and the State University System (SUS) that clearly indicate that ***the current management framework for the COE is not leading to the fulfillment of one of the most critical and distinctive missions of the joint COE***, which is to graduate African-American (AfA) Engineering students. We then present a joint model followed by a differentiated model.

The faculty in ME currently consists of 3 faculty whose primary appointments are at FAMU (i.e., “FAMU Faculty”) and 17 whose primary appointments are at FSU (i.e., “FSU Faculty”). ME is currently in some ways the “work horse” of FAMU-FSU COE. We have the largest number of undergraduate students, the largest number of Ph.D. students, the only highly ranked Ph.D. program in the COE (27 by Ph.Ds.org using the NRC S-Rankings), and the only engineering department considered by the FSU Office of the President to have one of the top 10 (out of 104) undergraduate programs. It should be mentioned that the high ranking of our Ph.D. program by Ph.Ds.org was aided by the diversity of our faculty, which is largely due to FAMU.

ME provides a disproportionate amount of leadership to the COE as evidenced by Table 1. A close look at Table 1 reveals that these leadership roles are all related to research and graduate studies. Because of a greater emphasis on research and graduate education at FSU, the faculty in this table each has their primary appointment at FSU. However, it should be emphasized that the FAMU faculty (Peter Kalu (3M Distinguished Research Professor), Simone Hruda, and Carl Moore) as well as the FSU faculty not listed in this table each have substantial strengths. For example, Dr. Peter Kalu has graduated more African-American Ph.D. students (5) than anyone else in the FAMU-FSU COE; Dr. Simone Hruda has the most faculty teaching awards of anyone in ME and her student teaching evaluations are consistently among the highest in ME; and Dr. Carl Moore is leading the development of *Open ME*, which strives to be a “Khan’s Academy” for mechanical engineering.

Table 1. *In 2013-2014 faculty members in the FAMU-FSU Department of Mechanical Engineering had numerous college or university level leadership roles.*

Faculty Member	2013-2014 Leadership Role
Farrukh Alvi (Cummins Professor)	FCAAP Director
Louis Cattafesta (University Eminent Scholar)	FCAAP Co-Director, University Eminent Scholar, CoE Member on FSU Council on Research and Creativity
Emmanuel Collins (John H. Sealy Professor)	CISCOR Director
Eric Hellstrom	Director, Materials Science Program
David Larbalestier (Frances Eppes Professor)	ASC Director, Associate Lab Director, NHMFL
William Oates	FSU Liaison, FESC (Florida Energy System Consortium)
Juan Ordonez	ESC Director, IESES Interim Director
Steve Van Sciver (John H. Gorrie Professor)	Chair, COE Graduate Committee
Chiang Shih	AME Director

Our success to date has been largely been due to being proactive in our educational and research activities. In this same vein, this letter, signed by many of the ME faculty in the Department of Mechanical Engineering, is our way of being proactive in improving the FAMU-FSU COE. As do all of the engineering faculty, we would like to see positive changes result from the feasibility study of our college. We know that CBT has collected a plethora of data and has especially paid attention to enrollment and graduation data, which shows the diminishing role of FAMU in the production of engineering degrees at the COE. Hence, we do not want to repeat much of that data here. However, Figure 1 reveals that the negative enrollment trends for FAMU in the COE are mirrored in ME. The number of undergraduate FAMU students who received a BS in ME, of course, mirror these trends. In fact, ***in the 2014-2015 ME senior design class, only 3 out of the 110 students are FAMU students, an unacceptable percentage of less than 3%.*** Similar trends exist for graduate students in ME and the COE.

The ultimate result of this dramatic decrease in the number of FAMU engineering students is a decrease in the productivity of the FAMU-FSU COE in graduating African-American (AfA) engineering students, which is an important part of the mission of the COE. Figure 2 through Figure 5 shows some of these negative trends. (The data here were taken from the Florida Board of Governor's Interactive Data Source.) Figure 2 shows that two state universities have substantially surpassed both FAMU and FSU in the graduation of AfA engineering students. This is somewhat surprising due to FAMU's increased enrollment AfA engineering students in recent years as evidenced in **Figure 3**. Overall, in the Florida State University System (SUS), Figure 4 and Figure 5 reveal that the number of enrolled African-American students has

fluctuated, but kept a relative constant average, whereas the number of Hispanic students has constantly increased. This makes it evident that much more can be done to enhance AfA engineering education and both FAMU and FSU can do much more in this regard.

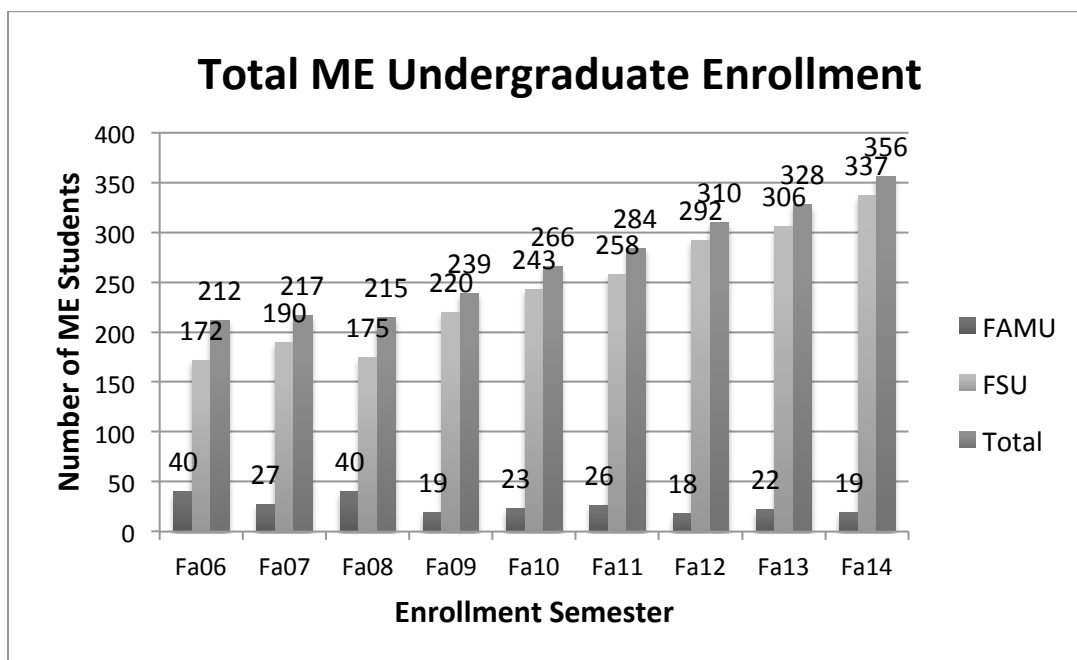


Figure 1. Although in an 8 year period, ME's undergraduate enrollment has grown 68% and its FSU enrollment has more than doubled, the FAMU enrollment has reduced by about 50%. These numbers do not include pre-engineering students who plan to major in Mechanical Engineering, which would increase the numbers by about 50%.

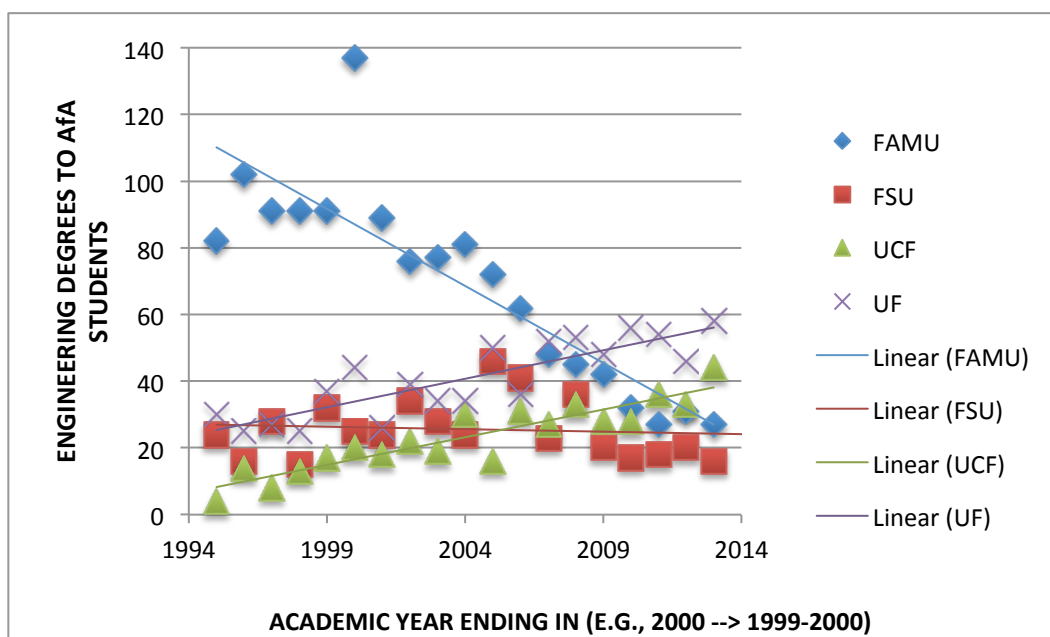


Figure 2. While the University of Florida (UF) and the University of Central Florida (UCF) have seen a significant upward trend in the production of AfA engineering degrees, both FAMU

and FSU have seen a downward trend in the number of AfA engineering degrees; FAMU's downward trend has been very dramatic.

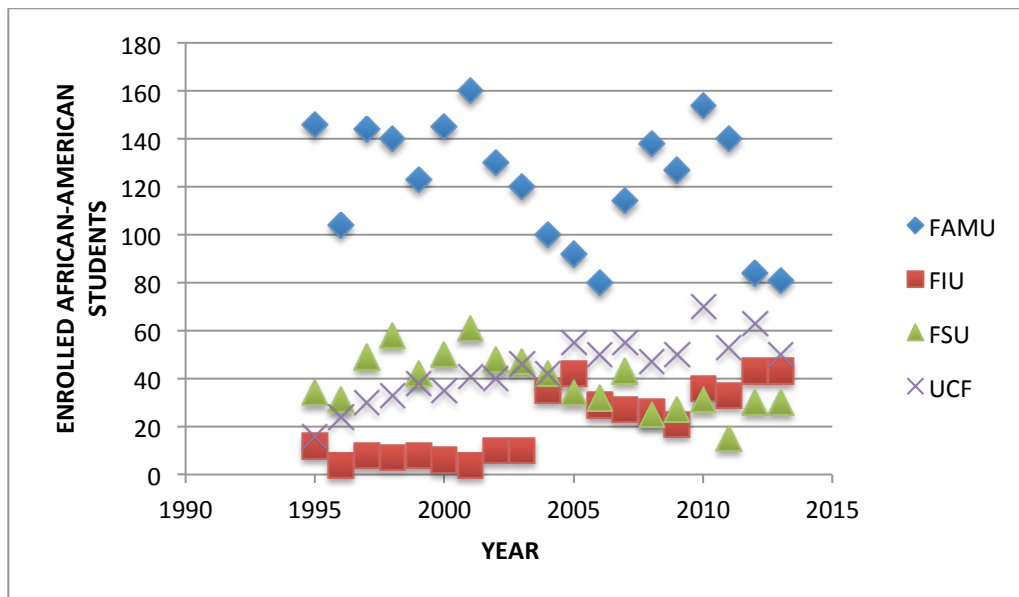


Figure 3. FAMU increased its enrollment of AfA engineering students from 2008 to 2011 but, as seen in Figure 2, this has not translated into more AfA engineering degrees, indicating a substantial attrition rate from the engineering program. Hence, the recent drop in enrollment (i.e., from 2012-2014) is expected to further decrease the number of FAMU engineering graduates.

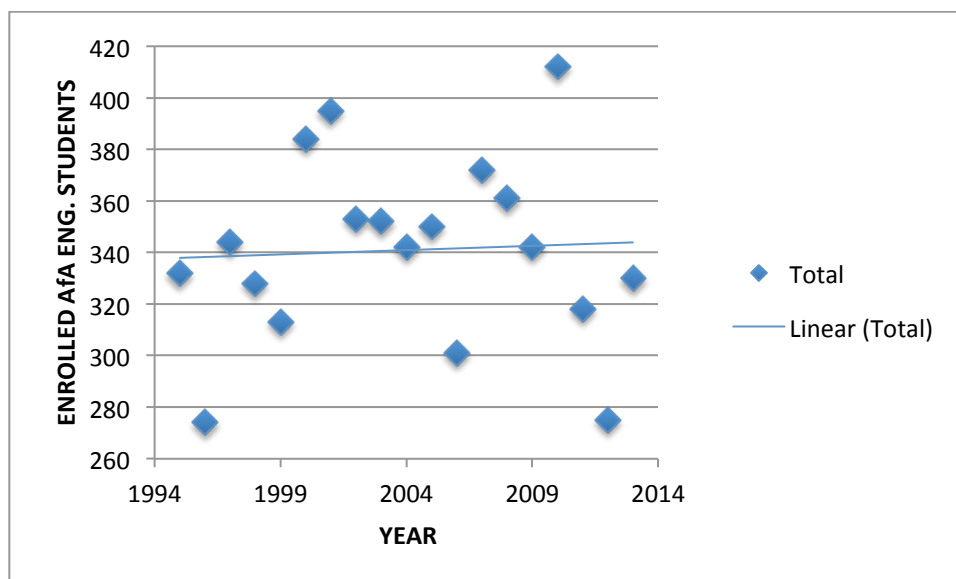


Figure 4. The average number of enrolled AfA engineering students in the SUS has been about 340 over the last 20 years and fluctuated about that mean.

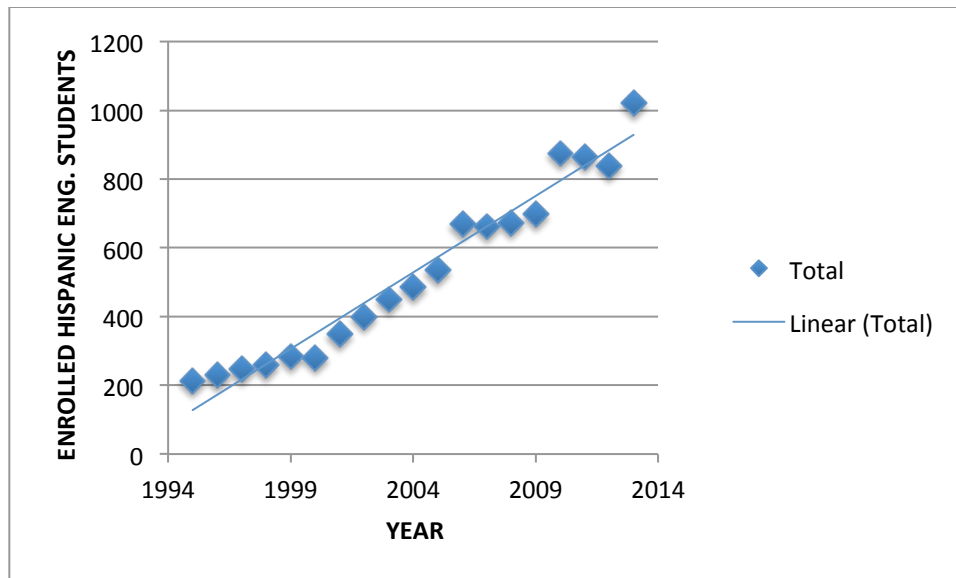


Figure 5. *The enrolled Hispanic engineering students in the SUS has increased dramatically over the last 20 years in contrast with the enrolled AfA engineering students as displayed in Figure 4. This is indication that there is still much to do in AfA engineering education within the state of Florida and some indication of the failure of the FAMU-FSU COE as currently constituted.*

One of the most concerning aspects of the current FAMU-FSU College of Engineering is the high attrition rate for AfA Engineering students at FAMU, which contrasts with the relatively low attrition rate for all engineering students (including AfA students) at FSU. Our colleague, Leon Van Dommelen, Professor of Mechanical Engineering, has written a letter to CBT that addresses this issue directly. To quote from him:

...My primary concern is my long term observation that students who did their pre-engineering science classes at FAMU cannot compete with those who did them at FSU ... How can you have a “joint” College, with *whatever* administrative changes, if the students of one of the Universities do not enroll enough and cannot survive if they do?

...I have many times observed that my FAMU students, charged with the same mathematically inclined question as my FSU students, greatly underperform the FSU ones.

...It has also been my observation that FAMU students do not tend to noticeably underperform the FSU students in the new math that I teach them. The big problem is with the mathematics that I assume they already know. I consider them not less talented students, but less prepared students.

Although we concur with these statements from our colleague, Dr. Van Dommelen, ***it should also be noted that this preparation problem is definitely exacerbated by the unequal admission profiles of the incoming FAMU and FSU students as illustrated in Table 2.*** Any future model for a joint or differentiated program, needs to take these issues into account.

Table 2. *FAMU and FSU have different incoming admission profiles for their respective freshman classes as illustrated by this admissions data taken from the FAMU Fact Book and the FSU Fact Book. If similar differences exist for the engineering students, then it is even more important that the pre-engineering preparation for the FAMU students be made very strong.*

	SAT	Percentile	ACT	Percentile
FAMU	<980	<45%	21	56%
FSU	>1200	>80%	26.5	85%

With the above background in mind, we propose both a joint program and a differentiated program along with some of their pros and cons. These models are meant to represent possibilities that make sense to at least some of us “here on the ground.”

A PROPOSED JOINT MODEL

Preparation in Math and Science

Uniform Rigorous Preparation in Math and Science. As discussed above, the most critical element of a joint model is ensuring that the students from both universities have comparable preparation in math and science. This will involve more rigorous classes at FAMU or alternatively, key math and science courses can be taught jointly to both FAMU and FSU students at the COE. This latter option is preferable as various faculty in the COE have addressed this issue with FAMU over the years without much success. In addition, since FAMU students on average probably come in with less preparation than the FSU students according to the admission profiles at FAMU and FSU, additional mentoring and tutoring should be provided for FAMU students who need it. As is the case with most changes proposed here, it is critical that additional resources be provided, commensurate with the increased role and responsibility of the College. Otherwise, implementing a positive change will be nigh impossible

Leadership and Management

Effective Leadership Structure. Efficient operation of the COE requires an appropriate leadership structure. The current leadership structure requires the two universities, who have different core visions and inherent mistrust, to agree on the hiring and firing of the Dean. This makes it difficult to make changes in the leadership, even when this change is a recognized need by most who work in the COE. To mitigate the above deficiencies, it seems critical that the Board of Governors (BOG) Chancellor take an active role in recruiting and hiring the Dean of the COE, evaluating the Dean and releasing the Dean when necessary. The Chancellor or designated representative should also serve as the tiebreaker on behalf of the SUS on critical COE management decisions.

Effective Financial Management. The main COE budget is currently controlled by FAMU, although FSU has the substantial majority of faculty, graduate students, and undergraduate students, and FSU has invested far more of its own resources in the COE through the FSU COE budget and research centers (and the associated buildings) such as the AME (Aeropropulsion, Mechatronics and Energy), CAPS (Center for Advance Power Systems), and HPMI (High

Performance Materials Institute). This necessitates that the COE uses FAMU's administrative processes, which are often less efficient than the equivalent FSU administrative processes.

The current joint budget, which is used to hire both FAMU and FSU faculty, is also not transparent to either university and has led FAMU to sometimes feel that past deans, who control the joint budget's spending, have used the funding to fill empty FSU faculty lines instead of empty FAMU faculty lines. Hence, the current structure seems satisfactory to neither university.

In addition, the annual reimbursement process from FSU to FAMU is a non-transparent, highly bureaucratic process that wastes both universities' time and energy. Furthermore, this model does not provide additional funding for promotion and raises for FSU or FAMU faculty on the joint budget; the ultimate result is that mandatory raises degrade the budget. Over time, this substantially erodes the joint budget, which is the sole source for teaching assistants and other staff support critical for a growing college.

As a result of the above, we recommend that one of the following two models be adopted:

- (1) Split the joint budget into a FAMU-COE budget and an FSU-COE budget with each university managing its respective budget where the size and purpose of the budgets reflect the presence of each university in the COE and the agreed upon roles of each of the universities. For example, this model can enable FSU to have a proportionally larger budget that enables their efficient purchasing practices to be used in the COE while FAMU's budget could be used in part to provide additional resources for tutoring and retention purposes – one of the areas of focus of FAMU. This model would help bring more transparency and control to both universities. For example, it would enable FAMU to control the hiring of FAMU faculty. It should be noted that a two budget model is somewhat used today as the COE has the joint budget, controlled by FAMU, and FSU also has a budget that they have independently provided; however, this model does not enable the transparency or university control that is needed.
- (2) As an alternative, the BOG could provide an independent budget for the COE, which adequately reflects its current needs and short term and long term growth. The Chancellor or designated representative should take an active role in COE budgetary decisions involving, for example, infrastructure needs, building renovations, faculty lines, etc.

It should be emphasized that a proper joint model should also ensure that all faculty, both FAMU and FSU, receive identical cost-of-living raises; merit raises should also be made as similar as possible.

Summary of Proposed Joint Model

Preparation in Math and Science	Leadership and Management
Teach key courses jointly to FAMU and FSU students at the COE.	The BOG Chancellor or designated representative should take an active role in recruiting and hiring the Dean and Associate Deans of the COE and also in evaluating and releasing the Dean.

Provide the requisite resources for supplemental tutoring for students who need it; this is especially important for FAMU students who may require more mentoring in the early years.	The Chancellor or designated representative should also serve as the tiebreaker on behalf of the SUS on critical COE management decisions.
	<p>(1) Have 2 COE budgets, one for FAMU and one for FSU that reflect their presence in the COE and agreed upon roles in the COE.</p> <p>(2) Alternatively, provide an independent budget for the COE, which adequately reflects its current needs and the growth of the COE, both short term and long term.</p>
	The Chancellor or designated representative should take an active role in COE budgetary decisions involving, for example, infrastructure needs, building renovations, faculty lines, etc.

A PROPOSED DIFFERENTIATED MODEL

We propose here a differentiated model that has two separate but cooperating Colleges of Engineering that do not have overlapping programs. In this model ABET would separately evaluate each engineering program. For a student at one university interested in obtaining an engineering degree in a major not offered at that university, but offered at the other university, this model will enable them to obtain a degree from both universities via a dual degree program. As an illustration, Emmanuel Collins, the current chair of Mechanical Engineering, was a dual degree student in a program between Morehouse College and Georgia Tech. He attended both schools for approximately 2.5 years each and received an Interdisciplinary B.S. from Morehouse and a B.S. in Mechanical Engineering from Georgia Tech at the end of his 5th year of study. Hence, if Mechanical Engineering is offered only at FSU, the proposed model would allow a FAMU student to obtain a B.S. from FAMU (perhaps in Interdisciplinary Science, Math, or Physics) and a B.S. in Mechanical Engineering from FSU.

The substantial majority of students in the COE are now FSU students. The faculty in all departments with the exception of Civil and Environmental Engineering are also predominantly FSU. In addition, FAMU has certain strengths that should logically be leveraged and coupled with selected engineering disciplines as does FSU. To make sure FAMU students can also graduate with non-FAMU degrees in major engineering disciplines, they can participate via a ***Dual Degree Program***; although not shown in the below table, it is certainly possible for FSU students to be dual degree students at FAMU. A separate cooperative agreement can be signed between FAMU and FSU to determine the admission and graduation requirements for the dual degree programs. Hence, we propose a model that takes elements from the Atlanta University Center Dual Degree Program (<http://www.auconsortium.org/>) and the LSU Southern University Cooperative Program (<http://catalog.lsu.edu/content.php?catoid=1&navoid=9>). Of course, the issues with FAMU engineering students' preparation in math and science will need to be addressed before the establishment of the dual degree programs.

The below model does not deal with the thorny issue of what happens to the faculty most effected in the transition, e.g., FSU Industrial Engineering faculty who are not performing research in materials manufacturing and hence cannot easily transfer to the new Materials Science & Engineering program or FAMU Mechanical Engineering faculty who have lost a FAMU ME program. There are several possibilities here. For example, the current faculty whose home university is now participating as a Dual Degree program may be allowed to remain in their department through a modified courtesy or dual appointment, some faculty could be allowed to change their primary university affiliation, some can transfer to another department at their home university, and realistically some will choose to leave.


Proposed Differentiated Model


Current Programs	FSU	FAMU	Comment
Mechanical	Aerospace & Mechanical	Dual Degree	A new Aerospace Graduate Program is being proposed through FSU.
Industrial & Manufacturing	Materials Science & Engineering	Industrial Engineering	FSU to establish new program, which would incorporate the research strength of HPMI and connect with FSU's Materials Science & Engineering Graduate Program. FAMU establishes a connection to the FAMU School of Business and Industry.
Civil & Environmental	Civil	Environmental Engineering	Integrate with the FAMU School of Environment Science.
Electrical & Computer	Electrical	Computer Engineering	Integrate with FAMU Computer Science and Electronics Technology.
Chemical & Biomedical	Chemical & Biomedical	Dual Degree	This program is closely tied with FSU Chemistry and Biology.
Biological and Agricultural Engineering Systems (FAMU Only)		Biological and Agricultural Engineering Systems	This program is closely allied with the FAMU College of Agricultural and Food Science.

Sincerely,


Farrukh Alvi


Date

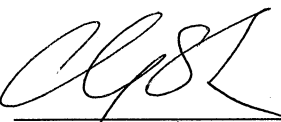
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Louis Cattafesta Date

 10/6/14
Emmanuel Collins Date

 10/3/14.
Eric Hellstrom Date

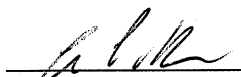
 10/3/14
David Larbalestier Date


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William Oates Date

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Chiang Shih Date

Kunihiko Taira

Date

 10/6/14
Leon Van Dommelen Date

 10/6/2014
Steven Van Sciver Date

Sincerely,



10/6/14

Farrukh Alvi

Date

Louis Cattafesta

Date

Emmanuel Collins

Date

Eric Hellstrom

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Chiang Shih

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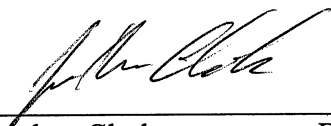
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Leon Van Dommelen

Date

Steven Van Sciver

Date



10/6/14

Jonathan Clark

Date

SUGGESTIONS FOR ORGANIZATIONAL RESTRUCTURING

AT THE FAMU-FSU COLLEGE OF ENGINEERING

by
Professor Samuel A. Awoniyi
Department of Industrial & Manufacturing Engineering
FAMU-FSU College of Engineering
August 22, 2011

1. Preamble

The suggestions stated in Sections 2, 3, 4 & 5 below are intended to assist the FAMU-FSU College of Engineering to clear up certain organizational flaws before its next dean is hired. These suggestions are a reflection of my 26-year experience as faculty and administrator at the FAMU-FSU College of Engineering. This experience includes 5 years as a department chair and 8 years as an associate dean. In fact, I have served as a department chair during the tenure of every dean of the FAMU-FSU College of Engineering except the current dean, Professor John Collier.

A search has just been initiated for a new dean of the FAMU-FSU College of Engineering. Regarding this search, I want to declare here that I am definitely not interested in the position, because I have done enough of administration work at the FAMU-FSU College of Engineering. That should clear up speculations, if any, about my motivation for the suggestions offered here.

2. An Underlying Assumption for My Suggestions

The suggestions offered here are based on the assumption that FAMU and FSU are collaborating to own and operate one engineering college, the FAMU-FSU College of Engineering, instead of having two separate engineering colleges, *only so as to minimize costs* for Florida tax payers. Accordingly, the FAMU-FSU College of Engineering should ordinarily aim to play two distinct roles, namely, as a *complete FAMU engineering college* and as a *complete FSU engineering college*. The italicized words in this statement of assumption express the key notions to keep in mind as one reads the suggestions below.

3. Three Groups of FAMU-FSU Engineering Buildings

Reasoning from the assumption stated in Section 2 above, I recommend that the FAMU-FSU College of Engineering maintain three distinct groups of college buildings as described below.

Engineering College Buildings Group I – On FAMU Main Campus: These buildings would be used for (i) engineering undergraduate recruiting programs (such as MITE program) and related projects; (ii) sections of “First Year Engineering” course; (iii) sections of “Engineering Math” course; (iv) special minority student mentoring programs (such as CASE) and related projects; (v) “Engineering Placement” activities; and (vi) special alumni functions. All activities in these Group I Buildings should be coordinated by an associate dean (perhaps with the title Associate Dean for FAMU Engineering Students).

Engineering College Buildings Group II – On FSU Main Campus: These buildings would be used for (i) engineering undergraduate recruiting programs and related projects; (ii) sections of “First Year Engineering” course; (iii) sections of “Engineering Math” course; (iv) “Engineering Placement” activities; and (v) special alumni functions. All activities in these Group II Buildings should be coordinated by an associate dean (perhaps with the title Associate Dean for FSU Engineering Students).

Engineering College Buildings Group III – At the Innovation Park: These would be the current engineering buildings A & B and their extensions. These buildings would serve engineering college teaching, research and service functions that are not served in Engineering College Building Groups I & II described above.

Accordingly, instead of the FAMU-FSU College of Engineering going ahead with planned Phase 3 Building at the Innovation Park, Engineering Buildings Groups I and II should be initiated.

4. Three Categories of FAMU-FSU Engineering Faculty

Again reasoning from the assumption stated in Section 2 above, I recommend the following three categories of engineering faculty for the FAMU-FSU College of Engineering.

Faculty Category A – FAMU Special Faculty: This type of faculty would be hired as FAMU engineering faculty. In addition to teaching, the responsibilities of this type of faculty might include special mentoring of FAMU engineering students, and assignments in special FAMU research centers and laboratories. During the hiring process for this type of faculty, the Dean of Engineering would assist in assessing technical qualifications for engineering teaching and research, and FAMU would be responsible for making the hiring call. A suitable proportion of the remuneration for this type of faculty would be paid from the budget of the FAMU-FSU College of Engineering.

Faculty Category B – FSU Special Faculty: This type of faculty would be hired as FSU engineering faculty. In addition to teaching, the responsibilities of this type of faculty might include special mentoring of FSU engineering students, and assignments in special FSU research centers and laboratories. During the hiring process for this type of faculty, the Dean of Engineering would assist in assessing technical qualifications for engineering teaching and research, and FSU would be responsible for making the hiring call. A suitable proportion of the remuneration for this type of faculty would be paid from the budget of the FAMU-FSU College of Engineering.

Faculty Category C – Shared Faculty: This type of faculty would be hired and designated as “Shared Faculty”. This type of faculty would perform usual engineering faculty roles for the FAMU-FSU College of Engineering. The job description for this type of faculty would be comparable to that of engineering faculty in reputable engineering colleges. During the hiring process for this type of faculty, both FAMU and FSU would assist in assessing general non-engineering suitability. “Personnel Office” paperwork and documentation for this category of faculty would be maintained at either FAMU or FSU in accordance with decisions reached by the Engineering College Joint Management Council.

5. A Committee for Engineering College Shared Services

The Engineering College Joint Management Council should maintain a committee that continually reviews the logistics of how shared services are delivered. For example, this committee would continually review and make recommendations on how the following tasks should be assigned between the two universities: the maintenance of Engineering Buildings Group III; Personnel Office paperwork for Category C Faculty; police and security

duties for Engineering Buildings Group III. This committee might also help in determining what proportion of the remuneration of each FAMU special faculty (Category A Faculty) and each FSU special faculty (Category B Faculty) should be paid by the FAMU-FSU College of Engineering.

This committee might be called “Committee for College Shared Services” (CCSS), and should hold at least two meetings in every academic year, one meeting in Fall and one in Spring. The CCSS should comprise the Dean, the Associate Deans, and one representative from each Provost’s Office.

6. Closing Remarks

The suggestions stated above should resolve most of the thorny issues that have recently arisen regarding organization and administration at the FAMU-FSU College of Engineering.

From a logistic viewpoint, those issues have to do with a need for the FAMU-FSU College of Engineering to function simultaneously as a complete engineering college for each one of FAMU and FSU. But the current organizational structure at the FAMU-FSU College of Engineering is simply too coarse for that purpose. One may characterize the suggested organizational restructuring as a “refining” of current organizational structure.

I believe that the organizational restructuring suggested here would also enhance overall clarity in administration.



STATE
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Aligning Workforce and Higher Education for Florida's Future

Commission on Higher Education Access and Educational Attainment

FINAL REPORT

November 21, 2013 DRAFT

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Aligning Workforce and Higher Education for Florida's Future

Commission on Higher Education Access and Educational Attainment

FINAL REPORT

Executive Summary

In May 2012, the Chair of the Board of Governors of Florida's State University System issued a call to action to education, business and workforce, and legislative leaders to address Florida's need for future baccalaureate degree attainment. In response to the call, the Commission on Higher Education Access and Educational Attainment, composed of seven members, was established. Over the course of more than a year, the Commission wrestled with questions regarding Florida's future—near-term and long-term—and the kind of alignment between higher education and workforce that would be necessary for a changing world of work.

The major questions the Commission strove to answer were:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities, or is there a major role to be played by the State's colleges and other sectors?

This final report contains the Commission's answers to the questions as well as a plan for moving forward. Among the major products from the Commission's work this past year is a sustainable method for conducting a gap analysis of baccalaureate level workforce demand. In fact, the 2013 Legislature provided \$15 million for incentive funding to universities and colleges to expand targeted programs to meet workforce gaps.

Critical gap areas include computer and information technology, accounting/auditing/financial services, and middle school teacher retention. These are Florida's most critical baccalaureate-degree shortage areas, in which there is a projected under-supply of over 4,000 graduates for jobs in these areas each year. Although supply-demand gaps appear in other areas, none are as critical as these three.

How will it be possible to ramp up bachelor's degree production in the three targeted areas to meet the demand? First, there is sufficient capacity within Florida's postsecondary system to expand without having to build new colleges or universities. Second, higher education is developing programs in new and innovative ways through

partnerships, e-Learning and other alternative designs to decrease baccalaureate-level workforce gaps. Above all, expansion needs to be thoughtful and systematic. Without planning and partnerships, a plausible effect is the creation of numerous weak programs that compete with each other, resulting in an unnecessary waste of resources. Such a reaction is neither economically nor educationally justifiable.

The Florida College System, along with Florida's independent institutions of higher education, has a major role to play in expanding capacity. Although not every Florida College System institution is interested in ramping up baccalaureate production, it may be good public policy for the right institutions to get into the business of baccalaureate expansion in an organized, sustainable manner to meet Florida's needs.

In recent years, performance-based funding has focused the discussion about higher education's alignment with the state's highest priorities in terms of "outcomes." A major outcome of higher education is the production of college graduates who are able to successfully fulfill jobs in high demand occupations. In 2013, the Florida Legislature and the Governor's Office elevated the discussion surrounding performance-based funding, providing \$20 million in additional appropriations linked to outcome measures. In addition, the Board of Governors of the State University System has drafted a 10-metric performance-based funding model that clearly links outcomes to funding. The Access and Attainment Commission's focus on graduates for jobs in high demand occupations is consistent with the direction that Florida's legislative and executive offices are taking.

If colleges and universities expand capacity, however, will the students come? Is the pipeline of college-age students going to be sufficient to supply the State with the educated workforce that it needs? The short answer to this question is "Yes," as long as we continue to see modest increases in college graduation rates along with modest increases in college enrollments of high school graduates or transfer students.

But there is also a long-term answer to this question, which depends upon the kind of future Florida wants. If the State desires to raise its standing from #33 out of 50 states in the *New Economy Index's* ranking of Knowledge-Workers, then the answer is "We still have a lot of work to do."

We have made progress in providing information to students and parents about job placement rates and average salaries in different curricular majors and fields as a result of an Economic Security Report, as directed by the Legislature during the 2012 session. But we need to do even more in letting prospective students know where the jobs will be and what programs are available to prepare them for these jobs. The choice of college major is theirs, but the opportunities must be there for them to choose.

Data informs policy. It is the hope of the members of the Commission for Access and Educational Attainment that the data-driven method on which the Commission built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

Aligning Workforce and Higher Education for Florida's Future

Commission on Higher Education Access and Educational Attainment

FINAL REPORT

November 21, 2013 DRAFT

In May 2012, the Chair of the Board of Governors of Florida's State University System issued a call to action¹ to address the state's need for future baccalaureate degree attainment. The call was prompted by an economic environment that demands better alignment between a changing world of work and the knowledge and skills of college graduates.

Florida is the fourth largest state in the nation, with 19.3 million² residents. It will continue to grow. In terms of growth rate, Florida ranks sixth in the nation, with a projected growth rate of 2.75%³. That means that there will be 3,600,000 new Floridians by 2025—a total population around 23 million people. Is Florida up to the task of providing the educated workforce that the state will need? Can the existing colleges and universities produce enough bachelor's degree graduates to fill employers' needs for educated workers, especially in high demand occupations?

The Genesis of the Commission

In its 2025 Strategic Plan, the Board of Governors embraced a vision to increase baccalaureate degrees awarded statewide from 53,000 per year to 90,000 per year. To generate these additional 37,000 graduates, the state needs a significant number of new students to graduate from Florida's institutions.

Unfettered growth of college graduates is not automatically positive, however, especially if graduates can't find jobs or don't have the knowledge and skills that employers need. If higher education can better align baccalaureate degree production with workforce demand, everyone benefits—graduates, employers, and the State. Florida's colleges and universities have a major role to play in advancing the overall health and well-being of all who call the state their home.

¹ "Board of Governors Commission on Higher Education Access and Degree Attainment." Letter from Dean Colson, Chair to Members, Board of Governors; Members, Boards of Trustees; Frank T. Brogan, Chancellor; University Presidents, May 16, 2012. Retrieved July 19, 2013 from http://www.flbog.edu/pressroom/doc/colson_brogan_FC100_may_17_2012.pdf

² U.S. Census Bureau Population Estimate for July 1, 2012.

³ "Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2012" (CSV). *2012 Population Estimates*. United States Census Bureau, Population Division. December 2012.

What does that mean, then, in planning for a future Florida? How, then, do we grow in ways that are well-aligned with future needs? During the course of fifteen months, the Commission for Access and Educational Attainment addressed the following key questions:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities or is there a major role to be played by the State's colleges?

The Commission met seven times over the course of 15 months, between June 2012 and September 2013 and developed a sustainable methodology for a "gap analysis" that identifies the areas of highest demand for baccalaureate degree graduates. It also developed a plan to provide incentives for colleges and universities to expand or build targeted programs to reduce those gaps.

This report summarizes the work of the Commission and presents its plan to address targeted workforce gaps at the baccalaureate level in which the projected under-supply exceeds 100 openings a year through the year 2025. The Commission's recommendations provide for:

- a process that distributes funds appropriated by the 2013 Legislature to expand higher education in high demand areas to better align baccalaureate degree production with the state's workforce needs,
- encouragement of partnerships across higher education to fill the gaps, including innovative delivery designs that use e-Learning and other alternative methods to speed up degree production,
- a recommendation to build upon or expand existing capacity, rather than create additional universities or colleges, and
- consideration of next steps, including a sustainable methodology for updating the gap areas on a regular cycle.

This final report is organized into five sections that follow the questions listed above. A sixth section is added that describes the four recommendations in the bullet points above and a competitive process, funded by Florida's 2013 Legislature, to address the gap in knowledge workers in identified areas. The final section discusses the need to consider a longer-term view of Florida's workforce needs in future gap analyses. Appendices to this report provide greater detail about the gap analysis methodology and the Solicitation for Grant Applications process

The Gap Analysis: Results

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?

Over more than a year, a group of researchers from both workforce and higher education that supported the Commission met for several hours approximately every two weeks. Their main task was to develop a sustainable methodology for a gap analysis that would identify occupations requiring a bachelor's degree in which the projected annual under-supply exceeded 100 workers. Researchers participated from the Department of Economic Opportunity, the Florida Council of 100, the Florida College System, the Independent Colleges and Universities of Florida, the Commission for Independent Education and the State University System.

As shown in Table 1, the top occupation in which there is a projected annual under-supply exceeding 2,000 projected positions is a the STEM (Science, Technology, Engineering and Math) field (computer occupations), followed by two professional fields with gaps hovering around 1,000 annually —teacher education and accountants, auditors and financial analysts.

Table 1: Annual Projected Under-Supply in Florida in Occupations Requiring a Bachelor's Degree

Occupation		Projected Annual Under-Supply	
Computer Occupations		2,361	
	<i>Computer Network Architects</i>	439	
	<i>Computer Systems Analysts</i>	564	
	<i>Computer Programmers</i>	316	
	<i>Software Developers - Applications</i>	459	
	<i>Software Developers – Systems Software</i>	370	
	<i>Graphic Designers</i>	213	
Middle School Teachers		1,024	
Accountants & Auditors & Financial Analysts		971	
Training & Development Specialists		348	
Operations Research Analysts		217	
Kindergarten Teachers		210	
Industrial Engineers		177	
Medical & Clinical Laboratory Technologists		169	
Insurance Underwriters		132	
Credit Counselors		118	
Public relations Specialists		116	

Missing from the list are many other occupations that require graduates in STEM and liberal arts fields. Health sciences are also missing from the list, but mainly because

those jobs tend to require education either above (e.g. physicians) or below (e.g. occupational therapy assistants) the baccalaureate degree level.

Although the highest gap is in a STEM area (computer occupations), the results of the analysis did not point to a general gap in occupations supplied by STEM graduates. The omission of more general STEM areas from the critical needs list does not imply, however, that Florida's higher education system should stop producing graduates in these areas. But it does suggest that we may be producing enough to support current demand. It may also suggest that we are not *retaining* graduates in Florida's workforce in these areas. Graduates in high demand occupations may leave Florida for employment elsewhere or, in the case of middle school teachers, may even switch fields.

Using Florida Department of Economic Opportunity statewide job growth data, Table 2 below presents the top 15 occupational groups that are projected to have the largest total number of openings from 2012 to 2020. *Please note that this is the annual number of openings—many of which are filled—not the annual gap between demand and supply.* The educational codes used by the U.S. Bureau of Labor Statistics were applied to identify the typical education level required for entry into the jobs that fall under a particular occupational category.

Table 2 illustrates that, for health occupations, many of the annual openings will occur in jobs that require an associate's or graduate degree to obtain employment.

Table 2: Florida's Top Occupational Groups by Projected Demand (Annual Job Openings, 2012-2020)

Occupational Group	Projected Annual Job Openings by BLS Typical Degree Required for Entry				
	Associate	Bachelor	Master	Doctoral	Total
Health Diagnosing and Treating Practitioners	7,228	234	1,104	3,727	12,293
Preschool, Primary, Secondary, and Special Education School Teachers	1,088	7,098	0	0	8,186
Business Operations Specialists	0	5,866	0	0	5,866
Financial Specialists	0	5,193	0	0	5,193
Computer Occupations	0	4,410	0	18	4,428
Postsecondary Teachers	0	315	506	2,269	3,090
Counselors, Social Workers, and Other Community and Social Service Specialists	0	1,369	1,435	0	2,804
Top Executives	1,996	703	0	0	2,699
Health Technologists and Technicians	2,308	240	15	0	2,563
Other Management Occupations	1,041	933	283	0	2,257
Lawyers, Judges, and Related Workers	0	27	0	2,185	2,212
Adult Basic and Secondary Education and Literacy Teachers, All Other	0	2,192	0	0	2,192
Engineers	0	2,114	0	0	2,114
Media and Communications Workers	0	1,355	0	0	1,355
Operations Specialties Managers	0	1,171	0	0	1,171
All Others	3,050	9,098	1,003	487	13,638
Total	16,711	42,318	4,346	8,686	72,061

Source: Employment projections were derived from Department of Economic Opportunity 2012-2020 Statewide Projections.

One caution about applying workforce gaps to educational programs needs to be stated here. Many degree programs can qualify students for a number of different jobs. There is often not a one-to-one relationship between a college major and the job a student obtains after graduation. For example, Table 3 below shows that students who qualify for jobs listed in the high demand computer and information science occupations usually major in a number of different degree programs. (Please see Appendix B for an

expanded list of occupational gaps and the educational programs that provide bachelor's degree graduates for these gaps.)

Table 3: College Majors that Prepare Students for the Jobs Listed in Computer Occupations Cited in Table 1

Major	CIP Code
Computer and Information Sciences, General	11.0101
Information Technology	11.0103
Computer Programming/Programmer, General	11.0201
Information Science/Studies	11.0401
Computer Systems Analysis/Analyst	11.0501
Computer Science	11.0701
Web Page, Digital/Multimedia and Information Resources Design	11.0801
Computer Graphics	11.0803
Computer Systems Networking and Telecommunications	11.0901
Computer and Information Systems Security/Information Assurance	11.1003
Computer Engineering, General	14.0901
Computer Software Engineering	14.0903
Management Information Systems, General	52.1201
Digital Arts	50.0102
Design and Visual Communications, General	50.0401
Industrial and Product Design	50.0404
Graphic Design	50.0409

The Gap Analysis: A Brief Overview of the Method

The “gap” in Florida’s future workforce needs includes two major components: 1) “demand” by occupation, and 2) “supply” by education program, which is the number of baccalaureate graduates being produced by Florida postsecondary institutions.

In order to identify the workforce gaps at the baccalaureate level, the researchers established “decision rules” to match two discrete taxonomies—one for labor and one for education—that were developed by different federal agencies. The Classification of Instructional Programs (CIP) taxonomy, developed by the U.S. Department of Education, assigns numbered codes to educational programs so that they can be tracked and compared in various databases at federal, state, and local levels. Similarly, the Standard Occupational Classification (SOC) system, developed by the U.S. Department of Labor, is a taxonomy of occupations. Officials developing each of these taxonomies did not do so collaboratively. We have therefore inherited a system in which, for example, a high school principal is classified as an “educator” by CIP code but a “manager” by SOC code. In other words, the two systems don’t “talk” to each other unless a cross-walk is built.

The next hurdle the researchers faced was choosing among several methodologies to classify educational levels needed by different occupations. These different methods are described in Appendix A, along with the rationale for the Commission's choice of the method used by the Bureau of Labor Statistics.

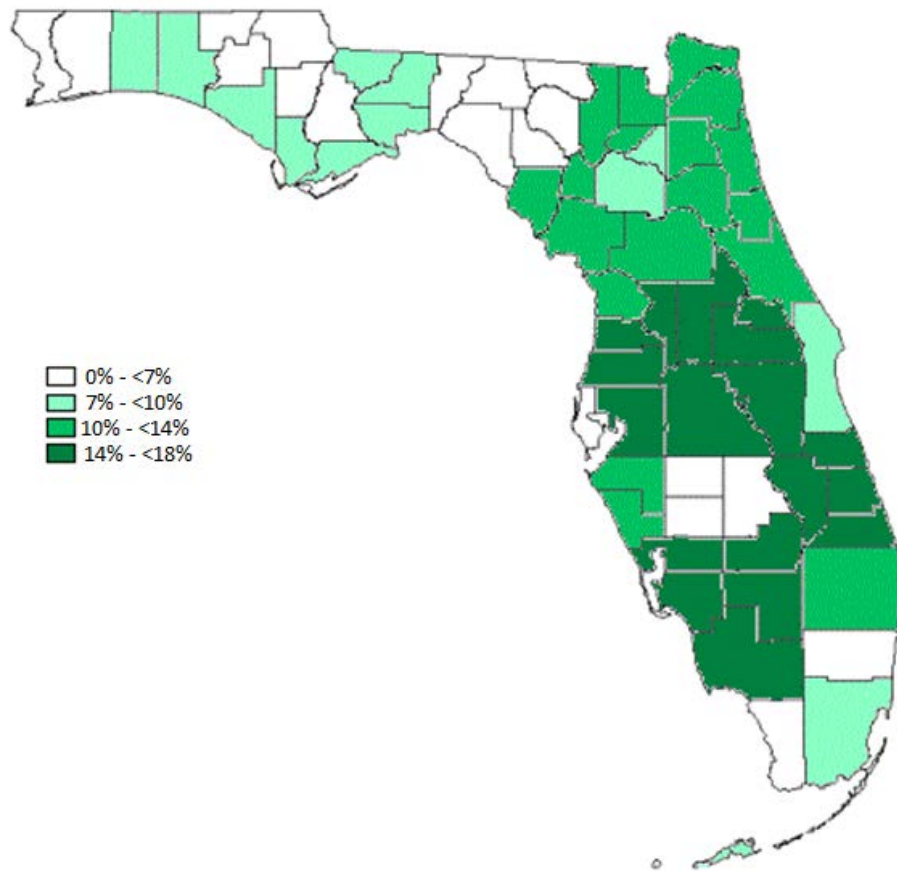
The step-by-step process and the method that the researchers developed in conducting this gap analysis have also been documented in materials contained on the Florida Board of Governors web site under the link to the Commission for Access and Educational Attainment.⁴

2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?

According to the state Demographic Estimating Conference, Florida's population is expected to grow to 21.2 million by 2020, but the growth rate will vary by region. As represented in Map 1 below, data from the Florida Legislature's Office of Economic & Demographic Research (EDR)⁴ shows that certain regions, such as the greater Orlando-Tampa region, will grow faster in terms of *percentages* of the population than the state's largest urban area, Miami. But because of its sheer size, the *numbers* of educated workers Miami will need will also continue to grow, although not as fast as in other parts of the state.

⁴ For a detailed explanation of the methodology for the gap analysis, also consult "Preliminary Discussion of Occupational Analysis Methodologies," September 26, 2012 meeting materials for the Access and Attainment Commission, available at http://www.flbog.edu/about/commission/_doc/commission-materials/Preliminary-Discussion-of-Potential-Occupational-Analysis-Methodologies-%20092512.pdf

Map 1: Florida's 2012-2020 Projected Population Growth



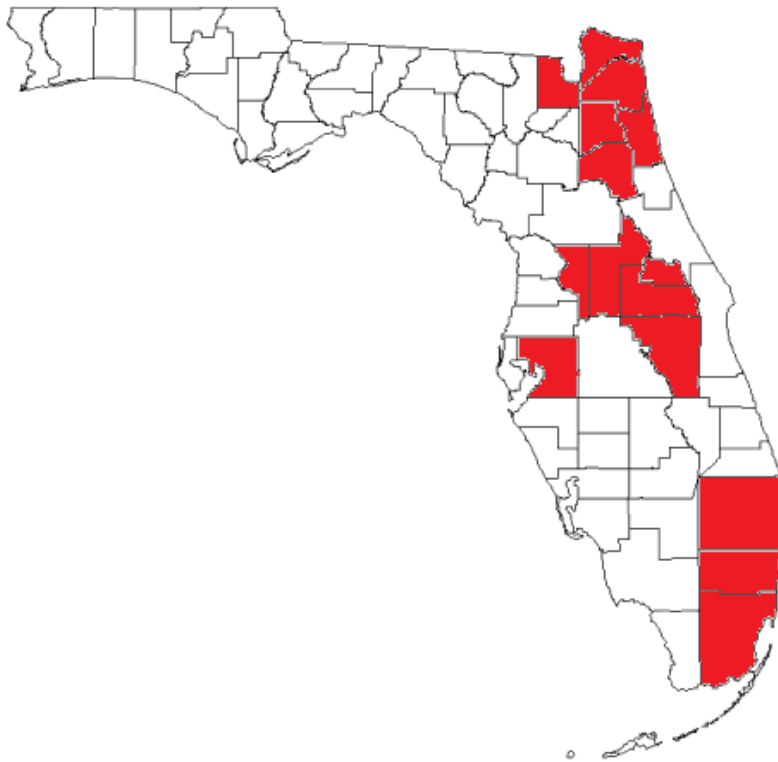
Although it may sound counter-intuitive, it may not be necessary to regionally align where Florida should increase its bachelor's degree production in high demand areas with where the population is growing the fastest. There are several reasons why. First, many college and university students are not placebound and expect to re-locate for work after graduation. Secondly, higher education is not "placebound," either. Today's colleges and universities are able to deliver all or part of their degree programs online—either by themselves or in partnership with other institutions. Thirdly, student-employer connections can be built into the curriculum regardless of employer location. Students can connect with potential employers in high demand fields before they graduate through internships and other on-site opportunities. With input from employers and occupational advisory boards, colleges and universities can embed certificates into existing curricula. And fourth, a key facet of any degree program should be career information about where jobs are located before students enroll in their program majors.

At several of its meetings, Commission members voiced concern about the potential for higher education to over-develop programs in high demand occupations in response to its gap analysis. The Commission noted on several occasions that the list of high demand programs should not be regarded as a "shopping list" by institutions throughout Florida to create new programs. Several of the Board of Governors' regulations address

the issue of unnecessary duplication of new programs, in particular Regulation 8.011.⁵ Florida needs to expand capacity to produce more baccalaureate trained employees in high demand occupations, but it needs to do so in a way that is *economically and educationally justifiable*.

How best, then, to expand capacity to produce baccalaureate graduates in high demand occupations? Should programs be centered in regions where the jobs are most plentiful? Let's look at a specific example. Based on regional workforce data from the Department of Economic Opportunity (DEO), 70% of the computer occupations identified by the Commission's gap analysis are found in the four shaded areas identified in Map 2 below, which represent six DEO workforce regions and sixteen counties.

Map 2: Highest Unfilled Workforce Demand in Computer Occupations, by Region in Florida



⁵ Board of Governors, State University System of Florida, "Authorization of New Academic Degree Programs and Other Curricular Offerings," Retrieved August 25, 2013 from http://www.flbog.edu/documents_regulations/regulations/8_011New%20Program%20Auth_reg%20final%20clean.pdf

In considering where to expand existing baccalaureate degree programs that lead to employment in these occupations, should only those institutions that are physically located in these regions be considered? For the State University System, that perspective would favor UNF, UCF, USF, FAU and FIU. But what if UWF, in the Pensacola area, or UF in Alachua County, has a strong program that could expand in a cost-effective manner?

To some extent, however, it does not matter which regions in Florida are expected to grow the fastest if demand for a particular program is clear. In addition, educational technology enables the delivery of programs students need at accessible times and locations—without regard to the location of the provider. It also may not matter which regions will need the greatest number of bachelor's degree trained workers in, say, computer science and information technology fields if students are told, when they enter these programs, where the jobs are located and if they are willing to move to these areas.

It does matter, however, if multiple institutions throughout the higher education system—public and private, predominantly two- or four-year--react to high demand by ramping up existing programs or building new programs. A lack of systemic thinking can result in unwarranted duplication of programs, the net effect of which can be numerous weak programs that compete with each other, incurring redundant costs. Such a reaction is neither economically nor educationally justifiable.

3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?

The answer is “probably” if the composition and performance of Florida's economy remains relatively unchanged. We are currently on track in making two needed improvements so that Florida produces the number of bachelor's graduates the Board of Governors has projected by the year 2025: 1) increasing State University System enrollments and 2) improving graduation rates in *all* sectors—high school, college and university.

Students are considered college-ready when they have the knowledge, skills and academic preparation needed to succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program.

Maintaining the Status Quo

To support the status quo, the pipeline of potential baccalaureate degree-seeking students comes predominantly from high schools and transfer students from the 28 state public colleges. The Florida Department of Education, however, projects flat growth for the number of standard diplomas awarded through the year 2016. The actual numbers of students who earned standard diplomas in 2010-11 was about 150,000 students. That number is not expected to change at all through 2019-2020. Historically, roughly half—48 to 55%--of high school graduates who receive standard

diplomas (not GEDs or alternate diplomas) will enroll in college in Florida. If this projection proves correct and the number of high school diploma recipients stays flat, then we need to employ strategies to increase the percent that continue on to college.

A positive development is the fact that more students are graduating from high school “college-ready.” The Florida College System reports that the percentage of recent high school graduates, age 20 years or younger, who needed remediation upon entry to college declined from 20% in 2007-08 to 14% in 2011-12. These improvements have no doubt been influenced by an increase in the rigor of the high school curriculum and better communication about expectations for college entry.

Another factor that is important to consider in whether Florida is producing the college-ready students it needs is the selectivity of its State University System. Last year there were 150,000 high school diplomas awarded in Florida and 30,000 of these graduates were admitted to the State University System institutions. The SUS is currently a selective system and it turns away qualified applicants from Florida high schools. The average high school GPA for *all* first-time in college students, including profile admits⁶, at state universities in Fall 2012 was 3.8. At Florida State University, for example, entering freshmen in Fall 2013 had an average GPA of 4.0. For the Summer/Fall 2012 session, 30,040 unduplicated students applied to FSU. Of these applicants, 16,124 were admitted and 5,738 actually enrolled.⁷ To increase the number of Floridians who go to college within the state, it makes sense to expand baccalaureate capacity in the Florida College System.

The Florida College System’s transfer students are another critical piece of the pipeline of potential baccalaureate degree graduates. Transfer students have already demonstrated success in college by earning an associate’s degree and a desire to continue for a bachelor’s degree. Historically, 45%-50% of A.A. recipients continue their education the following year either within the State University System or the Independent Colleges and Universities of Florida. A portion of students who earn A.S. and other associate degrees also transfer into professional and more general bachelor’s degree programs.

The Commission’s efforts focused on gaps in baccalaureate degree production—and not gaps at the associate’s or graduate levels. Additional efforts to target associate degree completers to continue to the baccalaureate could also increase Florida’s baccalaureate degree production. A January 2010 OPPAGA report found that most A.A. degree recipients never applied to a state university and their survey of 3,000

⁶ A “profile admit” student is admitted to a state university via an “Alternative Admission,” process described in Board Regulation 6.002. Available at http://www.flbog.edu/documents_regulations/regulations/6.002Final_FTICAdmissions.pdf

⁷ Florida State University. Office of Institutional Research. Retrieved October 1, 2013 from http://www.ir.fsu.edu/Factbooks/2012-13/Admission_Statistics.pdf

students found that the most common reason was a lack of information about transfer policies.⁸

A third source in the pipeline of potential college-ready students results from the sheer increase in Florida's population. The Florida Legislature's Office of Economic & Demographic Research (EDR) projects that Florida's 18 to 24 year old population will increase by 147,000 from 2010 to 2025. If Florida enrolls 34% of the 18 to 24 year old population in 2025, the same percent as it did in 2009 (the year for which we have the latest data), then Florida is projected to add 50,000 undergraduates through population growth alone.

And finally, a fourth source in the pipeline is new Floridians. During the past five years, 39% of Florida's net migrants (25 years and older) have had a bachelor's or graduate degree, which is considerably higher than the educational attainment of Florida's resident population (25%). Based on analyses of geographic mobility estimates for 2006-2010, Florida annually imports a net of about 2,400 people with bachelor's and graduate degrees. Unfortunately, many of those who migrate to Florida with bachelors or graduate degrees are in the older age brackets; some are at or near retirement age. The additional 2,400 bachelor's degree-holders Florida gains through net migration, however, is small compared to the current 86,000 bachelor's degrees produced by all of Florida's colleges and universities each year.

Increasing College-Going Rates

If Florida wants to significantly improve its economic performance relative to that of other states, however, it will have to increase the number and percentage of its residents with bachelor's (or higher) degrees. For example, one reason Florida ranks 35th in the nation in terms of knowledge workers is that it ranks 37th in the nation (and last among the 10 most populous states) in the percentage of its population with at least a bachelor's degree.

Encouraging a greater percentage of Floridians to go to college will be a heavy lift. If we look at a broader range of students than just immediate high school graduates who continue to college, Florida ranks 31st in the nation and slightly below the national and "Big 10" state averages in the percent of its 18- to 24-year olds who are enrolled in higher education, based upon the most recent data available from 2009.⁹

⁸ See Office of Program Policy Analysis and government Accountability. (January 2010). "Most AA Graduates Pursue Baccalaureate Degrees, but Many Lack Information About Articulation Policies." Report No. 10-01. Tallahassee, Florida: OPPAGA. Retrieved August 23, 2013 from

<http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1001rpt.pdf>

⁹ Source: NCHEMS staff analysis of IPEDS Fall Enrollment Survey and U.S. Census Population estimates. (See Slide 13, 9/26/13 Commission for Higher Education Power Point materials.)

4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?

The simple answer to this question is “No, Florida does not need any new colleges or universities to meet the workforce demand for bachelor’s degree graduates.” The state is currently on track to meet the Board of Governors’ bachelor’s degree production goals for 2025 with just modest improvements in the system--without even considering other sources of college-ready students. In its 2012-2025 *Strategic Plan*, the Board of Governors of the State University System set a goal to produce 90,000 bachelor’s degrees a year by 2025. The system of 12 public universities is currently on track to reach the 90,000 goal, with only modest improvements in graduation rates or enrollment increases, where there is room to do so.

If additional growth should also occur within the Florida College System, the ability of the state to produce the bachelor’s degrees it needs for high demand occupations would be assured. Although not every Florida College System institution is interested in ramping up baccalaureate production, it may be good public policy for the right institutions to get into the business of baccalaureate expansion in an organized, sustainable manner to meet Florida’s needs. For that to occur, the Florida College System should be funded to meet statewide need for baccalaureate degree production in high demand areas, with a clearer delineation of which Florida Colleges System institutions would be major baccalaureate producers.

Further, to avoid duplication and to maximize access to baccalaureate programs throughout the state, the Board of Governors and the State Board of Education should collaborate to ensure the best possible results for students and the State. For example, in cases in which both a university and a state college have an interest in expanding baccalaureate degree production, a joint standing committee of members and staff of both boards could serve as an annual review committee. Other possible mechanisms for collaboration could include a Listserv that all institutions, public and private, two- and four-year, could post the titles of prospective baccalaureate degree program offerings well in advance of actual program development, such as nine to twelve months before the institutional board would review the program for approval. The bottom line is that policy changes may be in order so that Florida expands baccalaureate program offerings in an effective, efficient manner.

5. Should all these new students attend our state universities, or is there a major role to be played by the State’s colleges and other sectors?

Yes, there is indeed a major role for Florida’s state colleges and independent sectors of higher education to play to meet workforce demand at the baccalaureate degree level. Florida has 12 public universities, including one that is brand new and that has yet to enroll any students. Almost 350,000 students enroll in the system. The Florida College

System's 28 state colleges enroll almost 879,948 full- and part-time students (headcount) with 25,389 of these currently enrolled in bachelor's level programs.¹⁰

The Independent Colleges and Universities of Florida also play a major role, producing 26% ($n = 19,000$) of Florida's bachelor's degree graduates at 31 private, non-profit institutions. Together, these institutions enroll 153,000 students throughout 141 actual sites throughout the state.¹¹

The Commission for Independent Education has jurisdiction over 921 independent institutions operating in Florida with 379,752 students enrolled. The majority, 60%, of the institutions are non-degree granting institutions. But the 369 institutions which are degree-granting enroll the overwhelming majority of students—302,517.¹²

Across the U.S., higher education has matured. Few states build new public colleges or universities today. Far and away the preferred path is to expand established colleges and universities to new locations or centers. In addition, the latest data available show that 65% of Florida's recent high school graduates—a total of 93,104 students--enrolled in one of the 28 Florida state colleges in 2010-11. Many of these will transfer to four-year programs. In 2011-12, 62,614 state college students earned an Associate in Arts degree, the degree that enables them to take advantage of Florida's 2+2 program and transfer to a four-year institution. In addition, almost 4,000 more state college students earned a bachelor's degree at a state college.

A focus on quality within the State University System so that every student who enrolls also graduates, coupled with a clear identification of Florida College System institutions that are well-positioned to expand baccalaureate degree production, would provide Florida with the workforce it needs.

Implementing a Process to Decrease the Workforce Gap in High Demand Occupational Areas

The 2013 Legislature provided \$15 million for the implementation of the gap analysis, as developed by the Commission on Access and Educational Attainment. Appendix C of this report is a draft Solicitation for Grants Application that will be released in November 2013 to award a small number of grants to colleges and universities to increase baccalaureate degree production in targeted gap areas.

¹⁰ 2013 Annual Report, The Florida College System, Florida Department of Education, Tallahassee, Florida. Retrieved August 25, 2013 from <http://www.fldoe.org/fcs/pdf/annualreport2013.pdf>

¹¹ The Independent Colleges and Universities of Florida. Retrieved August 25, 2013 from <http://www.icuf.org/newdevelopment/about-icuf/>

¹² Florida Department of Education. (April, 2011). Commission for Independent Education and Department Procurement and Expenditure Processes. Operational Audit. Report No. 2011-177. Retrieved August 25, 2013 from http://www.myflorida.com/audgen/pages/pdf_files/2011-177.pdf

In its gap analysis, the Commission identified occupations in which there were gaps of 100 or more unfilled positions a year, a criterion that yielded over a dozen broad occupational areas on which to focus. At its August 19, 2013 meeting, the Commission reviewed a process that is consistent with legislative intent to award between four and six grants in the highest demand gap areas, including:

- 1) computer and information technology gap areas (over 2,000 annual under-supply)
- 2) accounting, auditing and financial analyst gap areas (around 900 annual under-supply)
- 3) middle-school teaching, focusing on teacher *retention* rather than new teacher training programs (over 1,000 annual under-supply).

A word of explanation regarding the third area, middle-school teacher retention, is in order. Additional analysis of Florida Dept. of Education data on teacher retention show that some school districts in Florida experience significant loss of new teachers within a few years. The Solicitation for Grant Applications focuses on the need for inservice and pre-service efforts to develop effective strategies and activities to identify and address problems in retaining new middle-school teachers, such as targeted training in technology applications or classroom management.

The grant application process is competitive. Per legislative intent, a State University System institution must submit the application and serve as the fiscal agent. Partnerships with state colleges and independent institutions, however, are strongly encouraged. The grant criteria award additional points for state universities that partner with another institution. The rationale for encouraging partnerships is to provide an incentive for institutions within a region to work together to address gaps, thus avoiding any tendency for multiple institutions within a region to offer the same program, diluting the resources and negatively affecting long-term sustainability of one or more of the competing programs. One strong program within a region is better than several weak ones. Other award criteria include points for innovative curricular and delivery designs to speed up degree production, including eLearning and other alternative models.

The legislation calls for two years of funding to award winners, contingent upon legislative appropriations next year. Institutions that build upon existing capacity, rather than developing brand new programs, have a competitive advantage the first year. All award recipients must agree to monitoring and evaluation. If an institution is unable to implement the program it proposed the first year, those grant dollars would return to the Board of Governors to be added for distribution with the second year of available funds.

The Solicitation for Grants will be released in November 2013, review of proposals will be completed by the beginning of the next legislative session in March 2014, and funds will be distributed to institutions by the end of the 2013-14 fiscal year. The detailed process for reviewing applications and awarding the grant funds, along with deadlines is described in Appendix C.

A three-stage monitoring and evaluation process will be implemented. First, the same senior policy staff, or their designees, who provided support to the Commission during the development of the gap analysis will also monitor and evaluate institutions' progress in implementing the proposed programs. Staff will draft progress reports and evaluations and provide them to Commission members, who will meet twice a year to monitor progress and make any necessary recommendations for improvements. Commission reports and recommendations will be forwarded to the Board of Governors. As the fiscal agent for the appropriated funds, the Board of Governors will maintain final oversight authority to ensure progress is being made.

Next Steps: Considering a New Florida

Few states are able to steer higher education in a way that truly responds to workforce needs. One of the major reasons is that students can choose what majors to pursue—and they often don't make their choices based upon occupational demand. Another reason is the difficulty in wrestling disparate labor and education data into submission—the CIP-SOC exercise. The researchers from both workforce and higher education who developed the methodology have provided a useful, sustainable tool with which to conduct future analyses.

This gap analysis should be repeated every three years, preferably as part of an Estimating Conference that includes all of the parties who participated in this inaugural effort. Because the gaps are at the baccalaureate level and it takes at least several years to produce a graduate, the gap analysis does not need to be conducted more frequently than every few years.

What other next steps might be considered? First and foremost, we need to closely monitor and evaluate efforts of the programs that are funded through the grant application process with legislatively appropriated funds to reduce the gaps at the baccalaureate level over the next few years. If the programs and the process are successful, we need to make adjustments in the current gaps and develop new projections for the next 5 years or so.

But that is not all that we should do. Although the Commission for Access and Educational Attainment focused on the near future in its investigation of baccalaureate degree production and alignment of economic and educational resources to achieve that, it also spent some time looking further into the future.

The information below was discussed by Commission members at their September 26, 2012 meeting showing where Florida ranks on national indicators of economic and social well-being

- % of 18 to 24 year. olds enrolled in college: 31st
- High school to college continuation rate: 38th
- % of 2010 population with a bachelor's or higher: 37th
- Bachelor's degrees per 18 to 24 year population: 34th
- Per capita gross domestic product: 40th
- Per capita net earnings: 45th
- Knowledge jobs in 2010 New Economy Index: 33rd

Most growth in the New Economy stems from increases in knowledge and innovation. Florida fared worst in two categories highly related to education—Knowledge Jobs and Innovation Capacity. In the category of Knowledge Jobs, Florida ranked 33rd in the 2010 New Economy Index. In Innovation Capacity, Florida ranked 32nd. The category “Knowledge Jobs” includes indicators that track employment of IT professionals outside the IT industry; jobs held by managers, professionals, and technicians; the educational attainment of the entire workforce; immigration of knowledge workers; migration of domestic knowledge workers; employment in high-value-added manufacturing sectors; and employment in high-wage traded services. Innovation Capacity was measured by 1) the share of jobs in high-tech industries; 2) scientists and engineers as a share of the workforce; 3) the number of patents relative to the size of the workforce; 4) industry R&D as a share of worker earnings; 5) nonindustrial R&D as a share of GSP; 6) green energy production; and 7) venture capital invested as a share of worker earnings.

A recent report notes that “Over the long term, slow and consistent increases in state postsecondary attainment can attract high-value-added industries. But in the short term, the available jobs determine the demand for postsecondary talent. As a result, increasing postsecondary attainment without increasing the share of jobs that require postsecondary talent will simply further the brain drain into states where college-level jobs are available.”¹³

So therein lies the rub: How does Florida plan for a future that may require higher levels of educational attainment in its workforce, such as in Computer and Information Technology, if the state has traditionally been a low-producer of bachelor's degrees and lacks the resources to ramp up? This is the kind of question Floridians need to answer for the long-term. Are we content with the status quo for a Florida in which the economy

¹³ Carnevale, A.P. and Smith, N. (July 31, 2012). *A Decade Behind: Breaking Out of the Low-Skill Trap in the Southern Economy*. Georgetown University: Center for Education and the Workforce. Retrieved August 27, 2013 from <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/DecadeBehind.FullReport.073112.pdf>, p. 5.

is based upon tourism and agriculture—and low-skilled workers to support those industries? Or does Florida's future include strong growth in information technology, for example, that depends upon knowledge workers? If the latter, then Florida has some work to do.

Here are some other characteristics that will also make Florida's future different from its past:

- Florida's **older population** (age 60 and older) will account for most of Florida's population growth, representing 55 percent of the gains.
- In 2000, Florida's prime **working age population** (ages 25-54) accounted for 41.5 percent of total population. With the aging baby boom generation, this percentage is estimated to have fallen to 39.7 percent in 2009 and by 2030 is projected to represent 36.0 percent.
- The **ratio of taxpaying workers to retirees** will fall as baby boomers age, and new retirees will not be fully replaced by younger workers. An increasingly smaller percentage of individuals will assume the bulk of the tax burden as the number of elderly increases and the demand for services continues to grow.

Regarding the need to develop alternate future scenarios in projecting Florida's workforce needs, at its December 10, 2012 meeting, the Commission members discussed several possibilities:

- benchmarking Florida's needs to aspirational peer states,
- using Enterprise Florida Targeted Industry Clusters and also identifying aspirational clusters,
- thinking in terms of Existing, Evolving (starting to take off) and Emerging (on the horizon) industries and occupations, and
- thinking in terms of short- vs. long-term needs, with long-term defined as 8 years or more.

In considering aspirational states that would be appropriate comparators for targeted industries and occupations that Florida might pursue, the Commission suggested the following:

- Consider the educational resources that top states have that Florida may lack, such as better prepared K-12 students on NAEP scores or a very high rate of community college transfer activity to the universities and take these factors into consideration when considering alternate scenarios.
- Choose aspirational states according to the most likely areas of growth for Florida. Who is #1 in each of our targeted industries and who is #50? What are our aspirational goals? What's a reasonable number of job openings or percent of growth to increase?

- Consider our ranking in the New Economy Index. For example, what ranking do we want for Florida regarding the state's place in the "Innovation Jobs" category?
- Consider the need to diversify the economy, rather than simply increase the number of 18 to 24 year olds in college. Do we want to further increase large sectors—or do we turn our attention to smaller, but promising, sectors?

The Florida economy is improving. Thanks to legislative support, higher education has incentive funding to encourage institutions to expand baccalaureate degree production in areas that the state needs. But we also need to make progress on long-term strategies that will help the system grow in carefully planned ways as the economy improves. This includes looking at how we fund higher education and providing incentives for growth.

In recent years, performance-based funding has focused the discussion about higher education's alignment with the state's highest priorities in terms of "outcomes." A major outcome of higher education is the production of college graduates who are able to successfully fulfill jobs in high demand occupations. In 2013, the Florida Legislature and the Governor's Office elevated the discussion surrounding performance-based funding, providing \$20 million in additional appropriations linked to outcomes measures. In addition, the Board of Governors of the State University System has drafted a 10-metric performance-based funding model that clearly links outcomes to funding. The Access and Attainment Commission's focus on graduates for jobs in high demand occupations is consistent with the direction that Florida's policymakers are taking.

Data informs policy. It is our hope that the data-driven method on which the Commission on Access and Educational Attainment built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

FLORIDA EDUCATION & TRAINING
PLACEMENT INFORMATION PROGRAM (FETPIP)

DIVISION OF ACCOUNTABILITY, RESEARCH AND MEASUREMENT (ARM)

ANNUAL OUTCOMES REPORT

FALL 2012 DATA
October, 2013

Florida Education & Training Placement Information Program

Annual Outcomes Report

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Items are described on following pages.

A) TOTAL INDIVIDUALS 61,685**B) TOTAL WITH OUTCOME DATA 55,138 89%****C) FLORIDA EMPLOYMENT DATA (4th QTR)**

c1) FOUND EMPLOYED	38,296	c2) 62%
c3) AVERAGE EARNINGS - ALL	\$5,382	
c4) ESTIMATED FULL TIME/FULL QTR (FT/FQ)	20,136	c5) 53%
c6) AVERAGE FT/FQ EARNINGS	\$8,337	

*Percent working full qtr is of those employed.*** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***D) EARNINGS BY LEVEL***

Number of employed earning:

d1) Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	18,160	d2) 47%
d3) Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	10,701	d4) 28%
d5) Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	5,197	d6) 14%
d7) Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4,238	d8) 11%

Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*E) FEDERAL EMPLOYMENT DATA**

e1) CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	391	e2) 1%
e3) FOUND IN THE MILITARY	405	e4) 1%

F) FLORIDA CONTINUING EDUCATION DATA

f1) TOTAL CONT. THEIR EDUCATION (Unduplicated)	41,888	f2) 68%
f3) ...IN DISTRICT POSTSECONDARY	419	f4) 1%
f5) ...IN FLORIDA COLLEGE SYSTEM	13,955	f6) 33%
f5a) AA Program	396	f6a) 3%
f5b) AS Program	2,995	f6b) 21%
f5c) AAS Program	148	f6c) 1%
f5d) Adult Vocational Certificate	307	f6d) 2%
f5e) Vocational Credit Certificate	168	f6e) 1%
f5f) Other	9,941	f6f) 71%
f7) ...IN STATE UNIVERSITY SYSTEM	28,540	f8) 68%
f9) ...IN PRIVATE COLLEGE OR UNIVERSITY	2,036	f10) 5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

f11) OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	26,339	f12) 63%
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G) RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

g1) RECEIVING TANF	69	g2) 0%
g3) ... & EMPLOYED	19	g4) 28%
g5) RECEIVING FOOD STAMPS	5,637	g6) 9%
g7) ... & EMPLOYED	3,206	g8) 57%
g9) RECEIVING TANF &or FOOD STAMPS	5,637	g10) 9%
g11) ... & EMPLOYED	3,206	g12) 57%

H) FLORIDA DEPARTMENT OF CORRECTIONS DATA

h1) INCARCERATED	24	h2) 0%
h3) COMMUNITY SUPERVISION	237	h4) 0%

Contents of FETPIP's Annual Outcomes Report

The findings for each education or training application that worked with the FETPIP program is represented on a one page report. Each report page is divided into seven primary sets of data types. These are **Total Individuals**, **Total with Outcome Data**, **Florida Employment Data**, **Earnings by Level**, **Federal Employment Data**, **Florida Continuing Education Data**, **Receiving Public Assistance**, and **Florida Department of Corrections Data**. The following notes describe the content of each of the major categories including several subcategories of data elements. The notes are keyed to alphanumeric identifiers on the sample report on the preceding page. **Please note that data cells with small numbers have been suppressed and replaced by asterisks for confidentiality purposes, in compliance with Florida Statute Section 1008.39.**

A) TOTAL INDIVIDUALS: The number of individuals with valid social security numbers as reported for follow-up to FETPIP.

B) TOTAL WITH OUTCOME DATA: The number of unduplicated individuals with valid social security numbers, found via FETPIP's data matching method during the target period, July 2011 - June 2012.

C) FLORIDA EMPLOYMENT DATA (4th QTR):

c1) Found Employed:

The number of individuals found employed in public, private, or non-profit establishments who are covered by the Florida Unemployment Insurance System during the October-December 2012 target period.

Note: Unemployment insurance wage data are used. Wage files report employment and earnings for the employees of covered establishments.

c2) Percent Found Employed:

The number *Found Employed* divided by the *Total Individuals*.

c3) Average Earnings - All:

The average earnings reported for those found employed in Florida regardless of amount of earnings or time worked in a quarter.

c4) Estimated Full Time/Full Qtr:

The number estimated of those *Found Employed* in Florida who had earnings of at least \$3,988 (minimum wage of \$7.67 per hour X 40 hours X 13 weeks).

c5) Percent Est. Full Time/Full Qtr:

The number estimated working *Full Time / Full Quarter* divided by *Found Employed*.

c6) Average Full Qtr. Earnings:

The estimated average earnings for those found employed on an estimated full-time basis.

D) EARNINGS BY LEVEL

d1) Less than \$7.67 per hour

The number of persons found earning less than \$3,988 per quarter (minimum wage x 40 hours per week x 13 weeks).

d2) Percent Less than \$7.67 per hour

The number of persons found earning less than \$3,988 divided by those Found Employed.

d3) Wages Between \$7.67 and \$13.91 Inclusive

The number of persons found earning at least \$3,988 but less than \$7,235 per quarter.

d4) Percent Wages Between \$7.67 and \$13.91 Inclusive

The number of persons found earning at least \$3,988 but less than \$7,235 divided by those Found Employed.

d5) Wages Between \$13.92 and \$20.15 Inclusive

The number of persons found earning at least \$7,235 but less than \$10,483 per quarter.

d6) Percent Wages Between \$13.92 and \$20.15 Inclusive

The number of persons found earning at least \$7,235 but less than \$10,483 divided by those Found Employed.

d7) Wages at Least \$20.16 per hr

The number of persons found earning at least \$10,483 per quarter.

d8) Percent Wages at Least \$20.16 per hr

The number of persons found earning at least \$10,483 divided by those Found Employed.

E) FEDERAL EMPLOYMENT DATA

e1) Civilian Employment:

The number of persons found employed in the federal career service system managed through the Office of Personnel Management (OPM) during the October-December 2012 target period.

e2) Percent Civilian Employment:

The number of persons found in *Civilian Employment* divided by *Total Individuals*.

e3) Found in the Military:

The number of persons found on active duty in the U.S. Military Services during the target period July 2011 - June 2012.

e4) Percent Found in the Military:

The number of persons *Found in the Military* divided by *Total Individuals*.

F) FLORIDA CONTINUING EDUCATION DATA

f1) Total Cont. their Education (Unduplicated):

The number of persons found continuing their postsecondary education in Florida in a public adult education program, Career & Technical Education (CTE) program, community college, or public or private college or university.

f2) Percent Total Cont. their Education (Unduplicated):

The number of persons *Total Cont. their Education* divided by *Total Individuals*.

f3) ...In District Postsecondary:

The number found enrolled in a school district-administered postsecondary Career & Technical Education (CTE) program.

f4) Percent ...In District Postsecondary:

The number of persons *...In District Postsecondary* divided by *Total Cont. their Education*.

f5) ...In Florida College System:

The number found enrolled in one of Florida's 28 public colleges either in Associate in Art (AA), Associate in Science (AS), Associate of Applied Science (AAS), Adult Vocational, Vocational College Credit or other postsecondary programs.

f5a) AA: The number found enrolled in an Associate in Arts program in one of Florida's public colleges.

f5b) AS: The number found enrolled in an Associate in Science program in one of Florida's public colleges.

f5c) AAS: The number found enrolled in an Associate of Applied Science program in one of Florida's public colleges.

f5d) Adult Vocational Certificate: The number found enrolled in a postsecondary adult vocational certificate program in one of Florida's public colleges.

f5e) Vocational Credit Certificate: The number found enrolled in a postsecondary vocational credit certificate program in one of Florida's public colleges.

f5f) Other: The number found enrolled in public college programs that were not declared, were not added, or were receiving remedial instruction in one of Florida's public colleges.

f6) Percent ...In Florida College System:

The number of persons *...In Florida College System* divided by *Total Cont. their Education*.

f6a) Percent AA: The number found enrolled in an Associate in Arts program divided by the number found enrolled in the Florida College System.

f6b) Percent AS: The number found enrolled in an Associate in Science program divided by the number found enrolled in the Florida College System.

f6c) Percent AAS: The number found enrolled in an Associate of Applied Science program divided by the number found enrolled in the Florida College System.

f6d) Percent Adult Vocational Certificate: The number found enrolled in a postsecondary adult vocational certificate program divided by the number found enrolled in the Florida College System.

f6e) Percent Vocational Credit Certificate: The number found enrolled in a postsecondary vocational credit certificate program divided by the number found enrolled in the Florida College System.

f6f) Percent Other: The number found enrolled in other college programs divided by the number found enrolled in the Florida College System.

f7) ...In State University:

The number found enrolled in one of Florida's eleven public universities.

f8) Percent ...In State University:

The number of persons *In State University* divided by *Total Cont. their Education*.

f9) ...In Private College or University:

The number found enrolled in one of Florida's licensed, accredited private colleges or universities.

f10) Percent ...In Private College or University:

The number of persons *In Private College or University* divided by *Total Cont. their Education*.

f11) Of Total Cont. Ed. Those Found Employed:

The number of persons who were found to be both continuing their education and employed during the period.

f12) Percent Of Total Cont. Ed. Those Found Employed:

The number of persons *Of Total Cont. Ed. Those Found Employed* divided by *Total Cont. their Education*.

G) RECEIVING PUBLIC ASSISTANCE

g1) Receiving TANF:

The number of persons who received Temporary Assistance for Needy Families (TANF) during the October - December 2012 period. These individuals are considered “heads of households” for these purposes.

g2) Percent Receiving TANF:

The number of persons *Receiving TANF* divided by *Total Individuals*.

g3) Receiving TANF & Employed:

The number of those receiving TANF who were also employed during the period.

g4) Percent Receiving TANF & Employed:

The number of persons *Receiving TANF & Employed* divided by *Receiving TANF*.

g5) Receiving Food Stamps:

The number of persons who received food stamps during the target period as heads of household.

g6) Percent Receiving Food Stamps:

The number of persons *Receiving Food Stamps* divided by *Total Individuals*.

g7) Receiving Food Stamps & Employed:

The number of those receiving Food Stamps who were also employed during the period.

g8) Percent Receiving Food Stamps & Employed:

The number of persons *Receiving Food Stamps & Employed* divided by *Receiving Food Stamps*.

g9) Receiving TANF &/or Food Stamps:

The number who received TANF and/or food stamps during the period.

g10) Percent Receiving TANF &/or Food Stamps:

The number of persons *Receiving TANF &/or Food Stamps* divided by *Total Individuals*.

g11) Receiving TANF &/or Food Stamps & Employed:

The number of those receiving TANF and/or Food Stamps who were also employed during the period.

g12) Percent Receiving TANF &/or Food Stamps & Employed:

The number of persons *Receiving TANF &/or Food Stamps & Employed* divided by *Receiving TANF &/or Food Stamps*.

H) FLORIDA DEPARTMENT OF CORRECTIONS DATA

h1) Incarcerated:

The number who were in a state correctional facility during the October-December 2012 period.

h2) Percent Incarcerated:

The number of persons *Incarcerated* divided by *Total Individuals*.

h3) Community Supervision:

The number of who were adjudicated to Department of Corrections community supervision during the October-December 2012 period.

h4) Percent Community Supervision:

The number of persons *Community Supervision* divided by *Total Individuals*.

OUTCOMES REPORTS

2011-12 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 124,970

TOTAL WITH OUTCOME DATA 107,047 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	56,628	45%
AVERAGE EARNINGS - ALL	\$2,156	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	5,878	10%
AVERAGE FT/FQ EARNINGS	\$5,498	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	50,750	90%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	5,293	9%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	432	1%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	153	0%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	15	0%
FOUND IN THE MILITARY	3,538	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	79,717	64%
...IN DISTRICT POSTSECONDARY	1,758	2%
...IN FLORIDA COLLEGE SYSTEM	47,949	60%
AA Program	30,944	65%
AS Program	3,050	6%
AAS Program	483	1%
Adult Vocational Certificate	432	1%
Vocational Credit Certificate	186	0%
Other	12,854	27%
...IN STATE UNIVERSITY SYSTEM	27,799	35%
...IN PRIVATE COLLEGE OR UNIVERSITY	4,529	6%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	37,145	47%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	270	0%
... & EMPLOYED	114	42%
RECEIVING FOOD STAMPS	19,778	16%
... & EMPLOYED	9,261	47%
RECEIVING TANF &or FOOD STAMPS	19,828	16%
... & EMPLOYED	9,288	47%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	48	0%
COMMUNITY SUPERVISION	442	0%

2010-11 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 120,134

TOTAL WITH OUTCOME DATA 102,992 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	63,598	53%
AVERAGE EARNINGS - ALL	\$2,690	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	12,800	20%
AVERAGE FT/FQ EARNINGS	\$5,547	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	50,798	80%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	11,351	18%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,159	2%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	290	0%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	46	0%
FOUND IN THE MILITARY	4,452	4%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	72,538	60%
...IN DISTRICT POSTSECONDARY	1,411	2%
...IN FLORIDA COLLEGE SYSTEM	42,567	59%
AA Program	30,878	73%
AS Program	2,674	6%
AAS Program	480	1%
Adult Vocational Certificate	473	1%
Vocational Credit Certificate	250	1%
Other	7,812	18%
...IN STATE UNIVERSITY SYSTEM	27,181	37%
...IN PRIVATE COLLEGE OR UNIVERSITY	3,441	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	40,700	56%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	148	0%
... & EMPLOYED	65	44%
RECEIVING FOOD STAMPS	13,433	11%
... & EMPLOYED	7,646	57%
RECEIVING TANF &or FOOD STAMPS	13,437	11%
... & EMPLOYED	7,647	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	89	0%
COMMUNITY SUPERVISION	805	1%

2009-10 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 118,679

TOTAL WITH OUTCOME DATA 100,219 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	66,117	56%
AVERAGE EARNINGS - ALL	\$3,164	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	19,517	30%
AVERAGE FT/FQ EARNINGS	\$5,792	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	46,600	70%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	16,624	25%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,371	4%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	522	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	91	0%
FOUND IN THE MILITARY	4,972	4%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	64,356	54%
...IN DISTRICT POSTSECONDARY	1,221	2%
...IN FLORIDA COLLEGE SYSTEM	32,491	50%
AA Program	22,326	69%
AS Program	2,640	8%
AAS Program	443	1%
Adult Vocational Certificate	445	1%
Vocational Credit Certificate	302	1%
Other	6,335	19%
...IN STATE UNIVERSITY SYSTEM	30,402	47%
...IN PRIVATE COLLEGE OR UNIVERSITY	3,356	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	38,642	60%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	168	0%
... & EMPLOYED	91	54%
RECEIVING FOOD STAMPS	12,904	11%
... & EMPLOYED	7,820	61%
RECEIVING TANF &or FOOD STAMPS	12,908	11%
... & EMPLOYED	7,822	61%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	123	0%
COMMUNITY SUPERVISION	1,125	1%

2011-12 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,081

TOTAL WITH OUTCOME DATA 814 75%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	526	49%
AVERAGE EARNINGS - ALL	\$2,398	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	76	14%
AVERAGE FT/FQ EARNINGS	\$5,509	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	450	86%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	69	13%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	3	1%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	119	11%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	109	92%
AA Program	29	27%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	67	61%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	60	50%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	433	40%
... & EMPLOYED	189	44%
RECEIVING TANF &or FOOD STAMPS	433	40%
... & EMPLOYED	189	44%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	12	1%

2010-11 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,010

TOTAL WITH OUTCOME DATA 769 76%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	524	52%
AVERAGE EARNINGS - ALL	\$2,929	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	133	25%
AVERAGE FT/FQ EARNINGS	\$5,594	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	391	75%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	122	23%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	7	1%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	14	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	153	15%
...IN DISTRICT POSTSECONDARY	12	8%
...IN FLORIDA COLLEGE SYSTEM	133	87%
AA Program	53	40%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	69	52%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	98	64%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	356	35%
... & EMPLOYED	174	49%
RECEIVING TANF &or FOOD STAMPS	357	35%
... & EMPLOYED	175	49%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	25	2%

2009-10 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,096

TOTAL WITH OUTCOME DATA 845 77%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	599	55%
AVERAGE EARNINGS - ALL	\$3,204	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	189	32%
AVERAGE FT/FQ EARNINGS	\$5,450	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	410	68%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	169	28%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	17	3%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	27	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	158	14%
...IN DISTRICT POSTSECONDARY	10	6%
...IN FLORIDA COLLEGE SYSTEM	142	90%
AA Program	71	50%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	59	42%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	109	69%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	14	1%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	376	34%
... & EMPLOYED	200	53%
RECEIVING TANF &or FOOD STAMPS	376	34%
... & EMPLOYED	200	53%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	12	1%
COMMUNITY SUPERVISION	24	2%

2011-12 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 59

TOTAL WITH OUTCOME DATA 28 47%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	11	19%
AVERAGE EARNINGS - ALL	\$2,597	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	9	82%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1	9%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1	9%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	0	0%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	***	***
AS Program	***	***
AAS Program	***	***
Adult Vocational Certificate	***	***
Vocational Credit Certificate	***	***
Other	***	***
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	16	27%
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	16	27%
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 85

TOTAL WITH OUTCOME DATA 50 59%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	16	19%
AVERAGE EARNINGS - ALL	\$3,441	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	12	75%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2	13%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2	13%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	0	0%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	***	***
AS Program	***	***
AAS Program	***	***
Adult Vocational Certificate	***	***
Vocational Credit Certificate	***	***
Other	***	***
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	39	46%
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	39	46%
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 98

TOTAL WITH OUTCOME DATA 55 56%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	16	16%
AVERAGE EARNINGS - ALL	\$2,812	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	14	88%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	0	0%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1	6%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1	6%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	***	***
AS Program	***	***
AAS Program	***	***
Adult Vocational Certificate	***	***
Vocational Credit Certificate	***	***
Other	***	***
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	41	42%
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	41	42%
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 4,245

TOTAL WITH OUTCOME DATA 2,207 52%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	624	15%
AVERAGE EARNINGS - ALL	\$2,197	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	68	11%
AVERAGE FT/FQ EARNINGS	\$8,570	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	556	89%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	59	9%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2	0%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	7	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	193	5%
...IN DISTRICT POSTSECONDARY	83	43%
...IN FLORIDA COLLEGE SYSTEM	101	52%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	26	26%
Vocational Credit Certificate	****	****
Other	62	61%
...IN STATE UNIVERSITY SYSTEM	10	5%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	39	20%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	11 ****	0% ****
RECEIVING FOOD STAMPS ... & EMPLOYED	1,715 231	40% 13%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	1,716 231	40% 13%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	29	1%

2010-11 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 4,720

TOTAL WITH OUTCOME DATA 2,784 59%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	978	21%
AVERAGE EARNINGS - ALL	\$2,397	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	164	17%
AVERAGE FT/FQ EARNINGS	\$5,505	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	814	83%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	143	15%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	17	2%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4	0%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	214	5%
...IN DISTRICT POSTSECONDARY	111	52%
...IN FLORIDA COLLEGE SYSTEM	93	43%
AA Program	10	11%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	19	20%
Vocational Credit Certificate	****	****
Other	61	66%
...IN STATE UNIVERSITY SYSTEM	10	5%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	49	23%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	15 ****	0% ****
RECEIVING FOOD STAMPS ... & EMPLOYED	2,025 356	43% 18%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	2,025 356	43% 18%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	67	1%

2009-10 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 4,480

TOTAL WITH OUTCOME DATA 2,859 64%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,235	28%
AVERAGE EARNINGS - ALL	\$2,658	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	256	21%
AVERAGE FT/FQ EARNINGS	\$5,763	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	979	79%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	215	17%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	35	3%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	6	0%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	171	4%
...IN DISTRICT POSTSECONDARY	62	36%
...IN FLORIDA COLLEGE SYSTEM	99	58%
AA Program	13	13%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	70	71%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	61	36%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	16	0%
RECEIVING FOOD STAMPS ... & EMPLOYED	1,949	44%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	1,949	44%
	430	22%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	20	0%
COMMUNITY SUPERVISION	99	2%

2011-12 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 13,536

TOTAL WITH OUTCOME DATA 9,539 70%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	3,857	28%
AVERAGE EARNINGS - ALL	\$2,324	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	654	17%
AVERAGE FT/FQ EARNINGS	\$5,561	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	3,203	83%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	583	15%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	52	1%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	19	0%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	14	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	656	5%
...IN DISTRICT POSTSECONDARY	79	12%
...IN FLORIDA COLLEGE SYSTEM	536	82%
AA Program	114	21%
AS Program	16	3%
AAS Program	****	****
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	****	****
Other	385	72%
...IN STATE UNIVERSITY SYSTEM	40	6%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	241	37%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	236	2%
... & EMPLOYED	52	22%
RECEIVING FOOD STAMPS	6,897	51%
... & EMPLOYED	1,817	26%
RECEIVING TANF &or FOOD STAMPS	6,918	51%
... & EMPLOYED	1,818	26%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	230	2%
COMMUNITY SUPERVISION	597	4%

2010-11 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 13,582

TOTAL WITH OUTCOME DATA 9,957 73%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,589	34%
AVERAGE EARNINGS - ALL	\$2,590	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	961	21%
AVERAGE FT/FQ EARNINGS	\$5,660	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	3,628	79%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	841	18%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	94	2%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	26	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	38	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	952	7%
...IN DISTRICT POSTSECONDARY	94	10%
...IN FLORIDA COLLEGE SYSTEM	818	86%
AA Program	286	35%
AS Program	49	6%
AAS Program	10	1%
Adult Vocational Certificate	19	2%
Vocational Credit Certificate	****	****
Other	449	55%
...IN STATE UNIVERSITY SYSTEM	45	5%
...IN PRIVATE COLLEGE OR UNIVERSITY	11	1%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	434	46%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	190	1%
... & EMPLOYED	52	27%
RECEIVING FOOD STAMPS	6,602	49%
... & EMPLOYED	2,016	31%
RECEIVING TANF &or FOOD STAMPS	6,606	49%
... & EMPLOYED	2,018	31%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	345	3%
COMMUNITY SUPERVISION	717	5%

2009-10 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 14,314

TOTAL WITH OUTCOME DATA 10,549 74%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	5,203	36%
AVERAGE EARNINGS - ALL	\$2,997	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,476	28%
AVERAGE FT/FQ EARNINGS	\$5,880	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	3,727	72%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,240	24%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	194	4%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	42	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	59	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	995	7%
...IN DISTRICT POSTSECONDARY	103	10%
...IN FLORIDA COLLEGE SYSTEM	826	83%
AA Program	400	48%
AS Program	49	6%
AAS Program	11	1%
Adult Vocational Certificate	14	2%
Vocational Credit Certificate	****	****
Other	344	42%
...IN STATE UNIVERSITY SYSTEM	59	6%
...IN PRIVATE COLLEGE OR UNIVERSITY	17	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	495	50%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	197	1%
... & EMPLOYED	64	32%
RECEIVING FOOD STAMPS	6,668	47%
... & EMPLOYED	2,224	33%
RECEIVING TANF &or FOOD STAMPS	6,669	47%
... & EMPLOYED	2,224	33%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	451	3%
COMMUNITY SUPERVISION	795	6%

2011-12 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 68,742

TOTAL WITH OUTCOME DATA 59,280 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	32,680	48%
AVERAGE EARNINGS - ALL	\$2,229	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	3,712	11%
AVERAGE FT/FQ EARNINGS	\$5,456	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	28,968	89%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	3,361	10%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	259	1%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	92	0%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	1,918	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	42,134	61%
...IN DISTRICT POSTSECONDARY	1,086	3%
...IN FLORIDA COLLEGE SYSTEM	27,532	65%
AA Program	17,523	64%
AS Program	1,742	6%
AAS Program	308	1%
Adult Vocational Certificate	287	1%
Vocational Credit Certificate	97	0%
Other	7,575	28%
...IN STATE UNIVERSITY SYSTEM	12,451	30%
...IN PRIVATE COLLEGE OR UNIVERSITY	2,261	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	20,554	49%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	155	0%
... & EMPLOYED	70	45%
RECEIVING FOOD STAMPS	12,534	18%
... & EMPLOYED	5,796	46%
RECEIVING TANF &or FOOD STAMPS	12,559	18%
... & EMPLOYED	5,812	46%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	29	0%
COMMUNITY SUPERVISION	243	0%

2010-11 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 74,797

TOTAL WITH OUTCOME DATA 64,412 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	41,464	55%
AVERAGE EARNINGS - ALL	\$2,787	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	8,964	22%
AVERAGE FT/FQ EARNINGS	\$5,532	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	32,500	78%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	7,965	19%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	791	2%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	208	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	29	0%
FOUND IN THE MILITARY	2,572	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	41,379	55%
...IN DISTRICT POSTSECONDARY	1,154	3%
...IN FLORIDA COLLEGE SYSTEM	27,222	66%
AA Program	19,226	71%
AS Program	1,809	7%
AAS Program	358	1%
Adult Vocational Certificate	359	1%
Vocational Credit Certificate	183	1%
Other	5,287	19%
...IN STATE UNIVERSITY SYSTEM	12,351	30%
...IN PRIVATE COLLEGE OR UNIVERSITY	1,742	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	24,342	59%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	131	0%
... & EMPLOYED	50	38%
RECEIVING FOOD STAMPS	11,389	15%
... & EMPLOYED	6,120	54%
RECEIVING TANF &or FOOD STAMPS	11,393	15%
... & EMPLOYED	6,121	54%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	53	0%
COMMUNITY SUPERVISION	567	1%

2009-10 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 76,844

TOTAL WITH OUTCOME DATA 65,310 85%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	44,794	58%
AVERAGE EARNINGS - ALL	\$3,272	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	14,067	31%
AVERAGE FT/FQ EARNINGS	\$5,808	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	30,727	69%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	11,972	27%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,733	4%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	362	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	42	0%
FOUND IN THE MILITARY	3,059	4%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	37,601	49%
...IN DISTRICT POSTSECONDARY	945	3%
...IN FLORIDA COLLEGE SYSTEM	21,837	58%
AA Program	14,748	68%
AS Program	1,796	8%
AAS Program	317	1%
Adult Vocational Certificate	319	1%
Vocational Credit Certificate	212	1%
Other	4,445	20%
...IN STATE UNIVERSITY SYSTEM	14,813	39%
...IN PRIVATE COLLEGE OR UNIVERSITY	1,820	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	23,654	63%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	164	0%
... & EMPLOYED	83	51%
RECEIVING FOOD STAMPS	11,336	15%
... & EMPLOYED	6,570	58%
RECEIVING TANF &or FOOD STAMPS	11,340	15%
... & EMPLOYED	6,572	58%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	103	0%
COMMUNITY SUPERVISION	829	1%

2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 12,350

TOTAL WITH OUTCOME DATA 10,852 88%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	9,558	77%
AVERAGE EARNINGS - ALL	\$9,474	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	7,979	83%
AVERAGE FT/FQ EARNINGS	\$10,909	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,579	17%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,938	20%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,997	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4,044	42%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	106	1%
FOUND IN THE MILITARY	45	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	4,563	37%
...IN DISTRICT POSTSECONDARY	91	2%
...IN FLORIDA COLLEGE SYSTEM	3,228	71%
AA Program	730	23%
AS Program	210	7%
AAS Program	13	0%
Adult Vocational Certificate	39	1%
Vocational Credit Certificate	40	1%
Other	2,196	68%
...IN STATE UNIVERSITY SYSTEM	1,359	30%
...IN PRIVATE COLLEGE OR UNIVERSITY	142	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	3,554	78%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	1,007	8%
... & EMPLOYED	621	62%
RECEIVING TANF &or FOOD STAMPS	1,007	8%
... & EMPLOYED	621	62%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	29	0%

2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 11,211

TOTAL WITH OUTCOME DATA 9,709 87%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	8,744	78%
AVERAGE EARNINGS - ALL	\$10,699	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	7,700	88%
AVERAGE FT/FQ EARNINGS	\$11,862	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,044	12%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,392	16%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,714	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4,594	53%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	128	1%
FOUND IN THE MILITARY	73	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	3,523	31%
...IN DISTRICT POSTSECONDARY	76	2%
...IN FLORIDA COLLEGE SYSTEM	2,292	65%
AA Program	386	17%
AS Program	157	7%
AAS Program	****	****
Adult Vocational Certificate	19	1%
Vocational Credit Certificate	21	1%
Other	1,700	74%
...IN STATE UNIVERSITY SYSTEM	1,258	36%
...IN PRIVATE COLLEGE OR UNIVERSITY	97	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,847	81%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	12	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	610	5%
... & EMPLOYED	377	62%
RECEIVING TANF &or FOOD STAMPS	610	5%
... & EMPLOYED	377	62%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	19	0%

2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 10,323

TOTAL WITH OUTCOME DATA 8,672 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	7,942	77%
AVERAGE EARNINGS - ALL	\$11,436	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	7,136	90%
AVERAGE FT/FQ EARNINGS	\$12,484	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	806	10%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,128	14%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,431	18%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4,577	58%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	146	1%
FOUND IN THE MILITARY	54	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	2,520	24%
...IN DISTRICT POSTSECONDARY	63	3%
...IN FLORIDA COLLEGE SYSTEM	1,608	64%
AA Program	286	18%
AS Program	111	7%
AAS Program	****	****
Adult Vocational Certificate	25	2%
Vocational Credit Certificate	15	1%
Other	1,164	72%
...IN STATE UNIVERSITY SYSTEM	931	37%
...IN PRIVATE COLLEGE OR UNIVERSITY	51	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,100	83%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	507	5%
... & EMPLOYED	307	61%
RECEIVING TANF &or FOOD STAMPS	507	5%
... & EMPLOYED	307	61%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	21	0%

2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 25,279

TOTAL WITH OUTCOME DATA 20,155 80%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	16,133	64%
AVERAGE EARNINGS - ALL	\$6,420	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	10,197	63%
AVERAGE FT/FQ EARNINGS	\$8,913	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,936	37%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	4,920	30%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,718	17%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,559	16%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	243	1%
FOUND IN THE MILITARY	285	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	4,375	17%
...IN DISTRICT POSTSECONDARY	448	10%
...IN FLORIDA COLLEGE SYSTEM	1,912	44%
AA Program	467	24%
AS Program	796	42%
AAS Program	24	1%
Adult Vocational Certificate	65	3%
Vocational Credit Certificate	16	1%
Other	544	28%
...IN STATE UNIVERSITY SYSTEM	1,852	42%
...IN PRIVATE COLLEGE OR UNIVERSITY	281	6%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,835	65%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	124	0%
... & EMPLOYED	43	35%
RECEIVING FOOD STAMPS	5,069	20%
... & EMPLOYED	2,784	55%
RECEIVING TANF &or FOOD STAMPS	5,073	20%
... & EMPLOYED	2,786	55%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	56	0%
COMMUNITY SUPERVISION	362	1%

2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 22,391

TOTAL WITH OUTCOME DATA 17,540 78%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	13,828	62%
AVERAGE EARNINGS - ALL	\$7,190	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	9,660	70%
AVERAGE FT/FQ EARNINGS	\$9,353	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	4,168	30%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	4,297	31%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,639	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,724	20%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	233	1%
FOUND IN THE MILITARY	386	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	4,610	21%
...IN DISTRICT POSTSECONDARY	318	7%
...IN FLORIDA COLLEGE SYSTEM	2,858	62%
AA Program	833	29%
AS Program	1,173	41%
AAS Program	37	1%
Adult Vocational Certificate	73	3%
Vocational Credit Certificate	60	2%
Other	682	24%
...IN STATE UNIVERSITY SYSTEM	1,385	30%
...IN PRIVATE COLLEGE OR UNIVERSITY	222	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	3,105	67%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	75	0%
... & EMPLOYED	29	39%
RECEIVING FOOD STAMPS	3,943	18%
... & EMPLOYED	2,055	52%
RECEIVING TANF &or FOOD STAMPS	3,944	18%
... & EMPLOYED	2,056	52%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	69	0%
COMMUNITY SUPERVISION	284	1%

2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 19,888

TOTAL WITH OUTCOME DATA 15,127 76%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	12,196	61%
AVERAGE EARNINGS - ALL	\$7,689	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	8,930	73%
AVERAGE FT/FQ EARNINGS	\$9,716	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	3,266	27%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	3,646	30%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,536	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,748	23%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	201	1%
FOUND IN THE MILITARY	406	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	3,439	17%
...IN DISTRICT POSTSECONDARY	244	7%
...IN FLORIDA COLLEGE SYSTEM	2,379	69%
AA Program	732	31%
AS Program	819	34%
AAS Program	43	2%
Adult Vocational Certificate	63	3%
Vocational Credit Certificate	49	2%
Other	673	28%
...IN STATE UNIVERSITY SYSTEM	794	23%
...IN PRIVATE COLLEGE OR UNIVERSITY	128	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,404	70%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	72	0%
... & EMPLOYED	33	46%
RECEIVING FOOD STAMPS	3,184	16%
... & EMPLOYED	1,707	54%
RECEIVING TANF &or FOOD STAMPS	3,184	16%
... & EMPLOYED	1,707	54%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	68	0%
COMMUNITY SUPERVISION	238	1%

2011-12 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 9,510

TOTAL WITH OUTCOME DATA 8,119 85%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	6,966	73%
AVERAGE EARNINGS - ALL	\$7,065	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	5,173	74%
AVERAGE FT/FQ EARNINGS	\$8,769	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,793	26%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,086	30%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,762	25%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,325	19%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	42	0%
FOUND IN THE MILITARY	65	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	2,612	27%
...IN DISTRICT POSTSECONDARY	68	3%
...IN FLORIDA COLLEGE SYSTEM	2,380	91%
AA Program	585	25%
AS Program	426	18%
AAS Program	66	3%
Adult Vocational Certificate	180	8%
Vocational Credit Certificate	119	5%
Other	1,004	42%
...IN STATE UNIVERSITY SYSTEM	188	7%
...IN PRIVATE COLLEGE OR UNIVERSITY	40	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,954	75%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	23	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	1,396	15%
... & EMPLOYED	841	60%
RECEIVING TANF &or FOOD STAMPS	1,396	15%
... & EMPLOYED	841	60%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	53	1%

2010-11 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 10,143

TOTAL WITH OUTCOME DATA 8,489 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	7,441	73%
AVERAGE EARNINGS - ALL	\$7,972	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	5,929	80%
AVERAGE FT/FQ EARNINGS	\$9,448	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,512	20%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,838	25%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,225	30%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,866	25%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	40	0%
FOUND IN THE MILITARY	68	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	2,491	25%
...IN DISTRICT POSTSECONDARY	98	4%
...IN FLORIDA COLLEGE SYSTEM	2,221	89%
AA Program	587	26%
AS Program	338	15%
AAS Program	68	3%
Adult Vocational Certificate	114	5%
Vocational Credit Certificate	69	3%
Other	1,045	47%
...IN STATE UNIVERSITY SYSTEM	215	9%
...IN PRIVATE COLLEGE OR UNIVERSITY	48	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,966	79%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	22	0%
... & EMPLOYED	11	50%
RECEIVING FOOD STAMPS	1,282	13%
... & EMPLOYED	728	57%
RECEIVING TANF &or FOOD STAMPS	1,282	13%
... & EMPLOYED	728	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	15	0%
COMMUNITY SUPERVISION	50	0%

2009-10 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 9,644

TOTAL WITH OUTCOME DATA 7,971 83%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	7,065	73%
AVERAGE EARNINGS - ALL	\$8,854	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	5,840	83%
AVERAGE FT/FQ EARNINGS	\$10,260	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,225	17%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,607	23%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,964	28%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,269	32%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	65	1%
FOUND IN THE MILITARY	85	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	2,325	24%
...IN DISTRICT POSTSECONDARY	132	6%
...IN FLORIDA COLLEGE SYSTEM	1,968	85%
AA Program	468	24%
AS Program	286	15%
AAS Program	40	2%
Adult Vocational Certificate	79	4%
Vocational Credit Certificate	63	3%
Other	1,032	52%
...IN STATE UNIVERSITY SYSTEM	282	12%
...IN PRIVATE COLLEGE OR UNIVERSITY	52	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,913	82%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	16	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	1,067	11%
... & EMPLOYED	623	58%
RECEIVING TANF &or FOOD STAMPS	1,067	11%
... & EMPLOYED	623	58%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	70	1%

2011-12 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 7,800

TOTAL WITH OUTCOME DATA 6,115 78%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,564	59%
AVERAGE EARNINGS - ALL	\$6,103	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,756	60%
AVERAGE FT/FQ EARNINGS	\$8,722	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,808	40%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,382	30%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	706	15%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	668	15%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	35	0%
FOUND IN THE MILITARY	41	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	742	10%
...IN DISTRICT POSTSECONDARY	83	11%
...IN FLORIDA COLLEGE SYSTEM	565	76%
AA Program	67	12%
AS Program	33	6%
AAS Program	****	****
Adult Vocational Certificate	271	48%
Vocational Credit Certificate	****	****
Other	184	33%
...IN STATE UNIVERSITY SYSTEM	81	11%
...IN PRIVATE COLLEGE OR UNIVERSITY	20	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	464	63%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	54	1%
... & EMPLOYED	22	41%
RECEIVING FOOD STAMPS	2,284	29%
... & EMPLOYED	1,072	47%
RECEIVING TANF &or FOOD STAMPS	2,284	29%
... & EMPLOYED	1,072	47%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	85	1%
COMMUNITY SUPERVISION	157	2%

2010-11 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 7,604

TOTAL WITH OUTCOME DATA 5,872 77%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,297	57%
AVERAGE EARNINGS - ALL	\$6,416	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,757	64%
AVERAGE FT/FQ EARNINGS	\$8,825	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,540	36%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,394	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	674	16%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	689	16%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	32	0%
FOUND IN THE MILITARY	40	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	824	11%
...IN DISTRICT POSTSECONDARY	74	9%
...IN FLORIDA COLLEGE SYSTEM	688	83%
AA Program	132	19%
AS Program	55	8%
AAS Program	****	****
Adult Vocational Certificate	248	36%
Vocational Credit Certificate	23	3%
Other	222	32%
...IN STATE UNIVERSITY SYSTEM	69	8%
...IN PRIVATE COLLEGE OR UNIVERSITY	22	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	561	68%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	59	1%
... & EMPLOYED	22	37%
RECEIVING FOOD STAMPS	2,217	29%
... & EMPLOYED	974	44%
RECEIVING TANF &or FOOD STAMPS	2,217	29%
... & EMPLOYED	974	44%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	89	1%
COMMUNITY SUPERVISION	197	3%

2009-10 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 7,961

TOTAL WITH OUTCOME DATA 6,043 76%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,470	56%
AVERAGE EARNINGS - ALL	\$6,925	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	3,035	68%
AVERAGE FT/FQ EARNINGS	\$9,212	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,435	32%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,411	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	801	18%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	823	18%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	43	1%
FOUND IN THE MILITARY	77	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	824	10%
...IN DISTRICT POSTSECONDARY	56	7%
...IN FLORIDA COLLEGE SYSTEM	711	86%
AA Program	178	25%
AS Program	61	9%
AAS Program	****	****
Adult Vocational Certificate	157	22%
Vocational Credit Certificate	23	3%
Other	285	40%
...IN STATE UNIVERSITY SYSTEM	59	7%
...IN PRIVATE COLLEGE OR UNIVERSITY	15	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	556	67%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	62	1%
... & EMPLOYED	17	27%
RECEIVING FOOD STAMPS	2,165	27%
... & EMPLOYED	966	45%
RECEIVING TANF &or FOOD STAMPS	2,165	27%
... & EMPLOYED	966	45%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	79	1%
COMMUNITY SUPERVISION	157	2%

2011-12 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 10,134

TOTAL WITH OUTCOME DATA 9,123 90%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	7,163	71%
AVERAGE EARNINGS - ALL	\$6,420	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,736	66%
AVERAGE FT/FQ EARNINGS	\$8,591	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	2,427	34%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,274	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,324	18%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,138	16%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	84	1%
FOUND IN THE MILITARY	45	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	5,669	56%
...IN DISTRICT POSTSECONDARY	219	4%
...IN FLORIDA COLLEGE SYSTEM	4,902	86%
AA Program	1,174	24%
AS Program	1,734	35%
AAS Program	230	5%
Adult Vocational Certificate	148	3%
Vocational Credit Certificate	374	8%
Other	1,242	25%
...IN STATE UNIVERSITY SYSTEM	722	13%
...IN PRIVATE COLLEGE OR UNIVERSITY	61	1%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	3,971	70%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	13	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	1,203	12%
... & EMPLOYED	683	57%
RECEIVING TANF &or FOOD STAMPS	1,203	12%
... & EMPLOYED	683	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	41	0%

2010-11 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 9,230

TOTAL WITH OUTCOME DATA 7,952 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	6,643	72%
AVERAGE EARNINGS - ALL	\$7,425	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,916	74%
AVERAGE FT/FQ EARNINGS	\$9,265	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,727	26%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,000	30%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,472	22%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,444	22%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	74	1%
FOUND IN THE MILITARY	67	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	3,788	41%
...IN DISTRICT POSTSECONDARY	204	5%
...IN FLORIDA COLLEGE SYSTEM	2,919	77%
AA Program	729	25%
AS Program	826	28%
AAS Program	115	4%
Adult Vocational Certificate	80	3%
Vocational Credit Certificate	175	6%
Other	994	34%
...IN STATE UNIVERSITY SYSTEM	805	21%
...IN PRIVATE COLLEGE OR UNIVERSITY	60	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,808	74%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	961	10%
... & EMPLOYED	569	59%
RECEIVING TANF &or FOOD STAMPS	961	10%
... & EMPLOYED	569	59%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	47	1%

2009-10 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 7,703

TOTAL WITH OUTCOME DATA 6,458 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	5,546	72%
AVERAGE EARNINGS - ALL	\$8,577	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,418	80%
AVERAGE FT/FQ EARNINGS	\$10,194	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,128	20%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,525	27%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,281	23%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,612	29%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	79	1%
FOUND IN THE MILITARY	73	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	2,565	33%
...IN DISTRICT POSTSECONDARY	146	6%
...IN FLORIDA COLLEGE SYSTEM	1,792	70%
AA Program	476	27%
AS Program	473	26%
AAS Program	53	3%
Adult Vocational Certificate	33	2%
Vocational Credit Certificate	79	4%
Other	678	38%
...IN STATE UNIVERSITY SYSTEM	700	27%
...IN PRIVATE COLLEGE OR UNIVERSITY	62	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,968	77%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	665	9%
... & EMPLOYED	383	58%
RECEIVING TANF &or FOOD STAMPS	665	9%
... & EMPLOYED	383	58%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	37	0%

2011-12 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 4,993

TOTAL WITH OUTCOME DATA 3,930 79%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	3,265	65%
AVERAGE EARNINGS - ALL	\$7,570	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,238	69%
AVERAGE FT/FQ EARNINGS	\$10,055	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,027	31%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,005	31%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	589	18%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	644	20%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	34	1%
FOUND IN THE MILITARY	53	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	581	12%
...IN DISTRICT POSTSECONDARY	106	18%
...IN FLORIDA COLLEGE SYSTEM	286	49%
AA Program	72	25%
AS Program	44	15%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	56	20%
Other	102	36%
...IN STATE UNIVERSITY SYSTEM	173	30%
...IN PRIVATE COLLEGE OR UNIVERSITY	32	6%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	385	66%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	22	0%
... & EMPLOYED	12	55%
RECEIVING FOOD STAMPS	893	18%
... & EMPLOYED	473	53%
RECEIVING TANF &or FOOD STAMPS	893	18%
... & EMPLOYED	473	53%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	85	2%

2010-11 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 5,243

TOTAL WITH OUTCOME DATA 4,069 78%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	3,345	64%
AVERAGE EARNINGS - ALL	\$7,565	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,419	72%
AVERAGE FT/FQ EARNINGS	\$9,642	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	926	28%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,020	30%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	666	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	733	22%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	33	1%
FOUND IN THE MILITARY	59	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	778	15%
...IN DISTRICT POSTSECONDARY	67	9%
...IN FLORIDA COLLEGE SYSTEM	543	70%
AA Program	110	20%
AS Program	73	13%
AAS Program	****	****
Adult Vocational Certificate	19	3%
Vocational Credit Certificate	126	23%
Other	207	38%
...IN STATE UNIVERSITY SYSTEM	152	20%
...IN PRIVATE COLLEGE OR UNIVERSITY	29	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	559	72%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	21	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	942	18%
... & EMPLOYED	481	51%
RECEIVING TANF &or FOOD STAMPS	942	18%
... & EMPLOYED	481	51%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	15	0%
COMMUNITY SUPERVISION	58	1%

2009-10 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 4,247

TOTAL WITH OUTCOME DATA 3,180 75%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	2,564	60%
AVERAGE EARNINGS - ALL	\$8,052	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,938	76%
AVERAGE FT/FQ EARNINGS	\$9,949	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	626	24%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	746	29%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	541	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	651	25%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	51	1%
FOUND IN THE MILITARY	62	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	574	14%
...IN DISTRICT POSTSECONDARY	42	7%
...IN FLORIDA COLLEGE SYSTEM	419	73%
AA Program	117	28%
AS Program	62	15%
AAS Program	****	****
Adult Vocational Certificate	16	4%
Vocational Credit Certificate	77	18%
Other	141	34%
...IN STATE UNIVERSITY SYSTEM	111	19%
...IN PRIVATE COLLEGE OR UNIVERSITY	15	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	426	74%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	719	17%
... & EMPLOYED	330	46%
RECEIVING TANF &or FOOD STAMPS	719	17%
... & EMPLOYED	330	46%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	50	1%

2011-12 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,475

TOTAL WITH OUTCOME DATA 1,326 90%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,076	73%
AVERAGE EARNINGS - ALL	\$5,292	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	622	58%
AVERAGE FT/FQ EARNINGS	\$7,508	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	454	42%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	390	36%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	136	13%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	96	9%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	14	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	788	53%
...IN DISTRICT POSTSECONDARY	46	6%
...IN FLORIDA COLLEGE SYSTEM	716	91%
AA Program	166	23%
AS Program	122	17%
AAS Program	14	2%
Adult Vocational Certificate	50	7%
Vocational Credit Certificate	127	18%
Other	237	33%
...IN STATE UNIVERSITY SYSTEM	57	7%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	567	72%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	153	10%
... & EMPLOYED	98	64%
RECEIVING TANF &or FOOD STAMPS	153	10%
... & EMPLOYED	98	64%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,731

TOTAL WITH OUTCOME DATA 1,481 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,270	73%
AVERAGE EARNINGS - ALL	\$6,190	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	856	67%
AVERAGE FT/FQ EARNINGS	\$8,127	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	414	33%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	453	36%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	235	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	168	13%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	23	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	730	42%
...IN DISTRICT POSTSECONDARY	57	8%
...IN FLORIDA COLLEGE SYSTEM	622	85%
AA Program	145	23%
AS Program	123	20%
AAS Program	17	3%
Adult Vocational Certificate	28	5%
Vocational Credit Certificate	77	12%
Other	232	37%
...IN STATE UNIVERSITY SYSTEM	80	11%
...IN PRIVATE COLLEGE OR UNIVERSITY	13	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	577	79%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	145	8%
... & EMPLOYED	92	63%
RECEIVING TANF &or FOOD STAMPS	145	8%
... & EMPLOYED	92	63%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	10	1%

2009-10 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,926

TOTAL WITH OUTCOME DATA 1,625 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,418	74%
AVERAGE EARNINGS - ALL	\$7,303	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,099	78%
AVERAGE FT/FQ EARNINGS	\$8,729	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	319	22%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	450	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	384	27%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	265	19%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	21	1%
FOUND IN THE MILITARY	52	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	628	33%
...IN DISTRICT POSTSECONDARY	57	9%
...IN FLORIDA COLLEGE SYSTEM	515	82%
AA Program	120	23%
AS Program	104	20%
AAS Program	12	2%
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	53	10%
Other	212	41%
...IN STATE UNIVERSITY SYSTEM	71	11%
...IN PRIVATE COLLEGE OR UNIVERSITY	15	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	521	83%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	157	8%
... & EMPLOYED	106	68%
RECEIVING TANF &or FOOD STAMPS	157	8%
... & EMPLOYED	106	68%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 661

TOTAL WITH OUTCOME DATA 527 80%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	408	62%
AVERAGE EARNINGS - ALL	\$5,171	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	236	58%
AVERAGE FT/FQ EARNINGS	\$7,247	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	172	42%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	155	38%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	53	13%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	28	7%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	11	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	76	11%
...IN DISTRICT POSTSECONDARY	18	24%
...IN FLORIDA COLLEGE SYSTEM	44	58%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	25	57%
...IN STATE UNIVERSITY SYSTEM	14	18%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	42	55%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	158	24%
... & EMPLOYED	81	51%
RECEIVING TANF &or FOOD STAMPS	158	24%
... & EMPLOYED	81	51%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	13	2%

2010-11 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 657

TOTAL WITH OUTCOME DATA 502 76%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	403	61%
AVERAGE EARNINGS - ALL	\$6,121	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	262	65%
AVERAGE FT/FQ EARNINGS	\$8,299	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	141	35%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	131	33%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	83	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	48	12%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	14	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	95	14%
...IN DISTRICT POSTSECONDARY	11	12%
...IN FLORIDA COLLEGE SYSTEM	71	75%
AA Program	15	21%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	39	55%
...IN STATE UNIVERSITY SYSTEM	10	11%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	74	78%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	143	22%
... & EMPLOYED	83	58%
RECEIVING TANF &or FOOD STAMPS	143	22%
... & EMPLOYED	83	58%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	11	2%

2009-10 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 749

TOTAL WITH OUTCOME DATA 579 77%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	475	63%
AVERAGE EARNINGS - ALL	\$6,776	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	329	69%
AVERAGE FT/FQ EARNINGS	\$8,750	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	146	31%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	149	31%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	102	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	78	16%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	19	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	108	14%
...IN DISTRICT POSTSECONDARY	16	15%
...IN FLORIDA COLLEGE SYSTEM	81	75%
AA Program	27	33%
AS Program	10	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	32	40%
...IN STATE UNIVERSITY SYSTEM	12	11%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	84	78%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	134	18%
... & EMPLOYED	78	58%
RECEIVING TANF &or FOOD STAMPS	134	18%
... & EMPLOYED	78	58%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	14	2%

2011-12 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 82

TOTAL WITH OUTCOME DATA 69 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	65	79%
AVERAGE EARNINGS - ALL	\$11,765	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	59	91%
AVERAGE FT/FQ EARNINGS	\$12,657	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	6	9%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	10	15%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	15	23%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	34	52%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	19	23%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	13	68%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	12	92%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	16	84%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 98

TOTAL WITH OUTCOME DATA 77 79%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	73	74%
AVERAGE EARNINGS - ALL	\$11,593	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	68	93%
AVERAGE FT/FQ EARNINGS	\$12,299	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5	7%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	13	18%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	15	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	40	55%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	19	19%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	14	74%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	17	89%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012

TOTAL INDIVIDUALS 165

TOTAL WITH OUTCOME DATA 132 80%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	120	73%
AVERAGE EARNINGS - ALL	\$11,881	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	111	93%
AVERAGE FT/FQ EARNINGS	\$12,695	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	9	8%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	14	12%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	21	18%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	76	63%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	17	10%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	13	76%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	10	77%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	11	65%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 98

TOTAL WITH OUTCOME DATA 85 87%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	79	81%
AVERAGE EARNINGS - ALL	\$9,067	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	61	77%
AVERAGE FT/FQ EARNINGS	\$11,131	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	18	23%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	18	23%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	16	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	27	34%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	10	10%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 110

TOTAL WITH OUTCOME DATA 86 78%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	77	70%
AVERAGE EARNINGS - ALL	\$11,565	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	69	90%
AVERAGE FT/FQ EARNINGS	\$12,642	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	8	10%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	10	13%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	16	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	43	56%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	13	12%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	10	77%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 111

TOTAL WITH OUTCOME DATA 89 80%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	81	73%
AVERAGE EARNINGS - ALL	\$11,411	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	66	81%
AVERAGE FT/FQ EARNINGS	\$13,511	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	15	19%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	9	11%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	15	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	42	52%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	15	14%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	11	73%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	14	93%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,222

TOTAL WITH OUTCOME DATA 1,882 85%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,591	72%
AVERAGE EARNINGS - ALL	\$8,232	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,269	80%
AVERAGE FT/FQ EARNINGS	\$9,756	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	322	20%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	427	27%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	399	25%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	443	28%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	29	1%
FOUND IN THE MILITARY	39	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	713	32%
...IN DISTRICT POSTSECONDARY	15	2%
...IN FLORIDA COLLEGE SYSTEM	627	88%
AA Program	146	23%
AS Program	56	9%
AAS Program	19	3%
Adult Vocational Certificate	10	2%
Vocational Credit Certificate	****	****
Other	389	62%
...IN STATE UNIVERSITY SYSTEM	91	13%
...IN PRIVATE COLLEGE OR UNIVERSITY	17	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	508	71%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	230	10%
... & EMPLOYED	145	63%
RECEIVING TANF &or FOOD STAMPS	230	10%
... & EMPLOYED	145	63%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	12	1%

2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,323

TOTAL WITH OUTCOME DATA 1,953 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,671	72%
AVERAGE EARNINGS - ALL	\$9,382	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,407	84%
AVERAGE FT/FQ EARNINGS	\$10,718	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	264	16%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	392	23%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	377	23%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	638	38%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	53	2%
FOUND IN THE MILITARY	49	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	593	26%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	456	77%
AA Program	88	19%
AS Program	39	9%
AAS Program	10	2%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	313	69%
...IN STATE UNIVERSITY SYSTEM	137	23%
...IN PRIVATE COLLEGE OR UNIVERSITY	15	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	453	76%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	222	10%
... & EMPLOYED	121	55%
RECEIVING TANF &or FOOD STAMPS	222	10%
... & EMPLOYED	121	55%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,255

TOTAL WITH OUTCOME DATA 1,829 81%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,525	68%
AVERAGE EARNINGS - ALL	\$10,472	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,320	87%
AVERAGE FT/FQ EARNINGS	\$11,777	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	205	13%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	328	22%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	342	22%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	650	43%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	64	3%
FOUND IN THE MILITARY	81	4%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	428	19%
...IN DISTRICT POSTSECONDARY	10	2%
...IN FLORIDA COLLEGE SYSTEM	296	69%
AA Program	55	19%
AS Program	28	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	198	67%
...IN STATE UNIVERSITY SYSTEM	135	32%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	308	72%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	163	7%
... & EMPLOYED	83	51%
RECEIVING TANF &or FOOD STAMPS	163	7%
... & EMPLOYED	83	51%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 7,142

TOTAL WITH OUTCOME DATA 5,664 79%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,577	64%
AVERAGE EARNINGS - ALL	\$6,355	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,915	64%
AVERAGE FT/FQ EARNINGS	\$8,769	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,662	36%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,461	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	784	17%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	670	15%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	48	1%
FOUND IN THE MILITARY	176	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	969	14%
...IN DISTRICT POSTSECONDARY	116	12%
...IN FLORIDA COLLEGE SYSTEM	441	46%
AA Program	130	29%
AS Program	58	13%
AAS Program	104	24%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	2%
Other	131	30%
...IN STATE UNIVERSITY SYSTEM	380	39%
...IN PRIVATE COLLEGE OR UNIVERSITY	52	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	642	66%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	34	0%
... & EMPLOYED	15	44%
RECEIVING FOOD STAMPS	1,342	19%
... & EMPLOYED	744	55%
RECEIVING TANF &or FOOD STAMPS	1,343	19%
... & EMPLOYED	744	55%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	21	0%
COMMUNITY SUPERVISION	138	2%

2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 7,512

TOTAL WITH OUTCOME DATA 5,870 78%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,628	62%
AVERAGE EARNINGS - ALL	\$6,772	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	3,137	68%
AVERAGE FT/FQ EARNINGS	\$8,989	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,491	32%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,450	31%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	863	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	824	18%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	82	1%
FOUND IN THE MILITARY	213	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,371	18%
...IN DISTRICT POSTSECONDARY	127	9%
...IN FLORIDA COLLEGE SYSTEM	899	66%
AA Program	303	34%
AS Program	144	16%
AAS Program	192	21%
Adult Vocational Certificate	20	2%
Vocational Credit Certificate	11	1%
Other	229	25%
...IN STATE UNIVERSITY SYSTEM	326	24%
...IN PRIVATE COLLEGE OR UNIVERSITY	52	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	979	71%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	42	1%
... & EMPLOYED	18	43%
RECEIVING FOOD STAMPS	1,426	19%
... & EMPLOYED	792	56%
RECEIVING TANF &or FOOD STAMPS	1,426	19%
... & EMPLOYED	792	56%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	27	0%
COMMUNITY SUPERVISION	127	2%

2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 6,827

TOTAL WITH OUTCOME DATA 5,226 77%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,145	61%
AVERAGE EARNINGS - ALL	\$7,463	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	3,019	73%
AVERAGE FT/FQ EARNINGS	\$9,430	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,126	27%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,268	31%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	845	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	906	22%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	69	1%
FOUND IN THE MILITARY	226	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,098	16%
...IN DISTRICT POSTSECONDARY	69	6%
...IN FLORIDA COLLEGE SYSTEM	799	73%
AA Program	259	32%
AS Program	137	17%
AAS Program	146	18%
Adult Vocational Certificate	17	2%
Vocational Credit Certificate	14	2%
Other	226	28%
...IN STATE UNIVERSITY SYSTEM	221	20%
...IN PRIVATE COLLEGE OR UNIVERSITY	39	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	802	73%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	26	0%
... & EMPLOYED	10	38%
RECEIVING FOOD STAMPS	1,152	17%
... & EMPLOYED	621	54%
RECEIVING TANF &or FOOD STAMPS	1,152	17%
... & EMPLOYED	621	54%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	22	0%
COMMUNITY SUPERVISION	123	2%

2011-12 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012

TOTAL INDIVIDUALS 30,338

TOTAL WITH OUTCOME DATA 26,240 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	18,331	60%
AVERAGE EARNINGS - ALL	\$4,929	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	9,966	54%
AVERAGE FT/FQ EARNINGS	\$7,319	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	8,365	46%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	6,106	33%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,577	14%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,283	7%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	64	0%
FOUND IN THE MILITARY	93	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	12,722	42%
...IN DISTRICT POSTSECONDARY	9,368	74%
...IN FLORIDA COLLEGE SYSTEM	3,675	29%
AA Program	1,392	38%
AS Program	596	16%
AAS Program	52	1%
Adult Vocational Certificate	55	1%
Vocational Credit Certificate	117	3%
Other	1,463	40%
...IN STATE UNIVERSITY SYSTEM	386	3%
...IN PRIVATE COLLEGE OR UNIVERSITY	87	1%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	7,360	58%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	252	1%
... & EMPLOYED	102	40%
RECEIVING FOOD STAMPS	8,356	28%
... & EMPLOYED	4,293	51%
RECEIVING TANF &or FOOD STAMPS	8,359	28%
... & EMPLOYED	4,294	51%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	98	0%
COMMUNITY SUPERVISION	538	2%

2010-11 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012

TOTAL INDIVIDUALS 34,699

TOTAL WITH OUTCOME DATA 28,395 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	21,877	63%
AVERAGE EARNINGS - ALL	\$5,743	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	14,071	64%
AVERAGE FT/FQ EARNINGS	\$7,727	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	7,806	36%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	7,846	36%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	4,050	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,175	10%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	98	0%
FOUND IN THE MILITARY	195	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	7,462	22%
...IN DISTRICT POSTSECONDARY	2,601	35%
...IN FLORIDA COLLEGE SYSTEM	4,576	61%
AA Program	1,813	40%
AS Program	807	18%
AAS Program	88	2%
Adult Vocational Certificate	68	1%
Vocational Credit Certificate	147	3%
Other	1,653	36%
...IN STATE UNIVERSITY SYSTEM	456	6%
...IN PRIVATE COLLEGE OR UNIVERSITY	135	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	5,048	68%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	185	1%
... & EMPLOYED	79	43%
RECEIVING FOOD STAMPS	8,732	25%
... & EMPLOYED	4,386	50%
RECEIVING TANF &or FOOD STAMPS	8,733	25%
... & EMPLOYED	4,387	50%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	214	1%
COMMUNITY SUPERVISION	648	2%

2009-10 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012

TOTAL INDIVIDUALS 34,994

TOTAL WITH OUTCOME DATA 27,814 79%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	21,686	62%
AVERAGE EARNINGS - ALL	\$6,159	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	14,638	67%
AVERAGE FT/FQ EARNINGS	\$8,075	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	7,048	33%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	7,502	35%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	4,256	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,880	13%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	94	0%
FOUND IN THE MILITARY	263	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	6,235	18%
...IN DISTRICT POSTSECONDARY	1,385	22%
...IN FLORIDA COLLEGE SYSTEM	4,328	69%
AA Program	1,791	41%
AS Program	810	19%
AAS Program	75	2%
Adult Vocational Certificate	59	1%
Vocational Credit Certificate	108	2%
Other	1,485	34%
...IN STATE UNIVERSITY SYSTEM	612	10%
...IN PRIVATE COLLEGE OR UNIVERSITY	134	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	4,399	71%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	177	1%
... & EMPLOYED	65	37%
RECEIVING FOOD STAMPS	8,433	24%
... & EMPLOYED	4,202	50%
RECEIVING TANF &or FOOD STAMPS	8,433	24%
... & EMPLOYED	4,202	50%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	238	1%
COMMUNITY SUPERVISION	645	2%

2011-12 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 21,802

TOTAL WITH OUTCOME DATA 18,518 85%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	14,198	65%
AVERAGE EARNINGS - ALL	\$5,730	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	8,774	62%
AVERAGE FT/FQ EARNINGS	\$7,940	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,424	38%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	4,794	34%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,349	17%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,631	11%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	44	0%
FOUND IN THE MILITARY	59	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	7,121	33%
...IN DISTRICT POSTSECONDARY	4,416	62%
...IN FLORIDA COLLEGE SYSTEM	2,669	37%
AA Program	994	37%
AS Program	440	16%
AAS Program	43	2%
Adult Vocational Certificate	42	2%
Vocational Credit Certificate	107	4%
Other	1,043	39%
...IN STATE UNIVERSITY SYSTEM	260	4%
...IN PRIVATE COLLEGE OR UNIVERSITY	64	1%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	4,557	64%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	124	1%
... & EMPLOYED	53	43%
RECEIVING FOOD STAMPS	5,334	24%
... & EMPLOYED	2,935	55%
RECEIVING TANF &or FOOD STAMPS	5,335	24%
... & EMPLOYED	2,935	55%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	34	0%
COMMUNITY SUPERVISION	306	1%

2010-11 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 24,657

TOTAL WITH OUTCOME DATA 20,155 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	16,197	66%
AVERAGE EARNINGS - ALL	\$6,426	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	11,163	69%
AVERAGE FT/FQ EARNINGS	\$8,330	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,034	31%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	5,675	35%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	3,167	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,321	14%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	66	0%
FOUND IN THE MILITARY	137	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	4,985	20%
...IN DISTRICT POSTSECONDARY	1,734	35%
...IN FLORIDA COLLEGE SYSTEM	3,053	61%
AA Program	1,247	41%
AS Program	528	17%
AAS Program	63	2%
Adult Vocational Certificate	44	1%
Vocational Credit Certificate	124	4%
Other	1,047	34%
...IN STATE UNIVERSITY SYSTEM	274	5%
...IN PRIVATE COLLEGE OR UNIVERSITY	86	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	3,531	71%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	95	0%
... & EMPLOYED	39	41%
RECEIVING FOOD STAMPS	5,490	22%
... & EMPLOYED	2,852	52%
RECEIVING TANF &or FOOD STAMPS	5,490	22%
... & EMPLOYED	2,852	52%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	81	0%
COMMUNITY SUPERVISION	367	1%

2009-10 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 24,540

TOTAL WITH OUTCOME DATA 19,592 80%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	15,838	65%
AVERAGE EARNINGS - ALL	\$6,763	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	11,304	71%
AVERAGE FT/FQ EARNINGS	\$8,594	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	4,534	29%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	5,318	34%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	3,216	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,770	17%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	75	0%
FOUND IN THE MILITARY	171	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	3,999	16%
...IN DISTRICT POSTSECONDARY	917	23%
...IN FLORIDA COLLEGE SYSTEM	2,785	70%
AA Program	1,112	40%
AS Program	494	18%
AAS Program	49	2%
Adult Vocational Certificate	36	1%
Vocational Credit Certificate	84	3%
Other	1,010	36%
...IN STATE UNIVERSITY SYSTEM	375	9%
...IN PRIVATE COLLEGE OR UNIVERSITY	88	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,974	74%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	105	0%
... & EMPLOYED	41	39%
RECEIVING FOOD STAMPS	5,416	22%
... & EMPLOYED	2,777	51%
RECEIVING TANF &or FOOD STAMPS	5,416	22%
... & EMPLOYED	2,777	51%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	145	1%
COMMUNITY SUPERVISION	388	2%

2011-12 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 18,290

TOTAL WITH OUTCOME DATA 13,779 75%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	11,032	60%
AVERAGE EARNINGS - ALL	\$5,434	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	7,059	64%
AVERAGE FT/FQ EARNINGS	\$7,295	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	3,973	36%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	4,455	40%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,834	17%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	770	7%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	55	0%
FOUND IN THE MILITARY	73	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,299	7%
...IN DISTRICT POSTSECONDARY	110	8%
...IN FLORIDA COLLEGE SYSTEM	1,116	86%
AA Program	393	35%
AS Program	77	7%
AAS Program	10	1%
Adult Vocational Certificate	46	4%
Vocational Credit Certificate	14	1%
Other	576	52%
...IN STATE UNIVERSITY SYSTEM	84	6%
...IN PRIVATE COLLEGE OR UNIVERSITY	29	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	896	69%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	181	1%
... & EMPLOYED	71	39%
RECEIVING FOOD STAMPS	5,441	30%
... & EMPLOYED	3,078	57%
RECEIVING TANF &or FOOD STAMPS	5,443	30%
... & EMPLOYED	3,079	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	11	0%
COMMUNITY SUPERVISION	183	1%

2010-11 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 25,796

TOTAL WITH OUTCOME DATA 19,590 76%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	15,527	60%
AVERAGE EARNINGS - ALL	\$5,591	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	10,430	67%
AVERAGE FT/FQ EARNINGS	\$7,277	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,097	33%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	6,628	43%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,631	17%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,171	8%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	53	0%
FOUND IN THE MILITARY	58	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,755	7%
...IN DISTRICT POSTSECONDARY	122	7%
...IN FLORIDA COLLEGE SYSTEM	1,539	88%
AA Program	600	39%
AS Program	122	8%
AAS Program	****	****
Adult Vocational Certificate	37	2%
Vocational Credit Certificate	11	1%
Other	764	50%
...IN STATE UNIVERSITY SYSTEM	70	4%
...IN PRIVATE COLLEGE OR UNIVERSITY	46	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,210	69%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	239	1%
... & EMPLOYED	90	38%
RECEIVING FOOD STAMPS	7,948	31%
... & EMPLOYED	4,376	55%
RECEIVING TANF &or FOOD STAMPS	7,952	31%
... & EMPLOYED	4,376	55%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	36	0%
COMMUNITY SUPERVISION	347	1%

2009-10 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 22,228

TOTAL WITH OUTCOME DATA 16,852 76%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	13,214	59%
AVERAGE EARNINGS - ALL	\$5,844	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	9,096	69%
AVERAGE FT/FQ EARNINGS	\$7,504	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	4,118	31%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	5,359	41%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,547	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,190	9%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	49	0%
FOUND IN THE MILITARY	64	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,536	7%
...IN DISTRICT POSTSECONDARY	104	7%
...IN FLORIDA COLLEGE SYSTEM	1,330	87%
AA Program	539	41%
AS Program	94	7%
AAS Program	17	1%
Adult Vocational Certificate	28	2%
Vocational Credit Certificate	****	****
Other	647	49%
...IN STATE UNIVERSITY SYSTEM	65	4%
...IN PRIVATE COLLEGE OR UNIVERSITY	51	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,066	69%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	227	1%
... & EMPLOYED	70	31%
RECEIVING FOOD STAMPS	6,908	31%
... & EMPLOYED	3,722	54%
RECEIVING TANF &or FOOD STAMPS	6,908	31%
... & EMPLOYED	3,722	54%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	29	0%
COMMUNITY SUPERVISION	335	2%

2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 61,685

TOTAL WITH OUTCOME DATA 55,138 89%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	38,296	62%
AVERAGE EARNINGS - ALL	\$5,382	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	20,136	53%
AVERAGE FT/FQ EARNINGS	\$8,337	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	18,160	47%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	10,701	28%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	5,197	14%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4,238	11%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	391	1%
FOUND IN THE MILITARY	405	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	41,888	68%
...IN DISTRICT POSTSECONDARY	419	1%
...IN FLORIDA COLLEGE SYSTEM	13,955	33%
AA Program	396	3%
AS Program	2,995	21%
AAS Program	148	1%
Adult Vocational Certificate	307	2%
Vocational Credit Certificate	168	1%
Other	9,941	71%
...IN STATE UNIVERSITY SYSTEM	28,540	68%
...IN PRIVATE COLLEGE OR UNIVERSITY	2,036	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	26,339	63%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	69	0%
... & EMPLOYED	19	28%
RECEIVING FOOD STAMPS	5,637	9%
... & EMPLOYED	3,206	57%
RECEIVING TANF &or FOOD STAMPS	5,637	9%
... & EMPLOYED	3,206	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	24	0%
COMMUNITY SUPERVISION	237	0%

2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 51,536

TOTAL WITH OUTCOME DATA 45,210 88%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	32,414	63%
AVERAGE EARNINGS - ALL	\$5,644	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	18,279	56%
AVERAGE FT/FQ EARNINGS	\$8,401	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	14,135	44%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	9,391	29%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	4,973	15%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3,915	12%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	366	1%
FOUND IN THE MILITARY	454	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	32,247	63%
...IN DISTRICT POSTSECONDARY	302	1%
...IN FLORIDA COLLEGE SYSTEM	8,859	27%
AA Program	152	2%
AS Program	1,918	22%
AAS Program	123	1%
Adult Vocational Certificate	226	3%
Vocational Credit Certificate	135	2%
Other	6,305	71%
...IN STATE UNIVERSITY SYSTEM	23,272	72%
...IN PRIVATE COLLEGE OR UNIVERSITY	1,525	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	20,675	64%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	70	0%
... & EMPLOYED	28	40%
RECEIVING FOOD STAMPS	4,434	9%
... & EMPLOYED	2,657	60%
RECEIVING TANF &or FOOD STAMPS	4,434	9%
... & EMPLOYED	2,657	60%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	22	0%
COMMUNITY SUPERVISION	168	0%

2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 47,877

TOTAL WITH OUTCOME DATA 39,282 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	31,139	65%
AVERAGE EARNINGS - ALL	\$6,724	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	21,281	68%
AVERAGE FT/FQ EARNINGS	\$8,859	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	9,858	32%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	9,060	29%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	6,977	22%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	5,244	17%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	388	1%
FOUND IN THE MILITARY	550	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	19,763	41%
...IN DISTRICT POSTSECONDARY	273	1%
...IN FLORIDA COLLEGE SYSTEM	5,569	28%
AA Program	76	1%
AS Program	1,109	20%
AAS Program	66	1%
Adult Vocational Certificate	177	3%
Vocational Credit Certificate	108	2%
Other	4,033	72%
...IN STATE UNIVERSITY SYSTEM	14,000	71%
...IN PRIVATE COLLEGE OR UNIVERSITY	788	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	13,150	67%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	53	0%
... & EMPLOYED	24	45%
RECEIVING FOOD STAMPS	3,616	8%
... & EMPLOYED	2,203	61%
RECEIVING TANF &or FOOD STAMPS	3,616	8%
... & EMPLOYED	2,203	61%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	30	0%
COMMUNITY SUPERVISION	169	0%

2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 105,503

TOTAL WITH OUTCOME DATA 82,421 78%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	65,188	62%
AVERAGE EARNINGS - ALL	\$5,419	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	35,963	55%
AVERAGE FT/FQ EARNINGS	\$8,109	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	29,225	45%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	20,344	31%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	8,885	14%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	6,734	10%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	525	0%
FOUND IN THE MILITARY	1,853	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	20,866	20%
...IN DISTRICT POSTSECONDARY	1,380	7%
...IN FLORIDA COLLEGE SYSTEM	10,802	52%
AA Program	7,454	69%
AS Program	683	6%
AAS Program	87	1%
Adult Vocational Certificate	157	1%
Vocational Credit Certificate	53	0%
Other	2,368	22%
...IN STATE UNIVERSITY SYSTEM	7,813	37%
...IN PRIVATE COLLEGE OR UNIVERSITY	1,503	7%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	12,493	60%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	359	0%
... & EMPLOYED	141	39%
RECEIVING FOOD STAMPS	17,797	17%
... & EMPLOYED	10,206	57%
RECEIVING TANF &or FOOD STAMPS	17,801	17%
... & EMPLOYED	10,208	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	164	0%
COMMUNITY SUPERVISION	1,406	1%

2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 98,272

TOTAL WITH OUTCOME DATA 76,178 78%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	59,405	60%
AVERAGE EARNINGS - ALL	\$5,945	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	36,180	61%
AVERAGE FT/FQ EARNINGS	\$8,400	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	23,225	39%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	19,241	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	9,430	16%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	7,509	13%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	596	1%
FOUND IN THE MILITARY	2,145	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	24,569	25%
...IN DISTRICT POSTSECONDARY	1,194	5%
...IN FLORIDA COLLEGE SYSTEM	16,125	66%
AA Program	11,422	71%
AS Program	1,149	7%
AAS Program	159	1%
Adult Vocational Certificate	255	2%
Vocational Credit Certificate	150	1%
Other	2,990	19%
...IN STATE UNIVERSITY SYSTEM	6,867	28%
...IN PRIVATE COLLEGE OR UNIVERSITY	1,252	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	16,106	66%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	342	0%
... & EMPLOYED	148	43%
RECEIVING FOOD STAMPS	15,463	16%
... & EMPLOYED	8,732	56%
RECEIVING TANF &or FOOD STAMPS	15,468	16%
... & EMPLOYED	8,733	56%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	235	0%
COMMUNITY SUPERVISION	1,326	1%

2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 88,892

TOTAL WITH OUTCOME DATA 67,379 76%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	52,901	60%
AVERAGE EARNINGS - ALL	\$6,523	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	34,939	66%
AVERAGE FT/FQ EARNINGS	\$8,774	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	17,962	34%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	17,266	33%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	9,557	18%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	8,116	15%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	587	1%
FOUND IN THE MILITARY	2,324	3%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	20,245	23%
...IN DISTRICT POSTSECONDARY	852	4%
...IN FLORIDA COLLEGE SYSTEM	12,866	64%
AA Program	8,280	64%
AS Program	1,176	9%
AAS Program	162	1%
Adult Vocational Certificate	220	2%
Vocational Credit Certificate	181	1%
Other	2,847	22%
...IN STATE UNIVERSITY SYSTEM	6,216	31%
...IN PRIVATE COLLEGE OR UNIVERSITY	955	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	13,575	67%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	246	0%
... & EMPLOYED	89	36%
RECEIVING FOOD STAMPS	13,006	15%
... & EMPLOYED	7,158	55%
RECEIVING TANF &or FOOD STAMPS	13,008	15%
... & EMPLOYED	7,159	55%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	251	0%
COMMUNITY SUPERVISION	1,232	1%

2011-12 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 3,947

TOTAL WITH OUTCOME DATA 3,366 85%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	3,101	79%
AVERAGE EARNINGS - ALL	\$10,215	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,695	87%
AVERAGE FT/FQ EARNINGS	\$11,435	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	406	13%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	552	18%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	913	29%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,230	40%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	86	2%
FOUND IN THE MILITARY	15	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	463	12%
...IN DISTRICT POSTSECONDARY	14	3%
...IN FLORIDA COLLEGE SYSTEM	284	61%
AA Program	****	****
AS Program	35	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	21	7%
Other	215	76%
...IN STATE UNIVERSITY SYSTEM	178	38%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	365	79%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	319	8%
... & EMPLOYED	210	66%
RECEIVING TANF &or FOOD STAMPS	319	8%
... & EMPLOYED	210	66%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	10	0%

2010-11 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,709

TOTAL WITH OUTCOME DATA 2,273 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	2,094	77%
AVERAGE EARNINGS - ALL	\$11,217	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,901	91%
AVERAGE FT/FQ EARNINGS	\$12,134	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	193	9%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	275	13%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	648	31%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	978	47%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	70	3%
FOUND IN THE MILITARY	19	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	316	12%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	155	49%
AA Program	****	****
AS Program	19	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	119	77%
...IN STATE UNIVERSITY SYSTEM	166	53%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	258	82%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	149	6%
... & EMPLOYED	94	63%
RECEIVING TANF &or FOOD STAMPS	149	6%
... & EMPLOYED	94	63%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,592

TOTAL WITH OUTCOME DATA 1,304 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,189	75%
AVERAGE EARNINGS - ALL	\$11,734	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,092	92%
AVERAGE FT/FQ EARNINGS	\$12,614	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	97	8%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	138	12%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	371	31%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	583	49%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	49	3%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	163	10%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	82	50%
AA Program	****	****
AS Program	11	13%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	63	77%
...IN STATE UNIVERSITY SYSTEM	85	52%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	126	77%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	88	6%
... & EMPLOYED	54	61%
RECEIVING TANF &or FOOD STAMPS	88	6%
... & EMPLOYED	54	61%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 5,238

TOTAL WITH OUTCOME DATA 4,343 83%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	3,698	71%
AVERAGE EARNINGS - ALL	\$9,687	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,994	81%
AVERAGE FT/FQ EARNINGS	\$11,480	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	704	19%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	797	22%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	765	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,432	39%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	77	1%
FOUND IN THE MILITARY	32	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,122	21%
...IN DISTRICT POSTSECONDARY	34	3%
...IN FLORIDA COLLEGE SYSTEM	522	47%
AA Program	16	3%
AS Program	29	6%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	466	89%
...IN STATE UNIVERSITY SYSTEM	533	48%
...IN PRIVATE COLLEGE OR UNIVERSITY	68	6%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	785	70%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	12	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	620	12%
... & EMPLOYED	332	54%
RECEIVING TANF &or FOOD STAMPS	620	12%
... & EMPLOYED	332	54%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	32	1%

2010-11 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 3,323

TOTAL WITH OUTCOME DATA 2,705 81%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	2,302	69%
AVERAGE EARNINGS - ALL	\$10,113	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,926	84%
AVERAGE FT/FQ EARNINGS	\$11,708	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	376	16%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	473	21%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	486	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	967	42%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	67	2%
FOUND IN THE MILITARY	24	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	827	25%
...IN DISTRICT POSTSECONDARY	18	2%
...IN FLORIDA COLLEGE SYSTEM	515	62%
AA Program	22	4%
AS Program	24	5%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	458	89%
...IN STATE UNIVERSITY SYSTEM	292	35%
...IN PRIVATE COLLEGE OR UNIVERSITY	27	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	606	73%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	336	10%
... & EMPLOYED	187	56%
RECEIVING TANF &or FOOD STAMPS	336	10%
... & EMPLOYED	187	56%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	17	1%

2009-10 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,122

TOTAL WITH OUTCOME DATA 1,674 79%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,426	67%
AVERAGE EARNINGS - ALL	\$11,236	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,239	87%
AVERAGE FT/FQ EARNINGS	\$12,609	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	187	13%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	282	20%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	289	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	668	47%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	50	2%
FOUND IN THE MILITARY	13	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	434	20%
...IN DISTRICT POSTSECONDARY	10	2%
...IN FLORIDA COLLEGE SYSTEM	287	66%
AA Program	11	4%
AS Program	16	6%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	254	89%
...IN STATE UNIVERSITY SYSTEM	134	31%
...IN PRIVATE COLLEGE OR UNIVERSITY	16	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	319	74%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	209	10%
... & EMPLOYED	109	52%
RECEIVING TANF &or FOOD STAMPS	209	10%
... & EMPLOYED	109	52%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	21	1%

2011-12 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 55,407

TOTAL WITH OUTCOME DATA 40,381 73%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	34,572	62%
AVERAGE EARNINGS - ALL	\$7,348	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	25,639	74%
AVERAGE FT/FQ EARNINGS	\$9,191	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	8,933	26%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	9,314	27%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	8,999	26%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	7,326	21%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	358	1%
FOUND IN THE MILITARY	530	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	10,192	18%
...IN DISTRICT POSTSECONDARY	133	1%
...IN FLORIDA COLLEGE SYSTEM	2,210	22%
AA Program	73	3%
AS Program	269	12%
AAS Program	25	1%
Adult Vocational Certificate	167	8%
Vocational Credit Certificate	68	3%
Other	1,608	73%
...IN STATE UNIVERSITY SYSTEM	8,093	79%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	5,741	56%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	14	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	2,459	4%
... & EMPLOYED	1,624	66%
RECEIVING TANF &or FOOD STAMPS	2,459	4%
... & EMPLOYED	1,624	66%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	15	0%
COMMUNITY SUPERVISION	100	0%

2010-11 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 53,008

TOTAL WITH OUTCOME DATA 36,982 70%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	31,823	60%
AVERAGE EARNINGS - ALL	\$8,538	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	25,906	81%
AVERAGE FT/FQ EARNINGS	\$10,026	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,917	19%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	7,064	22%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	9,608	30%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	9,234	29%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	454	1%
FOUND IN THE MILITARY	617	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	9,180	17%
...IN DISTRICT POSTSECONDARY	122	1%
...IN FLORIDA COLLEGE SYSTEM	1,897	21%
AA Program	52	3%
AS Program	335	18%
AAS Program	23	1%
Adult Vocational Certificate	110	6%
Vocational Credit Certificate	65	3%
Other	1,312	69%
...IN STATE UNIVERSITY SYSTEM	7,338	80%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	5,418	59%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	14	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	1,682	3%
... & EMPLOYED	1,041	62%
RECEIVING TANF &or FOOD STAMPS	1,682	3%
... & EMPLOYED	1,041	62%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	13	0%
COMMUNITY SUPERVISION	62	0%

2009-10 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 51,766

TOTAL WITH OUTCOME DATA 34,812 67%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	30,300	59%
AVERAGE EARNINGS - ALL	\$9,406	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	25,710	85%
AVERAGE FT/FQ EARNINGS	\$10,725	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	4,590	15%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	5,526	18%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	9,314	31%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	10,870	36%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	731	1%
FOUND IN THE MILITARY	615	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	7,200	14%
...IN DISTRICT POSTSECONDARY	119	2%
...IN FLORIDA COLLEGE SYSTEM	1,620	23%
AA Program	36	2%
AS Program	313	19%
AAS Program	19	1%
Adult Vocational Certificate	65	4%
Vocational Credit Certificate	62	4%
Other	1,125	69%
...IN STATE UNIVERSITY SYSTEM	5,591	78%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	4,353	60%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	15 ****	0% ****
RECEIVING FOOD STAMPS ... & EMPLOYED	1,417 884	3% 62%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	1,417 884	3% 62%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	20	0%
COMMUNITY SUPERVISION	97	0%

2011-12 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 16,055

TOTAL WITH OUTCOME DATA 11,033 69%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	9,548	59%
AVERAGE EARNINGS - ALL	\$13,006	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	8,705	91%
AVERAGE FT/FQ EARNINGS	\$14,072	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	843	9%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	979	10%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,163	23%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	5,563	58%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	354	2%
FOUND IN THE MILITARY	135	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,603	10%
...IN DISTRICT POSTSECONDARY	12	1%
...IN FLORIDA COLLEGE SYSTEM	204	13%
AA Program	****	****
AS Program	11	5%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	5%
Other	169	83%
...IN STATE UNIVERSITY SYSTEM	1,402	87%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	641	40%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	302	2%
... & EMPLOYED	171	57%
RECEIVING TANF &or FOOD STAMPS	302	2%
... & EMPLOYED	171	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 16,070

TOTAL WITH OUTCOME DATA 10,487 65%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	9,135	57%
AVERAGE EARNINGS - ALL	\$13,967	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	8,500	93%
AVERAGE FT/FQ EARNINGS	\$14,866	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	635	7%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	724	8%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,942	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	5,834	64%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	350	2%
FOUND IN THE MILITARY	157	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,518	9%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	206	14%
AA Program	****	****
AS Program	20	10%
AAS Program	****	****
Adult Vocational Certificate	11	5%
Vocational Credit Certificate	****	****
Other	164	80%
...IN STATE UNIVERSITY SYSTEM	1,314	87%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	680	45%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	190	1%
... & EMPLOYED	119	63%
RECEIVING TANF &or FOOD STAMPS	190	1%
... & EMPLOYED	119	63%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	13	0%

2009-10 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 14,922

TOTAL WITH OUTCOME DATA 9,617 64%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	8,355	56%
AVERAGE EARNINGS - ALL	\$14,897	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	7,851	94%
AVERAGE FT/FQ EARNINGS	\$15,730	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	504	6%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	519	6%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,574	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	5,758	69%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	405	3%
FOUND IN THE MILITARY	128	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,374	9%
...IN DISTRICT POSTSECONDARY	15	1%
...IN FLORIDA COLLEGE SYSTEM	187	14%
AA Program	****	****
AS Program	17	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	154	82%
...IN STATE UNIVERSITY SYSTEM	1,187	86%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	660	48%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	159	1%
... & EMPLOYED	96	60%
RECEIVING TANF &or FOOD STAMPS	159	1%
... & EMPLOYED	96	60%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	19	0%

2011-12 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,294

TOTAL WITH OUTCOME DATA 925 40%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	848	37%
AVERAGE EARNINGS - ALL	\$15,802	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	778	92%
AVERAGE FT/FQ EARNINGS	\$17,023	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	70	8%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	65	8%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	89	10%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	624	74%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	65	3%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	31	1%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	14	45%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	11	79%
...IN STATE UNIVERSITY SYSTEM	17	55%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	21	68%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	16	1%
... & EMPLOYED	12	75%
RECEIVING TANF &or FOOD STAMPS	16	1%
... & EMPLOYED	12	75%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,362

TOTAL WITH OUTCOME DATA 928 39%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	835	35%
AVERAGE EARNINGS - ALL	\$17,601	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	783	94%
AVERAGE FT/FQ EARNINGS	\$18,650	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	52	6%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	45	5%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	60	7%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	678	81%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	81	3%
FOUND IN THE MILITARY	16	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	26	1%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	11	42%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	11	100%
...IN STATE UNIVERSITY SYSTEM	16	62%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	21	81%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,163

TOTAL WITH OUTCOME DATA 763 35%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	654	30%
AVERAGE EARNINGS - ALL	\$17,148	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	618	94%
AVERAGE FT/FQ EARNINGS	\$18,017	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	36	6%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	48	7%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	39	6%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	531	81%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	103	5%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	18	1%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	12	67%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	11	61%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,357

TOTAL WITH OUTCOME DATA 1,438 61%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,316	56%
AVERAGE EARNINGS - ALL	\$15,601	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,186	90%
AVERAGE FT/FQ EARNINGS	\$17,116	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	130	10%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	87	7%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	197	15%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	902	69%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	47	2%
FOUND IN THE MILITARY	25	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	120	5%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	14	12%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	11	79%
...IN STATE UNIVERSITY SYSTEM	106	88%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	75	63%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	44	2%
... & EMPLOYED	27	61%
RECEIVING TANF &or FOOD STAMPS	44	2%
... & EMPLOYED	27	61%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,435

TOTAL WITH OUTCOME DATA 1,530 63%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,434	59%
AVERAGE EARNINGS - ALL	\$18,512	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,377	96%
AVERAGE FT/FQ EARNINGS	\$19,200	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	57	4%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	43	3%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	152	11%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,182	82%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	39	2%
FOUND IN THE MILITARY	28	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	85	3%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	22	26%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	19	86%
...IN STATE UNIVERSITY SYSTEM	65	76%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	62	73%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	21	1%
... & EMPLOYED	11	52%
RECEIVING TANF &or FOOD STAMPS	21	1%
... & EMPLOYED	11	52%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,305

TOTAL WITH OUTCOME DATA 1,420 62%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,307	57%
AVERAGE EARNINGS - ALL	\$20,345	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,249	96%
AVERAGE FT/FQ EARNINGS	\$21,199	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	58	4%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	37	3%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	82	6%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,130	86%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	60	3%
FOUND IN THE MILITARY	30	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	76	3%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	66	87%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	50	66%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	14	1%
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	14	1%
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,471

TOTAL WITH OUTCOME DATA 1,068 73%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	858	58%
AVERAGE EARNINGS - ALL	\$6,422	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	604	70%
AVERAGE FT/FQ EARNINGS	\$8,321	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	254	30%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	288	34%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	202	24%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	114	13%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	16	1%
FOUND IN THE MILITARY	27	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	356	24%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	57	16%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	38	67%
...IN STATE UNIVERSITY SYSTEM	73	21%
...IN PRIVATE COLLEGE OR UNIVERSITY	236	66%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	242	68%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	216	15%
... & EMPLOYED	137	63%
RECEIVING TANF &or FOOD STAMPS	216	15%
... & EMPLOYED	137	63%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS**TOTAL INDIVIDUALS 606****TOTAL WITH OUTCOME DATA 403 67%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	321	53%
AVERAGE EARNINGS - ALL	\$8,650	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	249	78%
AVERAGE FT/FQ EARNINGS	\$10,651	

*Percent working full qtr is of those employed.*** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	72	22%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	87	27%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	68	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	94	29%

Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	15	2%
FOUND IN THE MILITARY	25	4%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	84	14%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	23	27%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	14	61%
...IN STATE UNIVERSITY SYSTEM	26	31%
...IN PRIVATE COLLEGE OR UNIVERSITY	33	39%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	55	65%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	48	8%
... & EMPLOYED	29	60%
RECEIVING TANF &or FOOD STAMPS	48	8%
... & EMPLOYED	29	60%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 469

TOTAL WITH OUTCOME DATA 286 61%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	243	52%
AVERAGE EARNINGS - ALL	\$8,753	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	196	81%
AVERAGE FT/FQ EARNINGS	\$10,339	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	47	19%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	68	28%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	56	23%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	72	30%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	10	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	49	10%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	12	24%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	26	53%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	36	73%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	36	8%
... & EMPLOYED	26	72%
RECEIVING TANF &or FOOD STAMPS	36	8%
... & EMPLOYED	26	72%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012

TOTAL INDIVIDUALS 17,038

TOTAL WITH OUTCOME DATA 9,562 56%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	8,573	50%
AVERAGE EARNINGS - ALL	\$8,445	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	6,464	75%
AVERAGE FT/FQ EARNINGS	\$10,526	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	2,109	25%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,002	23%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,070	24%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,392	28%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	165	1%
FOUND IN THE MILITARY	269	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	937	5%
...IN DISTRICT POSTSECONDARY	37	4%
...IN FLORIDA COLLEGE SYSTEM	504	54%
AA Program	36	7%
AS Program	42	8%
AAS Program	****	****
Adult Vocational Certificate	29	6%
Vocational Credit Certificate	16	3%
Other	378	75%
...IN STATE UNIVERSITY SYSTEM	417	45%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	604	64%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	843	5%
... & EMPLOYED	571	68%
RECEIVING TANF &or FOOD STAMPS	843	5%
... & EMPLOYED	571	68%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	31	0%

2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012

TOTAL INDIVIDUALS 15,901

TOTAL WITH OUTCOME DATA 8,567 54%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	7,568	48%
AVERAGE EARNINGS - ALL	\$9,771	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	6,309	83%
AVERAGE FT/FQ EARNINGS	\$11,313	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,259	17%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,491	20%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,040	27%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,778	37%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	183	1%
FOUND IN THE MILITARY	294	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	929	6%
...IN DISTRICT POSTSECONDARY	19	2%
...IN FLORIDA COLLEGE SYSTEM	399	43%
AA Program	20	5%
AS Program	47	12%
AAS Program	****	****
Adult Vocational Certificate	26	7%
Vocational Credit Certificate	****	****
Other	293	73%
...IN STATE UNIVERSITY SYSTEM	522	56%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	590	64%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	564	4%
... & EMPLOYED	337	60%
RECEIVING TANF &or FOOD STAMPS	564	4%
... & EMPLOYED	337	60%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	23	0%

2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012

TOTAL INDIVIDUALS 15,783

TOTAL WITH OUTCOME DATA 8,552 54%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	7,577	48%
AVERAGE EARNINGS - ALL	\$10,527	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	6,531	86%
AVERAGE FT/FQ EARNINGS	\$11,885	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,046	14%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,272	17%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,110	28%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3,149	42%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	215	1%
FOUND IN THE MILITARY	306	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	913	6%
...IN DISTRICT POSTSECONDARY	31	3%
...IN FLORIDA COLLEGE SYSTEM	358	39%
AA Program	21	6%
AS Program	51	14%
AAS Program	****	****
Adult Vocational Certificate	25	7%
Vocational Credit Certificate	****	****
Other	254	71%
...IN STATE UNIVERSITY SYSTEM	543	59%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	608	67%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	463	3%
... & EMPLOYED	290	63%
RECEIVING TANF &or FOOD STAMPS	463	3%
... & EMPLOYED	290	63%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	26	0%

2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 9,302

TOTAL WITH OUTCOME DATA 5,442 59%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	5,014	54%
AVERAGE EARNINGS - ALL	\$14,091	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,592	92%
AVERAGE FT/FQ EARNINGS	\$15,202	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	422	8%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	483	10%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,034	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3,075	61%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	243	3%
FOUND IN THE MILITARY	59	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	198	2%
...IN DISTRICT POSTSECONDARY	10	5%
...IN FLORIDA COLLEGE SYSTEM	120	61%
AA Program	10	8%
AS Program	16	13%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	88	73%
...IN STATE UNIVERSITY SYSTEM	69	35%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	154	78%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	235	3%
... & EMPLOYED	143	61%
RECEIVING TANF &or FOOD STAMPS	235	3%
... & EMPLOYED	143	61%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 8,734

TOTAL WITH OUTCOME DATA 5,114 59%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,635	53%
AVERAGE EARNINGS - ALL	\$15,242	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,363	94%
AVERAGE FT/FQ EARNINGS	\$16,069	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	272	6%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	316	7%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	877	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3,170	68%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	307	4%
FOUND IN THE MILITARY	75	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	190	2%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	109	57%
AA Program	****	****
AS Program	19	17%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	77	71%
...IN STATE UNIVERSITY SYSTEM	77	41%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	134	71%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	148	2%
... & EMPLOYED	87	59%
RECEIVING TANF &or FOOD STAMPS	148	2%
... & EMPLOYED	87	59%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 8,970

TOTAL WITH OUTCOME DATA 5,390 60%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,851	54%
AVERAGE EARNINGS - ALL	\$16,401	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,597	95%
AVERAGE FT/FQ EARNINGS	\$17,205	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	254	5%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	236	5%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	825	17%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3,536	73%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	362	4%
FOUND IN THE MILITARY	81	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	215	2%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	112	52%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	89	79%
...IN STATE UNIVERSITY SYSTEM	101	47%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	159	74%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	150	2%
... & EMPLOYED	95	63%
RECEIVING TANF &or FOOD STAMPS	150	2%
... & EMPLOYED	95	63%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,024

TOTAL WITH OUTCOME DATA 439 43%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	394	38%
AVERAGE EARNINGS - ALL	\$15,523	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	359	91%
AVERAGE FT/FQ EARNINGS	\$16,834	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	35	9%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	31	8%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	38	10%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	290	74%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	37	4%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	11	1%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	10	91%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	11	100%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	10	1%
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	10	1%
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,020

TOTAL WITH OUTCOME DATA 398 39%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	362	35%
AVERAGE EARNINGS - ALL	\$19,050	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	341	94%
AVERAGE FT/FQ EARNINGS	\$20,097	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	21	6%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	18	5%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	24	7%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	299	83%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	32	3%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	***	***
AS Program	***	***
AAS Program	***	***
Adult Vocational Certificate	***	***
Vocational Credit Certificate	***	***
Other	***	***
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,090

TOTAL WITH OUTCOME DATA 394 36%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	341	31%
AVERAGE EARNINGS - ALL	\$18,467	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	316	93%
AVERAGE FT/FQ EARNINGS	\$19,762	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	25	7%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	16	5%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	20	6%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	280	82%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	54	5%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	***	***
AS Program	***	***
AAS Program	***	***
Adult Vocational Certificate	***	***
Vocational Credit Certificate	***	***
Other	***	***
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 6,888

TOTAL WITH OUTCOME DATA 4,341 63%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	3,930	57%
AVERAGE EARNINGS - ALL	\$10,299	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	3,222	82%
AVERAGE FT/FQ EARNINGS	\$12,091	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	708	18%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	877	22%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	751	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,594	41%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	57	1%
FOUND IN THE MILITARY	60	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	457	7%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	209	46%
AA Program	65	31%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	129	62%
...IN STATE UNIVERSITY SYSTEM	108	24%
...IN PRIVATE COLLEGE OR UNIVERSITY	149	33%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	337	74%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	554	8%
... & EMPLOYED	347	63%
RECEIVING TANF &or FOOD STAMPS	554	8%
... & EMPLOYED	347	63%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	11	0%

2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 3,363

TOTAL WITH OUTCOME DATA 1,936 58%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,838	55%
AVERAGE EARNINGS - ALL	\$16,399	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,718	93%
AVERAGE FT/FQ EARNINGS	\$17,398	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	120	7%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	95	5%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	229	12%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,394	76%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	34	1%
FOUND IN THE MILITARY	35	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	74	2%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	40	54%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	32	80%
...IN STATE UNIVERSITY SYSTEM	34	46%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	59	80%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	36	1%
... & EMPLOYED	20	56%
RECEIVING TANF &or FOOD STAMPS	36	1%
... & EMPLOYED	20	56%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 3,695

TOTAL WITH OUTCOME DATA 1,936 52%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,842	50%
AVERAGE EARNINGS - ALL	\$18,411	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	1,772	96%
AVERAGE FT/FQ EARNINGS	\$19,049	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	70	4%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	80	4%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	163	9%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,529	83%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	28	1%
FOUND IN THE MILITARY	47	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	62	2%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	32	52%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	27	84%
...IN STATE UNIVERSITY SYSTEM	26	42%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	48	77%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	20	1%
... & EMPLOYED	11	55%
RECEIVING TANF &or FOOD STAMPS	20	1%
... & EMPLOYED	11	55%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 8,431

TOTAL WITH OUTCOME DATA 6,704 80%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	5,693	68%
AVERAGE EARNINGS - ALL	\$6,566	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,117	72%
AVERAGE FT/FQ EARNINGS	\$8,229	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,576	28%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,114	37%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,083	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	920	16%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	48	1%
FOUND IN THE MILITARY	24	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	465	6%
...IN DISTRICT POSTSECONDARY	35	8%
...IN FLORIDA COLLEGE SYSTEM	326	70%
AA Program	114	35%
AS Program	29	9%
AAS Program	****	****
Adult Vocational Certificate	19	6%
Vocational Credit Certificate	****	****
Other	158	48%
...IN STATE UNIVERSITY SYSTEM	81	17%
...IN PRIVATE COLLEGE OR UNIVERSITY	31	7%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	347	75%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	59	1%
... & EMPLOYED	23	39%
RECEIVING FOOD STAMPS	2,101	25%
... & EMPLOYED	1,227	58%
RECEIVING TANF &or FOOD STAMPS	2,101	25%
... & EMPLOYED	1,227	58%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	60	1%

2010-11 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 5,771

TOTAL WITH OUTCOME DATA 4,642 80%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	3,896	68%
AVERAGE EARNINGS - ALL	\$6,706	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,900	74%
AVERAGE FT/FQ EARNINGS	\$8,227	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	996	26%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,466	38%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	839	22%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	595	15%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	22	0%
FOUND IN THE MILITARY	21	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	385	7%
...IN DISTRICT POSTSECONDARY	28	7%
...IN FLORIDA COLLEGE SYSTEM	270	70%
AA Program	116	43%
AS Program	19	7%
AAS Program	****	****
Adult Vocational Certificate	10	4%
Vocational Credit Certificate	****	****
Other	119	44%
...IN STATE UNIVERSITY SYSTEM	62	16%
...IN PRIVATE COLLEGE OR UNIVERSITY	31	8%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	282	73%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	28 ****	0% ****
RECEIVING FOOD STAMPS ... & EMPLOYED	1,462 830	25% 57%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	1,462 830	25% 57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	49	1%

2009-10 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 7,550

TOTAL WITH OUTCOME DATA 5,926 78%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	5,112	68%
AVERAGE EARNINGS - ALL	\$7,626	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,096	80%
AVERAGE FT/FQ EARNINGS	\$8,978	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,016	20%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,779	35%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,155	23%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,162	23%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	61	1%
FOUND IN THE MILITARY	28	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	676	9%
...IN DISTRICT POSTSECONDARY	27	4%
...IN FLORIDA COLLEGE SYSTEM	440	65%
AA Program	166	38%
AS Program	39	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	215	49%
...IN STATE UNIVERSITY SYSTEM	126	19%
...IN PRIVATE COLLEGE OR UNIVERSITY	105	16%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	511	76%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	30	0%
... & EMPLOYED	13	43%
RECEIVING FOOD STAMPS	1,488	20%
... & EMPLOYED	862	58%
RECEIVING TANF &or FOOD STAMPS	1,488	20%
... & EMPLOYED	862	58%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	53	1%

2011-12 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 832,026

TOTAL WITH OUTCOME DATA 626,725 75%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	456,910	55%
AVERAGE EARNINGS - ALL	\$5,795	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	273,858	60%
AVERAGE FT/FQ EARNINGS	\$8,307	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	183,052	40%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	145,350	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	74,145	16%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	54,363	12%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	3,118	0%
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FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	67,222	8%
...IN DISTRICT POSTSECONDARY	6,434	10%
...IN FLORIDA COLLEGE SYSTEM	49,803	74%
AA Program	19,769	40%
AS Program	6,761	14%
AAS Program	1,073	2%
Adult Vocational Certificate	1,903	4%
Vocational Credit Certificate	953	2%
Other	19,344	39%
...IN STATE UNIVERSITY SYSTEM	10,601	16%
...IN PRIVATE COLLEGE OR UNIVERSITY	2,009	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	41,749	62%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	9,243	1%
... & EMPLOYED	2,858	31%
RECEIVING FOOD STAMPS	277,605	33%
... & EMPLOYED	131,402	47%
RECEIVING TANF &or FOOD STAMPS	277,705	33%
... & EMPLOYED	131,421	47%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	3,390	0%
COMMUNITY SUPERVISION	20,516	2%

2010-11 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 921,154

TOTAL WITH OUTCOME DATA 655,767 71%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	479,156	52%
AVERAGE EARNINGS - ALL	\$6,418	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	310,437	65%
AVERAGE FT/FQ EARNINGS	\$8,778	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	168,719	35%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	151,979	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	86,306	18%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	72,152	15%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	4,518	0%
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FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	64,153	7%
...IN DISTRICT POSTSECONDARY	5,624	9%
...IN FLORIDA COLLEGE SYSTEM	46,944	73%
AA Program	18,353	39%
AS Program	6,876	15%
AAS Program	1,186	3%
Adult Vocational Certificate	1,757	4%
Vocational Credit Certificate	984	2%
Other	17,788	38%
...IN STATE UNIVERSITY SYSTEM	11,292	18%
...IN PRIVATE COLLEGE OR UNIVERSITY	1,925	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	40,719	63%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	7,471	1%
... & EMPLOYED	2,367	32%
RECEIVING FOOD STAMPS	271,639	29%
... & EMPLOYED	122,181	45%
RECEIVING TANF &or FOOD STAMPS	271,710	29%
... & EMPLOYED	122,206	45%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	5,828	1%
COMMUNITY SUPERVISION	21,393	2%

2009-10 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 988,230

TOTAL WITH OUTCOME DATA 675,809 68%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	486,289	49%
AVERAGE EARNINGS - ALL	\$6,764	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	326,625	67%
AVERAGE FT/FQ EARNINGS	\$9,054	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	159,664	33%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	153,452	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	91,949	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	81,224	17%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	5,731	1%
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FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	60,499	6%
...IN DISTRICT POSTSECONDARY	5,301	9%
...IN FLORIDA COLLEGE SYSTEM	43,144	71%
AA Program	16,243	38%
AS Program	6,673	15%
AAS Program	1,000	2%
Adult Vocational Certificate	1,416	3%
Vocational Credit Certificate	888	2%
Other	16,924	39%
...IN STATE UNIVERSITY SYSTEM	11,687	19%
...IN PRIVATE COLLEGE OR UNIVERSITY	1,824	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	38,142	63%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	6,888	1%
... & EMPLOYED	2,068	30%
RECEIVING FOOD STAMPS	278,166	28%
... & EMPLOYED	117,542	42%
RECEIVING TANF &or FOOD STAMPS	278,233	28%
... & EMPLOYED	117,559	42%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	7,145	1%
COMMUNITY SUPERVISION	20,876	2%

2011-12 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 57,652

TOTAL WITH OUTCOME DATA 37,862 66%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	27,825	48%
AVERAGE EARNINGS - ALL	\$7,060	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	19,010	68%
AVERAGE FT/FQ EARNINGS	\$9,396	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	8,815	32%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	8,055	29%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	5,650	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	5,305	19%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	1,374	2%
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FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	5,325	9%
...IN DISTRICT POSTSECONDARY	598	11%
...IN FLORIDA COLLEGE SYSTEM	3,964	74%
AA Program	1,496	38%
AS Program	802	20%
AAS Program	158	4%
Adult Vocational Certificate	212	5%
Vocational Credit Certificate	110	3%
Other	1,186	30%
...IN STATE UNIVERSITY SYSTEM	722	14%
...IN PRIVATE COLLEGE OR UNIVERSITY	192	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,448	46%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	104	0%
... & EMPLOYED	31	30%
RECEIVING FOOD STAMPS	11,032	19%
... & EMPLOYED	4,486	41%
RECEIVING TANF &or FOOD STAMPS	11,033	19%
... & EMPLOYED	4,487	41%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	145	0%
COMMUNITY SUPERVISION	1,008	2%

2010-11 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 64,835

TOTAL WITH OUTCOME DATA 39,182 60%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	28,309	44%
AVERAGE EARNINGS - ALL	\$7,639	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	20,334	72%
AVERAGE FT/FQ EARNINGS	\$9,846	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	7,975	28%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	7,892	28%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	5,966	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	6,476	23%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	2,017	3%
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FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	4,967	8%
...IN DISTRICT POSTSECONDARY	547	11%
...IN FLORIDA COLLEGE SYSTEM	3,633	73%
AA Program	1,268	35%
AS Program	778	21%
AAS Program	134	4%
Adult Vocational Certificate	173	5%
Vocational Credit Certificate	108	3%
Other	1,172	32%
...IN STATE UNIVERSITY SYSTEM	755	15%
...IN PRIVATE COLLEGE OR UNIVERSITY	189	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,255	45%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	63	0%
... & EMPLOYED	16	25%
RECEIVING FOOD STAMPS	10,625	16%
... & EMPLOYED	3,934	37%
RECEIVING TANF &or FOOD STAMPS	10,626	16%
... & EMPLOYED	3,935	37%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	253	0%
COMMUNITY SUPERVISION	1,055	2%

2009-10 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 71,042

TOTAL WITH OUTCOME DATA 41,283 58%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	28,757	40%
AVERAGE EARNINGS - ALL	\$8,050	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	21,099	73%
AVERAGE FT/FQ EARNINGS	\$10,247	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	7,658	27%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	7,734	27%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	6,166	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	7,199	25%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	2,868	4%
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FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	4,749	7%
...IN DISTRICT POSTSECONDARY	489	10%
...IN FLORIDA COLLEGE SYSTEM	3,331	70%
AA Program	1,054	32%
AS Program	753	23%
AAS Program	125	4%
Adult Vocational Certificate	151	5%
Vocational Credit Certificate	102	3%
Other	1,146	34%
...IN STATE UNIVERSITY SYSTEM	887	19%
...IN PRIVATE COLLEGE OR UNIVERSITY	175	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	2,145	45%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	80	0%
... & EMPLOYED	25	31%
RECEIVING FOOD STAMPS	11,313	16%
... & EMPLOYED	3,812	34%
RECEIVING TANF &or FOOD STAMPS	11,314	16%
... & EMPLOYED	3,813	34%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	337	0%
COMMUNITY SUPERVISION	1,070	2%

2011-12 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 13,741

TOTAL WITH OUTCOME DATA 11,947 87%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	10,239	75%
AVERAGE EARNINGS - ALL	\$8,693	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	8,269	81%
AVERAGE FT/FQ EARNINGS	\$10,257	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,970	19%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,435	24%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,622	26%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3,212	31%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	77	1%
FOUND IN THE MILITARY	12	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,765	13%
...IN DISTRICT POSTSECONDARY	221	13%
...IN FLORIDA COLLEGE SYSTEM	1,286	73%
AA Program	375	29%
AS Program	186	14%
AAS Program	26	2%
Adult Vocational Certificate	24	2%
Vocational Credit Certificate	18	1%
Other	657	51%
...IN STATE UNIVERSITY SYSTEM	258	15%
...IN PRIVATE COLLEGE OR UNIVERSITY	41	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,397	79%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	118	1%
... & EMPLOYED	46	39%
RECEIVING FOOD STAMPS	3,213	23%
... & EMPLOYED	1,842	57%
RECEIVING TANF &or FOOD STAMPS	3,213	23%
... & EMPLOYED	1,842	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	43	0%
COMMUNITY SUPERVISION	196	1%

2010-11 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 12,647

TOTAL WITH OUTCOME DATA 10,380 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	8,865	70%
AVERAGE EARNINGS - ALL	\$9,722	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	7,295	82%
AVERAGE FT/FQ EARNINGS	\$11,371	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,570	18%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,033	23%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,896	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3,366	38%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	69	1%
FOUND IN THE MILITARY	19	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,281	10%
...IN DISTRICT POSTSECONDARY	103	8%
...IN FLORIDA COLLEGE SYSTEM	956	75%
AA Program	266	28%
AS Program	143	15%
AAS Program	19	2%
Adult Vocational Certificate	24	3%
Vocational Credit Certificate	24	3%
Other	480	50%
...IN STATE UNIVERSITY SYSTEM	209	16%
...IN PRIVATE COLLEGE OR UNIVERSITY	38	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	998	78%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	60	0%
... & EMPLOYED	20	33%
RECEIVING FOOD STAMPS	2,619	21%
... & EMPLOYED	1,397	53%
RECEIVING TANF &or FOOD STAMPS	2,619	21%
... & EMPLOYED	1,397	53%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	48	0%
COMMUNITY SUPERVISION	169	1%

2009-10 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 15,268

TOTAL WITH OUTCOME DATA 12,409 81%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	11,079	73%
AVERAGE EARNINGS - ALL	\$11,911	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	9,727	88%
AVERAGE FT/FQ EARNINGS	\$13,287	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,352	12%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,960	18%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,223	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	5,544	50%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	99	1%
FOUND IN THE MILITARY	26	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,415	9%
...IN DISTRICT POSTSECONDARY	129	9%
...IN FLORIDA COLLEGE SYSTEM	1,075	76%
AA Program	324	30%
AS Program	145	13%
AAS Program	21	2%
Adult Vocational Certificate	24	2%
Vocational Credit Certificate	18	2%
Other	543	51%
...IN STATE UNIVERSITY SYSTEM	217	15%
...IN PRIVATE COLLEGE OR UNIVERSITY	25	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,160	82%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	53	0%
... & EMPLOYED	15	28%
RECEIVING FOOD STAMPS	2,210	14%
... & EMPLOYED	1,198	54%
RECEIVING TANF &or FOOD STAMPS	2,210	14%
... & EMPLOYED	1,198	54%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	47	0%
COMMUNITY SUPERVISION	149	1%

2011-12 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 8,291

TOTAL WITH OUTCOME DATA 6,788 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	6,016	73%
AVERAGE EARNINGS - ALL	\$7,674	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,799	80%
AVERAGE FT/FQ EARNINGS	\$9,068	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,217	20%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,026	34%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,520	25%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,253	21%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	42	1%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	673	8%
...IN DISTRICT POSTSECONDARY	65	10%
...IN FLORIDA COLLEGE SYSTEM	508	75%
AA Program	143	28%
AS Program	88	17%
AAS Program	14	3%
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	17	3%
Other	232	46%
...IN STATE UNIVERSITY SYSTEM	100	15%
...IN PRIVATE COLLEGE OR UNIVERSITY	17	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	505	75%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	24	0%
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	1,652	20%
... & EMPLOYED	1,017	62%
RECEIVING TANF &or FOOD STAMPS	1,652	20%
... & EMPLOYED	1,017	62%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	57	1%

2010-11 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 6,997

TOTAL WITH OUTCOME DATA 5,500 79%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	4,876	70%
AVERAGE EARNINGS - ALL	\$8,561	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,044	83%
AVERAGE FT/FQ EARNINGS	\$9,878	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	832	17%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,504	31%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,297	27%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	1,243	25%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	46	1%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	475	7%
...IN DISTRICT POSTSECONDARY	62	13%
...IN FLORIDA COLLEGE SYSTEM	345	73%
AA Program	93	27%
AS Program	61	18%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	3%
Other	166	48%
...IN STATE UNIVERSITY SYSTEM	62	13%
...IN PRIVATE COLLEGE OR UNIVERSITY	15	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	361	76%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	24	0%
... & EMPLOYED	10	42%
RECEIVING FOOD STAMPS	1,170	17%
... & EMPLOYED	684	58%
RECEIVING TANF &or FOOD STAMPS	1,170	17%
... & EMPLOYED	684	58%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	10	0%
COMMUNITY SUPERVISION	48	1%

2009-10 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 3,661

TOTAL WITH OUTCOME DATA 2,746 75%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	2,429	66%
AVERAGE EARNINGS - ALL	\$9,303	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	2,056	85%
AVERAGE FT/FQ EARNINGS	\$10,599	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	373	15%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	665	27%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	648	27%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	743	31%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	33	1%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	234	6%
...IN DISTRICT POSTSECONDARY	23	10%
...IN FLORIDA COLLEGE SYSTEM	180	77%
AA Program	50	28%
AS Program	30	17%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	89	49%
...IN STATE UNIVERSITY SYSTEM	31	13%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	177	76%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	515	14%
... & EMPLOYED	286	56%
RECEIVING TANF &or FOOD STAMPS	515	14%
... & EMPLOYED	286	56%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	22	1%

2011-12 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 2,305

TOTAL WITH OUTCOME DATA 2,018 88%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,212	53%
AVERAGE EARNINGS - ALL	\$3,333	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	424	35%
AVERAGE FT/FQ EARNINGS	\$5,765	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	788	65%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	359	30%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	54	4%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	11	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	12	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	361	16%
...IN DISTRICT POSTSECONDARY	50	14%
...IN FLORIDA COLLEGE SYSTEM	283	78%
AA Program	118	42%
AS Program	32	11%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	126	45%
...IN STATE UNIVERSITY SYSTEM	20	6%
...IN PRIVATE COLLEGE OR UNIVERSITY	13	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	205	57%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	57	2%
... & EMPLOYED	17	30%
RECEIVING FOOD STAMPS	1,322	57%
... & EMPLOYED	643	49%
RECEIVING TANF &or FOOD STAMPS	1,322	57%
... & EMPLOYED	643	49%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	31	1%
COMMUNITY SUPERVISION	182	8%

2010-11 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,909

TOTAL WITH OUTCOME DATA 1,648 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,033	54%
AVERAGE EARNINGS - ALL	\$3,601	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	383	37%
AVERAGE FT/FQ EARNINGS	\$6,402	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	650	63%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	290	28%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	71	7%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	22	2%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	11	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	321	17%
...IN DISTRICT POSTSECONDARY	39	12%
...IN FLORIDA COLLEGE SYSTEM	247	77%
AA Program	124	50%
AS Program	23	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	83	34%
...IN STATE UNIVERSITY SYSTEM	34	11%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	212	66%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	51	3%
... & EMPLOYED	19	37%
RECEIVING FOOD STAMPS	1,037	54%
... & EMPLOYED	526	51%
RECEIVING TANF &or FOOD STAMPS	1,037	54%
... & EMPLOYED	526	51%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	43	2%
COMMUNITY SUPERVISION	106	6%

2009-10 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,683

TOTAL WITH OUTCOME DATA 1,400 83%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	927	55%
AVERAGE EARNINGS - ALL	\$4,021	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	405	44%
AVERAGE FT/FQ EARNINGS	\$6,641	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	522	56%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	304	33%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	61	7%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	40	4%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	10	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	253	15%
...IN DISTRICT POSTSECONDARY	28	11%
...IN FLORIDA COLLEGE SYSTEM	181	72%
AA Program	73	40%
AS Program	22	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	77	43%
...IN STATE UNIVERSITY SYSTEM	38	15%
...IN PRIVATE COLLEGE OR UNIVERSITY	12	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	171	68%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	52	3%
... & EMPLOYED	16	31%
RECEIVING FOOD STAMPS	852	51%
... & EMPLOYED	449	53%
RECEIVING TANF &or FOOD STAMPS	852	51%
... & EMPLOYED	449	53%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	25	1%
COMMUNITY SUPERVISION	91	5%

2011-12 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 3,530

TOTAL WITH OUTCOME DATA 3,033 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,715	49%
AVERAGE EARNINGS - ALL	\$2,664	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	359	21%
AVERAGE FT/FQ EARNINGS	\$5,707	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,356	79%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	304	18%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	41	2%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	14	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	57	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	980	28%
...IN DISTRICT POSTSECONDARY	57	6%
...IN FLORIDA COLLEGE SYSTEM	780	80%
AA Program	415	53%
AS Program	54	7%
AAS Program	****	****
Adult Vocational Certificate	13	2%
Vocational Credit Certificate	****	****
Other	282	36%
...IN STATE UNIVERSITY SYSTEM	118	12%
...IN PRIVATE COLLEGE OR UNIVERSITY	43	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	548	56%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	93	3%
... & EMPLOYED	28	30%
RECEIVING FOOD STAMPS	1,837	52%
... & EMPLOYED	835	45%
RECEIVING TANF &or FOOD STAMPS	1,845	52%
... & EMPLOYED	839	45%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	27	1%
COMMUNITY SUPERVISION	109	3%

2010-11 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 4,173

TOTAL WITH OUTCOME DATA 3,410 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,887	45%
AVERAGE EARNINGS - ALL	\$3,184	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	423	22%
AVERAGE FT/FQ EARNINGS	\$7,696	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,464	78%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	357	19%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	53	3%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	13	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	66	2%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,063	25%
...IN DISTRICT POSTSECONDARY	88	8%
...IN FLORIDA COLLEGE SYSTEM	777	73%
AA Program	432	56%
AS Program	70	9%
AAS Program	****	****
Adult Vocational Certificate	15	2%
Vocational Credit Certificate	****	****
Other	249	32%
...IN STATE UNIVERSITY SYSTEM	172	16%
...IN PRIVATE COLLEGE OR UNIVERSITY	59	6%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	609	57%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	74	2%
... & EMPLOYED	23	31%
RECEIVING FOOD STAMPS	1,974	47%
... & EMPLOYED	850	43%
RECEIVING TANF &or FOOD STAMPS	1,982	47%
... & EMPLOYED	851	43%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	74	2%
COMMUNITY SUPERVISION	171	4%

2009-10 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 3,078

TOTAL WITH OUTCOME DATA 2,587 84%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	1,559	51%
AVERAGE EARNINGS - ALL	\$3,455	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	540	35%
AVERAGE FT/FQ EARNINGS	\$6,144	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	1,019	65%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	421	27%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	97	6%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	22	1%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	46	1%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	706	23%
...IN DISTRICT POSTSECONDARY	36	5%
...IN FLORIDA COLLEGE SYSTEM	502	71%
AA Program	269	54%
AS Program	61	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	159	32%
...IN STATE UNIVERSITY SYSTEM	150	21%
...IN PRIVATE COLLEGE OR UNIVERSITY	36	5%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	437	62%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	45	1%
... & EMPLOYED	19	42%
RECEIVING FOOD STAMPS	1,380	45%
... & EMPLOYED	649	47%
RECEIVING TANF &or FOOD STAMPS	1,380	45%
... & EMPLOYED	649	47%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	80	3%
COMMUNITY SUPERVISION	162	5%

2011-12 INCUMBENT WORKER - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 10,397

TOTAL WITH OUTCOME DATA 9,421 91%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	9,201	88%
AVERAGE EARNINGS - ALL	\$16,851	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	8,501	92%
AVERAGE FT/FQ EARNINGS	\$18,072	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	700	8%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,218	13%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,794	19%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	5,489	60%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	416	4%
...IN DISTRICT POSTSECONDARY	23	6%
...IN FLORIDA COLLEGE SYSTEM	295	71%
AA Program	120	41%
AS Program	44	15%
AAS Program	10	3%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	107	36%
...IN STATE UNIVERSITY SYSTEM	100	24%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	361	87%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	560	5%
... & EMPLOYED	393	70%
RECEIVING TANF &or FOOD STAMPS	560	5%
... & EMPLOYED	393	70%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	35	0%

2010-11 INCUMBENT WORKER - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 9,055

TOTAL WITH OUTCOME DATA 8,017 89%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	7,758	86%
AVERAGE EARNINGS - ALL	\$17,866	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	7,290	94%
AVERAGE FT/FQ EARNINGS	\$18,889	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	468	6%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	1,292	17%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,644	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	4,354	56%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	13	0%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	377	4%
...IN DISTRICT POSTSECONDARY	26	7%
...IN FLORIDA COLLEGE SYSTEM	241	64%
AA Program	76	32%
AS Program	40	17%
AAS Program	12	5%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	103	43%
...IN STATE UNIVERSITY SYSTEM	103	27%
...IN PRIVATE COLLEGE OR UNIVERSITY	12	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	320	85%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	590	7%
... & EMPLOYED	392	66%
RECEIVING TANF &or FOOD STAMPS	590	7%
... & EMPLOYED	392	66%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	39	0%

2009-10 INCUMBENT WORKER - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 6,586

TOTAL WITH OUTCOME DATA 5,609 85%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	5,417	82%
AVERAGE EARNINGS - ALL	\$15,507	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	5,159	95%
AVERAGE FT/FQ EARNINGS	\$16,169	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	258	5%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	977	18%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,119	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	3,063	57%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	11	0%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	163	2%
...IN DISTRICT POSTSECONDARY	11	7%
...IN FLORIDA COLLEGE SYSTEM	120	74%
AA Program	33	28%
AS Program	17	14%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	63	53%
...IN STATE UNIVERSITY SYSTEM	34	21%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	134	82%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	357	5%
... & EMPLOYED	204	57%
RECEIVING TANF &or FOOD STAMPS	357	5%
... & EMPLOYED	204	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	32	0%

2011-12 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 9,268

TOTAL WITH OUTCOME DATA 8,186 88%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	5,951	64%
AVERAGE EARNINGS - ALL	\$4,769	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	3,135	53%
AVERAGE FT/FQ EARNINGS	\$7,157	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	2,816	47%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,039	34%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	732	12%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	364	6%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	13	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	615	7%
...IN DISTRICT POSTSECONDARY	89	14%
...IN FLORIDA COLLEGE SYSTEM	419	68%
AA Program	141	34%
AS Program	39	9%
AAS Program	10	2%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	2%
Other	212	51%
...IN STATE UNIVERSITY SYSTEM	103	17%
...IN PRIVATE COLLEGE OR UNIVERSITY	23	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	435	71%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	53	1%
... & EMPLOYED	27	51%
RECEIVING FOOD STAMPS	5,321	57%
... & EMPLOYED	3,240	61%
RECEIVING TANF &or FOOD STAMPS	5,321	57%
... & EMPLOYED	3,240	61%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	34	0%
COMMUNITY SUPERVISION	322	3%

2010-11 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 14,270

TOTAL WITH OUTCOME DATA 12,206 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	8,711	61%
AVERAGE EARNINGS - ALL	\$5,095	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	5,005	57%
AVERAGE FT/FQ EARNINGS	\$7,277	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	3,706	43%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	3,120	36%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,275	15%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	610	7%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	11	0%
FOUND IN THE MILITARY	18	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	946	7%
...IN DISTRICT POSTSECONDARY	127	13%
...IN FLORIDA COLLEGE SYSTEM	649	69%
AA Program	238	37%
AS Program	58	9%
AAS Program	19	3%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	320	49%
...IN STATE UNIVERSITY SYSTEM	150	16%
...IN PRIVATE COLLEGE OR UNIVERSITY	39	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	680	72%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	70	0%
... & EMPLOYED	28	40%
RECEIVING FOOD STAMPS	7,328	51%
... & EMPLOYED	4,100	56%
RECEIVING TANF &or FOOD STAMPS	7,328	51%
... & EMPLOYED	4,100	56%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	78	1%
COMMUNITY SUPERVISION	509	4%

2009-10 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 14,231

TOTAL WITH OUTCOME DATA 11,610 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	7,330	52%
AVERAGE EARNINGS - ALL	\$5,004	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,120	56%
AVERAGE FT/FQ EARNINGS	\$7,247	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	3,210	44%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	2,676	37%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	966	13%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	478	7%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	17	0%
FOUND IN THE MILITARY	18	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	870	6%
...IN DISTRICT POSTSECONDARY	116	13%
...IN FLORIDA COLLEGE SYSTEM	632	73%
AA Program	266	42%
AS Program	78	12%
AAS Program	10	2%
Adult Vocational Certificate	10	2%
Vocational Credit Certificate	11	2%
Other	257	41%
...IN STATE UNIVERSITY SYSTEM	122	14%
...IN PRIVATE COLLEGE OR UNIVERSITY	25	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	585	67%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	88	1%
... & EMPLOYED	30	34%
RECEIVING FOOD STAMPS	7,576	53%
... & EMPLOYED	3,583	47%
RECEIVING TANF &or FOOD STAMPS	7,577	53%
... & EMPLOYED	3,584	47%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	106	1%
COMMUNITY SUPERVISION	418	3%

2011-12 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 18,768

TOTAL WITH OUTCOME DATA 16,850 90%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	10,135	54%
AVERAGE EARNINGS - ALL	\$4,317	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,760	47%
AVERAGE FT/FQ EARNINGS	\$6,925	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,375	53%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	3,253	32%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,025	10%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	482	5%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	11	0%
FOUND IN THE MILITARY	20	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,456	8%
...IN DISTRICT POSTSECONDARY	253	17%
...IN FLORIDA COLLEGE SYSTEM	1,053	72%
AA Program	336	32%
AS Program	125	12%
AAS Program	20	2%
Adult Vocational Certificate	23	2%
Vocational Credit Certificate	22	2%
Other	527	50%
...IN STATE UNIVERSITY SYSTEM	145	10%
...IN PRIVATE COLLEGE OR UNIVERSITY	41	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	828	57%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	156	1%
... & EMPLOYED	60	38%
RECEIVING FOOD STAMPS	12,618	67%
... & EMPLOYED	6,212	49%
RECEIVING TANF &or FOOD STAMPS	12,618	67%
... & EMPLOYED	6,212	49%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	95	1%
COMMUNITY SUPERVISION	714	4%

2010-11 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 23,574

TOTAL WITH OUTCOME DATA 20,169 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	12,541	53%
AVERAGE EARNINGS - ALL	\$4,773	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	6,711	54%
AVERAGE FT/FQ EARNINGS	\$7,106	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,830	46%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	4,382	35%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,583	13%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	746	6%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	18	0%
FOUND IN THE MILITARY	28	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,581	7%
...IN DISTRICT POSTSECONDARY	239	15%
...IN FLORIDA COLLEGE SYSTEM	1,126	71%
AA Program	415	37%
AS Program	134	12%
AAS Program	27	2%
Adult Vocational Certificate	17	2%
Vocational Credit Certificate	17	2%
Other	516	46%
...IN STATE UNIVERSITY SYSTEM	188	12%
...IN PRIVATE COLLEGE OR UNIVERSITY	57	4%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,025	65%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	164	1%
... & EMPLOYED	53	32%
RECEIVING FOOD STAMPS	13,521	57%
... & EMPLOYED	6,361	47%
RECEIVING TANF &or FOOD STAMPS	13,521	57%
... & EMPLOYED	6,361	47%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	175	1%
COMMUNITY SUPERVISION	829	4%

2009-10 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 39,134

TOTAL WITH OUTCOME DATA 32,068 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	15,323	39%
AVERAGE EARNINGS - ALL	\$4,457	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	7,649	50%
AVERAGE FT/FQ EARNINGS	\$6,916	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	7,674	50%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	5,273	34%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,654	11%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	722	5%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	48	0%
FOUND IN THE MILITARY	37	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,985	5%
...IN DISTRICT POSTSECONDARY	310	16%
...IN FLORIDA COLLEGE SYSTEM	1,462	74%
AA Program	604	41%
AS Program	208	14%
AAS Program	29	2%
Adult Vocational Certificate	34	2%
Vocational Credit Certificate	31	2%
Other	556	38%
...IN STATE UNIVERSITY SYSTEM	220	11%
...IN PRIVATE COLLEGE OR UNIVERSITY	43	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,125	57%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	265	1%
... & EMPLOYED	92	35%
RECEIVING FOOD STAMPS	23,860	61%
... & EMPLOYED	8,179	34%
RECEIVING TANF &or FOOD STAMPS	23,862	61%
... & EMPLOYED	8,181	34%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	674	2%
COMMUNITY SUPERVISION	1,485	4%

2011-12 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 350
TOTAL WITH OUTCOME DATA 253 72%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	222	63%
AVERAGE EARNINGS - ALL	\$8,362	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	172	77%
AVERAGE FT/FQ EARNINGS	\$10,109	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	50	23%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	65	29%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	54	24%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	53	24%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	18	5%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	13	72%
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	14	78%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	54	15%
... & EMPLOYED	25	46%
RECEIVING TANF &or FOOD STAMPS	54	15%
... & EMPLOYED	25	46%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2010-11 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 336
TOTAL WITH OUTCOME DATA 215 64%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	187	56%
AVERAGE EARNINGS - ALL	\$8,747	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	149	80%
AVERAGE FT/FQ EARNINGS	\$10,405	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	38	20%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	54	29%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	54	29%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	41	22%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	11	3%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	42	13%
... & EMPLOYED	19	45%
RECEIVING TANF &or FOOD STAMPS	42	13%
... & EMPLOYED	19	45%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 955

TOTAL WITH OUTCOME DATA 615 64%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	487	51%
AVERAGE EARNINGS - ALL	\$7,595	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	373	77%
AVERAGE FT/FQ EARNINGS	\$9,219	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	114	23%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	170	35%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	104	21%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	99	20%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT	****	****
(U.S. Post Office, U.S. Civil Service)		
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	64	7%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	57	89%
AA Program	14	25%
AS Program	17	30%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	20	35%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	31	48%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	166	17%
... & EMPLOYED	66	40%
RECEIVING TANF &or FOOD STAMPS	166	17%
... & EMPLOYED	66	40%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 1,304

TOTAL WITH OUTCOME DATA 964 74%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	853	65%
AVERAGE EARNINGS - ALL	\$10,031	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	705	83%
AVERAGE FT/FQ EARNINGS	\$11,668	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	148	17%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	218	26%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	171	20%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	316	37%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	34	3%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	124	10%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	86	69%
AA Program	21	24%
AS Program	21	24%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	32	37%
...IN STATE UNIVERSITY SYSTEM	31	25%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	80	65%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	131	10%
... & EMPLOYED	88	67%
RECEIVING TANF &or FOOD STAMPS	131	10%
... & EMPLOYED	88	67%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	15	1%

2010-11 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 679

TOTAL WITH OUTCOME DATA 435 64%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	373	55%
AVERAGE EARNINGS - ALL	\$7,241	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	298	80%
AVERAGE FT/FQ EARNINGS	\$8,514	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	75	20%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	140	38%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	95	25%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	63	17%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	24	4%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	48	7%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	32	67%
AA Program	11	34%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	14	44%
...IN STATE UNIVERSITY SYSTEM	12	25%
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	31	65%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	77	11%
... & EMPLOYED	52	68%
RECEIVING TANF &or FOOD STAMPS	77	11%
... & EMPLOYED	52	68%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2009-10 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 779

TOTAL WITH OUTCOME DATA 424 54%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	338	43%
AVERAGE EARNINGS - ALL	\$7,226	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	267	79%
AVERAGE FT/FQ EARNINGS	\$8,596	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	71	21%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	115	34%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	93	28%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	59	17%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	32	4%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	42	5%
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	35	83%
AA Program	10	29%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	16	46%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	31	74%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	79	10%
... & EMPLOYED	35	44%
RECEIVING TANF &or FOOD STAMPS	79	10%
... & EMPLOYED	35	44%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

2011-12 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 15,062

TOTAL WITH OUTCOME DATA 13,984 93%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	9,634	64%
AVERAGE EARNINGS - ALL	\$3,828	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	4,042	42%
AVERAGE FT/FQ EARNINGS	\$6,221	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,592	58%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	3,133	33%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	715	7%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	194	2%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	11	0%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,696	11%
...IN DISTRICT POSTSECONDARY	195	11%
...IN FLORIDA COLLEGE SYSTEM	1,367	81%
AA Program	487	36%
AS Program	158	12%
AAS Program	24	2%
Adult Vocational Certificate	29	2%
Vocational Credit Certificate	18	1%
Other	651	48%
...IN STATE UNIVERSITY SYSTEM	117	7%
...IN PRIVATE COLLEGE OR UNIVERSITY	40	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,113	66%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	1,810	12%
... & EMPLOYED	841	46%
RECEIVING FOOD STAMPS	12,147	81%
... & EMPLOYED	7,926	65%
RECEIVING TANF &or FOOD STAMPS	12,156	81%
... & EMPLOYED	7,927	65%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	37	0%
COMMUNITY SUPERVISION	458	3%

2010-11 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 18,921

TOTAL WITH OUTCOME DATA 16,864 89%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	11,269	60%
AVERAGE EARNINGS - ALL	\$4,408	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	5,603	50%
AVERAGE FT/FQ EARNINGS	\$6,744	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,666	50%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	3,976	35%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,140	10%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	487	4%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	26	0%
FOUND IN THE MILITARY	****	****

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,803	10%
...IN DISTRICT POSTSECONDARY	211	12%
...IN FLORIDA COLLEGE SYSTEM	1,459	81%
AA Program	550	38%
AS Program	173	12%
AAS Program	32	2%
Adult Vocational Certificate	44	3%
Vocational Credit Certificate	21	1%
Other	639	44%
...IN STATE UNIVERSITY SYSTEM	124	7%
...IN PRIVATE COLLEGE OR UNIVERSITY	42	2%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,168	65%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	1,484	8%
... & EMPLOYED	596	40%
RECEIVING FOOD STAMPS	13,550	72%
... & EMPLOYED	8,177	60%
RECEIVING TANF &or FOOD STAMPS	13,562	72%
... & EMPLOYED	8,180	60%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	72	0%
COMMUNITY SUPERVISION	560	3%

2009-10 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 21,654

TOTAL WITH OUTCOME DATA 18,622 86%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	12,279	57%
AVERAGE EARNINGS - ALL	\$4,821	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	6,801	55%
AVERAGE FT/FQ EARNINGS	\$7,005	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	5,478	45%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	4,605	38%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	1,591	13%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	605	5%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	32	0%
FOUND IN THE MILITARY	12	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	1,974	9%
...IN DISTRICT POSTSECONDARY	191	10%
...IN FLORIDA COLLEGE SYSTEM	1,606	81%
AA Program	582	36%
AS Program	229	14%
AAS Program	33	2%
Adult Vocational Certificate	46	3%
Vocational Credit Certificate	21	1%
Other	695	43%
...IN STATE UNIVERSITY SYSTEM	156	8%
...IN PRIVATE COLLEGE OR UNIVERSITY	57	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	1,245	63%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	1,239	6%
... & EMPLOYED	507	41%
RECEIVING FOOD STAMPS	14,031	65%
... & EMPLOYED	8,019	57%
RECEIVING TANF &or FOOD STAMPS	14,039	65%
... & EMPLOYED	8,023	57%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	108	0%
COMMUNITY SUPERVISION	701	3%

2011-12 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 73,351

TOTAL WITH OUTCOME DATA 65,675 90%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	32,699	45%
AVERAGE EARNINGS - ALL	\$3,687	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	12,751	39%
AVERAGE FT/FQ EARNINGS	\$6,444	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	19,948	61%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	9,683	30%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	2,286	7%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	782	2%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	42	0%
FOUND IN THE MILITARY	34	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	6,683	9%
...IN DISTRICT POSTSECONDARY	788	12%
...IN FLORIDA COLLEGE SYSTEM	5,407	81%
AA Program	1,932	36%
AS Program	716	13%
AAS Program	82	2%
Adult Vocational Certificate	178	3%
Vocational Credit Certificate	66	1%
Other	2,433	45%
...IN STATE UNIVERSITY SYSTEM	443	7%
...IN PRIVATE COLLEGE OR UNIVERSITY	168	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	3,427	51%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	12,834	17%
... & EMPLOYED	3,847	30%
RECEIVING FOOD STAMPS	58,327	80%
... & EMPLOYED	26,244	45%
RECEIVING TANF &or FOOD STAMPS	58,453	80%
... & EMPLOYED	26,271	45%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	206	0%
COMMUNITY SUPERVISION	2,818	4%

2010-11 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 97,259

TOTAL WITH OUTCOME DATA 82,754 85%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	44,708	46%
AVERAGE EARNINGS - ALL	\$4,362	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	21,414	48%
AVERAGE FT/FQ EARNINGS	\$6,933	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	23,294	52%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	14,761	33%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	4,652	10%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,001	4%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	102	0%
FOUND IN THE MILITARY	66	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	7,706	8%
...IN DISTRICT POSTSECONDARY	829	11%
...IN FLORIDA COLLEGE SYSTEM	6,217	81%
AA Program	2,329	37%
AS Program	797	13%
AAS Program	116	2%
Adult Vocational Certificate	189	3%
Vocational Credit Certificate	84	1%
Other	2,702	43%
...IN STATE UNIVERSITY SYSTEM	582	8%
...IN PRIVATE COLLEGE OR UNIVERSITY	210	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	4,227	55%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	8,292	9%
... & EMPLOYED	2,354	28%
RECEIVING FOOD STAMPS	66,885	69%
... & EMPLOYED	30,440	46%
RECEIVING TANF &or FOOD STAMPS	66,974	69%
... & EMPLOYED	30,458	45%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	495	1%
COMMUNITY SUPERVISION	3,475	4%

2009-10 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS

TOTAL INDIVIDUALS 102,446

TOTAL WITH OUTCOME DATA 84,502 82%

FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	44,932	44%
AVERAGE EARNINGS - ALL	\$4,469	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	22,324	50%
AVERAGE FT/FQ EARNINGS	\$6,954	

Percent working full qtr is of those employed.

** Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

EARNINGS BY LEVEL*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	22,608	50%
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	15,159	34%
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	5,049	11%
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	2,116	5%

**Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	117	0%
FOUND IN THE MILITARY	97	0%

FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	7,493	7%
...IN DISTRICT POSTSECONDARY	729	10%
...IN FLORIDA COLLEGE SYSTEM	5,980	80%
AA Program	2,236	37%
AS Program	796	13%
AAS Program	110	2%
Adult Vocational Certificate	181	3%
Vocational Credit Certificate	94	2%
Other	2,563	43%
...IN STATE UNIVERSITY SYSTEM	703	9%
...IN PRIVATE COLLEGE OR UNIVERSITY	221	3%

*Students may be in multiple settings, therefore,
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	4,153	55%
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RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	6,537	6%
... & EMPLOYED	1,847	28%
RECEIVING FOOD STAMPS	67,111	66%
... & EMPLOYED	29,483	44%
RECEIVING TANF &or FOOD STAMPS	67,179	66%
... & EMPLOYED	29,493	44%

FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	659	1%
COMMUNITY SUPERVISION	3,727	4%

The Florida Education and Training Placement Information Program (FETPIP), within the Division of Accountability, Research, and Measurement (ARM), is an interagency data collection system that obtains follow-up data on former students, program participants and other users of Florida's public education system. Authorized under current Florida Statute 1008.39, the program is designed to compile, maintain and disseminate employment, continuing education, military and other measures of information on these individuals. (The statute states that any project conducted by the Department of Education or the Workforce Development system requiring automated matching of administrative records for follow-up purposes, must use information provided through FETPIP). The programs and organizations for which FETPIP provides its follow-up data collection services are referred to as "applications".

These applications cover the K-20 system that includes all public school high school graduates and dropouts, all community college four year degree, associate degree and vocational students, all secondary and postsecondary vocational students, all state university system graduates, adult education and General Education Diploma (GED) students, a select number of private vocational schools, colleges and universities. Additionally, all Workforce Investment Act programs, Welfare Transition participants, Unemployment Insurance claimants, and smaller operations such as vocation rehabilitation, apprenticeship, certain longitudinal collections, and others are included as well.

The process begins when organizations representing each application provide FETPIP with individual student or participant files from their management information system units. The files include individual identifiers as well as demographic, socio-economic, and programmatic data. The data collected describe the employment, military service, incarceration, public assistance participation, and continuing education experience of the individuals being followed, and form an integral part of the K-20 accountability system used by public schools, vocational institutions, community colleges, and universities and other state agencies' consumer information systems. FETPIP accomplishes its data collection by electronically linking its student and participant files to the administrative records of the state and federal agencies listed below on an annual basis.

- **FLORIDA DEPARTMENT OF CORRECTIONS:** The data represent individuals incarcerated in the state's prisons or under Department of Corrections supervision.
- **FLORIDA DEPARTMENT OF EDUCATION:** The data include fall and preliminary winter enrollment records from four separate Management Information System units within the Department. The databases maintained by the State University System, Community Colleges, District Public Schools and the Office of Student Financial Aid (OSFA), form part of Florida's K-20 Information Accountability system.
- **THE FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES:** The data include the amount of Temporary Assistance to Needy Families (TANF) and/or Food Stamp assistance received.
- **THE FLORIDA AGENCY FOR WORKFORCE INNOVATION:** The data include the employer's name, address, and North American Industry Classification System (NAICS) code, the total number of employees in that establishment for the reporting period, and their reported earnings for the period. The files that are accessed here are a part of the wage report system that is used to manage the state Unemployment Compensation program. These wage records are taken from the fourth quarter (October - December) employer payrolls from throughout Florida.
- **THE U.S. DEPARTMENT OF DEFENSE:** The data include the person's rank, and primary Defense Occupation Code.
- **THE U.S. OFFICE OF PERSONNEL MANAGEMENT:** The data indicate former students/trainees in the employ of the federal government. Data include branch of government and location.
- **THE U.S. POSTAL SERVICE:** The data indicate former students/trainees in the employ of the United States Postal Service.

Once data are collected and reviewed, a variety of reports and files are provided to the organizations represented by the applications. A more detailed account of reporting procedures and data availability can be found on the FETPIP website.

APPENDIX B

Additional Follow-up Reports

The following reports can be obtained from the FETPIP office.

BLIND SERVICES	PUBLIC HIGH SCHOOL GRADUATES
COMMISSION FOR INDEPENDENT EDUCATION - DEGREE WITHDRAWALS	PUBLIC HIGH SCHOOL GRADUATES - ALTERNATE ASSESSMENT
COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE WITHDRAWALS	PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION (W8A)
DEPARTMENT OF CORRECTIONS - COMMUNITY SUPERVISION	PUBLIC HIGH SCHOOL GRADUATES - FCAT WAIVER
DEPARTMENT OF CORRECTIONS - RELEASES	PUBLIC HIGH SCHOOL GRADUATES - GED & GRADUATION TEST
DISTRICT ADULT GED	PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA (OPTION 2)
DISTRICT ADULT GENERAL EDUCATION - COMPLETERS W/ LCP	PUBLIC HIGH SCHOOL GRADUATES - STATE OF FLORIDA DIPLOMA (GED ONLY)
DISTRICT ADULT STANDARD DIPLOMA	QUICK RESPONSE - TRAINING
DISTRICT APPRENTICESHIP	STUDENTS WITH DISABILITIES - DROPOUTS
DIVISION OF VOCATIONAL REHABILITATION - CLOSURES	STUDENTS WITH DISABILITIES - EXITERS
DIVISION OF WORKERS COMPENSATION, RE-EMPLOYMENT SERVICES - OUTCOMES	STUDENTS WITH DISABILITIES - GRADUATES
DROPOUT PREVENTION ALL - DROPOUTS	STUDENTS WITH DISABILITIES - NON-DIPLOMA COMPLETERS
DROPOUT PREVENTION ALL - GRADUATES	TAKE STOCK IN CHILDREN
DROPOUT PREVENTION ALTERNATIVE TO EXPULSION - DROPOUTS	TECH PREP - GRADUATES
DROPOUT PREVENTION ALTERNATIVE TO EXPULSION - GRADUATES	TEMPORARY ASSISTANCE FOR NEEDY FAMILIES - PROGRAM PARTICIPANTS
DROPOUT PREVENTION DISCIPLINARY PROGRAMS - DROPOUTS	
DROPOUT PREVENTION DISCIPLINARY PROGRAMS - GRADUATES	
DROPOUT PREVENTION DJJ PROGRAMS - DROPOUTS	
DROPOUT PREVENTION DJJ PROGRAMS - GRADUATES	
DROPOUT PREVENTION DROPOUT RETRIEVAL - DROPOUTS	
DROPOUT PREVENTION DROPOUT RETRIEVAL - GRADUATES	
DROPOUT PREVENTION EDUCATION ALT - DROPOUTS	
DROPOUT PREVENTION EDUCATION ALT - GRADUATES	
DROPOUT PREVENTION GED EXIT OPTION - DROPOUTS	
DROPOUT PREVENTION GED EXIT OPTION - GRADUATES	
DROPOUT PREVENTION TEEN PARENT - DROPOUTS	
DROPOUT PREVENTION TEEN PARENT - GRADUATES	
FARMWORKER JOBS AND EDUCATION	
FLORIDA COLLEGE SYSTEM APPRENTICESHIP PROGRAM - COMPLETERS	
FLORIDA COLLEGE SYSTEM APPRENTICESHIP PROGRAM - LEAVERS	
GIFTED - DROPOUTS	
GIFTED - EXITERS	
GIFTED - GRADUATES	
GIFTED - NON-DIPLOMA COMPLETERS	
PRISON INDUSTRIES	

Comments regarding this publication may be sent by e-mail: FETPIP@fldoe.org

NEWS

F R O M T H E N A T I O N A L A C A D E M Y

NATIONAL ACADEMY OF SCIENCES
NATIONAL ACADEMY OF ARTS AND LETTERS
INSTITUTE OF MEDICINE
NATIONAL RESEARCH COUNCIL ON

Date: Feb. 15, 2008
Contact: Randy Atkins, Media Relations Officer
National Academy of Engineering
202-334-1508; e-mail <atkins@nae.edu>

FOR IMMEDIATE RELEASE

Leading Engineers and Scientists Identify Advances That Could Improve Quality of Life Around the World

21 Century's Grand Engineering Challenges Unveiled

WASHINGTON -- The U.S. National Academy of Engineering (NAE) today announced the grand challenges for engineering in the 21st century. A diverse committee of experts from around the world, convened at the request of the U.S. National Science Foundation, revealed 14 challenges that, if met, would improve how we live.

"Tremendous advances in quality of life have come from improved technology in areas such as farming and manufacturing," said committee member and Google co-founder Larry Page. "If we focus our effort on the important grand challenges of our age, we can hugely improve the future."

The panel, some of the most accomplished engineers and scientists of their generation, was established in 2006 and met several times to discuss and develop the list of challenges. Through an interactive Web site, the effort received worldwide input from prominent engineers and scientists, as well as from the general public, over a one-year period. The panel's conclusions were reviewed by more than 50 subject-matter experts.

The final choices fall into four themes that are essential for humanity to flourish -- sustainability, health, reducing vulnerability, and joy of living. The committee did not attempt to include every important challenge, nor did it endorse particular approaches to meeting those selected. Rather than focusing on predictions or gee-whiz gadgets, the goal was to identify what needs to be done to help people and the planet thrive.

"We chose engineering challenges that we feel can, through creativity and commitment, be realistically met, most of them early in this century," said committee chair and former U.S. Secretary of Defense William J. Perry. "Some can be, and should be, achieved as soon as possible."

The committee decided not to rank the challenges. NAE is offering the public an opportunity to vote on which one they think is most important and to provide comments at the project Web site -- <www.engineeringchallenges.org>.

The Grand Challenges site features a five-minute video overview of the project along with committee member interview excerpts. A podcast of the news conference announcing the

challenges will also be available on the site starting next week.

"Meeting these challenges would be 'game changing,'" said NAE president Charles M. Vest. "Success with any one of them could dramatically improve life for everyone."

The Challenges

- ◆ Make solar energy affordable
- ◆ Provide energy from fusion
- ◆ Develop carbon sequestration methods
- ◆ Manage the nitrogen cycle
- ◆ Provide access to clean water
- ◆ Restore and improve urban infrastructure
- ◆ Advance health informatics
- ◆ Engineer better medicines
- ◆ Reverse-engineer the brain
- ◆ Prevent nuclear terror
- ◆ Secure cyberspace
- ◆ Enhance virtual reality
- ◆ Advance personalized learning
- ◆ Engineer the tools for scientific discovery

The Committee

William Perry (committee chair), former secretary of defense, U.S. Department of Defense, and Michael and Barbara Berberian Professor and professor of engineering, Stanford University

Alec Broers, chairman, Science and Technology Select Committee, United Kingdom House of Lords

Farouk El-Baz, research professor and director, Center for Remote Sensing, Boston University

Wesley Harris, department head and Charles Stark Draper Professor of Aeronautics and Astronautics, Massachusetts Institute of Technology

Bernadine Healy, former director, U.S. National Institutes of Health, and health editor and columnist, U.S. News & World Report

W. Daniel Hillis, chairman and co-founder, Applied Minds Inc.

Calestous Juma, professor of the practice of international development, Harvard University

Dean Kamen, founder and president, DEKA Research and Development Corp.

Raymond Kurzweil, chairman and chief executive officer, Kurzweil Technologies Inc.

Robert Langer, Institute Professor, Massachusetts Institute of Technology

Jaime Lerner, architect and urban planner, Instituto Jaime Lerner

Bindu Lohani, director general and chief compliance officer, Asian Development Bank

Jane Lubchenco, Wayne and Gladys Valley Professor of Marine Biology and Distinguished

Professor of Zoology, Oregon State University

Mario Molína, Nobel laureate and professor of chemistry and biochemistry, University of California, San Diego

Larry Page, co-founder and president of products, Google Inc.

Robert Socolow, professor of mechanical and aerospace engineering, Princeton University
Environmental Institute

J. Craig Venter, president, The J. Craig Venter Institute

Jackie Ying, executive director, Institute of Bioengineering and Nanotechnology

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Engineering Research Centers*

Manufacturing

Center	Lead Institution	Year Founded
ERC for Compact and Efficient Fluid Power (CCEFP)	University of Minnesota	2006
ERC for Structured Organic Particulate Systems, (C-SOPS)	Rutgers University	2006
Synthetic Biology ERC (SynBERC)	University of California at Berkeley	2006
Center for Biorenewable Chemicals (CBIRC)	Iowa State University	2008

Biotechnology and health care

Center	Lead Institution	Year Founded
Biomimetic MicroElectronic Systems (BMES) ERC	University of Southern California	2003
Quality of Life ERC (QoLT)	Carnegie Mellon University	2006
ERC for Revolutionizing Metallic Biomaterials (RMB)	North Carolina A&T University	2008
Engineering Research Center for Sensorimotor Neural Engineering (CSNE)	University of Washington	2011

Energy, sustainability, and infrastructure

Center	Lead Institution	Year Founded
Future Renewable Electric Energy Delivery and Management (FREEDM) Systems Center	North Carolina State University	2008
Smart Lighting ERC	Rensselaer Polytechnic Institute	2008
ERC for Quantum Energy and Sustainable Solar Technologies (QESST)	Arizona State University	2011
ERC for Re-Inventing America's Urban Water Infrastructure (ReNUWIt)	Stanford University	2011
ERC for Ultra-wide Area Resilient Electric Energy Transmission Networks (CURENT)	University of Tennessee–Knoxville	2011

Microelectronics, sensing, and information technology

Center	Lead Institution	Year Founded
ERC for Collaborative Adaptive Sensing of the Atmosphere (CASA)	University of Massachusetts Amherst	2003
ERC for Extreme Ultraviolet Science and Technology (EUV ERC)	CSU / Colorado at Boulder / California at Berkeley / Lawrence Berkeley National Laboratory ^[17]	2003
ERC on Mid-Infrared Technologies for Health and the Environment (MIRTHE)	Princeton University	2006
Center for Integrated Access Networks (CIAN)	University of Arizona	2008

Past (graduated) centers

The following centers no longer receive funding from the National Science Foundation. Centers founded in or after 1994 are second generation ERCs. Centers founded before 1994 are first generation.

Manufacturing

Center	Lead Institution	Year Founded	Year of Graduation
Systems Research Center	University of Maryland	1985/1994	1997
Engineering Design Research Center	Carnegie Mellon University	1986	1997
ERC for Net Shape Manufacturing	Ohio State University	1986	1997
Center for Interfacial Engineering	University of Minnesota	1988	1999
Particle Engineering Research Center	University of Florida	1995	2006
ERC for Environmentally Benign Semiconductor Manufacturing	University of Arizona	1996	2006
ERC for Reconfigurable Manufacturing Systems	University of Michigan	1996	2007
Center for Advanced Engineering of Fibers and Films	Clemson University	1998	2008
Gordon ERC for Subsurface Sensing and Imaging Systems	Northeastern University	2000	2010
ERC for Wireless Integrated MicroSystems	University of Michigan	2000	2010

Biotechnology and health care

Center	Lead Institution	Year Founded	Year of Graduation
Biotechnology Process Engineering Center	Massachusetts Institute of Technology	1985/1995	2005
Center for Biofilm Engineering	Montana State University	1990	2001
Engineered Biomaterials ERC	University of Washington	1996	2007
ERC for Computer-Integrated Surgical Systems and Technology	Johns Hopkins University	1998	2008
ERC for the Engineering of Living Tissues	Georgia Institute of Technology	1998	2008
VaNTH ERC for Bioengineering Educational Technologies	Vanderbilt University	1999	2007

Energy, sustainability, and infrastructure

Center	Lead Institution	Year Founded	Year of Graduation
Advanced Combustion Engineering Research Center	BYU/University of Utah	1986	1997
ERC for Advanced Technology for Large Structural Systems	Lehigh University	1986	1997
Mid-America Earthquake Center	University of Illinois at Urbana-Champaign	1997	2007
Multidisciplinary Center for Earthquake Engineering Research	The University at Buffalo	1997	2007
Pacific Earthquake Engineering Research Center	University of California at Berkeley	1997	2007
Offshore Technology Research Center	Texas A&M/University of Texas	1988	1999

Microelectronics, sensing, and information technology

ERC	Lead Institution	Year Founded	Year of Graduation
ERC for Compound Semiconductor Microelectronics	University of Illinois	1986	1997
Data Storage Systems Center	Carnegie Mellon University	1990	2001
ERC for Computational Field Simulation	Mississippi State University	1990	2001
ERC for Neuromorphic Systems Engineering	California Institute of Technology	1995	2006
Microelectronics Packaging Research Center	Georgia Institute of Technology	1995	2006
Integrated Media Systems Center	University of Southern California	1996	2007
ERC for Power Electronics Systems	VPISU	1998	2008

* http://en.wikipedia.org/wiki/Engineering_Research_Centers

Engineering Research Centers: Linking Discovery to Innovation

Driving the discovery, dissemination, and deployment of transformational knowledge and technologies and a new generation of graduates in service to industry and the Nation

The Engineering Research Centers (ERC) program was created in 1984 to bring technology-based industry and universities together in an effort to strengthen the competitive position of American industry in the global marketplace. These partnerships established cross-disciplinary centers focused on advancing fundamental engineering knowledge and engineered systems technology while exposing students to the integrative aspects of engineered systems and industrial practice. As a result, over the past quarter century this partnership has produced a wide range of engineered systems and other technologies aimed at spawning whole new industries or radically transforming the product lines, processes, and practices of current industries. At the same time it has produced a new generation of engineering graduates who are highly innovative, diverse, globally engaged, and effective as technology leaders in industry.

NSF has continually refined the goals and purposes of the ERC program to meet the needs of industry in an increasingly global economy where the U.S. competitive advantage lies in its capacity to innovate. The goal of today's ERCs is to create a culture that actively stimulates technological innovation through partnerships with industry in research to accelerate technology transfer to member firms and in translational research to explore commercialization of high-risk technologies with small firms, and with organizations devoted to entrepreneurship. Given this evolving and outward-looking program management, current and future ERCs will continue to advance transformational engineered systems and produce graduates who will be creative innovators in the global economy.

To achieve this goal, ERCs have the following key features:

- A guiding **strategic vision** for a transformational engineered system and the development of an innovative, globally competitive engineering workforce
- A strategically planned, systems-motivated cross-disciplinary **research program** spanning from fundamental research to proof-of-concept systems testbeds
- **Education programs** strategically designed to produce creative, innovative engineers by engaging students in all phases of the research and innovation process
- **Partnerships with middle and high schools** aimed at bringing engineering concepts to the classroom and attracting young students to college-level engineering degree programs and into engineering careers
- **Partnerships with industry, local government agencies, and local-level organizations** devoted to accelerating technology transfer, translational research, and innovation.

From their inception the ERCs have embodied NSF's strategic interests in the integration of research and education, the integration of science and engineering disciplines, partnerships between academe and industry, and strengthening the engineering workforce to meet the nation's needs in a global economy. In many ways the program has redefined the concept of an academic research center, serving as a model for the development of other Centers programs in the U.S. and around the world.

Each ERC is established as a 3-way partnership involving academe, industry, and NSF (in some cases with the participation of state, local, and/or other Federal government agencies). In FY 2012, total annual funding from all sources provided directly to each Center ranged from \$3.5 to \$10.0 million, with NSF's contribution ranging from \$2.7 million (for centers in their phase-down period prior to graduation from NSF support) to \$3.25 to \$4.2 million per year for ongoing centers.¹

NSF funds each ERC for up to 10 years. Since 1985, a total of 61 ERCs and 3 Earthquake ERCs² have been formed across the United States, with 20 ERCs currently in operation. Surveys of industry employers have shown that ERC graduates are viewed by 80% of their supervisors as being more productive than their peers because, through their ERC experience, they know how to integrate knowledge across disciplines and manage teams to advance technology. A 2010 study of the impacts of ERC-generated technologies found that the economic value of products and processes deriving from the ERCs was already in the tens of billions of dollars, with some centers having had a transformational impact on their field of engineering and technology.

¹ NSF funding ramps down in the last two years of a Center's life as an ERC..

² Three Earthquake Engineering Research Centers were funded in 1997 with funds outside of the ERC Program but were managed by the ERC Program from 1999 through their graduation from NSF support.

The major technological areas upon which current ERCs focus are:

- Manufacturing
- Biotechnology and Health Care
- Energy, Sustainability, and Infrastructure
- Microelectronics, Sensing, and IT

MANUFACTURING

Synthetic Biology ERC (Class of 2006)

University of California at Berkeley, CA (lead institution) in partnership with Harvard University, the Massachusetts Institute of Technology, Prairie View A&M University, and the University of California at San Francisco

ERC for Biorenewable Chemicals (Class of 2008)

Iowa State University (lead institution) in partnership with the University of California, Irvine, the University of New Mexico, Rice University, the University of Virginia, and the University of Wisconsin-Madison

ERC in Compact and Efficient Fluid Power (Class of 2006)

University of Minnesota, Minneapolis, MN (lead institution) in partnership with Georgia Institute of Technology, Purdue University, the University of Illinois at Urbana-Champaign, and Vanderbilt University

Center for Structured Organic Particulate Systems (Class of 2006)

Rutgers University, New Brunswick, NJ (lead institution) in partnership with Purdue University, New Jersey Institute of Technology, and the University of Puerto Rico at Mayagüez

Nanosystems ERC for Nanomanufacturing Systems for Mobile Computing and Mobile Energy Technologies (Class of 2012)

The University of Texas at Austin (lead institution) in partnership with the University of New Mexico and the University of California, Berkeley

BIOTECHNOLOGY AND HEALTH CARE

Quality of Life Technology ERC (Class of 2006)

Carnegie Mellon University, Pittsburgh, PA (lead institution) in partnership with the University of Pittsburgh

ERC for Revolutionizing Metallic Biomaterials (Class of 2008)

North Carolina A&T State University (lead institution) in partnership with the University of Cincinnati and the University of Pittsburgh

Nanosystems ERC for Advanced Self-Powered Systems of Integrated Sensors and Technologies (Class of 2012)

North Carolina State University (lead institution) in partnership with Pennsylvania State University, Florida International University, University of North Carolina at Chapel Hill, and University of Virginia

ERC for Biomimetic MicroElectronic Systems (Class of 2003)

University of Southern California - Keck School of Medicine and Viterbi School of Engineering, Los Angeles, CA (lead institution) in partnership with California Institute of Technology and the University of California, Santa Cruz

NSF Engineering Research Center for Sensorimotor Neural Engineering (Class of 2011)

University of Washington in partnership with the Massachusetts Institute of Technology and San Diego State University

ENERGY, SUSTAINABILITY, AND INFRASTRUCTURE

ERC for Quantum Energy and Sustainable Solar Technologies (Class of 2011)

Arizona State University (lead institution) in partnership with the California Institute of Technology, the University of Delaware, the Massachusetts Institute of Technology, and the University of New Mexico (co-funded with DOE)

ERC for Future Renewable Electric Energy Delivery and Management Systems (Class of 2008)

North Carolina State University (lead institution) in partnership with Arizona State University, Florida A&M University, Florida State University, Missouri University of Science and Technology

Smart Lighting ERC (Class of 2008)

Rensselaer Polytechnic Institute (lead institution) in partnership with Boston University and the University of New Mexico

ERC for Re-Inventing America's Urban Water Infrastructure (Class of 2011)

Stanford University (lead institution) in partnership with the University of California, Berkeley, Colorado School of Mines, and New Mexico State University

ERC for Ultra-wide Area Resilient Electric Energy Transmission Networks (Class of 2011)

University of Tennessee-Knoxville (lead institution) in partnership with Northeastern University, Rensselaer Polytechnic Institute, and Tuskegee University (co-funded with DOE)

MICROELECTRONICS, SENSING, AND IT

ERC for Integrated Access Networks (Class of 2008)

University of Arizona (lead institution) in partnership with the California Institute of Technology, Columbia University, Norfolk State University, Stanford University, Tuskegee University, the Universities of California at Berkeley, San Diego, and Los Angeles, and the University of Southern California

ERC for Extreme Ultraviolet Science & Technology (Class of 2003)

Colorado State University, Fort Collins, CO (lead institution) in partnership with the University of Colorado at Boulder and the University of California at Berkeley

Nanosystems ERC for Translational Applications of Nanoscale Multiferroic Systems (Class of 2012)

University of California, Los Angeles (lead institution) in partnership with Cornell University, the University of California, Berkeley, and California State University, Northridge

ERC for Collaborative Adaptive Sensing of the Atmosphere (Class of 2003)

University of Massachusetts, Amherst, MA (lead institution) in partnership with Colorado State University, University of Oklahoma, and University of Puerto Rico at Mayagüez

ERC on Mid-Infrared Technologies for Health and the Environment (Class of 2006)

Princeton University, Princeton, NJ (lead institution) in partnership with the City University of New York, the Johns Hopkins University, Texas A&M University, the University of Maryland–Baltimore County, and Rice University

At the end of their ten-year life-cycle as NSF-supported Engineering Research Centers, most ERCs graduate from NSF support and become self-sustaining. Currently there are 31 graduated ERCs and 3 graduated Earthquake ERCs:

Manufacturing

ERC for Environmentally Benign Semiconductor

Manufacturing — University of Arizona, Tucson, AZ (lead institution) in partnership with Arizona State University, the University of California at Berkeley, Cornell University, MIT, and Stanford University (this ERC was jointly funded by the Semiconductor Research Corporation) (established in 1996, graduated in 2006)

ERC for Engineering Design (now the Institute for Complex Engineered Systems) — Carnegie Mellon University (established in 1986, graduated in 1997)

Center for Advanced Engineering of Fibers and Films — Clemson University, Clemson, SC (lead institution) in partnership with MIT (established in 1998, graduated in 2008)

ERC for Particle Science and Technology — University of Florida, Gainesville, FL (established in 1995, graduated in 2005)

Systems Research Center (now the Institute for Systems Research) — University of Maryland/Harvard University (established in 1985, graduated in 1994)

Center for Reconfigurable Machining Systems — University of Michigan, Ann Arbor, MI (established in 1996, graduated in 2007)

Center for Interfacial Engineering (now the Industrial Partnership for Research in Interfacial and Materials Engineering, or iPrime) — University of Minnesota (established in 1988, graduated in 1999)

ERC for Net Shape Manufacturing — Ohio State University (established in 1986, graduated in 1997)

Center for Intelligent Manufactured Systems — Purdue University (established in 1985, graduated in 1994)

Biotechnology and Health Care

ERC for Emerging Cardiovascular Technologies — Duke University & other North Carolina Institutions (established in 1987, graduated in 1998)

ERC for the Engineering of Living Tissues (now the Regenerative Engineering and Medicine Research Center) — Georgia Institute of Technology, Atlanta, GA (lead institution) in partnership with Emory University (established in 1998, graduated in 2008)

Center for Computer-Integrated Surgical Systems and Technology — Johns Hopkins University, Baltimore, MD (lead institution) in partnership with the Brigham and Women's Hospital, Carnegie Mellon University, the Johns Hopkins University Hospital, MIT, and Shady Side Hospital (established in 1998, graduated in 2008)

Bioprocess Engineering Research Center — Massachusetts Institute of Technology, Cambridge, MA (established in 1985, graduated in 1994)

Biotechnology Process Engineering Center — Massachusetts Institute of Technology, Cambridge, MA (BPEC recompeted and was reestablished in 1994, graduating in 2005)

Center for Biofilm Engineering — Montana State University, Bozeman, MO (established in 1990, graduated in 2001)

VaNTH ERC for Bioengineering Educational Technologies — Vanderbilt University, Nashville, TN (lead institution) in partnership with Northwestern University, the Harvard University-MIT Division of Health Sciences and Technology, and the University of Texas at Austin (established in 1999, graduated in 2007)

Engineered Biomaterials Engineering Research Center — University of Washington, Seattle, WA (established in 1996, graduated in 2007)

Energy, Environment, and Infrastructure

Advanced Combustion Engineering Research Center — Brigham Young University/University of Utah (established in 1986, graduated in 1997)

Multidisciplinary Center for Earthquake Engineering Research — University at Buffalo (lead institution) in partnership with Cornell University, University of Delaware, University of Nevada at Reno, and University of Southern California, as well as other collaborating institutions and private entities throughout the U.S. (established in 1997, graduated in 2007)

Center for Advanced Technology for Large Structural Systems — Lehigh University (established in 1986, graduated in 1997)

Pacific Earthquake Engineering Research Center — University of California at Berkeley, CA (lead institution) in partnership with California Institute of Technology, Stanford University, University of California at Davis, University of California at Irvine, University of California at Los Angeles, University of California at San Diego, the University of Southern California, the University of Washington, and nine affiliate institutions (established in 1997, graduated in 2007)

Mid-America Earthquake Center — University of Illinois at Urbana-Champaign, IL (lead institution) in partnership with Georgia Institute of Technology, the University of Memphis, MIT, St. Louis University, Texas A&M University, and Washington University (established in 1997, graduated in 2008)

Offshore Technology Research Center — Texas A&M University/University of Texas (established in 1988, graduated in 1999)

Micro/Optoelectronics, Sensing, and IT

Center for Neuromorphic Systems Engineering — California Institute of Technology, Pasadena, CA (established in 1995, graduated in 2005)

Data Storage Systems Center — Carnegie Mellon University, Pittsburgh, PA (established in 1990, graduated in 2001)

Optoelectronic Computing Systems Center — University of Colorado/Colorado State University (established in 1987, graduated in 1998)

Center for Telecommunications Research — Columbia University (established in 1985, graduated in 1996)

Packaging Research Center (now the 3D Systems Packaging Research Center) — Georgia Institute of Technology, Atlanta, GA (established in 1995, graduated in 2005)

Center for Compound Semiconductor Microelectronics — University of Illinois at Urbana-Champaign (established in 1986, graduated in 1997)

Center for Computational Field Simulation — Mississippi State University, Mississippi State, MS (established in 1990, graduated in 2001)

Center for Advanced Electronic Materials Processing — North Carolina State University & other North Carolina Institutions (established in 1988, graduated in 1999)

Center for Wireless Integrated MicroSystems — University of Michigan (lead institution) in partnership with Michigan State University and Michigan Technological University (established in 2000, graduated in 2010)

Center for Subsurface Sensing and Imaging Systems — Northeastern University (lead institution) in partnership with Boston University, Rensselaer Polytechnic Institute, University of Puerto Rico at Mayagüez, Brigham and Women's Hospital, Lawrence Livermore National Laboratory, Massachusetts General Hospital, and Woods Hole Oceanographic Institution (established in 2000, graduated in 2010)

Integrated Media Systems Center — University of Southern California, Los Angeles, CA (established in 1996, graduated in 2007)

Center for Power Electronics Systems — Virginia Polytechnic Institute & State University, Blacksburg, VA (lead institution) in partnership with North Carolina A&T State University, University of Puerto Rico at Mayagüez, Rensselaer Polytechnic Institute, and University of Wisconsin at Madison (established in 1998, graduated in 2008)

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**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF MARYLAND**

THE COALITION FOR EQUITY AND
EXCELLENCE IN MARYLAND
HIGHER EDUCATION, *et al.*

v.

MARYLAND HIGHER EDUCATION
COMMISSION, *et al.*

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Civil No. CCB-06-2773

MEMORANDUM

This action arises under Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause of the Fourteenth Amendment. Plaintiffs The Coalition for Equity and Excellence in Maryland Higher Education and named individuals associated with the organization (collectively, “the Coalition”) allege that defendants State of Maryland, the Maryland Higher Education Commission (“MHEC”), and its officers in their official capacities (collectively, “the State”) have failed to desegregate Maryland’s system of higher education as required by federal law under the framework articulated in *United States v. Fordice*, 505 U.S. 717 (1992). The parties presented evidence during a six-week bench trial in January 2012 and subsequently submitted proposed findings and conclusions. The court held oral argument in October 2012. Under Fed. R. Civ. P. 52(a), the court makes the following findings of fact and conclusions of law.

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I. INTRODUCTION

As the parties involved in this long-running litigation agree, Maryland had a shameful history of *de jure* segregation throughout much of the past century. Public higher education opportunities for African Americans were either non-existent or decidedly inferior to the opportunities afforded to white citizens. Most of that history, briefly summarized below, is neither disputed nor excused by the State in this case.

It should also not be disputed that the State has made great progress in recognizing and attempting to rectify those wrongs. Whether that progress is sufficient to satisfy constitutional requirements, that is, whether there exist current policies or practices attributable to the State which are traceable to the *de jure* era and have continuing segregative effects, has been the subject not only of this litigation but of much debate among the academic and governmental communities, the general public, and the media. There are sincerely held beliefs on all aspects of this very difficult debate, which cannot be satisfactorily resolved by one lawsuit, and one judicial opinion. I have considered the testimony, arguments, and evidence presented by the excellent and well-prepared counsel who appeared before me, and applied the law established by the Supreme Court in *Fordice*. I find the plaintiffs have prevailed in establishing current policies and practices of unnecessary program duplication that continue to have segregative effects as to which the State has not established sound educational justification. Remedies will be required. The plaintiffs have not, however, made that showing as to the current operational funding policies and practices put in place by the State.

II. PARTIES

Plaintiff The Coalition for Equity and Excellence in Maryland Higher Education, Inc., is an organization that was founded in 2006 to support Maryland's historically black institutions of higher education ("HBIs") and promote equity between the HBIs and Maryland's traditionally white institutions ("TWIs"). (1/17/12 AM Trial Tr. 100 (Burton).) Members of the Coalition include current and former students of Maryland's HBIs. (1/17/12 PM Trial Tr. 3 (Burton).) Plaintiff Muriel Thompson is currently a doctoral candidate at Morgan State University, a Maryland HBI. (1/3/12 PM Trial Tr. 5 (M. Thompson).) Plaintiff David Burton is an alumnus of Morgan State and founder of the Coalition. (1/17/12 AM Trial Tr. 94, 100 (Burton).) Plaintiffs Chris Heidelberg and Anthony Robinson are also alumni of Morgan State. (1/9/12 PM Trial Tr. 59 (Heidelberg); 1/12/12 AM Trial Tr. 28 (Robinson).) Plaintiff Kelly Thompson is an alumna of Coppin State University, a Maryland HBI. Plaintiff Damien Montgomery was a student at Bowie State University, a Maryland HBI, when this lawsuit was filed. Plaintiff Rahsaan Simon was a student at Morgan State when this lawsuit was filed. Plaintiff Jomari Smith is Muriel Thompson's son and was a prospective candidate for a Maryland HBI. (1/3/12 PM Trial Tr. 33 (M. Thompson).) Defendant State of Maryland was added by court order on September 25, 2010. (ECF No. 164.) Defendant MHEC is an agency of the State of Maryland. MHEC's responsibilities include (a) "ensur[ing] that the State Plan for Higher Education complies with the State's equal educational opportunity obligations under State and federal law, including Title VI of the Civil Rights Act," Md. Code Ann., Educ. § 11-105(b)(2)(ii); (b) "assur[ing] that courses and programs offered are within the scope of the approved missions of the regional higher education centers," § 11-105(d)(2)(iv); and (c) developing a program for "desegregation and equal educational opportunities," § 11-105(f). Defendant Danette Gerald Howard is

Secretary of MHEC and is sued in her official capacity. Defendant Kevin M. O’Keefe was the Chairman of MHEC when this action was filed.

III. BACKGROUND

A. Maryland’s Higher Education System

The Maryland Charter for Higher Education is the “statement of policy for higher education in Maryland.” Md. Code Ann., Educ. § 10-201. MHEC’s duties, under the Charter, include “[a]dvis[ing] the Governor and General Assembly on statewide higher education policy; . . . [c]oordinat[ing] and arbitrat[ing] among different segments of higher education in the state; . . . grant[ing] final approval of mission statements for each public institution of higher education . . . [and] [a]ssess[ing] the adequacy of operating and capital funding for public higher education and establish[ing] operating funding guidelines based on comparison with peer institutions and other relevant criteria[.]” Md. Code Ann., Educ. § 10-207. The Maryland Education Code defines the “public senior higher education institution[s]” as Morgan State University (“Morgan”); St. Mary’s College of Maryland (“St. Mary’s”); and the constituent universities of the University System of Maryland (“USM”), which includes: University of Maryland, Baltimore (“UMB”); University of Maryland Baltimore County (“UMBC”); University of Maryland, College Park (“UMCP” or “College Park”); University of Maryland Eastern Shore (“UMES,” formerly “Princess Anne”); University of Maryland University College (“UMUC”); Bowie State University (“Bowie”); Coppin State University (“Coppin”); Frostburg State University (“Frostburg”); Salisbury University (“Salisbury”); Towson University (“Towson”); and the University of Baltimore (“UB”). Md. Code Ann., Educ. §§ 10-101, 12-101(b)(6).

Bowie, Coppin, Morgan, and UMES are Maryland’s HBIs; UMCP, UMUC, UMB, UB, Frostburg, Salisbury, Towson, and St. Mary’s are its TWIs. (OCR Partnership Agreement, PTX

4, at 5.) Morgan State University has a Board of Regents and St. Mary's has a Board of Trustees. Md. Code Ann., Educ. §§ 14-102(a), 14-402(a). The University System of Maryland is governed by a single Board of Regents. § 12-102(b). The duties of each governing board are governed by § 10-208 and include "policy[;]" "mission statements;" "goals that are consistent with the roles and missions approved for the institutions;" and "institutional budget submissions."

B. *De Jure* Era Segregation in Maryland Higher Education

By the turn of the 20th century, "[o]perating under statutory direction . . . [Maryland] ha[d] established a dual system of public education, one administered for its white and one administered for its colored citizens." (Appellant's Brief, *Pierson v. Murray* (Md. Ct. App. 1935), PTX 773, at 9.) Prior to 1920, no public higher education opportunities existed for African Americans in Maryland. (Trial Tr. 1/5/12 AM Trial Tr. 27 (Popovich).) The state had contracted with Morgan, which was a private institution at the time, to operate UMES (at the time, it was called Princess Anne) in order to fulfill its federal 1890 land grant mandate so the state could continue to receive funding for its white land grant institution, College Park. UMES was operated merely as a college prep school, not a college campus, for black students. (*Id.* at 28-29.) Finally, by 1935, the state purchased UMES from Morgan, but UMES did not become a full-fledged college campus until the 1970s. (*Id.* at 29.)

Throughout the last century, the Governor and the General Assembly commissioned a series of reports to examine Maryland's provision of higher education to its black citizens. These provide detailed, contemporaneous accounts of the development of Maryland's dual higher education system throughout the *de jure* era. (*See id.* at 30-32.) The first such report, conducted by the 1937 Soper Commission, found that "[a] crisis has arisen in the field of higher education

for Negroes in Maryland . . . The cause is that the State has failed to make adequate provision for Negroes in this branch of education.” (Soper Commission Report, PTX 17, at 10.)

The Commission found:

In the field of higher education, while the State has fostered white colleges for one hundred and fifty years it made its first grant to a Negro college in 1914 . . . The State organized and supported a white teacher training institution in 1866, seventy years ago. It has aided a Negro Normal School only since 1911 – twenty five years. The State of Maryland came into actual ownership of a State University for white students in 1918, since which time it has formally adopted a policy of state provision for white under-graduate, graduate, and professional education. It was not until 1935 that provision was made for Negro graduate and professional education . . . In the same year the State provided its own college for Negroes by the purchase of Princess Anne Academy from Morgan College seventeen years after the acquisition of the corresponding white institution.

(*Id.* at 146.)

The Soper Commission summarized: “It is thus clear that the white population has had the advantage of generous state support for its higher education many years in advance of the Negro population. The contrast between the amounts of money received by the two racial groups would show, if possible of computation, an enormous differential in favor of the white race.”

(*Id.*) The Soper report was commissioned in the wake of a lawsuit filed by an African American who successfully petitioned to be admitted to the University of Maryland Law School in 1935.

(1/5/12 AM Trial Tr. 34 (Popovich).) By this time, “Maryland . . . was starting to feel the pressure of providing for some choice because the courts seemed to be ruling against the kind of situation that existed in Maryland.” (*Id.*)

Following a recommendation of the Soper Commission, Maryland purchased Morgan in 1939 to provide a college education to African Americans in the state. (*Id.* at 34-35.) The report also recommended shuttering UMES because of “how badly [it] . . . had been supported,” but this recommendation was not followed. (*Id.*)

In addition to UMES and Morgan, by this time the state also had two public teachers colleges for African Americans: Coppin and Bowie. (*Id.* at 42.) (Coppin was, at this time, run by the City of Baltimore, not the state. *Id.*) Both Coppin and Bowie were sub-standard institutions, inferior to the public white teachers colleges in Maryland, and in need of substantial improvements. (Soper Commission Report, PTX 17, at 22-24.)

By 1947, when the Marbury Commission completed a comprehensive review of higher education in Maryland (including a review of “The Problem of Separate Institutions for Negroes”), all four of the current HBIs in Maryland were under public control. (Marbury Commission Report, PTX 18, at 77.) Morgan was defined as an “undergraduate liberal arts college;” UMES was “nominally a branch of the University of Maryland and [was] designated as the land-grant college for Negroes;” Bowie and Coppin were teachers colleges for Prince George’s County and Baltimore City schools, respectively. (*Id.* at 77-78.) The commission found that “[n]one of these schools [was] equal in quality to the corresponding institution maintained for the white population.” (*Id.* at 78.) The commission also noted that “[a]lthough the state maintain[ed] extensive facilities for the graduate and professional education of white persons, there [was] no provision for the equivalent training of Negroes in the state.” (*Id.*)

In a follow up report to the Marbury Commission that specifically examined the state’s public HBIs, the 1950 Weglein Commission found: “It would hardly be feasible to attempt a complete separation of Negro higher education in Maryland from the higher education of white students in the state. The development of colleges for white students in the state has directly influenced the manner of establishment and growth of Negro institutions. The continuous uphill struggle on the part of the Negro colleges to secure facilities on a par with white institutions is a factor which cannot be overlooked in a survey of this kind.” (Weglein Commission Report, PTX

826, at 15.) The Weglein Commission made a variety of recommendations, some of which were eventually followed (such as increasing the master's degree offerings at Morgan, moving Coppin to state control, and establishing a permanent state commission on higher education). (*See id.* at 7-9.)

In 1954, the Supreme Court decided *Brown v. Board of Education*, 347 U.S. 483 (1954), declaring that “separate but equal” was inherently unconstitutional, but Maryland continued to operate a segregated system of higher education for more than a decade after. (*See* 1/5/12 AM Trial Tr. 62-64 (Popovich); Overview of Morgan State University (Popovich Demonstrative), PTX 39, at 21, 38.) During this time, Maryland operated the University of Maryland as a comprehensive university for white students and two four-year liberal arts colleges (Morgan and UMES) for black students. (Conrad Expert Rep. I, PTX 69, at 6.) Notably, the Pullen Commission report, a comprehensive study of higher education in Maryland released after *Brown*, delineated between “white colleges” and “Negro colleges,” noting that while “there [were] Negroes in graduate schools in Maryland, there are no Negro graduate schools.” (Pullen Commission Report, PTX 19, at 39-40.)

On the heels of the Pullen Commission, two “dueling” commissions, the Warfield and Frampton Commissions, issued reports recommending ways to expand and improve the system. (1/5/12 AM Trial Tr. 70-73 (Popovich).) The Frampton report criticized the Warfield Commission for failing to consider the “appropriate utilization” of the state’s four HBIs. The Frampton Commission recommended, for example, that Morgan would “serve as a branch of the University of Maryland in the Baltimore area far more logically than . . . Towson[.]” as the Warfield report had recommended. (Frampton Commission Report, PTX 20, at 21.) The state ignored the Frampton Commission’s recommendation, and instead of turning Morgan into the

University of Maryland’s Baltimore campus—to which it was well-suited—the state opted to create a new campus entirely, the University of Maryland at Baltimore County (“UMBC”). (Popovich, “Higher Education Development in the Absence of Statewide Planning” (Feb. 2010), PTX 268, at 4.) The state later acquired the University of Baltimore (“UB”) in 1973. (Popovich, Historical Context (June 1, 2005), PTX 267, at 6.) The Baltimore Sun referred to the large number of public schools in Baltimore as the “mess in Baltimore.” (1/5/12 AM Trial Tr. 93-94 (Popovich).) The problem of duplicative institutions in Baltimore has never been addressed. In fact, in 2007, MHEC approved the admission of freshmen at UB, which had been limited to third and fourth year undergraduates, adding an *additional* four-year institution to the region, and UB continues to seek an expansion of its four-year offerings. (1/30/12 AM Trial Tr. 17, 60-62 (Bogomolny).)

In 1968, Maryland created the Maryland Council of Higher Education (“MCHE”) which authored the state’s first plan for higher education. (Popovich, Historical Context (June 1, 2005), PTX 267, at 4.) The first state plan recognized the system’s segregation and the need to place unique programs at HBIs. (*Id.*) Morgan proposed becoming the state’s first multi-racial institution in 1969, but the state ultimately rejected this proposal. (*Id.*)

C. OCR Notification and Initial Plans (1969-2000)

In March of 1969, what is now the Office for Civil Rights (OCR) at the Department of Education formally notified Maryland “that it was one of ten states operating a racially-segregated system of education in violation of Title VI of the Civil Rights Act.” (Conrad Expert Rep. I, PTX 69, at 12.) Maryland submitted a “State Plan” for desegregation, and OCR “requested revisions.” (*Id.*) In 1970, Maryland resubmitted the plan but OCR did not respond. (*Id.*)

In 1973, OCR informed Maryland that it was still not in compliance with Title VI and set a deadline of June 1973 for a new desegregation plan. (*Id.*) In February 1974, Maryland submitted a new plan to OCR, which was amended in May 1974 at the request of OCR. (Maryland Desegregation Plan (February 1974), PTX 381; Conrad Expert Rep. I, PTX 69, at 12.) The plan called for MCHE, which had no formal enforcement authority to review mission designations or academic programs, to implement the plan. (*Id.*)

MCHE created a task force (the “Cox Task Force”) to “propose ways of enhancing the role and image of predominantly black public colleges in Maryland.” (Cox Task Force Report, PTX 22, at 1.) The task force determined that Maryland’s HBIs “had to develop the ability to compete despite disparities.” (*Id.* at 8.) It recommended, among other changes, that HBIs be given enhanced funding and that “each historically black public college should develop its own specialty areas or programs within the total state system that will broaden the appeal of the institution to a more diverse student body.” (*Id.* at 20-21.) The Cox Task Force also warned that establishing the University of Baltimore as a public college would have a negative effect on Morgan and Coppin, and it recommended that, at most, UB operate only as a “third and fourth year and postgraduate” institution. (*Id.* at 24-25.)

Maryland’s plan was accepted by OCR in June 1974. (“A Plan to Assure Equal Postsecondary Educational Opportunity 1985-1989” (June 1985), PTX 305, at 13). But, shortly thereafter, in response to a “mid-year desegregation status report,” OCR informed Maryland that it had failed to execute its plan “promptly and vigorously” and that, unless remedial actions were taken, enforcement proceedings would be initiated. (*Id.*) In December 1975, OCR informed Maryland that it was referring the matter to the now Department of Education’s Office of General Counsel and requesting “administrative fund termination proceedings.” (*Id.*) In January

1976, before such proceedings began, Maryland filed suit against OCR seeking an injunction restraining OCR from initiating any administrative fund termination. (*Id.*) In *Mandel v. U.S. Dep't of Health, Education, and Welfare*, 417 F. Supp. 57 (D. Md. 1976), the court granted an injunction requiring OCR to take certain steps before any further enforcement proceedings could commence. (*Id.*)

Concerned about the eventual approval of OCR's enforcement authority, however, Maryland began desegregating its TWIs "very quickly" in order to prevent its higher education funding from being cut off. (1/5/12 AM Trial Tr. 86 (Popovich).) This desegregation was largely one-directional, with a substantial number of black students entering TWIs but not the other way around. (*Id.* at 89; *see* "Second Annual Desegregation Status Report" (Vol. III, Feb. 1976), PTX 455, at 9; "A Plan to Assure Equal Postsecondary Educational Opportunity 1980-1985" (December 1980), PTX 263, at 56.) In fact, the percentage of white students attending HBIs was at its highest in the mid-1970s, and, with some exceptions, declined thereafter. (*See* "Trends in White Graduate Students at Historically Black Institutions in Maryland" (October 2009), PTX 184, at 1). "In 1972, white students attending [HBIs] accounted for over 8% of the total white graduate/professional students attending public campuses statewide. Currently, only 2% of white students pursuing advanced degrees are enrolled at an HBI." (*Id.*) In 1976, the HBIs reported 18.2% white undergraduate enrollment. ("Second Annual Desegregation Status Report" (Vol. III, Feb. 1976), PTX 455, at 7, 11). By 2008, the enrollment of white undergraduates at HBIs was 3.35%. (Conrad Demonstrative Exhibits, at 32 (citing HBI Enrollment Data, PTX 740).)

In 1975, the Maryland General Assembly also passed legislation designating Morgan the state's "urban university" and giving the school doctoral granting authority. (Overview of Morgan State University (Popovich Demonstrative), PTX 39, at 40; *see also* Md. Code Ann.,

Educ. § 14-101(b).) However, by 1981, representatives of Morgan testified at a special legislative session that the school's ability to develop programs had been hampered by Maryland's focus on having Morgan's programs be "urban oriented." (Popovich, Historical Context (June 1, 2005), PTX 267, at 8.) Until 1994, only one doctoral program was approved at Morgan. (*Id.* at 7-9; Overview of Morgan State University (Popovich Demonstrative), PTX 39, at 40.)

By 1985, Maryland and OCR settled their ongoing litigation and jointly approved a new desegregation plan that stated it "fully conform[ed] with Title VI of the Civil Rights Act." ("A Plan to Assure Equal Postsecondary Educational Opportunity 1985-1989" (June 1985), PTX 305, at 14.) Following the expiration of the 1985 desegregation plan, Maryland submitted a final report in 1991 on the state's performance in meeting its goals. ("Plan to Assure Equal Postsecondary Educational Opportunity 1985-1989 Final Report" (May 1991), PTX 44.) The state did not meet its desegregation goals in terms of the percentage of other race enrollment at the HBIs. (*Id.* at 58.) The state also had set a goal of implementing 25 new programs at the HBIs, but had only implemented 13 new programs. (*Id.* at 14.) OCR issued no findings and had no correspondence with Maryland regarding desegregation of the HBIs between the end of the 1985 plan and 1999. (1/9/12 AM Trial Tr. 27-28 (Popovich).) In 1994, however, Maryland did issue a "Notice of Application of Supreme Court Decision" following the *Fordice* opinion and indicated that it would apply *Fordice* "to all pending Title VI evaluations of statewide higher education systems with OCR-accepted desegregation plans that have expired, including Maryland." (OCR Partnership Agreement, PTX 4, at 7; Conrad Expert Rep. I, PTX 69, at 16.)

During this time, beginning in 1988, Maryland also reorganized its public higher education system. (Overview of Morgan State University (Popovich Demonstrative), PTX 39, at

48.) MHEC became, and continues to be, the authority charged with reviewing and approving campus missions and proposals for new academic programs. (Conrad Expert Rep. I, PTX 69, at 14.) MHEC also creates and implements operational funding guidelines. *See* Md. Code Ann., Educ. §§ 10-203, 11-302, 11-105, 11-206. MHEC is also charged with implementing desegregation. § 11-105(f). The University System of Maryland (“USM”) became the governing body for all public institutions besides Morgan and St. Mary’s. §§ 10-101(e)-(f), 12-101(b)(6). This reorganization, for the most part, reflects the current makeup of Maryland’s public higher education institutions.

The 1999 Larson Task Force determined that MHEC and USM had not completely met their obligations under the 1988 reorganization act to develop a desegregation plan for the HBIs. (Larson Task Force Report, PTX 563, at 60-61.)

D. The 2000 OCR Partnership Agreement

In December 2000, Maryland and OCR entered into a Partnership Agreement which “set[] forth commitments that the State and OCR anticipate will result in agreement that Maryland is in full compliance under federal law, particularly Title VI . . . and the standards set forth in *United States v. Fordice* . . . regarding Maryland’s system of higher education.” (OCR Partnership Agreement, PTX 4, at 4.) OCR noted that “[t]he breadth and number of efforts devoted to participation and success of African American students in Maryland higher education attest to the State’s unflagging commitment to providing equal educational opportunities to all of its citizens. At all levels, the State and its public education institutions have developed and implemented far-ranging initiatives designed to maximize higher education access and success for African Americans.” (*Id.* at 7.) The Agreement lists such efforts, including “special grants to

[HBIs] for development of recruitment and retention initiatives” and “strategic plans in which goals and objectives associated with African American achievement figure prominently.” (*Id.*)

The “commitments” made by Maryland in the Agreement included “Avoiding Unnecessary Program Duplication and Expansion of Mission and Program Uniqueness and Institutional Identity at the [HBIs]” and “Enhancing Maryland’s [HBIs]” including “assess[ing] and incorporat[ing] into its established budget and program review procedures the operating (including academic programs) and capital enhancement funding proposals for each [HBI].” (*Id.* at 36-39.) Under the Agreement, Maryland and OCR were to assess whether the commitments had been fully implemented by May 2006. (*Id.* at 45.) If so, OCR stated it would “acknowledge formally in writing that Maryland has eliminated all vestiges of segregation in its public system of higher education.” (*Id.*)

In June 2006, Maryland wrote to OCR seeking such an acknowledgement and stating that it believed it had fully implemented its commitments, but OCR never responded to this letter and has taken no further action on the 2000 Partnership Agreement. (Conrad Expert Rep. I, PTX 69, at 17-18.)

E. The 2009 Maryland State Plan

In 2008, the Bohanan Commission to Develop the Maryland Model for Funding Higher Education appointed a panel to examine the HBIs which concluded:

HBIs historically and into the future have a dual mission. They are committed to the traditional mission of any institution of higher education to provide a quality educational experience . . . [They] also have as their mission to address the educational needs of students who come from families with traditionally less education and income and who are often underprepared as a result of their circumstances . . . This function for the HBIs is disproportionately more important than in the TWIs. Simply comparing the traditional indicators of capacity (funding levels, student-faculty ratios, etc.) poses the question: What kind of capacity is truly needed to carry out such a challenging mission?

(Bohanan Commission Report, PTX 2, at 120.) The 2009 State Plan adopted many of the Commission’s findings and concluded that “substantial additional resources” are needed for the HBIs to be “comparable” and “competitive” with the TWIs. (2009 Maryland State Plan, PTX 1, at 30-31.)

F. The Coalition’s Suit

Alleging that the State never met its commitments under the OCR partnership agreement, and citing “OCR’s failure to effectively and aggressively enforce relevant desegregation[,]” the Coalition filed suit in state court in 2006 seeking “to prevent the State of Maryland from continuing to . . . maint[ain] . . . a dual system of education based on race.” (*See* Complaint, ECF No. 2.) The Coalition sought a mandate that the State take steps to ensure that its HBIs are “attractive to and provide a quality education” to students “regardless of race.” (*Id.*) The Coalition’s suit was removed to this court on October 23, 2006. The Coalition amended its complaint four times. (*See* Fourth Amended Complaint, ECF No. 165.) After substantial discovery and a narrowing of the issues to be addressed, the parties presented evidence at a six-week bench trial in January-February 2012, culminating with closing oral arguments in October 2012.¹

IV. JUSTICIABILITY

After six years of litigation and a six-week bench trial, the State asserted, in its Proposed Findings of Fact and Conclusions of Law, that the Coalition and the named plaintiffs all lacked standing to bring this case. Indeed, nearly *half* of the State’s Proposed Findings are preoccupied

¹ This case was originally assigned to Judge Marvin J. Garbis and was transferred to the undersigned judge on June 25, 2010.

with showing why this suit is non-justiciable. Before reaching the merits of the Coalition's case, the court will briefly address the State's arguments.²

While standing is an important jurisdictional requirement under the Constitution, it exists where "any one" member of an association would have standing to sue individually. *See Warth v. Seldin*, 422 U.S. 490, 511-12 (1975); *Retail Industry Leaders Assoc. v. Fielder*, 475 F.3d 180, 186 (4th Cir. 2007) ("Associational standing may exist even when just one of the association's members would have standing."). Thus, so long as one member of the Coalition would have had standing to sue, the Coalition has standing in this case.³ Consistent with desegregation jurisprudence, *see, e.g., Rogers v. Paul*, 382 U.S. 198, 199 (1965), the State all but directly admits that any one current student at an HBI would have standing to challenge allegedly segregative policies. (*See* Defs.' Findings ¶¶ 51-54, 71, 110.) The founding member of the Coalition has stated, by affidavit, that "students enrolled at Maryland's HBIs have been members of the Coalition throughout the entire duration of this case." (Affidavit of David Burton, ECF No. 367-2, ¶ 3; *see also* Current Student Affidavits, ECF Nos. 367-12, -13, & -14, ¶ 2.)⁴ The State has not presented any evidence to rebut this assertion and the court accepts it as fact. Therefore, because any HBI student member of the Coalition would have had standing in this case, the Coalition has standing and the court may proceed to an adjudication on the merits. Furthermore, named plaintiff Muriel Thompson was a current student at Morgan when the case was filed, and the suit could proceed on that basis as well.

² It is surprising and disappointing that the State waited until after trial to raise, in any substantial way, its challenge to the plaintiffs' standing.

³ The court is not deciding whether the Coalition itself would have organizational standing as well.

⁴ Had the State raised this issue at trial, presumably Burton and current student members of the Coalition could have testified to this directly.

The State suggests, however, that even current students at HBIs have not shown a sufficient injury in fact for standing purposes. This argument is entirely without merit. *See, e.g., Allen v. Wright*, 468 U.S. 737, 756 (1984) (“[The] diminished ability to receive an education in a racially integrated school—is, beyond any doubt, not only judicially cognizable but, . . . one of the most serious injuries recognized in our legal system.”). The plaintiffs have alleged that, as current and former students of Maryland’s public HBIs, they were subjected to ongoing segregative policies traceable to the *de jure* era. Their claim directly mirrors the claims in *Fordice* and is obviously justiciable. *See Fordice*, 505 U.S. at 727-28 (holding that the state has an “affirmative duty to dismantle its prior dual university system”). Attendance at an educational institution affected by segregative policies traceable to a prior *de jure* system may constitute an injury, regardless of the institution’s resources or quality. *See Brown v. Board of Ed. of Topeka*, 347 U.S. 483, 495 (1954) (“[I]n the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore . . . the plaintiffs and others similarly situated for whom the actions have been brought are, *by reason of the segregation complained of*, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.”) (emphasis added); *see also Plessy v. Ferguson*, 163 U.S. 537, 562 (1896) (Harlan, J., dissenting) (“The arbitrary separation of citizens, on the basis of race, . . . is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the constitution.”). Thus, if the Coalition demonstrated that any one of its members is subject to ongoing segregative policies traceable to the *de jure* era and attributable to the state, *see Allen*, 468 U.S. at 757, whether they perpetrate segregation “ingeniously or ingenuously[,]” then the Coalition has shown a justiciable injury. *See Cooper v. Aaron*, 358 U.S. 1, 17 (1958) (quotation omitted).

The State's suggestion that the court must look to the "individual circumstances" of the plaintiffs to find an injury in fact is overbroad. (*See* Defs.' Proposed Findings & Conclusions ("Defs.' Findings"), ECF No. 353, ¶ 50.) It is settled law that any traceable vestige of *de jure* segregation must be addressed at every level of public education. *Fordice*, 505 U.S. at 727-28; *see also Fisher v. University of Texas at Austin*, 133 S. Ct. 2411, 2421 (2013) (noting that "[t]he higher education dynamic" does not afford a state more deference where race-based policies are implicated). So long as a student is subject to traceable segregative policies attributable to the state, no court since *Brown* has decided that, notwithstanding such policies, a student's voluntary attendance at a segregated school discharges a state's affirmative duty to dismantle the vestiges of *de jure* segregation affecting that school. *See, e.g., Green v. County Sch. Bd. of New Kent*, 391 U.S. 430, 440-42 (1968) (rejecting "freedom of choice" as a sufficient desegregation plan); *see also Fordice*, 505 U.S. at 729 ("That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system. In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be."). A state's obligation is to dismantle the "sophisticated as well as simple minded modes of discrimination" that are traceable to *de jure* segregation. *See id.* at 729, 733. To the extent the State challenges the Coalition's assertions regarding whether Maryland's HBIs are racially identifiable or whether such identifiability is the effect of state policies traceable to the *de jure* era, those are legal and factual disputes to be decided on the merits. Such questions do not deprive the court of jurisdiction.

Finally, the defendants' mootness claims are without merit. The defendants argue that any plaintiff who was a student at a Maryland HBI has likely graduated, and is no longer subject

to ongoing injury at segregated HBIs, mooted any entitlement to injunctive relief. As explained above, the plaintiffs have demonstrated that both named plaintiff Muriel Thompson and members of the Coalition are *current* students at Maryland HBIs. So long as the Coalition continues to add new members who are current students, this case will not be moot. Because it is not a class action, however, there is a danger that the case will become moot if all the named plaintiffs and members of the Coalition graduate. *See Pasadena City Bd. of Ed. v. Spangler*, 427 U.S. 424, 430 (1976).⁵

V. MARYLAND’S HBIs ARE RACIALLY IDENTIFIABLE

The parties agree that Maryland operated a *de jure* system of segregated public higher education. The schools identified in this case as HBIs were founded as schools exclusively for black students. Under *Fordice*, a state has not satisfied the requirements of the Civil Rights Act or the Constitution in eradicating the vestiges of *de jure* segregation if “existing racial identifiability is attributable to the State.” 505 U.S. at 728 (“Our decisions establish that a State does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation.”). Today, Maryland’s HBIs remain racially identifiable institutions. White students made up only 5% of the population of Maryland’s HBIs in Fall 2009. (2011 MHEC Data Book, PTX 755, at 16.) Black students were 91% of the population. (*Id.*) At Bowie, black students were 88.4% of the population, while white students were 4.2%. (MHEC Enrollment Information System Data, DTX 398, at 398.4.) At Coppin, black students were 88.2% of the population and white students made up only 1.3%. (*Id.* at 398.6) At UMES, white students were a more significant 13.3% of the population, but black students still made up 77.6% of the student body. (*Id.* at 398.22.) At Morgan, black students were

⁵ The court does not decide now whether and how this case may become moot. The Coalition argues that the issues in this case are “capable of repetition, yet evading review.”

90.7% of the population, while white students were 2.8%. (2011 MHEC Data Book, PTX 755, at 16.) Furthermore, as noted above, the percentage of white students attending HBIs peaked in the mid-1970s. (See “Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 1). “In 1972, white students attending [HBIs] accounted for over 8% of the total white graduate/professional students attending public campuses statewide. Currently, only 2% of white students pursuing advanced degrees are enrolled at an HBI.” (*Id.*) In 1976, the HBIs reported 18.2% white undergraduate and graduate enrollment. (“Second Annual Desegregation Status Report” (Vol. III, Feb. 1976), PTX 455, at 7). By 2008, the enrollment of white undergraduates at HBIs was 3.35%. (Conrad Demonstrative Exhibits, at 32 (citing HBI Enrollment Data, PTX 740).) The State’s demographer, Dr. Ben Passmore, recognized the precipitous drop in white enrollment at HBIs over the past thirty years. (1/25/12 AM Trial Tr. 12-15 (Passmore).) William Kirwan, chancellor of the University System of Maryland, recognizes that the state’s HBIs “have not been successful at attracting non-African Americans.” (1/24/12 PM Trial Tr. 30 (Kirwan).)

The State argues that the court should adopt a 10% “other race enrollment” threshold for determining whether an institution is racially identifiable, but even if such a threshold were appropriate (an unconvincing proposition given the data show Maryland’s HBIs are, for the most part, overwhelmingly attended by black students), the State has not adduced reliable data suggesting it has met this “desegregation” threshold at its HBIs. Overall, only 7.4% of the students at the HBIs are white, Asian, and Hispanic. (2011 MHEC Data Book, PTX 755, at 16.) Factoring in unknown, foreign, and other race students, the non-black enrollment at the HBIs appears to rise to 13.1%. (*Id.*) However, the State cannot rely on this number because the “unknown” and “other” numbers include students who refused to report their race or wished to

report multiple race groups, according to the State’s demographer. (*See* 1/25/12 AM Trial Tr. 38 (Passmore).) The propriety of including “foreign” students into this analysis is also doubtful, because the federal government “only looks at U.S. citizens when it calculates . . . racial percentages[.]” (1/9/12 AM Trial Tr. 89 (Popovich).)

More importantly, the State’s strict numerical arguments misinterpret its obligations under Title VI and the Constitution. The controlling question is not whether the state has done “enough” to integrate its institutions of higher learning; rather, it is whether the state has “[e]ft in place policies rooted in its prior officially segregated system that serve to maintain the racial identifiability of its universities.” *Fordice*, 505 U.S. at 743. Because the Coalition has demonstrated that Maryland’s HBIs are “racially identifiable,” to the extent the Coalition has proven that this racial identifiability continues to be perpetrated by State policies traceable to the *de jure* era, the State is liable for the continued segregative effects of those policies.

VI. MARYLAND HAS ELIMINATED SOME BUT NOT ALL TRACEABLE *DE JURE* ERA POLICIES AND PRACTICES AS REQUIRED BY *FORDICE*

The court makes no finding in this opinion as to whether the State has met all of its commitments in the 2000 OCR Partnership Agreement, nor is the court suggesting that the State should not continue efforts to better fund Maryland’s HBIs and support their dual mission, regardless of any obligation to do so under Title VI. As already noted, the issues in this case are difficult, and both sides hold sincere beliefs about the State’s successes and failures in supporting the HBIs.

The court can hold the State liable, however, only under the framework articulated in *Fordice*. There, the Supreme Court established a three-step analysis for determining whether a state has discharged its duty to dismantle former systems of *de jure* segregated higher education. *Knight v. Alabama*, 14 F.3d 1534, 1540 (11th Cir. 1994). First, the plaintiff must show that a

“particular policy that has been challenged as segregative is ‘traceable’ to decisions that were made or practices that were instituted in the past for segregative reasons, thus rendering it a vestige of segregation.” *Id.* The *Fordice* Court alternatively described such policies as those that are “derived from,” 505 U.S. at 734, “a continuation of,” *id.* at 738, “rooted in,” *id.* at 743, or that “have as their antecedents,” *id.* at 740, prior *de jure* segregation. While it is not sufficient for the defendants simply to show that current policies are race-neutral, neither is it sufficient for the plaintiffs to show, for example, a present imbalance in resources without identifying a current policy or practice rooted in *de jure* segregation that allegedly causes that imbalance. *See Ayers v. Fordice*, 111 F.3d 1183, 1223 (5th Cir. 1997) (“The district court correctly focused on the traceability of policies and practices that result in funding disparities rather than the traceability of the disparities themselves.”).

Second, if the plaintiff succeeds in showing that a policy or practice is traceable to prior *de jure* segregation, the burden of proof shifts to the state “to establish that it has dismantled its prior *de jure* segregated system.” *Fordice*, 505 U.S. at 739. The state must show that the challenged policies, when considered in combination, *id.*, do not currently have continuing “segregative effects.” *See id.* at 731; *Knight*, 13 F.3d at 1541. Policies with segregative effects are those that “discourage[] or prevent[] blacks from attending HWIs” and those that “discourage whites from seeking to attend HBIs.” *Knight*, 13 F.3d at 1541.

Third, if the state fails to show that policies traceable to prior *de jure* segregation do not have current segregative effects (or if the state chooses to bypass the segregative-effects analysis), it must show that those policies have a “sound educational justification” and cannot be “practicably eliminated.” *Fordice*, 505 U.S. at 731. To show that a policy cannot be “practicably eliminated,” the State must show that its “legitimate educational objectives” could not be

accomplished through “less segregative means.” 505 U.S. at 744 (O’Connor, J., concurring); *see also Knight*, 14 F.3d at 1546 (“Under *Fordice*, a state can be required to change even educationally sound practices where they have been found to be vestiges of segregation with continuing segregative effects. Only where there are no alternative remedies that are practicable and educationally sound is the state defendant relieved of its obligation to remedy the vestiges’ effects.”)

Three allegedly traceable policies of the Maryland system of higher education are at issue in this case: (1) limited institutional missions; (2) operational funding deficiencies; and (3) unnecessary program duplication. As explained below, the Coalition has proven that the State has failed to eliminate the traceable *de jure* era policy of unnecessary program duplication for Maryland’s HBIs. The State has not proven that the current unnecessary program duplication that exists in Maryland at its HBIs does not continue to have segregative effects on Maryland’s system of higher education, nor has it shown that there are sound educational justifications preventing the elimination of this duplication. The Coalition has not proven that any current operational funding or mission related policy or practice, however, is traceable to the *de jure* era, even if Maryland’s HBIs do not have resources or missions equal to Maryland’s TWIs.

A. Mission Setting

If the State continues to impose more “limited” missions on public HBIs than their TWI counterparts, such mission designations may be traceable policies. *See Fordice*, 505 U.S. at 739-41; *Ayers*, 111 F.3d at 1210-11 (“[T]he mission designations adopted by the [state] . . . effectively fixed the scope of programmatic offerings that were in place at each university during the *de jure* period . . . [p]olicies and practices governing the missions of the institutions of higher learning are traceable to *de jure* segregation and continue to foster separation of the races.”

(quotation omitted)); *Knight*, 14 F.3d at 1544-46 (affirming district court’s finding that the limited missions of Alabama’s HBIs are traceable policies and remanding on issue of segregative effects). As explained below, while the mission statements of Maryland’s HBIs are in some ways historically linked to their *de jure* era analogs, the Coalition has not demonstrated that the State continues to “effectively fix” the scope of HBI offerings based on their *de jure* era missions, nor does it continue to impose missions on the HBIs, which have independence and flexibility in crafting mission statements.

The Coalition makes three arguments to support its allegation that the current missions of Maryland’s HBIs are “limited” by the state as they were during the *de jure* era, and, as a result, that the mission designation of each Maryland HBI is a traceable policy. First, even though Maryland has a current policy granting schools themselves the power to craft their mission statements, and to propose programs to complement those mission statements, MHEC must approve changes. The Coalition argues that the HBIs have been limited by the State in their attempts to expand their historical missions, fixing them to their *de jure* era counterparts. Second, the Coalition argues that mission is “what a university actually does,” not simply its formal mission statement or designation, and, thus, that an examination of the actual offerings at the HBIs conclusively demonstrates they are limited relative to their TWI peers. Finally, the Coalition points to examples of TWI mission expansions as evidence that the HBIs are comparatively weaker within the system and continuing to be encroached upon in mission. As explained below, none of these arguments demonstrate that the State’s current policies and practices regarding HBI missions are traceable to the *de jure* era.

1. Formal Mission Statements or Designations

First, the Coalition does not dispute that it is the institution itself that develops its own mission statement. *See* Md. Code Ann., Educ. § 11-302(a). Instead, the Coalition alleges that MHEC's power to object to mission statements if it determines the proposed statement is inconsistent with the State Plan, § 11-302(d), has perpetuated traceably limited formal mission statements or designations at each HBI. Certainly, MHEC works to coordinate Maryland's institutions through the statewide planning process and to approve mission statements. (1/23/12 AM Trial Tr. 26-27 (Howard); 2/2/12 PM Trial Tr. 54-55 (Blanshan).) MHEC may also make suggestions on ways to improve an institution's mission proposals. (1/4/12 PM Trial Tr. 2-4 (T. Thompson).) Despite this authority, the State currently plays an overall minor role in setting the mission of each institution. (2/6/12 AM Trial Tr. 91 (Blanshan).) The Coalition has identified only one example of a time in which an HBI was refused a mission statement change. A proposed revised mission statement for UMES, which would have expanded its Ph.D. offerings in 5-7 disciplines, was denied in 1999. (Joint MBA Proposal Workgroup, PTX 254, at 108-11.) While MHEC did recommend delaying the UMES expanded mission at that time, it also simultaneously approved an expanded mission statement for Bowie to develop two new applied doctoral offerings. (*Id.*) MHEC also emphasized that UMES's proposed mission change was being delayed due to a failure to document the "need for a separate engineering program or for general authority to offer research doctorates" apart from a collaborative program already underway between UMES and College Park. (*Id.* at 109.) This single example does not demonstrate that the State's mission statement policies and practices are rooted in or a continuation of the mission planning process that limited HBIs during the *de jure* era.

To the contrary, there is ample evidence in the record demonstrating that the State has actively worked to expand the roles of the HBIs since the *de jure* era and to place them on equal mission footing with Maryland’s TWIs. The 2009 State Plan repeatedly emphasizes enhancement of Maryland’s HBIs as a primary goal for MHEC. (*See, e.g.*, 2009 Maryland State Plan, PTX 1, at 12-13, 30-34.) The 2008 HBI Panel, which was convened in the state planning process to examine ways to make HBIs comparable and competitive with the TWIs, noted that it

should not be lost and is highly significant that the state of Maryland has initiated on its own examination of the specific meaning of the terms comparable and competitive. . . . In doing so, Maryland, on its own, has reached for not only a more specific standard – but a higher and more exacting one, which demonstrates its commitment to strengthening the HBIs and the Maryland system of higher education as a whole.

(Bohanan Commission Report, PTX 2, at 118.) While it may be true that the “past treatment of the [HBIs]” in setting missions, approving programs, funding them, and assessing results, “has had the effect of substantially marginalizing the HBIs[.]” (*id.* at 128), Maryland has maintained a policy of enhancing HBI mission and programming at least since the 1970s in an effort to mitigate the effects of *de jure* discrimination. (*See* 1/9/13 AM Trial Tr. 76-77 (Popovich) (stating that, beginning in the 1970s, the State instituted a strategy (albeit not completely effective) of “enhanc[ing] the historically black schools through program development”).) In short, Maryland’s continued efforts to ensure its HBIs are comparable and competitive in terms of mission are commendable in light of past discrimination, and the Coalition has not demonstrated that the State’s mixed success in these efforts constitutes a traceable policy or practice perpetuating “limited” missions at the HBIs.

2. “Mission” as Program

Second, beyond formal mission statements or designations, the Coalition argues that the HBIs are functionally limited in mission, based on their actual offerings and capacity. This

argument relies on one of the Coalition's expert's, Dr. Walter Allen's, broader view that the "mission" of a university is not just its formal designation in the system but also what it "actually does . . . in terms of the major kind of activities associated with institutions, academic, the public service, their teaching, functions." (2/8/12 PM Trial Tr. 3 (Allen).) While a broader definition of "mission" may be useful in other contexts, it is not helpful for the purpose of assessing the Coalition's traceability allegations, because it conflates policies associated with the State's formal mission planning process with each individual programmatic decision made by the State or the institutions themselves. Nevertheless, even under this broad definition of "mission," Dr. Allen did not suggest that the alleged mission limitations imposed on the HBIs are a product of any direct State policy or practice regarding mission; rather, he argued that the HBIs' mission limitations have been caused "by historical factors and also factors of the kinds of resources that are in place to allow implementation of that set of mission statements." (*Id.*) Thus, the Coalition identified no traceable policy or practice specifically controlling HBI "missions" that the State must eliminate, even if the HBIs "do" less than their TWI peers.

The Coalition's broad mission arguments are not entirely irrelevant, however. They relate to relative program uniqueness and competitiveness, and to that extent some of the evidence the Coalition introduced related to "mission" illustrates, as detailed in Part VI.C *infra*, the need for the State to eliminate unnecessary program duplication. For example, the 2000 OCR Partnership Agreement suggests that expansion of HBI "missions" is a necessary step towards desegregation. (OCR Partnership Agreement, PTX 4, at 36-37.) The agreement demonstrates not that any current statewide mission assignment process must be changed, but that mission expansion may be one effective remedy for unnecessary program duplication that increases the racial identifiability of the HBIs by making them less competitive in attracting other race students.

Similarly, in a 2005 document assessing the Partnership Agreement, the four HBI presidents noted the need to “expand HBI missions[,]” but they characterized this need as a way to reverse the systematic erosion of the “uniqueness in missions and programs between HBIs and TWIs.” (Report on the OCR Partnership Agreement (March 28, 2005), PTX 13, at 3, 8.) The letter emphasized the need for HBIs to “offer attractive academic programs without undue duplication at nearby campuses.” (*Id.* at 9.)

Indeed, MHEC itself has recognized that “[m]ission creep” is a problem across the state’s institutions of higher learning, undermining the competitiveness and uniqueness of each institution, not because the state’s mission-assignment policies need to be reformed, but because the state is accepting “program proposals exceed[ing] the boundaries of [institutional] missions.” (MHEC “Review of Mission Statements” (January 11, 2012), PTX 866, at 19.) As explained below, because the HBIs are already disproportionately affected by excessive duplication of their offerings, this mission creep harms the HBIs significantly more than the TWIs. Thus, the court recognizes the struggles of the HBIs to compete with the TWIs in program offerings, but finds that no current mission-related policy or practice is traceable to the *de jure* era. Rather, it is because the state has allowed its “institutions of higher education to be reactive to [the] pursuit of prestige[,]” (1/23/12 AM Trial Tr. 73 (Howard)), that the state has failed to adequately recognize and support the mission potential of its HBIs. Accordingly, evidence of HBI/TWI programmatic imbalance is better assessed in the context of unnecessary program duplication, not separately as a traceable “mission” related policy or practice.

3. TWI “Mission” Expansion

Finally, and relatedly, the Coalition points to “mission” expansions at regionally proximate TWIs as evidence that the State continues to undermine HBI competitiveness, but

such arguments are again better assessed in the context of unnecessary program duplication and a lack of unique, high-demand programs at HBIs, *not* as State policies concerning HBI missions themselves. For example, Morgan is identified as “the State’s public urban university,” Md. Code Ann., Educ. § 14-101(b), but Towson’s mission statement identifies it as “the State’s metropolitan university.” (“Towson at a Glance” (2010), PTX 100, at 1.) MHEC approved Towson’s new mission statement in 2005-2006, touting itself as the state’s “metropolitan” university, over the objection of Morgan, which argued that “urban” and “metropolitan” are too similar. (*See* Letter from Morgan President Richardson to MHEC (December 9, 2005), PTX 287, at 1; MHEC “Mission Statement Review” (February 2006), PTX 763, at 34; 1/12/12 AM Trial Tr. 96-98 (Richardson).) While this potential overlap in mission is confusing, it is *not* evidence that Morgan’s mission statement is “limited” by a traceable state policy. To the contrary, Morgan is benefited by its mission designation. (*See* 1/9/12 AM Trial Tr. 77-78 (Popovich) (recognizing some of the programmatic offerings at Morgan related to its “urban” mission). The Coalition’s proven concern is not that any state policy “limits” Morgan in mission, but rather that Towson’s new mission statement may perpetuate unnecessary duplication of programs always available at Morgan through expanding thematically similar program offerings.

Similarly, the Coalition argues that the approval of an expanded master plan for the University of Baltimore, turning it into a fast growing institution, has harmed the competitiveness of the HBIs. UB began as primarily a graduate and upper division institution, (*see* 1/30/12 AM Trial Tr. 53-54 (Bogomolny)), but since the 1990s the state has allowed UB to increasingly expand its offerings to four-year undergraduates. (*See* Joint MBA Proposal Workgroup, PTX 254, at 108; 1/24/12 AM Trial Tr. 63-66 (Kirwan); UB Strategic Plan (2008-2012), PTX 917, at 4; 1/30/12 AM Trial Tr. 61-62 (Bogomolny).) The “mess in Baltimore,”

(Overview of Morgan State University (Popovich Demonstrative), PTX 39, at 31; 1/5/12 AM Trial Tr. 94-95 (Popovich)), that has resulted from the State’s expansion of UB and other Baltimore regional TWIs is again a problem of duplication, however, not any identified policy that “limits” HBI missions.

Thus, the Coalition’s “mission” argument, as it relates to the relative strength of the program offerings at the HBIs and TWIs, in terms of demand and uniqueness, is better addressed in the analysis of unnecessary program duplication as a traceable policy. Otherwise, the Coalition has not proven the State must eliminate any traceable policy or practice related to the HBI missions themselves.

4. The “Dual Mission” of the HBIs

Similarly, the Coalition has suggested that the HBIs’ so-called “dual mission” of educating both adequately prepared and underprepared college students persists as a traceable policy of the *de jure* era imposed on the HBIs by the state. The 2008 HBI Panel described this “dual mission” in detail as follows, and the court adopts the Panel’s description as the definition of the term “dual mission”:

[T]he mission of the HBIs in providing an undergraduate degree is substantially different and more challenging than that of the TWIs. HBIs historically and into the future have a dual mission. They are committed to the traditional mission of any institution of higher education to provide a quality educational experience and guide students to the attainment of an undergraduate degree. HBIs in the State of Maryland also have their mission to address the educational needs of students who come from families with traditionally less education and income and who are often under prepared as a result of their circumstances—not their abilities—for college level work. Helping these under prepared students earn a bachelor’s degree is central to the HBI mission. This function for the HBIs is disproportionately more important than in the TWIs.

(“Report to the Maryland Commission to Develop the Maryland Model for Funding Higher Education” (November 11, 2008), PTX 3, at 8.)

While this “dual mission” certainly has roots in the *de jure* era origins of Maryland’s HBIs, which were historically tasked with educating students underprivileged by virtue of racial discrimination and economic oppression, the HBIs themselves have embraced this ongoing mission of providing educational opportunities for students of all abilities and backgrounds in Maryland. (See, e.g., 1/30/12 PM Trial Tr. 53-54 (Treasure); 1/3/12 PM Trial Tr. 65-66 (Wilson); 1/4/12 AM Trial Tr. 36-39 (Wilson); 1/4/12 AM Trial Tr. 86-90, 99-100 (Thompson).) Dr. David Wilson, the president of Morgan, spoke most eloquently on this topic in response to the question of whether Morgan could “reject” the “dual mission”:

I guess I would respond to that . . . with a question, and the question would be why would our university want to move away from addressing critical problems in the City of Baltimore that stand in the way of the State’s competitiveness? It just seems to me that there is opportunity for the State at Morgan to grow this institution in a way that will help this city and help this region to prosper. So I would find it troubling if then the State said we know that there are K through 12 challenges in the city, we know that there are underperforming businesses in the city, we know that there is a high crime rate in the city, we know that the incidence of diseases, public health issues is very high, and we have an institution here that has been missioned appropriately to address that, but we do not want it addressed. I would find that to be very, very troubling.

(1/4/12 AM Trial Tr. 39 (Wilson).) The Coalition did not adduce evidence that the State imposes the duty of educating less prepared students solely on the HBIs or that the HBIs’ sustained commitment to this part of their history constitutes a continuation of a *de jure* era State policy or practice mandating as much. (See 2/1/12 AM Trial Tr. 51 (Newman).)⁶

Thus, the HBIs’ “dual mission” of educating students with more financial or academic needs, even if it is a “continuation” of the role the HBIs played during the *de jure* era, cannot be

⁶ In fact, because Coppin has an unfortunately low graduation rate, a recent report, conducted by a committee of Coppin alumni and State officials, recommended that the school take steps to change its “open-door” admissions policy and to focus on admitting more transfer students. See *Tough love for Coppin*, Baltimore Sun, May 19, 2013, <http://www.baltimoresun.com/news/opinion/editorial/bs-ed-coppin-20130519,0,5666052.story>.

said to be a “traceable” policy or practice of *de jure* segregation attributable to the State or somehow in need of elimination. As Justice Thomas’s concurrence in *Fordice* emphasizes, it is not a state’s constitutional obligation—nor should it be—to erase a school’s history or actively take steps to undermine an institution’s own commitment to maintaining its legacy within the community. *See Fordice*, 505 U.S. at 747-49 (Thomas, J., concurring). Taken to its logical extreme, the Coalition’s arguments regarding the “dual mission” could require fundamentally altering the HBIs’ self-determined identity and purpose, and such a result would be neither preferable nor constitutionally sanctioned.

B. Operational Funding

During remand proceedings after *Fordice*, the Fifth Circuit reiterated that, although the “private plaintiffs appear[ed] to advocate enhancement of the HBIs in order to rectify the detrimental effects of past de jure segregation, without regard to present policies and practices. . . . The Supreme Court expressly rejected the proposition that the State’s duty to dismantle its prior de jure system requires elimination of all continuing discriminatory effects.” *Ayers v. Fordice*, 111 F.3d at 1210 (citing *Fordice*, 505 U.S. at 730 n.4 (“To the extent we understand private petitioners to urge us to focus on present discriminatory effects without addressing whether such consequences flow from policies rooted in the prior system, we reject this position.”))). Emphasizing this distinction between traceable policies and effects, the Fifth Circuit affirmed the lower court’s holding that, despite a resource disparity that flowed from the *de jure* era, Mississippi’s funding formula was not itself a traceable policy. *Id.* at 1221-24. The court found that the funding formula was not traceable because it was sufficiently disconnected from Mississippi’s prior mission-based funding policies:

Unlike the previous formula, which allocated funds based on mission designations, the present formula allocates funds as a function of the size of each

institution's enrollment, faculty, and physical plant. While the formula responds to conditions that to a significant degree have resulted from the mission designations (and consequently results in the [T]WIs receiving a greater proportion of funds), the manner in which the formula does so is guided by valid educational concerns and is not linked to any prior discriminatory practice.

Id. at 1224.

Conversely, the district court in *Knight* determined that Alabama's funding formula was an extension of its past funding practices, and concluded that "although [Alabama] ha[d] funded [its HBIs] better than the other state institutions for at least the last twenty-five years, such funding ha[d] not yet put those institutions in the place they would have been but for their black heritage and the *de jure* system." 900 F. Supp. at 307-09. The court emphasized (quoting its earlier findings) that "[t]he advantage of [Alabama's] formula to those . . . institutions having the more complex curricula [was] extraordinary" and that the same elements of the funding formula that harmed HBIs during the *de jure* era had never been addressed. *Id.* at 309.⁷ Thus, a state's funding formula is a traceable policy only if it is rooted in or a continuation of the funding practices that disadvantaged HBIs during the *de jure* era.

1. Maryland's Funding Formula

Prior to 1990, the Maryland State Board of Education used a rote funding formula with a number of factors, including attendance, program offerings, and research, including library volumes and gross square feet of facilities, to set the funding levels of each state institution.

⁷ The district court's opinion in *Knight* is sometimes difficult to parse, given it combines findings that were originally rendered prior to *Fordice* with those reached after the opinion was vacated and remanded by the Eleventh Circuit. Though the court pointed to the structural problems with Alabama's funding formula that perpetuated segregation, the *Knight* opinion may also be read to suggest that the effects of past funding inequities must be remedied even if the state has since fixed its funding practices and they are no longer traceable to the *de jure* era policies that caused the inequities. To the extent that *Knight* held as much, this court concludes that such a holding is inconsistent with *Fordice*, which expressly states that a state is only liable for inequities that flow from current "policies rooted in the prior system[.]" *Fordice*, 505 U.S. at 730 n.4.

(1/31/12 PM Trial Tr. 82-83 (Newman).) After the state's major restructuring of higher education in 1988, the old funding formula was discontinued by 1990, and institutions were funded on a school-by-school basis, primarily based on full-time equivalents ("FTE"), until 1998 state legislation was passed directing MHEC to develop formal funding guidelines. (*Id.* at 86-87.) "Consistent with the goal that Maryland . . . attain national eminence for its system of higher education[.]" the Larson Commission, which was charged with recommending reforms for the USM in 1998, recommended a "peer-based funding guideline method" that would use comparator institutions to set funding goals for each institution. (*Id.* at 87.) A work group was assembled to create peer-based guidelines, and the resulting process the group developed, (Funding Guidelines Interim Report (August 1999), DTX 88, at 88.31), was subsequently adopted. (1/31/12 PM Trial Tr. 85-86 (Newman).) This process continues to govern MHEC's budget analysis and appropriations recommendations for the funding of Maryland's institutions of higher learning. (2/1/12 AM Trial Tr. 22 (Newman).)

In their current form, the guidelines use groups of "peer" institutions as benchmarks for setting institutional funding goals. (Funding Guidelines Interim Report (August 1999), DTX 88, at 88.39.) The process begins with the Carnegie Foundation for the Advancement of Teaching's classification for each institution. (1/31/12 PM Trial Tr. 88 (Newman).) In general, the Carnegie classification for each school is used to find 50 to 60 peer institutions. (*Id.* at 88-89.) Maryland's HBI peer selection process is subject to a variation (originally "Variation Six," currently, "Variation 4-A") that was designed to ensure "an HBI's peer group wouldn't be too heavily weighted with HBIs as peers." (*Id.* at 92-93; *see also* Funding Guidelines Interim Report (August 1999), DTX 88, at 88.37; Memorandum on 2008 Funding Guideline Peer Reselection (October 16, 2008), PTX 244, at 1-2.) Then, the funding for each peer institution is assessed and a target

funding level at the 75th percentile of those peer groups is calculated for each Maryland institution. (1/31/12 PM Trial Tr. 89 (Newman); *see also* Toutkoushian Expert Rep., PTX 324, at 12.) The state then sets appropriations based on the difference between expected tuition revenue and the overall funding target. (Toutkoushian Expert Rep., PTX 324, at 12.)

Not unexpectedly, the selection of peer comparator institutions has, at times, been controversial. Because of its designation as Maryland's "flagship" campus in 1988, (2/8/12 AM Trial Tr. 5-6 (Toutkoushian)), UMCP was "allowed to look at five aspirational peers" which were institutions that UMCP "want[ed] to emulate in performance and funding and resources" that "may perform and receive more funds and perform in certain indicators at a higher level than the Maryland institution." (1/31/12 PM Trial Tr. 91-92 (Newman).) A 2001 "Revitalization Study" of Coppin recommended Coppin also be allowed to use an aspirational peer group, rather than its current funding group, but that recommendation has not been implemented. (Final Report on the 2001 Coppin Revitalization Study (August 22, 2011), PTX 810, at 63 (also recognizing that Coppin's funding "increased by 98%" from 2001-2011, three times the average USM institution, and that Coppin is "now funded at 101% of the USM funding guidelines").)

At the time the guidelines were adopted, Morgan argued that its unique characteristics as an HBI and an urban research institution made peer selection difficult. (1/31/12 PM Trial Tr. 94 (Newman).) MHEC agreed and allowed Morgan to extend the deadline to determine a peer group. (*Id.*) Ultimately, Morgan was not satisfied with its initial peer group when it was set for fiscal year 2002. (*Id.* at 95.) UMES was also not satisfied with its peer group in light of its history as an 1890 land grant institution, and UMES was allowed a variation related to its research functions that led to the selection of a new peer group, in 2003 or 2004, that satisfied the school's concerns. (*Id.* at 95-96.)

Following 2005 changes to the Carnegie classification system, in 2008 MHEC conducted a re-selection of peers. (Memorandum on 2008 Funding Guideline Peer Reselection (October 16, 2008), PTX 244, at 1.) Three TWIs—UMBC, Towson, and UB—submitted revised peer group proposals that MHEC accepted. (*See id.* at 2-5; 1/31/12 PM Trial Tr. 98-104 (Newman); 2/1/12 AM Trial Tr. 5-7 (Newman).) Morgan also submitted a proposal that included ten institutions as a peer group, with no persuasive rationale, and MHEC rejected that proposal. (Memorandum on 2008 Funding Guideline Peer Reselection (October 16, 2008), PTX 244, at 6.) However, MHEC entered into discussions with Morgan and accounted for the school’s concerns regarding funding in selecting a new group of 18 peers. (*See* 2/1/12 AM Trial Tr. at 8-19 (Newman).) Morgan did not agree with the peer group MHEC ultimately adopted for the institution, (*id.* at 19), but the new peer group resulted in an increase in the funding guidelines (nearly \$10 million in additional recommended appropriations for FY2010 over FY 2009). (Memorandum on 2008 Funding Guideline Peer Reselection (October 16, 2008), PTX 244, at 7.)

Importantly, the funding guidelines are not determinative of the actual funding that institutions will receive. The guidelines function as a “benchmark for reference for the Governor and the General Assembly to consider as they are moving forward with their budget recommendations, their budget decisions.” (2/1/12 AM Trial Tr. 22 (Newman).) The actual appropriations process begins at the institutions themselves, which are tasked with developing a budget request, with direction from the State Department of Budget and Management, that is then submitted to the Department and to MHEC. (*Id.* at 20; *see also* 1/31/12 AM Trial Tr. 6-7 (Vivona).) MHEC analyzes the budget requests and ensures they are meeting all of the State’s overall priorities, and it uses the funding guidelines “in [its] analysis of the budgets, the state appropriations levels . . . , and comments on where the attainment is coming in, how the state is

doing in reaching that aspirational funding level[.]” (2/1/12 AM Trial Tr. 21-22 (Newman).)

Thus, current operational funding levels at Maryland public universities are derived from collaboration among the Governor, the General Assembly, the institutions themselves, the State Department of Budget and Management, and MHEC, and no single set of guidelines is determinative of institutional funding levels.

2. HBI Funding Today

In light of the recent history of Maryland’s higher education funding process, while it may be true that the HBIs are at a “competitive disadvantage” with TWIs because of past discriminatory treatment, (*see* Bohanan Commission Report, PTX 2, at 119), the Coalition has not demonstrated that Maryland’s current funding practices or policies are traceable to the *de jure* era. Structurally, the current funding formula is entirely different from any of Maryland’s prior funding policies or practices; functionally, the current formula has not disadvantaged the HBIs or provided them any less state-controlled funding than the TWIs.

First, and most importantly, under the current funding formula, Maryland’s HBIs are not “underfunded” by the State, relative to the TWIs. (*See* 2/1/12 PM Trial Tr. 59 (Lichtman) (“[F]rom 2001 through 2010 . . . [t]here’s virtually no difference in the mean State appropriation plus enhancements per FTE for this 10-year period for all the HBIs compared to all the non-HBIs, even with the driver of College Park[.]”).) Including College Park, which has received a tremendous amount of funding since it was christened Maryland’s flagship university, between 1984-2010, Maryland’s HBIs received \$84,621,000 in state appropriations and enhancement funds above what they would have received if these funds had been distributed to all Maryland institutions in proportion to their student enrollment. (*Id.* at 52-54.) Today, Maryland appropriates nearly an equal amount of funding per full-time student at HBIs and TWIs (with

slightly more funding per-FTE going to the HBIs). (*Id.* at 45-46; Lichtman Demonstrative Exhibits, DTX 405, at 17.)⁸

The Coalition suggests that because of their relatively low enrollments, (*see* MHEC Enrollment Figures, DTX 65q, at 6-7), per-FTE funding comparisons do not adequately take into account the “economies of scale” that benefit larger institutions. (*See* MHEC “Consolidated Budget & Fact Book” (1990), PTX 437, at 11; 1/17/12 PM Trial Tr. 67-68, 73-74 (Toutkoushian); 1/25/12 PM Trial Tr. 50 (Dudley-Eshbach).) While there may be no academic consensus on whether economies of scale exist in higher education, (2/2/12 PM Trial Tr. 10 (Lichtman)), it is likely that some efficiency is gained by increasing enrollment, such that per-FTE funding does not wholly represent the adequacy of an institution’s funding. Nevertheless, Maryland’s funding formula partially takes account of economies of scale because it sets funding targets for the HBIs by selecting peers based on, among other factors, head count and degrees awarded. (Funding Guidelines Interim Report (August 1999), DTX 88, at 37.) Thus, because the HBIs are funded at or above their peer-based funding targets, (*see* Toutkoushian Demonstrative Exhibits, PTX 855, at 46), they are funded adequately compared to similar institutions. In other words, if there are economies of scale in higher education, Maryland is failing to take account of them only as much as the HBIs’ peer institutions do, not because of any policy or practice traceable to the *de jure* era.

⁸ In its rebuttal to the State’s findings of fact, the Coalition appears to challenge the data (headcount versus credit hour FTEs) upon which Dr. Lichtman relied for some of his calculations, acknowledging that Dr. Lichtman used the data on which its own expert, Dr. Toutkoushian, initially relied. Dr. Lichtman pointed out the problems with this data during his testimony, however, (*see* 2/1/12 PM Trial Tr. 54-55 (Lichtman)), and the court finds that his calculations were reasonably reliable, even if he had to rely on some less persuasive data in rebutting Dr. Toutkoushian’s analysis.

Second, even though Maryland's funding formula arguably takes mission and programs, which are linked to an institution's history, into account through the Carnegie peer selection process, the funding formula is neither based in nor derived from Maryland's *de jure* era funding practices. As described above, Maryland's current funding formula involves a recently developed target-setting process, and it expressly accounts for the unique characteristics of Maryland's HBIs to ensure that peer groups for the HBIs are not limited to other HBIs. MHEC has also worked, when necessary, to ensure HBI peer groups accurately reflect specific institutional funding concerns. (*See* 1/31/12 PM Trial Tr. 94-96 (Newman); 2/1/12 AM Trial Tr. 8-19 (Newman).) The Coalition adduced no evidence linking the current funding formula to *de jure* era policies and practices. Even if past iterations of Maryland's funding formula resulted in discriminatory appropriations for Maryland's HBIs, there is no evidence that the *current* process employed by the State is in any way traceable to any such *de jure* era funding practice or policy. The Coalition's expert, Dr. Toutkoushian, focused on an elaborate calculation of alleged "cumulative deficiencies" present in the HBIs because of past funding discrimination, (*see* Toutkoushian Expert Rep., PTX 324; Toutkoushian Supp. Expert Rep., PTX 325; Toutkoushian Rebuttal Demonstrative Exhibits, PTX 1029, at 20), but even if such resource deficiencies can be quantified, they are a remnant of past discrimination, not the result of any ongoing traceable policy or practice as required under *Fordice*.⁹ The Coalition also presented substantial evidence about alleged deficiencies in the HBIs' physical plants, but, as the court previously determined at

⁹ In the past few years, Maryland's HBIs have not stagnated in resources. For example, Coppin recently announced it was developing a state-funded \$80 million science center. Steve Kilar, *Science center may help Coppin close the gap*, Baltimore Sun, May 3, 2013, at 1. UMES has also announced the acquisition of an agricultural research farm, through a \$1.55 million federal grant. *UMES acquires farm for agricultural research*, The Star Democrat, April 26, 2013, http://www.stardem.com/news/state_news/article_724cd612-ae93-11e2-a6d4-0019bb2963f4.html.

summary judgment that no traceable policy for capital funding exists, such deficiencies would be relevant only if they were linked to traceable policies related to operational funding, which has not been shown. Accordingly, the State is under no legal obligation to change its current funding formula or appropriations practices.

3. Other Allegedly Traceable Funding Policies and Practices

The Coalition makes a variety of other arguments related to funding, but none specifically identify any policy or practice that is traceable to the *de jure* era. Overall, the Coalition adduced a substantial amount of evidence showing that Maryland's HBIs struggle financially more than its TWIs because of many factors outside of State control, such as lower tuition revenue, (*see, e.g.*, 2/8/12 AM Trial Tr. 66-67 (Toutkoushian)), insufficient fundraising capacity, (*see* 1/17/12 PM Trial Tr. 42-43 (Kaiser)), and difficulty in attaining external grants, (1/12/12 AM Trial Tr. 36-37 (Robinson).) While these characteristics may have a serious effect on the fiscal health of the HBIs, they are, at most, effects of past discrimination, not current policies or practices attributable to the State. In fact, the state has put policies in place to address these disparities. For example, the State's funding practices recognize and compensate for lower tuition revenue, and the state has also taken steps to avoid reducing HBI budgets where other budget cuts have been required due to the state's overall fiscal health. (1/31/12 AM Trial Tr. 17-21, 35, 48-53 (Vivona).) Even facing the economic downturn, state financial support for the HBIs grew by 82.5%, compared to only 43.3% for TWIs, between 2000-2012 (excluding outlier TWIs). (1/30/12 PM Trial Tr. 66-67 (Treasure).)

Furthermore, the HBIs' "dual mission" does not require additional funding beyond what the HBIs already have received in enhancement funding from the state. As explained above, the "dual mission" of Maryland's HBIs is important and laudatory, but it does not follow that the

State's alleged failure to devote specific resources towards funding for the dual mission is traceable to the *de jure* era. While it may be wise or prudent for the State to devote additional resources to funding remediation at the HBIs, (*see* Bohanan Commission Report, PTX 2, at 11), because the dual mission is not imposed on the HBIs by the State and is not otherwise a traceable policy or practice, *see supra* Part VI.A.4, the State has no obligation under *Fordice* to directly fund remedial education.

Similarly, the Coalition has failed to prove that the State's failure to provide mandatory state funding of UMES's land-grant programs, (*see* 1/5/12 PM Trial Tr. 10-11 (Neufville); 1/4/12 PM Trial Tr. 42-43 (T. Thompson)), is a traceable policy or practice. In order to receive federal funding for such programs, an institution must provide 1:1 matching dollars. ("Triennial Report on Status of Agricultural Programs at UMCP and UMES" (June 1, 2011), PTX 875, at 3.) The State provides College Park with an excess of funding to meet this match, (*see* 1/5/12 PM Trial Tr. 10-11 (Neufville)), but UMES must use general fund dollars to support such programs and receive the federal funding, (*see* ("Triennial Report on Status of Agricultural Programs at UMCP and UMES" (June 1, 2011), PTX 875, at 3.) Nevertheless, at present, UMES is able to receive its full federal match, (*id.*), and the disparity in state funding for the specific agricultural research and extension land-grant programs between UMES and College Park is a function of College Park's designation as the state's "flagship" and UMES's need to allocate state funding to other programs.

Finally, the Coalition suggests that the designation of College Park as a "flagship" was improper, because that policy created an unaddressed funding imbalance between College Park, a TWI, and the HBIs. (*See* 2/8/12 AM Trial Tr. 5-6 (Toutkoushian).) Preliminarily, the State demonstrated that there are compelling educational justifications for creating a "flagship." Not

only does a flagship serve as the state's educational representative on the national and international stage and as an anchor for the rest of the USM in terms of research output, faculty, and competitiveness with other public and private universities, but a flagship also allows Maryland to more efficiently leverage resources among all of its institutions by offering a diverse array of graduate degrees independently and through institutional partnerships. (1/23/12 PM Trial Tr. 41-45 (Kirwan).) Such partnerships exist across the system and benefit TWI and HBI students alike. (*Id.*) Even if it were somehow improper for the State to have designated a TWI as a "flagship," the State demonstrated that no funding imbalance actually exists: the HBIs are still funded comparably to the State's TWIs, even including College Park. (2/1/12 PM Trial Tr. 58-60 (Lichtman); Lichtman Demonstrative Exhibits, DTX 405, at 19; *see also* Lichtman Reply Expert Rep., DTX 64B, at 13-14; 2/1/12 PM Trial Tr. 48 (Lichtman) (noting that, not including College Park, the HBIs have been funded considerably more generously over the past decade than the TWIs).)

In short, while the Coalition adduced an abundance of evidence demonstrating that Maryland's HBIs face challenges that stem from direct and indirect historic discrimination, economic stratification, and pre-K-12th grade educational inequity, the Coalition has not proven that the State continues to employ any funding policy or practice that is traceable to the *de jure* era that must be eliminated. The court applauds Maryland's acknowledgment in the 2009 State Plan that "[s]ubstantial additional resources are needed to ensure the State's public HBIs with their dual missions are comparable to Maryland's TWIs[.]" (2009 Maryland State Plan, PTX 1, at 32), but there is no basis to hold Maryland legally liable for any failure to provide such additional funding to the HBIs.

C. Unnecessary Program Duplication

On the other hand, unnecessary duplication of academic programs at HBIs and non-HBIs “was part and parcel of the prior dual system of higher education—the whole notion of ‘separate but equal’ required duplicative programs in two sets of schools—and . . . present unnecessary duplication is a continuation of that practice.” *Fordice*, 505 U.S. at 738. Given the multitude of regionally proximate institutions in Maryland, convincing expert analysis of the state of program duplication throughout Maryland, and the recognition of several State officials of the historic problem of program duplication, the Coalition has proven that unnecessary program duplication continues in Maryland, to the detriment of its HBIs, and is traceable to the *de jure* era. (See, e.g., Assistant Attorney General’s Memorandum on the UB/Towson University Joint MBA Proposal, PTX 14, at 3 (“[B]ecause the unnecessary duplication of programs was a means by which Maryland operated a segregated system of higher education, the law will presume that the continuation of this practice will perpetuate conditions indicative of the former dual system and foster segregation . . . Any proffered justifications for maintaining a remnant of the prior dual system will be carefully scrutinized . . .”); 1/11/12 AM Trial Tr. 50 (Former MHEC Chairman Oliver) (“Q: Did you also agree that approval of the MBA program would be a continuation of Maryland’s policy or practice of program duplication? A: Yes.”); 90 Opinions of the Maryland Attorney General 153 (2005), PTX 698, at 19 (“There is no doubt that Maryland operated *de jure* segregated public higher education programs before 1969 when OCR found the State in violation of Title VI, and that some policies, such as program duplication at geographically proximate schools, are traceable to that era.”).)

1. Current Unnecessary Duplication

Dr. Clifton Conrad, the Coalition's expert on unnecessary program duplication, is the nation's preeminent scholar on this issue, having served as a testifying expert and conducted similar duplication analyses for OCR in *Fordice* and its progeny. As adopted by the Supreme Court in *Fordice*, Dr. Conrad's definition of "unnecessary duplication" is "those instances where two or more institutions offer the same nonessential or noncore program. Under this definition, all duplication at the bachelor's level of nonbasic liberal arts and sciences course work and all duplication at the master's level and above are considered to be unnecessary." 505 U.S. at 738; (see also 1/10/12 AM Trial Tr. 54 (Conrad).) Dr. Conrad explained that, in conducting his analysis of program duplication in Maryland, he relied primarily on the "CIP method," which involves classifying higher education programs uniformly and then comparing the program offerings at Maryland's various institutions, (1/10/12 AM Trial Tr. 55 (Conrad)), but that he confirmed the results of his CIP analysis with an independent evaluation of each school's program offerings, (see Conrad. Supp. Expert Rep., PTX 72.)

Based on Dr. Conrad's analysis, the court finds that, statewide, 60% of the noncore programs at Maryland's HBIs are unnecessarily duplicated, compared with only 18% of Maryland's TWIs' noncore programs. (Conrad Expert Rep. III, PTX 71, at 84-85.) Regionally, 38% of Baltimore area HBI programs are unnecessarily duplicated, but unnecessary program duplication is not a problem on the Eastern Shore, where only 9% of UMES' programs are regionally duplicated. (*Id.*, as modified by correspondence on Jan. 29, 2012 (ECF No. 298), Table 5.)¹⁰ Today, Maryland's TWIs have a total of 296 unique, non-core programs, for an

¹⁰ The 38% figure represents a more conservative determination of the scope of program duplication in the Baltimore region than Dr. Conrad initially found (59%) because it excludes UMCP and UMUC (Maryland's online university). The Coalition vigorously argues that UMCP

average of 42 programs per institution. (Conrad Expert Rep. III, PTX 71, at 114.) On the other hand, Maryland's HBIs only have 44 unique programs, in total, for an average of only 11 per institution. (*Id.*) Duplication also varies somewhat depending on degree level: for example, the TWIs have six times as many unique masters programs as the HBIs, but over thirteen times as many unique doctoral programs, in part because of UMCP's central role as Maryland's flagship research university. (*Id.*) More importantly, Maryland's HBIs offer only 11 non-duplicated, high-demand, noncore programs, compared with 122 such programs at TWIs, for an average of 17 per TWI and only 3 per HBI. (*Id.*) Unique, high-demand programs are a key reason white students attend HBIs in other states, and, without them, HBIs "are identified by their racial history as opposed to [their] programs." (Conrad Expert Rep. II, PTX 70, at 5 ("[I]n order for desegregation to occur at [H]BIs . . . [H]BIs must offer programs not offered at TWIs."); *see also* 1/18/12 AM Trial Tr. 88-89 (Allen).) Dr. Conrad's duplication findings are comparable to, and in some cases more pronounced than, the duplication found in Mississippi during the *Fordice* remand proceedings that held the state liable for failing in its desegregation efforts. *See Ayers*, 111 F.3d at 1218; (Conrad Demonstrative Exhibits, at 82 (noting that Mississippi was found to have 40% undergraduate unnecessary program duplication and 25% at the graduate level).) The court agrees with Dr. Conrad's conclusion, in light of this data, that Maryland continues to have

and UMUC should be included in this analysis because 2011 student enrollment data shows that these institutions draw their largest student enrollments from the same four counties as the other Baltimore schools, (*see* University System of Maryland Data Journal (2010-2011), PTX 934, at 25-26 (for example, nearly the same number of undergraduates from Baltimore County went to UMCP as to UMBC)), and MHEC's own demographer testified at trial that UMUC and UMCP have a statewide draw, (1/25/12 AM Trial Tr. 67 (Passmore) (**Q:** What other schools in the public system draw from Baltimore and the surrounding areas heavily? **A:** Coppin, Towson, UB, UMBC, UMB – College Park draws from everywhere or anywhere – and UMUC . . .).) Nevertheless, because, as the Coalition has proven, the 38% duplication, combined with the lack of unique, high demand programs at the HBIs, is traceable and has segregative effects, the court will recognize the 38% figure as the minimum, proven amount of proximate duplication in the Baltimore region.

a “dual structure of higher education” which is “a structure in which there is a substantial amount of unnecessary or non-essential program duplication between TWIs and [H]BIs, and there is not meaningful program uniqueness at both sets of institutions.” (1/10/12 AM Trial Tr. 49, 73-75 (Conrad) (“So the [TWIs] on balance have a far greater institutional identity. No wonder they have been desegregated. . . . While, again, on the other hand, there is nothing that really distinguishes [the HBIs] . . . programmatically.”).) As explained below, this dual system is traceable to the *de jure* era and it prevents the HBIs from attracting non-black students, perpetuating the racial identifiability of the HBIs.

2. Traceability of Unnecessary Duplication

The State argues that Dr. Conrad’s analysis should be disregarded because there is also duplication between TWI institutions. According to the State, the duplication that Dr. Conrad found “is not the result of a policy or practice traceable to *de jure* segregation but must be attributable to something else.” (Defs.’ Opp. to Pls.’ Findings, ECF No. 366, at 26.) This argument is unconvincing. First, as demonstrated above, when the data is parsed as between TWIs and HBIs, it is apparent that duplication in the State far more significantly affects the HBIs, even if duplication is also a problem for other institutions. (*See, e.g.*, Conrad Expert Rep. II, PTX 70, at 98 (showing that the three HBIs aside from Morgan were 8th, 9th, and 10th out of 11 institutions in terms of new programming developed between 2001 and 2009); Conrad Demonstrative Exhibits at 67 (showing that six times as many unique, high demand new programs were developed at TWIs as were at HBIs between 2001 and 2009).) This disparity is highly suspect in light of the history of Maryland’s system of higher education.

Second, significant evidence supports the Coalition’s claim that the duplication Dr. Conrad found is a direct result of a continuing failure of the State to address the *de jure* era

policy of duplicating programs to maintain a dual, segregated system. Program duplication was part and parcel of the prior segregated system in Maryland. (*See, e.g.*, Soper Commission Report, PTX 17, at 56-57, 88). Furthermore, “it [is] clear that the originating justification” of locating HBIs and TWIs “a stone’s throw from one another . . . had to do with trying to create separate educational streams and sites for Maryland’s black and white populations.” (1/18/12 AM Trial Tr. 43-44 (Allen).) The 1937 Soper Commission, in assessing higher education in Maryland, noted that “several institutions of both the white and Negro groups are undertaking to perform the same cluster of functions.” (Soper Commission Report, PTX 17, at 56.) In 2005, a Maryland Attorney General Opinion recognized that “Maryland operated *de jure* segregated public higher education programs before 1969 . . . and that some policies, such as program duplication at geographically proximate schools, are traceable to that era.” (90 Opinions of the Maryland Attorney General 153 (2005), PTX 698, at 19.)

During the 1960s and 1970s, in the wake of *Brown*, Maryland’s HBIs began offering unique, high-demand programs and began attracting significant numbers of white graduates. (*See* “Second Annual Desegregation Status Report” (Vol. III, Feb. 1976), PTX 455, at 235-546; 1/10/12 AM Trial Tr. 30-31 (Conrad).) Rather than building on that progress, however, Maryland made very large investments in TWIs, particularly newly created Towson and UMBC, that undermined preliminary gains in desegregation. (*See* 1/10/12 AM Trial Tr. 26-33 (Conrad).) These investments included further duplication of programs at already existing TWIs and creating new public institutions in geographic proximity to existing HBIs, including UB, Towson, and UMBC. (*See* “Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 8-9; “Final Report of the Governor’s Commission on Education” (1975), PTX 380, at 16-17; 1/10/12 AM Trial Tr. 26-33 (Conrad).) In the 1980s,

“white enrollment began to decline very markedly,” and that trend continues today. (1/10/12 AM Trial Tr. 34-35 (Conrad).) The early gains that had been made in integration at Maryland’s HBIs halted almost as soon as they began, and the State has continued to duplicate HBI programs at TWIs, failing to address the dual system it created in the *de jure* era. (See Conrad Expert Rep. I, PTX 69, at 19.)

In Maryland’s 2000 Partnership Agreement with the Office of Civil Rights, Maryland committed to developing unique, high-demand academic programs at the HBIs and to avoid further unnecessary program duplication. (1/11/12 AM Trial Tr. 35-38 (Oliver); OCR Partnership Agreement, PTX 4, at 36-37.) Unfortunately, the State did not follow through on this commitment, and white enrollment at HBIs only continued to decline following the Partnership Agreement, such that HBI racial identifiability has continued to increase. (Conrad Demonstrative Exhibits, at 32 (citing HBI Enrollment Data, PTX 740); “Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 5; Conrad Expert Rep. I, PTX 69, at 81-82.) Coppin experienced a 73% decline in white graduate student enrollment after the partnership agreement; Bowie experienced a similar 67% decrease. (“Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 5.) At the same time, graduate enrollments have grown rapidly at TWIs while stagnating at HBIs. (“Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 3.) In fact, the State has not only failed to take steps to eradicate existing unnecessary duplication, it has continued to duplicate high-demand programs, to the further detriment of the HBIs. Dr. Conrad found that, on a statewide comparison, between 2001 and 2009, 18 *new* programs at TWIs unnecessarily duplicated programs at HBIs, 13 of which were

“high-demand.” (Conrad Expert Rep. II, PTX 70, at 102.)¹¹ Thus, the State has never dismantled the *de jure* era duplication of programs that facilitated segregation—and it has maintained policies and practices that have even exacerbated this problem.

3. The State’s Purported Efforts to Eliminate this Practice Have Failed

Despite this significant evidence demonstrating the traceability of the continued unnecessary program duplication among HBIs and TWIs in Maryland, the State argues that it has established safeguards to mitigate unnecessary program duplication. When a state institution seeks to propose a new program, MHEC plays an active role in evaluating the program if the program requires new resources, Md. Code Ann., Educ. § 11-206, but, in any event, MHEC must notify all institutions of higher education of the proposed program, § 11-206.1(b)(3), (5). Another institution or MHEC may then file an objection to the proposed program if, among other criteria, the program constitutes “[u]nreasonable program duplication which would cause demonstrable harm to another institution” or a “[v]iolation of the State’s equal educational opportunity obligations under State and federal law.” § 11-206.1(e). The Commission also has the authority to eliminate a program that unreasonably duplicates a program at another institution. Md. Code Ann., Educ. § 11-206(e)(5)(iv). As demonstrated by the court’s above findings, however, MHEC has not effectively addressed unnecessary program duplication. First, these purported safeguards are only forward facing—they do not address the substantial duplication that existed since, essentially, the beginning of Maryland’s system of public higher education. The State offered no evidence that it has made any serious effort to address continuing

¹¹ Regionally, 12 new programs unnecessarily duplicated HBI programs in the “Baltimore-College Park” region, 9 of which were high demand, but there was no further duplication of high-demand programs on the Eastern Shore. (Conrad Expert Rep. II, PTX 70, at 102.)

historic duplication. Second, and even more troublingly, the State has failed to prevent *additional* unnecessary duplication, to the detriment of the HBIs.

For example, the development of the joint UB/Towson MBA in 2005, over Morgan's objection, demonstrates the inefficacy of the State's current policy regarding duplication. It was the consensus of OCR staff, HBI leaders, and even MHEC, initially, that the creation of the program would constitute unnecessary program duplication. (*See* 1/11/12 AM Trial Tr. 43-48 (Oliver); OCR Letter to MHEC (April 13, 2005), PTX 36; Assistant Attorney General's Memorandum on the UB/Towson University Joint MBA Proposal, PTX 14, at 2-3; Joint MBA Proposal Workgroup, PTX 254, at 28-29; MHEC Memorandum (May 25, 2005), PTX 330, at 3.) Yet, the Secretary of MHEC reversed course and approved the program on March 15, 2005. The Maryland Office of the Attorney General wrote, in response to this reversal:

Please be advised that the Secretary's decision [to approve the Towson MBA program], while within his discretion to act, was made contrary to advice and counsel rendered him by the Office of the Attorney General. Specifically, the Secretary was advised that approval of this academic program would leave the State in a vulnerable position, legally, with respect to the law governing the unnecessary duplication of academic programs. . . . There is little question that the proposed MBA program, if approved, would constitute "unnecessary program duplication" as that term of art is defined and articulated in federal law. The Secretary accepts this and makes no attempt to refute it.

(Assistant Attorney General's Memorandum on the UB/Towson University Joint MBA Proposal, PTX 14, at 2.) MHEC Chairman John Oliver initially agreed with the Attorney General's office and attempted to collaborate with stakeholders to develop an alternative. (1/11/12 AM Trial Tr. 51-54 (Oliver).) Nevertheless, MHEC ultimately approved the program. (*Id.*) Furthermore, as previously discussed, the crowding of Baltimore with four year undergraduate institutions, including the recent and ongoing expansion of UB as yet another such college, (*see* Joint MBA Proposal Workgroup, PTX 254, at 108; 1/24/12 AM Trial Tr. 63-66 (Kirwan); UB Strategic Plan

(2008-2012), PTX 917, at 4; 1/30/12 AM Trial Tr. 61-62 (Bogomolny)), has worsened the regional unnecessary duplication that has been a problem since the 1960s and 70s. MHEC did address the potential duplicative effects of a proposed Doctorate of Management degree in Community College Leadership at UMUC, but only after Morgan objected to it. (*See* Memorandum to Sue Blanshan (February 2, 2009), PTX 955, at 1; MHEC Letter to UMUC (February 13, 2009), PTX 179.)

As these series of events demonstrate, despite what the State characterizes as “an elaborate system designed to avoid” unnecessary program duplication, the State has failed to eliminate this vestige of the *de jure* era. And, even if “avoidance” of further duplication were enough, the State has in fact continued to fail to avoid further unnecessary duplication, even in the face of open objections by state officials.¹²

D. Segregative Effects

The State has failed to meet its burden of demonstrating there are no ongoing segregative effects that are a result of the traceable unnecessary program duplication proven by the Coalition. The State has recognized that its HBIs are not successful at attracting other-race students. (1/24/12 PM Trial Tr. 30 (Kirwan).) The State argues, however, that even if unnecessary program duplication exists in Maryland, it was only found segregative in *Fordice* because Mississippi *also* had segregative admissions criteria in place. This argument fails to appreciate, as demonstrated by the Coalition, the independent segregative effects that unnecessary program duplication has had in Maryland because, “in order for racial desegregation to occur at [H]BIs[,]

¹² Notably, in 2012, Maryland amended its program approval regulations to specifically require an analysis of the “[e]ducational justification for the dual operation of programs broadly similar to unique or high-demand programs at HBIs,” COMAR 13B.02.03.09. (*See* Correspondence re: Information Concerning Regulatory Revision Cited by Plaintiff in their Rebuttal, ECF No. 368.) Certainly, this is a much clearer statement of the standard applicable under *Fordice*.

. . . [H]BIs must offer programs not offered at TWIs.” (Conrad Expert Rep. II, PTX 70, at 5.) As demonstrated above, there has been an intensification of the HBIs’ racial identifiability over the past twenty years. (See Conrad Expert Rep. I, PTX 69, at 19; Conrad Demonstrative Exhibits, at 32-33; “Trends in White Graduate Students at Historically Black Institutions in Maryland” (October 2009), PTX 184, at 1; 1/10/12 AM Trial Tr. 38-39 (Conrad) (recognizing that Maryland’s HBIs are more racially identifiable today than they were in 1970, the year after *de jure* segregation formally ended in Maryland.) Coalition experts Dr. Conrad and Dr. Allen convincingly explained that this intensification is a result of, in part, the unnecessary program duplication that pervades Maryland’s system of higher education because, in the absence of a competitive academic advantage, non-black students have less of an incentive to enroll in what is otherwise perceived as a school for black students. (See, e.g., Conrad Expert Rep. II, PTX 70, at 5; 1/18/12 AM Trial Tr. 88-89 (Allen).) “The fact of the matter is that . . . creating and maintaining proximate [HBIs] and TWIs has had, and continues to have segregative effects. It . . . creates a situation where, absent academic missions that are explicit[ly] being assigned to HBIs . . . those are just schools that are labeled as, and perceived as, the black schools. So the decision of where you go if you are a white student is strained[.]” (1/18/12 AM Trial Tr. 66 (Allen).) This effect is reflected in the decreasing enrollment of white students at the HBIs. When asked about this trend, Dr. Mickey Burnim, president of Bowie State, testified, “[T]here is increased competition for the degree programs that enroll a lot of our white students. So I think that is one significant factor.” (1/5/12 PM Trial Tr. 61-62 (Burnim).)

In fact, the duplication of a unique HBI program at a TWI can have an effect on the overall enrollment at the HBI because of this perception. For example, Bowie offered an MS in Computer Science before Towson introduced the program; yet, once Towson offered the MS,

enrollment in Bowie's program dropped precipitously, from 119 in 1994 to 29 in 2008, while enrollment went from 23 in 1994 to 101 in 2008 at Towson. (1/10/12 AM Trial Tr. 59-61 (Conrad); Conrad Demonstrative Exhibits at 59.) Similarly, enrollment in Bowie, Coppin, and Morgan's MA in Teaching programs all dropped substantially between 2002 and 2008 after UMBC began offering the program. (*Id.*) When UB entered the public system offering an MBA, the MBA program that Morgan had been operating by itself suffered. (*See* 1/9/12 AM Trial Tr. 59 (Popovich) (testifying that the impact of UB's MBA on Morgan's program "illustrates the type of effect you may get when you have duplicative programs nearby").)

Where HBIs possess unique programs, however, they will be more empowered to attract a diverse student body. (1/18/12 AM Trial Tr. 91, 112 (Allen); Allen Expert Rep., PTX 661, at 8-9); *see also Knight*, 14 F.3d at 1541 (finding a need for unique programming at HBIs where a "disproportionate numbers of white *can* satisfy their curricular desires at [T]WIs, and *cannot* satisfy them at HBIs, thereby discouraging them from choosing to attend HBIs.") (citing *Fordice*, 505 U.S. at 736-43). The current demographics of the two Eastern Shore institutions, UMES and Salisbury, are telling. As of 2009, UMES had a student population that was 77.6% black and 13.3% white, making it significantly more desegregated than its three HBI counterparts, which had white populations between roughly 1 and 4%. *See* Part V *supra* at 20-21. In light of these figures, it is unsurprising that Dr. Conrad found that only 9% of the programs at UMES were unnecessarily duplicated, "eliminating the dual system . . . to a large extent" on the Eastern Shore. (1/10/12 AM Trial Tr. 83 (Conrad); *see also* Conrad Expert Rep. III, PTX 71, at 114 (showing that Salisbury has 26 unique non-core programs, while UMES has 25).) This lack of duplication is not an accident; it is the result of a strong collaborative partnership between UMES and Salisbury and it demonstrates that unnecessary duplication can be eliminated. (*See*

1/25/12 PM Trial Tr. 34-39 (Dudley-Eshbach) (noting that UMES and Salisbury share a significant number of students because “[a]ny UMES student can take any class at Salisbury” and vice-versa).) The court finds that, at a minimum, it is more likely than not that the lack of unnecessary duplication at UMES and Salisbury has led to UMES’s substantial success in attracting white students, as well as other race students. Conversely, the court finds that the pervasive duplication of Coppin, Bowie, and Morgan’s programs, and their corollary lack of unique programming, contributes to their continued pronounced racial identifiability. Accordingly, the State has not demonstrated that its traceable policy of unnecessary program duplication does not have segregative effects.

The State suggests, through its expert, Dr. Don Hossler, that program offerings have very little to do with a student’s selection of an institution—and that demographics usually control, (see 2/6/12 PM Trial Tr. 18-19, 48-49, 69-71 (Hossler)), but this argument is not persuasive. While it may be true that other factors are more important than program offerings, for many students, in choosing a university, the State’s burden is to prove that the traceable *de jure* vestige of program duplication does not continue to have any segregative effects. See *Fordice*, 505 U.S. at 731, 739; *Knight*, 13 F.3d at 1541. Thus, even if program duplication plays a less significant role than other factors in maintaining the racial identifiability of the HBIs, because the Coalition convincingly demonstrated that duplication does have a palpable effect on student choice, the State is under an obligation to eliminate it. Dr. Hossler acknowledged that program duplication does have some effect on student choice. (2/6/12 PM Trial Tr. 62-63, 68-69, 71-72 (Hossler)).¹³

¹³ The court does not address whether any *de minimis* effect would violate *Fordice*—the effect of unnecessary duplication on enrollment demographics at Maryland’s HBIs has been proven by the Coalition to be more than *de minimis*.

Moreover, Dr. Hossler's criticism of Dr. Conrad's more marked conclusions regarding the effect of duplication on student choice, (*see* 2/6/12 PM Trial Tr. 36-39 (Hossler)), does not undermine the consensus of Dr. Allen and Dr. Conrad that duplication has such an effect, nor does it undermine the data itself. For example, despite Morgan's overwhelmingly black enrollment, because it is one of only two public universities in Maryland to offer such programs, (*see* 1/9/12 AM Trial Tr. 13 (Popovich)), 83% of the Landscape Architecture degrees it awarded in 2010 were to white students, as were 33% of the Architecture degrees it awarded. (2010 Program Completion Rates at Maryland Schools by Race, PTX 741.) The court finds that unnecessary duplication influences student demographics at the HBIs, and that Maryland's HBIs will not be able to increase their non-black enrollment if their offerings continue to be unnecessarily duplicated.

E. Purported Educational Justifications

Finally, the State did not, for the most part, present evidence that unnecessary program duplication could not be eliminated consistent with sound educational practices, relying instead on the argument that no traceable policy or practice existed to begin with. The State is in a tenuous position on this issue, because eliminating unnecessary program duplication has been a centerpiece of most prior higher education desegregation efforts. To the extent the State offered any sound educational justification for existing duplication, it consistently focused on "good" reasons for approving a particular duplicative program rather than a thorough analysis of whether there were less segregative means of obtaining the same goal as required by *Fordice*. 505 U.S. at 729 ("If policies traceable to the de jure system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices.").

For example, in response to the Secretary's approval of the Towson MBA program, the Office of the Attorney General wrote:

On its face, the Secretary's March 15th determination appears to be deficient in that his analysis primarily addresses sound educational justification in the context of Towson University's capacity to adequately offer the MBA program jointly with the University of Baltimore in the face of an apparent need for the program. It is a matter of concern, however, that the Secretary's analysis does not adequately address "sound educational justification" in the specific context of a desegregating system of higher education with very specific and continuing legal objections. The analysis may also be considered lacking by virtue of its very limited effort to address the impact upon geographically proximate HBIs. Perhaps most alarming is a complete lack of an analysis regarding the possibility of accomplishing the legitimate educational objectives through less segregative means, particularly in light of existing programs at HBIs that are not at capacity.

(Assistant Attorney General's Memorandum on the UB/Towson University Joint MBA Proposal, PTX 14, at 3.) As the State acknowledges in this document, "sound educational justification" is not an open-ended invitation to justify otherwise segregative policies or practices; rather, it is a requirement that the State seriously consider whether a traceable policy cannot possibly be eliminated in light of legitimate educational concerns. Nonetheless, as Kevin O'Keefe, a former MHEC commissioner who voted to approve the MBA program testified, the commission was focused on "one issue, and one issue only. Are there grounds for educational justification for this program?" (1/30/12 AM Trial Tr. 108 (O'Keefe).) O'Keefe testified that he based his vote on "a clear need for additional capacity in a public MBA program and [the fact] that Morgan was, for perfectly good reasons, not willing to direct its resources, apparently, to developing that program." (1/30/12 PM Trial Tr. 4-5 (O'Keefe).) This articulated justification is insufficient under *Fordice*. If MBA capacity was a state need, and even if Morgan opposed building its capacity, the State offered no evidence that it seriously considered alternative, non-segregative means to accomplishing the capacity building it sought, such as offering Morgan additional funding for such programming or considering another HBI to fill this need.

The Supreme Court recently reaffirmed in *Fisher v. University of Texas at Austin* that even a “serious, good faith consideration of workable race-neutral alternatives” in the higher education context does not supplant the strict scrutiny analysis that is warranted where race-based policies are implicated. *See* 133 S. Ct. 2411, 2421 (2013) (quoting *Grutter v. Bollinger*, 539 U.S. 306, 339 (2003)). Here, the State has not offered any compelling evidence that any sound educational need is an unavoidable driver of the ongoing unnecessary duplication of HBI programs throughout Maryland’s system of higher education.

On the contrary, the State’s maintenance and exacerbation of this proximate program duplication, as described above, “does not comport with best practices in higher education.” (1/18/12 AM Trial Tr. 62-64 (Allen).) Dr. Allen conducted an analysis of the State’s purported educational justifications for duplicative program approvals over the past decade, relying on MHEC Secretary James Lyon’s deposition statement that “academic program files” would be the “best resources for determining the basis for program approval.” (*Id.* at 47.) Dr. Allen found that the justifications in these files for duplicated programs are “[m]inimal” and “superficial[.]” (*Id.* at 47-48.) As to Towson’s joint MBA, Dr. Allen noted that the file had “more” material, given the controversy surrounding its approval, but that “[t]he justification provided in the file . . . wasn’t persuasive.” (*Id.* at 49.) Tellingly, the State’s proposed findings of fact and conclusions of law include only a few references to the issue of “sound educational justification,” and only then in reference to the Towson MBA approval. (*See* Defs.’ Findings, ECF No. 353, ¶¶ 241, 245, 246 n.44.) Furthermore, as noted above, UMES and Salisbury have developed a unique, collaborative partnership, that has both virtually eliminated unnecessary program duplication on their campuses and resulted in UMES having “more white students on its campus than any other HBI in the state[.]” (1/4/12 PM Trial Tr. 65-66 (T. Thompson); 1/25/12 PM Trial Tr. 37-39 (Dudley-

Eshbach).) It was evident from the testimony of the presidents of both UMES and Salisbury that their collaborative efforts are a source of pride for both institutions and contribute to the overall quality of higher education program offerings on the Eastern Shore. (*See, e.g., id.*) Accordingly, it is the court’s conclusion that the extensive program duplication in Maryland is a traceable vestige of the *de jure* era, that it continues to exacerbate the racial identifiability of Maryland’s HBIs by limiting their competitiveness in program offerings, and that there is no sound educational justification preventing the mitigation of this duplication.

VII. REMEDIES

In light of the State’s liability on the issue of program duplication, the court strongly suggests that the parties enter mediation to attempt to generate a suitable plan to address this problem. As embodied in the OCR Partnership Agreement, a remedy for unnecessary program duplication likely includes both avoidance of such duplication and “expansion of mission and program uniqueness and institutional identity at the HBIs.” (Final Report on the OCR Partnership Agreement (February 15, 2006), PTX 8, at 73.) Dr. Allen was tasked by the Coalition with developing remedies, and his recommendation that “[e]ach HBI should develop programmatic niches of areas or areas of excellence in at least two high-demand clusters within the next three to four years” appears to be a promising starting point. (*See* 1/18/12 AM Trial Tr. 90 (Allen).)¹⁴ These niche suggestions include, among others, Green Sustainability Studies; Computer Sciences; Aging Studies; and Health Care Facilities Management. (*See* Allen Demonstrative Exhibits, PTX 856, at 52-65.) It is also likely that the transfer or merger of select high-demand programs from TWIs to HBIs will be necessary. (*See* 1/18/12 AM Trial Tr. 103 (Allen).) Former MHEC Secretary James Lyons has stated that Maryland has the capacity and

¹⁴ The Coalition has not suggested the extreme remedy of closing any institutions.

capability to implement program transfers and mergers. (*Id.* at 107.) Similarly, the creation of collaborative programs through the wide use of resources to enhance the quality of current and newly developed programs at the HBIs may be an additional effective and creative method of enhancing the HBIs' programs. (*See id.* at 102.) If mediation is not successful, further proceedings will be scheduled so that the court may evaluate any competing proposals.

VIII. CONCLUSION

In light of the above findings of fact and conclusions of law, the court proposes to defer entry of judgment pending mediation or further proceedings if necessary to establish an appropriate remedy. A conference call will be scheduled with counsel.

October 7, 2013
Date

/s/
Catherine C. Blake
United States District Judge

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AT

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Syllabus

UNITED STATES *v.* FORDICE, GOVERNOR OF
MISSISSIPPI, ET AL.CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR
THE FIFTH CIRCUIT

No. 90-1205. Argued November 13, 1991—Decided June 26, 1992*

Despite this Court's decisions in *Brown v. Board of Education*, 347 U. S. 483 (*Brown I*), and *Brown v. Board of Education*, 349 U. S. 294 (*Brown II*), Mississippi continued its policy of *de jure* segregation in its public university system, maintaining five almost completely white and three almost exclusively black universities. Private petitioners initiated this lawsuit in 1975, and the United States intervened, charging that state officials had failed to satisfy their obligation under, *inter alia*, the Equal Protection Clause of the Fourteenth Amendment and Title VI of the Civil Rights Act of 1964 to dismantle the dual system. In an attempt to reach a consensual resolution through voluntary dismantlement, the State Board of Trustees, in 1981, issued "Mission Statements" classifying the three flagship white institutions during the *de jure* period as "comprehensive" universities having the most varied programs and offering doctoral degrees, redesignating one of the black colleges as an "urban" university with limited research and degree functions geared toward its urban setting, and characterizing the rest of the colleges as "regional" institutions which functioned primarily in an undergraduate role. When, by the mid-1980's, the student bodies at the white universities were still predominantly white, and the racial composition at the black institutions remained largely black, the suit proceeded to trial. After voluminous evidence was presented on a full range of educational issues, the District Court entered extensive findings of fact on, among other things, admissions requirements, institutional classification and missions assignments, duplication of programs, and funding. Its conclusions of law included rulings that, based on its interpretation of *Bazemore v. Friday*, 478 U. S. 385, and other cases, the affirmative duty to desegregate in the higher education context does not contemplate either restricting student choice or the achievement of any degree of racial balance; that current state policies and practices should be examined to ensure that they are racially neutral, developed and implemented in good faith, and do not substantially contribute to the racial identifiability

*Together with No. 90-6588, *Ayers et al. v. Fordice, Governor of Mississippi, et al.*, also on certiorari to the same court.

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of individual institutions; and that Mississippi's current actions demonstrate conclusively that the State is fulfilling its affirmative duty to disestablish the former *de jure* segregated system. In affirming, the Court of Appeals left largely undisturbed the lower court's findings and conclusions.

Held:

1. The courts below did not apply the correct legal standard in ruling that Mississippi has brought itself into compliance with the Equal Protection Clause. If the State perpetuates policies and practices traceable to its prior *de jure* dual system that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—and such policies are without sound educational justification and can be practicably eliminated, the policies violate the Clause, even though the State has abolished the legal requirement that the races be educated separately and has established racially neutral policies not animated by a discriminatory purpose. *Bazemore v. Friday*, *supra*, distinguished. The proper inquiry asks whether existing racial identifiability is attributable to the State, see, e. g., *Freeman v. Pitts*, 503 U. S. 467, and examines a wide range of factors to determine whether the State has perpetuated its former segregation in any facet of its system, see, e. g., *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U. S. 237, 250. Because the District Court's standard did not ask the appropriate questions, the Court of Appeals erred in affirming the lower court's judgment. Pp. 727–732.

2. When the correct legal standard is applied, it becomes apparent from the District Court's undisturbed factual findings that there are several surviving aspects of Mississippi's prior dual system which are constitutionally suspect; for even though such policies may be race neutral on their face, they substantially restrict a person's choice of which institution to enter and they contribute to the racial identifiability of the eight public universities. Mississippi must justify these policies, as well as any others that are susceptible to challenge by petitioners on remand under the proper standard, or eliminate them. Pp. 732–743.

(a) Although the State's current admissions policy requiring higher minimum composite scores on the American College Testing Program (ACT) for the five historically white institutions than for the three historically black universities derived from policies enacted in the 1970's to redress the problem of student unpreparedness, the policy is constitutionally suspect because it was originally enacted in 1963 by three of the white universities to discriminate against black students, who, at the time, had an average ACT score well below the required minimum.

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The policy also has present discriminatory effects, since a much higher percentage of white than of black high school seniors recently scored at or above the minimum necessary to enter a white university. The segregative effect of this standard is especially striking in light of the differences in minimum required entrance scores among the white and black regional universities and colleges with dissimilar programmatic missions, and yet the courts below made little effort to justify those disparities in educational terms or to inquire whether it was practicable to eliminate them. The State's refusal to consider high school grade performance along with ACT scores is also constitutionally problematic, since the ACT's administering organization discourages use of ACT scores alone, the disparity between black and white students' high school grade averages is much narrower than the gap between their average ACT scores, most States use high school grades and other indicators along with standardized test scores, and Mississippi's approach was not adequately justified or shown to be unsusceptible to elimination without eroding sound educational policy. Pp. 733-738.

(b) The District Court's treatment of the widespread duplication of programs at the historically black and historically white Mississippi universities is problematic for several reasons. First, it can hardly be denied that such duplication represents a continuation of the "separate but equal" treatment required by the prior dual system, and yet the court's holding that petitioners could not establish a constitutional defect shifted the burden of proof away from the State in violation of *Brown II*, *supra*, at 300, and its progeny. Second, implicit in the court's finding of "unnecessary" duplication is the absence of any educational justification and the fact that some, if not all, duplication may be practically eliminated. Finally, by treating this issue in isolation, the court failed to consider the combined effects of unnecessary duplication with other policies in evaluating whether the State had met its constitutional duty. Pp. 738-739.

(c) Mississippi's 1981 mission assignments scheme has as its antecedents the policies enacted to perpetuate racial separation during the *de jure* period. When combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations interfere with student choice and tend to perpetuate the segregated system. On remand, the court should inquire whether it would be practicable and consistent with sound educational practices to eliminate any such discriminatory effects. Pp. 739-741.

(d) Also on remand, the court should inquire and determine whether the State's retention and operation of all eight higher educational institutions in an attempt to bring itself into constitutional compliance actually affects student choice and perpetuates the *de jure* system,

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whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can practicably be closed or merged with other existing institutions. Though certainly closure of one or more institutions would decrease the system's discriminatory effects, the present record is inadequate to demonstrate whether such action is constitutionally required. Pp. 741-742.

(e) In addition to the foregoing policies and practices, the full range of the State's higher educational activities, including its funding of the three historically black schools, must be examined on remand under the proper standard to determine whether the State is taking the necessary steps to dismantle its prior system. Pp. 742-743.

914 F. 2d 676, vacated and remanded.

WHITE, J., delivered the opinion of the Court, in which REHNQUIST, C. J., and BLACKMUN, STEVENS, O'CONNOR, KENNEDY, SOUTER, and THOMAS, JJ., joined. O'CONNOR, J., *post*, p. 743, and THOMAS, J., *post*, p. 745, filed concurring opinions. SCALIA, J., filed an opinion concurring in the judgment in part and dissenting in part, *post*, p. 749.

Solicitor General Starr argued the cause for the United States. With him on the briefs were *Assistant Attorney General Dunne*, *Deputy Solicitor General Roberts*, *Roger Clegg* and *Barbara S. Drake*, *Deputy Assistant Attorneys General*, and *Jeffrey P. Minear*. *Alvin O. Chambliss, Jr.*, argued the cause for petitioners in No. 90-6588. With him on the briefs were *Lawrence Young* and *Robert Pressman*.

William F. Goodman, Jr., argued the cause for respondents in both cases. With him on the brief were *Mike Moore*, *Attorney General of Mississippi*, and *Paul H. Stephenson III* and *William F. Ray*, *Special Assistant Attorneys General*.†

†Briefs of *amici curiae* urging reversal were filed for the State of Tennessee by *Charles W. Burson*, *Attorney General of Tennessee*, *John Knox Walkup*, *Solicitor General*, and *Christine Modisher*, *Assistant Attorney General*; for *Alcorn State University* by *Gilbert Kujovich*; for *Jackson State University* by *Deborah McDonald* and *Carrol Rhodes*; for the *NAACP Legal Defense and Educational Fund, Inc.*, et al. by *Julius LeVonne Chambers*, *Charles Stephen Ralston*, *Norman J. Chachkin*, *John W. Garland*, *Janell M. Byrd*, and *John A. Powell*; and for the *National Bar Association* et al. by *J. Clay Smith, Jr.*, and *Herbert O. Reid, Sr.*

Briefs of *amici curiae* urging affirmance were filed for the *Board of Trustees of the University of Alabama* by *C. Glenn Powell* and *Stanley J.*

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JUSTICE WHITE delivered the opinion of the Court.

In 1954, this Court held that the concept of “‘separate but equal’” has no place in the field of public education. *Brown v. Board of Education*, 347 U.S. 483, 495 (*Brown I*). The following year, the Court ordered an end to segregated public education “with all deliberate speed.” *Brown v. Board of Education*, 349 U.S. 294, 301 (1955) (*Brown II*). Since these decisions, the Court has had many occasions to evaluate whether a public school district has met its affirmative obligation to dismantle its prior *de jure* segregated system in elementary and secondary schools. In these cases we decide what standards to apply in determining whether the State of Mississippi has met this obligation in the university context.

I

Mississippi launched its public university system in 1848 by establishing the University of Mississippi, an institution dedicated to the higher education exclusively of white persons. In succeeding decades, the State erected additional postsecondary, single-race educational facilities. Alcorn State University opened its doors in 1871 as “an agricultural college for the education of Mississippi’s black youth.” *Ayers v. Allain*, 674 F. Supp. 1523, 1527 (ND Miss. 1987). Creation of four more exclusively white institutions followed: Mississippi State University (1880), Mississippi University for Women (1885), University of Southern Mississippi (1912), and Delta State University (1925). The State added two more solely black institutions in 1940 and 1950: in the former year, Jackson State University, which was charged with training “black teachers for the black public schools,” *id.*, at 1528; and in the latter year, Mississippi Valley State Univer-

Murphy; and for Charles E. “Buddy” Roemer III, Governor of the State of Louisiana, et al. by John N. Kennedy, Joseph J. Levin, Jr., Margaret E. Woodward, and W. Shelby McKenzie.

Joseph A. Califano, Jr., *pro se*, and David S. Tatel filed a brief of *amicus curiae* for Joseph A. Califano, Jr., et al.

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sity, whose functions were to educate teachers primarily for rural and elementary schools and to provide vocational instruction to black students.

Despite this Court's decisions in *Brown I* and *Brown II*, Mississippi's policy of *de jure* segregation continued. The first black student was not admitted to the University of Mississippi until 1962, and then only by court order. See *Meredith v. Fair*, 306 F. 2d 374 (CA5), cert. denied, 371 U. S. 828, enf'd, 313 F. 2d 532 (1962) (en banc) (*per curiam*). For the next 12 years the segregated public university system in the State remained largely intact. Mississippi State University, Mississippi University for Women, University of Southern Mississippi, and Delta State University each admitted at least one black student during these years, but the student composition of these institutions was still almost completely white. During this period, Jackson State and Mississippi Valley State were exclusively black; Alcorn State had admitted five white students by 1968.

In 1969, the United States Department of Health, Education and Welfare (HEW) initiated efforts to enforce Title VI of the Civil Rights Act of 1964, 42 U. S. C. § 2000d.¹ HEW requested that the State devise a plan to disestablish the formerly *de jure* segregated university system. In June 1973, the Board of Trustees of State Institutions of Higher Learning (Board) submitted a plan of compliance, which expressed the aims of improving educational opportunities for all Mississippi citizens by setting numerical goals on the enrollment of other-race students at state universities, hiring other-race faculty members, and instituting remedial programs and special recruitment efforts to achieve those goals. App. 898-900. HEW rejected this Plan as failing to comply with Title VI because it did not go far enough in the areas of student

¹This provision states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

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recruitment and enrollment, faculty hiring, elimination of unnecessary program duplication, and institutional funding practices to ensure that “a student’s choice of institution or campus, henceforth, will be based on other than racial criteria.” *Id.*, at 205. The Board reluctantly offered amendments, prefacing its reform pledge to HEW with this statement: “With deference, it is the position of the Board of Trustees . . . that the Mississippi system of higher education is in compliance with Title VI of the Civil Rights Act of 1964.” *Id.*, at 898. At this time, the racial composition of the State’s universities had changed only marginally from the levels of 1968, which were almost exclusively single race.² Though HEW refused to accept the modified Plan, the Board adopted it anyway. 674 F. Supp., at 1530. But even the limited effects of this Plan in disestablishing the prior *de jure* segregated system were substantially constricted by the state legislature, which refused to fund it until fiscal year 1978, and even then at well under half the amount sought by the Board. App. 896–897, 1444–1445, 1448–1449.³

Private petitioners initiated this lawsuit in 1975. They complained that Mississippi had maintained the racially segregative effects of its prior dual system of postsecondary education in violation of the Fifth, Ninth, Thirteenth, and Fourteenth Amendments, 42 U. S. C. §§ 1981 and 1983, and Title VI of the Civil Rights Act of 1964, 42 U. S. C. § 2000d.

² For the 1974–1975 school year, black students comprised 4.1 percent of the full-time undergraduate enrollments at University of Mississippi; at Mississippi State University, 7.5 percent; at University of Southern Mississippi, 8.0 percent; at Delta State University, 12.6 percent; at Mississippi University for Women, 13.0 percent. At Jackson State, Alcorn State, and Mississippi Valley State, the percentages of black students were 96.6 percent, 99.9 percent, and 100 percent, respectively. Brief for United States 7.

³ According to counsel for respondents, it was in this time period—the mid- to late-1970’s—that the State came into full “compliance with the law” as having taken the necessary affirmative steps to dismantle its prior *de jure* system. Tr. of Oral Arg. 45.

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Shortly thereafter, the United States filed its complaint in intervention, charging that state officials had failed to satisfy their obligation under the Equal Protection Clause of the Fourteenth Amendment and Title VI to dismantle Mississippi's dual system of higher education.

After this lawsuit was filed, the parties attempted for 12 years to achieve a consensual resolution of their differences through voluntary dismantlement by the State of its prior separated system. The board of trustees implemented reviews of existing curricula and program "mission" at each institution. In 1981, the Board issued "Mission Statements" that identified the extant purpose of each public university. These "missions" were clustered into three categories: comprehensive, urban, and regional. "Comprehensive" universities were classified as those with the greatest existing resources and program offerings. All three such institutions (University of Mississippi, Mississippi State, and Southern Mississippi) were exclusively white under the prior *de jure* segregated system. The Board authorized each to continue offering doctoral degrees and to assert leadership in certain disciplines. Jackson State, the sole urban university, was assigned a more limited research and degree mission, with both functions geared toward its urban setting. It was exclusively black at its inception. The "regional" designation was something of a misnomer, as the Board envisioned those institutions primarily in an undergraduate role, rather than a "regional" one in the geographical sense of serving just the localities in which they were based. Only the universities classified as "regional" included institutions that, prior to desegregation, had been either exclusively white—Delta State and Mississippi University for Women—or exclusively black—Alcorn State and Mississippi Valley State.

By the mid-1980's, 30 years after *Brown*, more than 99 percent of Mississippi's white students were enrolled at University of Mississippi, Mississippi State, Southern Mississippi, Delta State, and Mississippi University for Women.

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The student bodies at these universities remained predominantly white, averaging between 80 and 91 percent white students. Seventy-one percent of the State's black students attended Jackson State, Alcorn State, and Mississippi Valley State, where the racial composition ranged from 92 to 99 percent black. *Ayers v. Allain*, 893 F. 2d 732, 734-735 (CA5 1990) (panel decision).

II

By 1987, the parties concluded that they could not agree on whether the State had taken the requisite affirmative steps to dismantle its prior *de jure* segregated system. They proceeded to trial. Both sides presented voluminous evidence on a full range of educational issues spanning admissions standards, faculty and administrative staff recruitment, program duplication, on-campus discrimination, institutional funding disparities, and satellite campuses. Petitioners argued that in various ways the State continued to reinforce historic, race-based distinctions among the universities. Respondents argued generally that the State had fulfilled its duty to disestablish its state-imposed segregative system by implementing and maintaining good-faith, non-discriminatory race-neutral policies and practices in student admission, faculty hiring, and operations. Moreover, they suggested, the State had attracted significant numbers of qualified black students to those universities composed mostly of white persons. Respondents averred that the mere continued existence of racially identifiable universities was not unlawful given the freedom of students to choose which institution to attend and the varying objectives and features of the State's universities.

At trial's end, based on the testimony of 71 witnesses and 56,700 pages of exhibits, the District Court entered extensive findings of fact. The court first offered a historical overview of the higher education institutions in Mississippi and the developments in the system between 1954 and the filing of this suit in 1975. 674 F. Supp., at 1526-1530. It

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then made specific findings recounting post-1975 developments, including a description at the time of trial, in those areas of the higher education system under attack by plaintiffs: admission requirements and recruitment; institutional classification and assignment of missions; duplication of programs; facilities and finance; the land grant institutions; faculty and staff; and governance. *Id.*, at 1530–1550.

The court's conclusions of law followed. As an overview, the court outlined the common ground in the action: "Where a state has previously maintained a racially dual system of public education established by law, it assumes an 'affirmative duty' to reform those policies and practices which required or contributed to the separation of races." *Id.*, at 1551. Noting that courts unanimously hold that the affirmative duty to dismantle a racially dual structure in elementary and secondary schools also governs in the higher education context, the court observed that there was disagreement whether *Green v. School Bd. of New Kent County*, 391 U. S. 430 (1968), applied in all of its aspects to formerly dual systems of higher education, *i. e.*, whether "some level of racial mixture at previously segregated institutions of higher learning is not only desirable but necessary to 'effectively' desegregate the system." 674 F. Supp., at 1552. Relying on a Fifth Circuit three-judge court decision, *Alabama State Teachers Assn. (ASTA) v. Alabama Public School and College Authority*, 289 F. Supp. 784 (MD Ala. 1968), our *per curiam* affirmance of that case, 393 U. S. 400 (1969), and its understanding of our later decision in *Bazemore v. Friday*, 478 U. S. 385 (1986), the court concluded that in the higher education context, "the affirmative duty to desegregate does not contemplate either restricting choice or the achievement of any degree of racial balance." 674 F. Supp., at 1553. Thus, the court stated: "While student enrollment and faculty and staff hiring patterns are to be examined, greater emphasis should instead be placed on current state higher education policies and practices in order to insure that such

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policies and practices are racially neutral, developed and implemented in good faith, and do not substantially contribute to the continued racial identifiability of individual institutions.” *Id.*, at 1554.

When it addressed the same aspects of the university system covered by the findings of fact in light of the foregoing standard, the court found no violation of federal law in any of them. “In summary, the court finds that current actions on the part of the defendants demonstrate conclusively that the defendants are fulfilling their affirmative duty to disestablish the former *de jure* segregated system of higher education.” *Id.*, at 1564.

The Court of Appeals reheard the action en banc and affirmed the decision of the District Court. *Ayers v. Allain*, 914 F. 2d 676 (CA5 1990). With a single exception, see *infra*, at 741, it did not disturb the District Court’s findings of fact or conclusions of law. The en banc majority agreed that “Mississippi was . . . constitutionally required to eliminate invidious racial distinctions and dismantle its dual system.” *Id.*, at 682. That duty, the court held, had been discharged since “the record makes clear that Mississippi has adopted and implemented race neutral policies for operating its colleges and universities and that all students have real freedom of choice to attend the college or university they wish . . .” *Id.*, at 678.

We granted the respective writs of certiorari filed by the United States and the private petitioners. 499 U.S. 958 (1991).

III

The District Court, the Court of Appeals, and respondents recognize and acknowledge that the State of Mississippi had the constitutional duty to dismantle the dual school system that its laws once mandated. Nor is there any dispute that this obligation applies to its higher education system. If the State has not discharged this duty, it remains in violation of the Fourteenth Amendment. *Brown v. Board of Education*

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and its progeny clearly mandate this observation. Thus, the primary issue in these cases is whether the State has met its affirmative duty to dismantle its prior dual university system.

Our decisions establish that a State does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation. Thus we have consistently asked whether existing racial identifiability is attributable to the State, see, e. g., *Freeman v. Pitts*, 503 U.S. 467, 496 (1992); *Bazemore v. Friday*, *supra*, at 407 (WHITE, J., concurring); *Pasadena City Bd. of Ed. v. Spangler*, 427 U.S. 424, 434 (1976); *Gilmore v. City of Montgomery*, 417 U.S. 556, 566–567 (1974); and examined a wide range of factors to determine whether the State has perpetuated its formerly *de jure* segregation in any facet of its institutional system. See, e. g., *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U.S. 237, 250 (1991); *Swann v. Charlotte-Mecklenburg Bd. of Ed.*, 402 U.S. 1, 18 (1971); *Green v. School Bd. of New Kent County*, *supra*, at 435–438.

The Court of Appeals concluded that the State had fulfilled its affirmative obligation to disestablish its prior *de jure* segregated system by adopting and implementing race-neutral policies governing its college and university system. Because students seeking higher education had “real freedom” to choose the institution of their choice, the State need do no more. Even though neutral policies and free choice were not enough to dismantle a dual system of primary or secondary schools, *Green v. School Bd. of New Kent County*, 391 U.S. 430 (1968), the Court of Appeals thought that universities “differ in character fundamentally” from lower levels of schools, 914 F.2d, at 686, sufficiently so that our decision in *Bazemore v. Friday*, *supra*, justified the conclusion that the State had dismantled its former dual system.

Like the United States, we do not disagree with the Court of Appeals’ observation that a state university system is

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quite different in very relevant respects from primary and secondary schools. Unlike attendance at the lower level schools, a student's decision to seek higher education has been a matter of choice. The State historically has not assigned university students to a particular institution. Moreover, like public universities throughout the country, Mississippi's institutions of higher learning are not fungible—they have been designated to perform certain missions. Students who qualify for admission enjoy a range of choices of which institution to attend. Thus, as the Court of Appeals stated, “[i]t hardly needs mention that remedies common to public school desegregation, such as pupil assignments, busing, attendance quotas, and zoning, are unavailable when persons may freely choose whether to pursue an advanced education and, when the choice is made, which of several universities to attend.” 914 F.2d, at 687.

We do not agree with the Court of Appeals or the District Court, however, that the adoption and implementation of race-neutral policies alone suffice to demonstrate that the State has completely abandoned its prior dual system. That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system. In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be. Thus, even after a State dismantles its segregative *admissions* policy, there may still be state action that is traceable to the State's prior *de jure* segregation and that continues to foster segregation. The Equal Protection Clause is offended by “sophisticated as well as simple-minded modes of discrimination.” *Lane v. Wilson*, 307 U.S. 268, 275 (1939). If policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices. *Freeman*,

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supra, at 494; *Dowell, supra*, at 250; *Green, supra*, at 439; *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U. S. 413, 414 (1956) (*per curiam*).⁴ We also disagree with respondents that the Court of Appeals and District Court properly relied on our decision in *Bazemore v. Friday*, 478 U. S. 385 (1986). *Bazemore* neither requires nor justifies the conclusions reached by the two courts below.⁵

⁴To the extent we understand private petitioners to urge us to focus on present discriminatory effects without addressing whether such consequences flow from policies rooted in the prior system, we reject this position. Private petitioners contend that the State must not only cease its legally authorized discrimination, it must also "eliminate its continuing effects insofar as practicable." Brief for Petitioners in No. 90-6588, p. 44. Though they seem to disavow as radical a remedy as student reassignment in the university setting, *id.*, at 66, their focus on "student enrollment, faculty and staff employment patterns, [and] black citizens' college-going and degree-granting rates," *id.*, at 63, would seemingly compel remedies akin to those upheld in *Green v. School Bd. of New Kent County*, 391 U. S. 430 (1968), were we to adopt their legal standard. As will become clear, however, the inappropriateness of remedies adopted in *Green* by no means suggests that the racial identifiability of the institutions in a university system is irrelevant to deciding whether a State such as Mississippi has satisfactorily dismantled its prior *de jure* dual system or that the State need not take additional steps to ameliorate such identifiability.

⁵Similarly, reliance on our *per curiam* affirmance in *Alabama State Teachers Assn. v. Alabama Public School and College Authority*, 289 F. Supp. 784 (MD Ala. 1968) (*ASTA*), *aff'd*, 393 U. S. 400 (1969) (*per curiam*), is misplaced. In *ASTA*, the state teachers association sought to enjoin construction of an extension campus of Auburn University in Montgomery, Alabama. The three-judge District Court rejected the allegation that such a facility would perpetuate the State's dual system. It found that the State had educationally justifiable reasons for this new campus and that it had acted in good faith in the fields of admissions, faculty, and staff. 289 F. Supp., at 789. The court also noted that it was "reasonable to conclude that a new institution will not be a white school or a Negro school, but just a school." *Ibid.* Respondents are incorrect to suppose that *ASTA* validates policies traceable to the *de jure* system regardless of whether or not they are educationally justifiable or can be practicably altered to reduce their segregative effects.

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Bazemore raised the issue whether the financing and operational assistance provided by a state university's extension service to voluntary 4-H and Homemaker Clubs was inconsistent with the Equal Protection Clause because of the existence of numerous all-white and all-black clubs. Though prior to 1965 the clubs were supported on a segregated basis, the District Court had found that the policy of segregation had been completely abandoned and that no evidence existed of any lingering discrimination in either services or membership; any racial imbalance resulted from the wholly voluntary and unfettered choice of private individuals. *Bazemore*, *supra*, at 407 (WHITE, J., concurring). In this context, we held inapplicable the *Green* Court's judgment that a voluntary choice program was insufficient to dismantle a *de jure* dual system in public primary and secondary schools, but only after satisfying ourselves that the State had not fostered segregation by playing a part in the decision of which club an individual chose to join.

Bazemore plainly does not excuse inquiry into whether Mississippi has left in place certain aspects of its prior dual system that perpetuate the racially segregated higher education system. If the State perpetuates policies and practices traceable to its prior system that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—and such policies are without sound educational justification and can be practicably eliminated, the State has not satisfied its burden of proving that it has dismantled its prior system. Such policies run afoul of the Equal Protection Clause, even though the State has abolished the legal requirement that whites and blacks be educated separately and has established racially neutral policies

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not animated by a discriminatory purpose.⁶ Because the standard applied by the District Court did not make these inquiries, we hold that the Court of Appeals erred in affirming the District Court's ruling that the State had brought itself into compliance with the Equal Protection Clause in the operation of its higher education system.⁷

IV

Had the Court of Appeals applied the correct legal standard, it would have been apparent from the undisturbed fac-

⁶ Of course, if challenged policies are not rooted in the prior dual system, the question becomes whether the fact of racial separation establishes a new violation of the Fourteenth Amendment under traditional principles. *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U. S. 237, 250-251 (1991); *Arlington Heights v. Metropolitan Housing Development Corp.*, 429 U. S. 252 (1977).

⁷ The Court of Appeals also misanalyzed the Title VI claim. The court stated that "we are not prepared to say the defendants have failed to meet the duties outlined in the regulations." 914 F.2d 676, 687-688, n. 11 (CA5 1990). The court added that it need not "discuss the scope of Mississippi's duty under the regulations" because "the duty outlined by the Supreme Court in *Bazemore* controls in Title VI cases." *Ibid.* It will be recalled, however, that the relevant agency and the courts had specifically found no violation of the regulation in *Bazemore v. Friday*, 478 U. S. 385, 409 (1986) (WHITE, J., concurring). Insofar as it failed to perform the same factual inquiry and application as the courts in *Bazemore* had made, therefore, the Court of Appeals' reliance on *Bazemore* to avoid conducting a similar analysis in these cases was inappropriate.

Private petitioners reiterate in this Court their assertion that the state system also violates Title VI, citing a regulation to that statute which requires States to "take affirmative action to overcome the effects of prior discrimination." 34 CFR §100.3(b)(6)(i) (1991). Our cases make clear, and the parties do not disagree, that the reach of Title VI's protection extends no further than the Fourteenth Amendment. See *Regents of Univ. of California v. Bakke*, 438 U. S. 265, 287 (1978) (opinion of Powell, J.); *id.*, at 328 (opinion of Brennan, WHITE, Marshall, and BLACKMUN, JJ., concurring in judgment in part and dissenting in part); see also *Guardians Assn. v. Civil Service Comm'n of New York City*, 463 U. S. 582, 610-611 (1983) (Powell, J., concurring in judgment); *id.*, at 612-613 (O'CONNOR, J., concurring in judgment); *id.*, at 639-643 (STEVENS, J., dissenting). We thus treat the issues in these cases as they are implicated under the Constitution.

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tual findings of the District Court that there are several surviving aspects of Mississippi's prior dual system which are constitutionally suspect; for even though such policies may be race neutral on their face, they substantially restrict a person's choice of which institution to enter, and they contribute to the racial identifiability of the eight public universities. Mississippi must justify these policies or eliminate them.

It is important to state at the outset that we make no effort to identify an exclusive list of unconstitutional remnants of Mississippi's prior *de jure* system. In highlighting, as we do below, certain remnants of the prior system that are readily apparent from the findings of fact made by the District Court and affirmed by the Court of Appeals,⁸ we by no means suggest that the Court of Appeals need not examine, in light of the proper standard, each of the other policies now governing the State's university system that have been challenged or that are challenged on remand in light of the standard that we articulate today. With this caveat in mind, we address four policies of the present system: admissions standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

We deal first with the current admissions policies of Mississippi's public universities. As the District Court found, the three flagship historically white universities in the sys-

⁸In this sense, it is important to reiterate that we do not disturb the findings of no discriminatory purpose in the many instances in which the courts below made such conclusions. The private petitioners and the United States, however, need not show such discriminatory intent to establish a constitutional violation for the perpetuation of policies traceable to the prior *de jure* segregative regime which have continuing discriminatory effects. As for present policies that do not have such historical antecedents, a claim of violation of the Fourteenth Amendment cannot be made out without a showing of discriminatory purpose. See *supra*, at 732, n. 6.

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tem—University of Mississippi, Mississippi State University, and University of Southern Mississippi—enacted policies in 1963 requiring all entrants to achieve a minimum composite score of 15 on the test administered by the American College Testing Program (ACT). 674 F. Supp., at 1531. The court described the “discriminatory taint” of this policy, *id.*, at 1557, an obvious reference to the fact that, at the time, the average ACT score for white students was 18 and the average score for blacks was 7. 893 F. 2d, at 735. The District Court concluded, and the en banc Court of Appeals agreed, that present admissions standards derived from policies enacted in the 1970’s to redress the problem of student unpreparedness. 914 F. 2d, at 679; 674 F. Supp., at 1531. Obviously, this midpassage justification for perpetuating a policy enacted originally to discriminate against black students does not make the present admissions standards any less constitutionally suspect.

The present admissions standards are not only traceable to the *de jure* system and were originally adopted for a discriminatory purpose, but they also have present discriminatory effects. Every Mississippi resident under 21 seeking admission to the university system must take the ACT test. Any applicant who scores at least 15 qualifies for automatic admission to any of the five historically white institutions except Mississippi University for Women, which requires a score of 18 for automatic admission unless the student has a 3.0 high school grade average. Those scoring less than 15 but at least 13 automatically qualify to enter Jackson State University, Alcorn State University, and Mississippi Valley State University. Without doubt, these requirements restrict the range of choices of entering students as to which institution they may attend in a way that perpetuates segregation. Those scoring 13 or 14, with some exceptions, are excluded from the five historically white universities and if they want a higher education must go to one of the historically black institutions or attend junior college with the hope

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of transferring to a historically white institution.⁹ Proportionately more blacks than whites face this choice: In 1985, 72 percent of Mississippi's white high school seniors achieved an ACT composite score of 15 or better, while less than 30 percent of black high school seniors earned that score. App. 1524–1525. It is not surprising then that Mississippi's universities remain predominantly identifiable by race.

The segregative effect of this automatic entrance standard is especially striking in light of the differences in minimum automatic entrance scores among the regional universities in Mississippi's system. The minimum score for automatic admission to Mississippi University for Women is 18; it is 13 for the historically black universities. Yet Mississippi University for Women is assigned the same institutional mission as two other regional universities, Alcorn State and Mississippi Valley State—that of providing quality undergraduate education. The effects of the policy fall disproportionately on black students who might wish to attend Mississippi University for Women; and though the disparate impact is not as great, the same is true of the minimum standard ACT score of 15 at Delta State University—the other “regional” university—as compared to the historically black “regional” universities where a score of 13 suffices for automatic admission. The courts below made little, if any, effort to justify in educational terms those particular disparities in entrance requirements or to inquire whether it was practicable to eliminate them.

⁹The District Court's finding that “[v]ery few black students, if any, are actually denied admission to a Mississippi university as a first-time freshman for failure to achieve the minimal ACT score,” *Ayers v. Allain*, 674 F. Supp. 1523, 1535 (ND Miss. 1987), ignores the inherent self-selection that accompanies public announcement of “automatic” admissions standards. It is logical to think that some percentage of black students who fail to score 15 do *not* seek admission to one of the historically white universities because of this automatic admissions standard.

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We also find inadequately justified by the courts below or by the record before us the differential admissions requirements between universities with dissimilar programmatic missions. We do not suggest that absent a discriminatory purpose different programmatic missions accompanied by different admissions standards would be constitutionally suspect simply because one or more schools are racially identifiable. But here the differential admissions standards are remnants of the dual system with a continuing discriminatory effect, and the mission assignments "to some degree follow the historical racial assignments," 914 F. 2d, at 692. Moreover, the District Court did not justify the differing admissions standards based on the different mission assignments. It observed only that in the 1970's, the board of trustees justified a minimum ACT score of 15 because too many students with lower scores were not prepared for the historically white institutions and that imposing the 15 score requirement on admissions to the historically black institutions would decimate attendance at those universities. The District Court also stated that the mission of the regional universities had the more modest function of providing quality undergraduate education. Certainly the comprehensive universities are also, among other things, educating undergraduates. But we think the 15 ACT test score for automatic admission to the comprehensive universities, as compared with a score of 13 for the regionals, requires further justification in terms of sound educational policy.

Another constitutionally problematic aspect of the State's use of the ACT test scores is its policy of denying automatic admission if an applicant fails to earn the minimum ACT score specified for the particular institution, without also resorting to the applicant's high school grades as an additional factor in predicting college performance. The United States produced evidence that the American College Testing Program (ACTP), the administering organization of the ACT, discourages use of ACT scores as the sole admissions crite-

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rion on the ground that it gives an incomplete "picture" of the student applicant's ability to perform adequately in college. App. 1209–1210. One ACTP report presented into evidence suggests that "it would be foolish" to substitute a 3- or 4-hour test in place of a student's high school grades as a means of predicting college performance. *Id.*, at 193. The record also indicated that the disparity between black and white students' high school grade averages was much narrower than the gap between their average ACT scores, thereby suggesting that an admissions formula which included grades would increase the number of black students eligible for automatic admission to all of Mississippi's public universities.¹⁰

The United States insists that the State's refusal to consider information which would better predict college performance than ACT scores alone is irrational in light of most States' use of high school grades and other indicators along with standardized test scores. The District Court observed that the board of trustees was concerned with grade inflation and the lack of comparability in grading practices and course offerings among the State's diverse high schools. Both the District Court and the Court of Appeals found this concern ample justification for the failure to consider high school grade performance along with ACT scores. In our view, such justification is inadequate because the ACT requirement was originally adopted for discriminatory purposes, the

¹⁰ In 1985, 72 percent of white students in Mississippi scored 15 or better on the ACT test, whereas only 30 percent of black students achieved that mark, a difference of nearly 2½ times. By contrast, the disparity among grade averages was not nearly so wide. 43.8 percent of white high school students and 30.5 percent of black students averaged at least a 3.0, and 62.2 percent of whites and 49.2 percent of blacks earned at least a 2.5 grade point average. App. 1524–1525. Though it failed to make specific factfindings on this point, this evidence, which the State does not dispute, is fairly encompassed within the District Court's statement that "[b]lack students on the average score somewhat lower [than white students]." 674 F. Supp., at 1535.

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current requirement is traceable to that decision and seemingly continues to have segregative effects, and the State has so far failed to show that the "ACT-only" admissions standard is not susceptible to elimination without eroding sound educational policy.

A second aspect of the present system that necessitates further inquiry is the widespread duplication of programs. "Unnecessary" duplication refers, under the District Court's definition, "to those instances where two or more institutions offer the same nonessential or noncore program. Under this definition, all duplication at the bachelor's level of nonbasic liberal arts and sciences course work and all duplication at the master's level and above are considered to be unnecessary." 674 F. Supp., at 1540. The District Court found that 34.6 percent of the 29 undergraduate programs at historically black institutions are "unnecessarily duplicated" by the historically white universities, and that 90 percent of the graduate programs at the historically black institutions are unnecessarily duplicated at the historically white institutions. *Id.*, at 1541. In its conclusions of law on this point, the District Court nevertheless determined that "there is no proof" that such duplication "is directly associated with the racial identifiability of institutions," and that "there is no proof that the elimination of unnecessary program duplication would be justifiable from an educational standpoint or that its elimination would have a substantial effect on student choice." *Id.*, at 1561.

The District Court's treatment of this issue is problematic from several different perspectives. First, the court appeared to impose the burden of proof on the plaintiffs to meet a legal standard the court itself acknowledged was not yet formulated. It can hardly be denied that such duplication was part and parcel of the prior dual system of higher education—the whole notion of "separate but equal" required duplicative programs in two sets of schools—and that the present unnecessary duplication is a continuation of that practice.

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Brown and its progeny, however, established that the burden of proof falls on the *State*, and not the aggrieved plaintiffs, to establish that it has dismantled its prior *de jure* segregated system. *Brown II*, 349 U.S., at 300. The court's holding that petitioners could not establish the constitutional defect of unnecessary duplication, therefore, improperly shifted the burden away from the State. Second, implicit in the District Court's finding of "unnecessary" duplication is the absence of any educational justification and the fact that some, if not all, duplication may be practicably eliminated. Indeed, the District Court observed that such duplication "cannot be justified economically or in terms of providing quality education." 674 F. Supp., at 1541. Yet by stating that "there is no proof" that elimination of unnecessary duplication would decrease institutional racial identifiability, affect student choice, and promote educationally sound policies, the court did not make clear whether it had directed the parties to develop evidence on these points, and if so, what that evidence revealed. See *id.*, at 1561. Finally, by treating this issue in isolation, the court failed to consider the combined effects of unnecessary program duplication with other policies, such as differential admissions standards, in evaluating whether the State had met its duty to dismantle its prior *de jure* segregated system.

We next address Mississippi's scheme of institutional mission classification, and whether it perpetuates the State's formerly *de jure* dual system. The District Court found that, throughout the period of *de jure* segregation, University of Mississippi, Mississippi State University, and University of Southern Mississippi were the flagship institutions in the state system. They received the most funds, initiated the most advanced and specialized programs, and developed the widest range of curricular functions. At their inception, each was restricted for the education solely of white persons. *Id.*, at 1526-1528. The missions of Mississippi University for Women and Delta State University, by contrast, were more

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limited than their other all-white counterparts during the period of legalized segregation. Mississippi University for Women and Delta State University were each established to provide undergraduate education solely for white students in the liberal arts and such other fields as music, art, education, and home economics. *Id.*, at 1527-1528. When they were founded, the three exclusively black universities were more limited in their assigned academic missions than the five all-white institutions. Alcorn State, for example, was designated to serve as "an agricultural college for the education of Mississippi's black youth." *Id.*, at 1527. Jackson State and Mississippi Valley State were established to train black teachers. *Id.*, at 1528. Though the District Court's findings do not make this point explicit, it is reasonable to infer that state funding and curriculum decisions throughout the period of *de jure* segregation were based on the purposes for which these institutions were established.

In 1981, the State assigned certain missions to Mississippi's public universities as they then existed. It classified University of Mississippi, Mississippi State, and Southern Mississippi as "comprehensive" universities having the most varied programs and offering graduate degrees. Two of the historically white institutions, Delta State University and Mississippi University for Women, along with two of the historically black institutions, Alcorn State University and Mississippi Valley State University, were designated as "regional" universities with more limited programs and devoted primarily to undergraduate education. Jackson State University was classified as an "urban" university whose mission was defined by its urban location.

The institutional mission designations adopted in 1981 have as their antecedents the policies enacted to perpetuate racial separation during the *de jure* segregated regime. The Court of Appeals expressly disagreed with the District Court by recognizing that the "inequalities among the institutions largely follow the mission designations, and the mis-

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sion designations to some degree follow the historical racial assignments." 914 F. 2d, at 692. It nevertheless upheld this facet of the system as constitutionally acceptable based on the existence of good-faith racially neutral policies and procedures. That different missions are assigned to the universities surely limits to some extent an entering student's choice as to which university to seek admittance. While the courts below both agreed that the classification and mission assignments were made without discriminatory purpose, the Court of Appeals found that the record "supports the plaintiffs' argument that the mission designations had the effect of maintaining the more limited program scope at the historically black universities." *Id.*, at 690. We do not suggest that absent discriminatory purpose the assignment of different missions to various institutions in a State's higher education system would raise an equal protection issue where one or more of the institutions become or remain predominantly black or white. But here the issue is whether the State has sufficiently dismantled its prior dual system; and when combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations interfere with student choice and tend to perpetuate the segregated system. On remand, the court should inquire whether it would be practicable and consistent with sound educational practices to eliminate any such discriminatory effects of the State's present policy of mission assignments.

Fourth, the State attempted to bring itself into compliance with the Constitution by continuing to maintain and operate all eight higher educational institutions. The existence of eight instead of some lesser number was undoubtedly occasioned by state laws forbidding the mingling of the races. And as the District Court recognized, continuing to maintain all eight universities in Mississippi is wasteful and irrational. The District Court pointed especially to the facts that Delta State and Mississippi Valley State are only 35 miles apart

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and that only 20 miles separate Mississippi State and Mississippi University for Women. 674 F. Supp., at 1563-1564. It was evident to the District Court that "the defendants undertake to fund more institutions of higher learning than are justified by the amount of financial resources available to the state," *id.*, at 1564, but the court concluded that such fiscal irresponsibility was a policy choice of the legislature rather than a feature of a system subject to constitutional scrutiny.

Unquestionably, a larger rather than a smaller number of institutions from which to choose in itself makes for different choices, particularly when examined in the light of other factors present in the operation of the system, such as admissions, program duplication, and institutional mission designations. Though certainly closure of one or more institutions would decrease the discriminatory effects of the present system, see, *e. g.*, *United States v. Louisiana*, 718 F. Supp. 499, 514 (ED La. 1989), based on the present record we are unable to say whether such action is constitutionally required.¹¹ Elimination of program duplication and revision of admissions criteria may make institutional closure unnecessary. However, on remand this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself affects student choice and perpetuates the segregated higher education system, whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can be practicably closed or merged with other existing institutions.

Because the former *de jure* segregated system of public universities in Mississippi impeded the free choice of pro-

¹¹ It should be noted that in correspondence with the board of trustees in 1973, an HEW official expressed the "overall objective" of the Plan to be "that a student's choice of institution or campus, henceforth, will be based on other than racial criteria." App. 205. The letter added that closure of a formerly *de jure* black institution "would create a presumption that a greater burden is being placed upon the black students and faculty in Mississippi." *Id.*, at 206.

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spective students, the State in dismantling that system must take the necessary steps to ensure that this choice now is truly free. The full range of policies and practices must be examined with this duty in mind. That an institution is predominantly white or black does not in itself make out a constitutional violation. But surely the State may not leave in place policies rooted in its prior officially segregated system that serve to maintain the racial identifiability of its universities if those policies can practicably be eliminated without eroding sound educational policies.

If we understand private petitioners to press us to order the upgrading of Jackson State, Alcorn State, and Mississippi Valley State *solely* so that they may be publicly financed, exclusively black enclaves by private choice, we reject that request. The State provides these facilities for *all* its citizens and it has not met its burden under *Brown* to take affirmative steps to dismantle its prior *de jure* system when it perpetuates a separate, but "more equal" one. Whether such an increase in funding is necessary to achieve a full dismantlement under the standards we have outlined, however, is a different question, and one that must be addressed on remand.

Because the District Court and the Court of Appeals failed to consider the State's duties in their proper light, the cases must be remanded. To the extent that the State has not met its affirmative obligation to dismantle its prior dual system, it shall be adjudged in violation of the Constitution and Title VI and remedial proceedings shall be conducted. The decision of the Court of Appeals is vacated, and the cases are remanded for further proceedings consistent with this opinion.

It is so ordered.

JUSTICE O'CONNOR, concurring.

I join the opinion of the Court, which requires public universities, like public elementary and secondary schools, to

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affirmatively dismantle their prior *de jure* segregation in order to create an environment free of racial discrimination and to make aggrieved individuals whole. See *Brown v. Board of Education*, 349 U.S. 294, 299 (1955); *Milliken v. Bradley*, 418 U.S. 717, 746 (1974). I write separately to emphasize that it is Mississippi's burden to prove that it has undone its prior segregation, and that the circumstances in which a State may maintain a policy or practice traceable to *de jure* segregation that has segregative effects are narrow. In light of the State's long history of discrimination, and the lost educational and career opportunities and stigmatic harms caused by discriminatory educational systems, see *Brown v. Board of Education*, 347 U.S. 483, 494 (1954); *Sweatt v. Painter*, 339 U.S. 629, 634–635 (1950); *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U.S. 637, 640–641 (1950), the courts below must carefully examine Mississippi's proffered justifications for maintaining a remnant of *de jure* segregation to ensure that such rationales do not merely mask the perpetuation of discriminatory practices. Where the State can accomplish legitimate educational objectives through less segregative means, the courts may infer lack of good faith; “at the least it places a heavy burden upon the [State] to explain its preference for an apparently less effective method.” *Green v. School Bd. of New Kent County*, 391 U.S. 430, 439 (1968). In my view, it also follows from the State's obligation to prove that it has “take[n] all steps” to eliminate policies and practices traceable to *de jure* segregation, *Freeman v. Pitts*, 503 U.S. 467, 485 (1992), that if the State shows that maintenance of certain remnants of its prior system is essential to accomplish its legitimate goals, then it still must prove that it has counteracted and minimized the segregative impact of such policies to the extent possible. Only by eliminating a remnant that unnecessarily continues to foster segregation or by negating insofar as possible its segregative impact can the State satisfy its

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constitutional obligation to dismantle the discriminatory system that should, by now, be only a distant memory.

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"We must rally to the defense of our schools. We must repudiate this unbearable assumption of the right to kill institutions unless they conform to one narrow standard." Du Bois, *Schools*, 13 *The Crisis* 111, 112 (1917).

I agree with the Court that a State does not satisfy its obligation to dismantle a dual system of higher education merely by adopting race-neutral policies for the future administration of that system. Today, we hold that "[i]f policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices." *Ante*, at 729. I agree that this statement defines the appropriate standard to apply in the higher education context. I write separately to emphasize that this standard is far different from the one adopted to govern the grade-school context in *Green v. School Bd. of New Kent County*, 391 U.S. 430 (1968), and its progeny. In particular, because it does not compel the elimination of all observed racial imbalance, it portends neither the destruction of historically black colleges nor the severing of those institutions from their distinctive histories and traditions.

In *Green*, we held that the adoption of a freedom-of-choice plan does not satisfy the obligations of a formerly *de jure* grade-school system should the plan fail to decrease, if not eliminate, the racial imbalance within that system. See *id.*, at 441. Although racial imbalance does not itself establish a violation of the Constitution, our decisions following *Green* indulged the presumption, often irrebuttable in practice, that a presently observed imbalance has been proximately caused by intentional state action during the prior *de jure* era. See, e.g., *Dayton Bd. of Ed. v. Brinkman*, 443 U.S. 526, 537 (1979); *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189,

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211 (1973). As a result, we have repeatedly authorized the district courts to reassign students, despite the operation of facially neutral assignment policies, in order to eliminate or decrease observed racial imbalances. See, e. g., *Swann v. Charlotte-Mecklenburg Bd. of Ed.*, 402 U. S. 1, 22–31 (1971); *Green*, *supra*, at 442, n. 6.

Whatever the merit of this approach in the grade-school context, it is quite plainly not the approach that we adopt today to govern the higher education context. We explicitly reject the use of remedies as “radical” as student reassignment—i. e., “remedies akin to those upheld in *Green*.” *Ante*, at 730, n. 4; see also *ante*, at 728–729. Of necessity, then, we focus on the specific *policies* alleged to produce racial imbalance, rather than on the *imbalance* itself. Thus, a plaintiff cannot obtain relief merely by identifying a persistent racial imbalance, because the district court cannot provide a reassignment remedy designed to eliminate that imbalance directly. Plaintiffs are likely to be able to identify, as these plaintiffs have identified, specific policies traceable to the *de jure* era that continue to produce a current racial imbalance. As a practical matter, then, the district courts administering our standard will spend their time determining whether such policies have been adequately justified—a far narrower, more manageable task than that imposed under *Green*.

A challenged policy does not survive under the standard we announce today if it began during the prior *de jure* era, produces adverse impacts, and persists without sound educational justification. When each of these elements has been met, I believe, we are justified in not requiring proof of a present specific intent to discriminate. It is safe to assume that a policy adopted during the *de jure* era, if it produces segregative effects, reflects a discriminatory intent. As long as that intent remains, of course, such a policy cannot continue. And given an initially tainted policy, it is eminently reasonable to make the State bear the risk of nonpersuasion with respect to intent at some future time, both be-

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cause the State has created the dispute through its own prior unlawful conduct, see, *e. g.*, *Keyes, supra*, at 209–210, and because discriminatory intent does tend to persist through time, see, *e. g.*, *Hazelwood School Dist. v. United States*, 433 U.S. 299, 309–310, n. 15 (1977). Although we do not formulate our standard in terms of a burden shift with respect to intent, the factors we do consider—the historical background of the policy, the degree of its adverse impact, and the plausibility of any justification asserted in its defense—are precisely those factors that go into determining intent under *Washington v. Davis*, 426 U.S. 229 (1976). See, *e. g.*, *Arlington Heights v. Metropolitan Housing Development Corp.*, 429 U.S. 252, 266–267 (1977). Thus, if a policy remains in force, without adequate justification and despite tainted roots and segregative effect, it appears clear—clear enough to presume conclusively—that the State has failed to disprove discriminatory intent.

We have no occasion to elaborate upon what constitutes an adequate justification. Under *Green*, we have recognized that an otherwise unconstitutional policy may be justified if it serves “important and legitimate ends,” *Dayton, supra*, at 538, or if its elimination is not “practicable,” *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U.S. 237, 250 (1991). As JUSTICE SCALIA points out, see *post*, at 753–754, our standard appears to mirror these formulations rather closely. Nonetheless, I find most encouraging the Court’s emphasis on “sound educational practices,” *ante*, at 729 (emphasis added); see also, *e. g.*, *ante*, at 731 (“sound educational justification”); *ante*, at 736 (“sound educational policy”). From the beginning, we have recognized that desegregation remedies cannot be designed to ensure the elimination of any remnant at any price, but rather must display “a practical flexibility” and “a facility for adjusting and reconciling public and private needs.” *Brown v. Board of Education*, 349 U.S. 294, 300 (1955). Quite obviously, one compelling need to be considered is the educational need of the present and

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future *students* in the Mississippi university system, for whose benefit the remedies will be crafted.

In particular, we do not foreclose the possibility that there exists "sound educational justification" for maintaining historically black colleges *as such*. Despite the shameful history of state-enforced segregation, these institutions have survived and flourished. Indeed, they have expanded as opportunities for blacks to enter historically white institutions have expanded. Between 1954 and 1980, for example, enrollment at historically black colleges increased from 70,000 to 200,000 students, while degrees awarded increased from 13,000 to 32,000. See S. Hill, National Center for Education Statistics, *The Traditionally Black Institutions of Higher Education 1860 to 1982*, pp. xiv-xv (1985). These accomplishments have not gone unnoticed:

"The colleges founded for Negroes are both a source of pride to blacks who have attended them and a source of hope to black families who want the benefits of higher learning for their children. They have exercised leadership in developing educational opportunities for young blacks at all levels of instruction, and, especially in the South, they are still regarded as key institutions for enhancing the general quality of the lives of black Americans." Carnegie Commission on Higher Education, *From Isolation to Mainstream: Problems of the Colleges Founded for Negroes* 11 (1971).

I think it undisputable that these institutions have succeeded in part because of their distinctive histories and traditions; for many, historically black colleges have become "a symbol of the highest attainments of black culture." J. Preer, *Lawyers v. Educators: Black Colleges and Desegregation in Public Higher Education* 2 (1982). Obviously, a State cannot maintain such traditions by closing particular institutions, historically white or historically black, to particular racial groups. Nonetheless, it hardly follows that a

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State cannot operate a diverse assortment of institutions—including historically black institutions—open to all on a race-neutral basis, but with established traditions and programs that might disproportionately appeal to one race or another. No one, I imagine, would argue that such institutional *diversity* is without “sound educational justification,” or that it is even remotely akin to program *duplication*, which is designed to separate the races for the sake of separating the races. The Court at least hints at the importance of this value when it distinguishes *Green* in part on the ground that colleges and universities “are not fungible.” *Ante*, at 729. Although I agree that a State is not constitutionally *required* to maintain its historically black institutions as such, see *ante*, at 743, I do not understand our opinion to hold that a State is *forbidden* to do so. It would be ironic, to say the least, if the institutions that sustained blacks during segregation were themselves destroyed in an effort to combat its vestiges.

JUSTICE SCALIA, concurring in the judgment in part and dissenting in part.

With some of what the Court says today, I agree. I agree, of course, that the Constitution compels Mississippi to remove all discriminatory barriers to its state-funded universities. *Brown v. Board of Education*, 347 U.S. 483 (1954) (*Brown I*). I agree that the Constitution does not compel Mississippi to remedy funding disparities between its historically black institutions (HBI's) and historically white institutions (HWI's). And I agree that Mississippi's American College Testing Program (ACT) requirements need further review. I reject, however, the effectively unsustainable burden the Court imposes on Mississippi, and all States that formerly operated segregated universities, to demonstrate compliance with *Brown I*. That requirement, which resembles what we prescribed for primary and secondary schools in *Green v. School Bd. of New Kent County*, 391 U.S. 430

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(1968), has no proper application in the context of higher education, provides no genuine guidance to States and lower courts, and is as likely to subvert as to promote the interests of those citizens on whose behalf the present suit was brought.

I

Before evaluating the Court's handiwork, it is no small task simply to comprehend it. The Court sets forth not one, but seemingly two different tests for ascertaining compliance with *Brown I*—though in the last analysis they come to the same. The Court initially announces the following test, in Part III of its opinion: All policies (i) “traceable to [the State’s] prior [*de jure*] system” (ii) “that continue to have segregative effects—whether by influencing student enrollment decisions or by fostering segregation in other facets of the university system—” must be eliminated (iii) to the extent “practicabl[e]” and (iv) consistent with “sound educational” practices. *Ante*, at 731. When the Court comes to applying its test, however, in Part IV of the opinion, “influencing student enrollment decisions” is not merely one example of a “segregative effect,” but is elevated to an independent and essential requirement of its own. The policies that must be eliminated are those that (i) are legacies of the dual system, (ii) “contribute to the racial identifiability” of the State’s universities (the same as (i) and (ii) in Part III), and, in addition, (iii) do so in a way that “substantially restrict[s] a person’s choice of which institution to enter.” *Ante*, at 733 (emphasis added). See also *ante*, at 734–735, 738–739, 741–743.

What the Court means by “substantially restrict[ing] a person’s choice of which institution to enter” is not clear. During the course of the discussion in Part IV the requirement changes from one of strong coercion (“substantially restrict,” *ante*, at 733, “interfere,” *ante*, at 741), to one of middling pressure (“restrict,” *ante*, at 734, “limit,” *ante*, at 741), to one of slight inducement (“inherent[ly] self-select,” *ante*, at 735, n. 9, “affect,” *ante*, at 739, 742). If words have any

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meaning, in this last stage of decrepitude the requirement is so frail that almost anything will overcome it. Even an open-admissions policy would fall short of ensuring that student choice is *unaffected* by state action. The Court's results also suggest that the "restricting choice" requirement is toothless. Nothing else would explain how it could be met by Mississippi's mission designations, program duplication, and operation of all eight formerly *de jure* colleges. Only a test aimed at state action that "affects" student choice could implicate policies such as these, which in no way *restrict* the decision where to attend college. (Indeed, program duplication and continuation of the eight schools have quite the opposite effect; they *multiply*, rather than restrict, limit, or impede the available choices.) At the end of the day, then, the Court dilutes this potentially useful concept to the point of such insignificance that it adds nothing to the Court's test except confusion. It will be a fertile source of litigation.

Almost as inscrutable in its operation as the "restricting choice" requirement is the requirement that challenged state practices perpetuate *de facto* segregation. That is "likely" met, the Court says, by Mississippi's mission designations. *Ante*, at 741. Yet surely it is apparent that by designating three colleges of the same prior disposition (HWI's) as the *only* comprehensive schools, Mississippi encouraged integration; and that the suggested alternative of elevating an HBI to comprehensive status (so that blacks could go there instead of to the HWI's) would have been an invitation to continuing segregation. See *Ayers v. Allain*, 674 F. Supp. 1523, 1562 (ND Miss. 1987) ("Approximately 30% of all black college students attending four-year colleges in the state attend one of the comprehensive universities"). It appears, moreover, that even if a particular practice does not, in isolation, rise to the minimal level of fostering segregation, it can be aggregated with other ones, and the *composite* condemned. See *ante*, at 739-740 ("by treating [the] issue [of program duplication] in isolation, the [district] court failed to consider the combined effects of unnecessary program duplication

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with other policies, such as differential admissions standards"); *ante*, at 741 ("[W]hen combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations . . . tend to perpetuate the segregated system"). It is interesting to speculate how university administrators are going to guess which practices a district judge will choose to aggregate; or how district judges are going to guess when disaggregation is lawful.

The Court appears to suggest that a practice that has been aggregated and condemned may be disaggregated and approved so long as it does not *itself* "perpetuat[e] the segregated higher education system," *ante*, at 742—which seems, of course, to negate the whole purpose of aggregating in the first place. The Court says:

"Elimination of program duplication and revision of admissions criteria may make institutional closure unnecessary. . . . [O]n remand this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself . . . perpetuates the segregated higher education system, whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can be practicably closed or merged with other existing institutions." *Ibid.*

Perhaps the Court means, however, that even if retention of all eight institutions is found by itself *not* to "perpetuat[e] the segregated higher education system," it must *still* be found that such retention is "educationally justifiable," or that none of the institutions can be "practicably closed or merged." It is unclear.

Besides the ambiguities inherent in the "restricting choice" requirement and the requirement that the challenged state practice or practices perpetuate segregation, I am not sanguine that there will be comprehensible content to the to-be-defined-later (and, make no mistake about it, outcome-

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determinative) notions of "sound educational justification" and "impracticable elimination." In short, except for the results that it produces in the present litigation (which are what they are because the Court says so), I have not the slightest idea how to apply the Court's analysis—and I doubt whether anyone else will.

Whether one consults the Court's description of what it purports to be doing, in Part III, *ante*, at 727–732, or what the Court actually does, in Part IV, *ante*, at 732–743, one must conclude that the Court is essentially applying to universities the amorphous standard adopted for primary and secondary schools in *Green v. School Bd. of New Kent County*, 391 U.S. 430 (1968). Like that case, today's decision places upon the State the ordinarily unsustainable burden of proving the negative proposition that *it* is not responsible for extant racial disparity in enrollment. See *ante*, at 728. *Green* requires school boards to prove that racially identifiable schools are *not* the consequence of past or present discriminatory state action, *Swann v. Charlotte-Mecklenburg Bd. of Ed.*, 402 U.S. 1, 26 (1971); today's opinion requires state university administrators to prove that racially identifiable schools are *not* the consequence of any practice or practices (in such impromptu "aggregation" as might strike the fancy of a district judge) held over from the prior *de jure* regime. This will imperil virtually any practice or program plaintiffs decide to challenge—just as *Green* has—so long as racial imbalance remains. And just as under *Green*, so also under today's decision, the only practicable way of disproving that "existing racial identifiability is attributable to the State," *ante*, at 728, is to eliminate extant segregation, *i. e.*, to assure racial proportionality in the schools. Failing that, the State's only defense will be to establish an excuse for each challenged practice—either impracticability of elimination, which is also a theoretical excuse under the *Green* regime, see *Board of Ed. of Oklahoma City Public Schools v. Dowell*, 498 U.S. 237, 249–250 (1991),

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or sound educational value, which (presumably) is not much different from the “important and legitimate ends” excuse available under *Green*, see *Dayton Bd. of Ed. v. Brinkman*, 443 U.S. 526, 538 (1979).

II

Application of the standard (or standards) announced today has no justification in precedent, and in fact runs contrary to a case decided six years ago, see *Bazemore v. Friday*, 478 U.S. 385 (1986). The Court relies primarily upon citations of *Green* and other primary and secondary school cases. But those decisions left open the question whether *Green* merits application in the distinct context of higher education. Beyond that, the Court relies on *Brown I, Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413 (1956) (*per curiam*), and *Gilmore v. City of Montgomery*, 417 U.S. 556 (1974). That reliance also is mistaken.

The constitutional evil of the “separate but equal” regime that we confronted in *Brown I* was that blacks were told to go to one set of schools, whites to another. See *Plessy v. Ferguson*, 163 U.S. 537 (1896). What made this “even-handed” racial partitioning offensive to equal protection was its implicit stigmatization of minority students: “To separate [black students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.” *Brown I*, 347 U.S., at 494. In the context of higher education, a context in which students decide whether to attend school and if so where, the only unconstitutional derivations of that bygone system are those that limit access on discriminatory bases; for only they have the potential to generate the harm *Brown I* condemned, and only they have the potential to deny students equal access to the best public education a State has to offer. Legacies of the dual system that permit (or even incidentally facilitate) free choice of racially

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identifiable schools—while still assuring each individual student the right to attend *whatever* school he wishes—do not have these consequences.

Our decisions immediately following *Brown I* also fail to sustain the Court's approach. They, too, suggest that former *de jure* States have one duty: to eliminate discriminatory obstacles to admission. *Brown v. Board of Education*, 349 U.S. 294 (1955) (*Brown II*), requires States "to achieve a system of determining admission to the public schools on a nonracial basis," *id.*, at 300–301, as do other cases of that era, see, e.g., *Cooper v. Aaron*, 358 U.S. 1, 7 (1958); *Goss v. Board of Ed. of Knoxville*, 373 U.S. 683, 687 (1963).

Nor do *Hawkins* or *Gilmore* support what the Court has done. *Hawkins* involved a segregated graduate school, to be sure. But our one-paragraph *per curiam* opinion supports nothing more than what I have said: The duty to dismantle means the duty to establish nondiscriminatory admissions criteria. See 350 U.S., at 414 ("He is entitled to prompt admission under the rules and regulations applicable to other qualified candidates"). Establishment of neutral admissions standards, not the eradication of all "policies traceable to the *de jure* system . . . hav[ing] discriminatory effects," *ante*, at 729, is what *Hawkins* is about. Finally, *Gilmore*, quite simply, is inapposite. All that we did there was uphold an order enjoining a city from granting exclusive access to its parks and recreational facilities to segregated private schools and to groups affiliated with such schools. 417 U.S., at 569. Notably, in the one case that does bear proximately on today's decision, *Bazemore*, *supra*, we declined to apply *Gilmore*. See *Bazemore*, *supra*, at 408 (WHITE, J., concurring) ("Our cases requiring parks and the like to be desegregated lend no support for requiring more than what has been done in this case").

If we are looking to precedent to guide us in the context of higher education, we need not go back 38 years to *Brown I*, read between the lines of *Hawkins*, or conjure authority

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(*Gilmore*) that does not exist. In *Bazemore v. Friday*, *supra*, we addressed a dispute parallel in all relevant respects to this one. At issue there was state financing of 4-H and Homemaker youth clubs by the North Carolina Agricultural Extension Service, a division of North Carolina State University. In the *Plessy* era, club affiliations had been dictated by race; after 1964, they were governed by neutral criteria. Yet “there were a great many all-white and all-black clubs” at the time suit was filed. 478 U.S., at 407. We nonetheless declined to adopt *Green*’s requirement that “affirmative action [be taken] to integrate” once segregated-by-law/still segregated-in-fact state institutions. 478 U.S., at 408. We confined *Green* to primary and secondary public schools, where “schoolchildren must go to school” and where “school boards customarily have the power to create school attendance areas and otherwise designate the school that particular students may attend.” 478 U.S. at 408. “[T]his case,” we said, “presents no current violation of the Fourteenth Amendment since the Service has discontinued its prior discriminatory practices and has adopted a wholly neutral admissions policy. The mere continued existence of single-race clubs does not make out a constitutional violation.” *Ibid.*

The Court asserts that we reached the result we did in *Bazemore* “only after satisfying ourselves that the State had not fostered segregation by playing a part in the decision of which club an individual chose to join,” *ante*, at 731—implying that we assured ourselves there, as the Court insists we must do here, that none of the State’s practices carried over from *de jure* days incidentally played a part in the decision of which club an individual chose to join. We did no such thing. An accurate description of *Bazemore* was set forth in *Richmond v. J. A. Croson Co.*, 488 U.S. 469 (1989): “mere existence of single-race clubs . . . cannot create a duty to integrate,” we said *Bazemore* held, “in absence of *evidence of exclusion by race*,” 488 U.S., at 503 (emphasis added)—

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not “in absence of evidence of state action playing a part in the decision of which club an individual chose to join.” The only thing we “satisfied ourselves” about in *Bazemore* was that the club members’ choices were “wholly voluntary and unfettered,” 478 U. S., at 407—which does not mean the State “play[ed] [no] part in the decision of which club an individual chose to join,” however much the Court may mush the concepts together today. It is, on the face of things, entirely unbelievable that the previously established characteristics of the various all-white and all-black 4-H Clubs (where each of them met, for example) did not even play a part in young people’s decisions of which club to join.

Bazemore’s standard for dismantling a dual system ought to control here: discontinuation of discriminatory practices and adoption of a neutral admissions policy. To use *Green* nomenclature, modern racial imbalance remains a “vestige” of past segregative practices in Mississippi’s universities, in that the previously mandated racial identification continues to affect where students choose to enroll—just as it surely affected which clubs students chose to join in *Bazemore*. We tolerated this vestigial effect in *Bazemore*, squarely rejecting the view that the State was obliged to correct “the racial segregation resulting from [its prior] practice[s].” 478 U. S., at 417 (Brennan, J., dissenting in part). And we declined to require the State, as the Court has today, to prove that no holdover practices of the *de jure* system, *e. g.*, program offerings in the different clubs, played a role in the students’ decisions of which clubs to join. If that analysis was correct six years ago in *Bazemore*, and I think it was, it must govern here as well. Like the club attendance in *Bazemore* (and unlike the school attendance in *Green*), attending college is voluntary, not a legal obligation, and which institution particular students attend is determined by their own choice, not by “school boards [who] customarily have the power to create school attendance areas and otherwise designate the school that particular students may attend.” *Baze-*

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more, supra, at 408. Indeed, *Bazemore* was a more appealing case than these for adhering to the *Green* approach, since the 4-H Clubs served students similar in age to those in *Green*, and had been “organized in the public schools” until the early 1960’s. 478 U. S., at 417.

It is my view that the requirement of compelled integration (whether by student assignment, as in *Green* itself, or by elimination of nonintegrated options, as the Court today effectively decrees) does not apply to higher education. Only one aspect of a historically segregated university system need be eliminated: discriminatory admissions standards. The burden is upon the formerly *de jure* system to show that that has been achieved. Once that has been done, however, it is not just unprecedented, but illogical as well, to establish that former *de jure* States continue to deny equal protection of the law to students whose choices among public university offerings are unimpeded by discriminatory barriers. Unless one takes the position that *Brown I* required States not only to provide equal access to their universities but also to correct lingering disparities between them, that is, to remedy institutional noncompliance with the “equal” requirement of *Plessy*, a State is in compliance with *Brown I* once it establishes that it has dismantled all discriminatory barriers to its public universities. Having done that, a State is free to govern its public institutions of higher learning as it will, unless it is convicted of discriminating anew—which requires both discriminatory intent and discriminatory causation. See *Washington v. Davis*, 426 U. S. 229 (1976).

That analysis brings me to agree with the judgment that the Court of Appeals must be reversed in part—for the reason (quite different from the Court’s) that Mississippi has not borne the burden of demonstrating that intentionally discriminatory admissions standards have been eliminated. It has been established that Mississippi originally adopted ACT assessments as an admissions criterion because that was an effective means of excluding blacks from the HWT’s. See

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Ayers v. Allain, 674 F. Supp., at 1555; *Ayers v. Allain*, 914 F.2d 676, 690 (CA5 1990) (en banc). Given that finding, the District Court should have required Mississippi to prove that its continued use of ACT requirements does not have a racially exclusionary purpose and effect—a not insubstantial task, see *Freeman v. Pitts*, 503 U.S. 467, 503 (SCALIA, J., concurring).

III

I must add a few words about the unanticipated consequences of today's decision. Among petitioners' contentions is the claim that the Constitution requires Mississippi to correct funding disparities between its HBI's and HWI's. The Court rejects that, see *ante*, at 743—as I think it should, since it is students and not colleges that are guaranteed equal protection of the laws. See *Sweatt v. Painter*, 339 U.S. 629, 635 (1950); *Missouri ex rel. Gaines v. Canada*, 305 U.S. 337, 351 (1938). But to say that the Constitution does not require equal funding is not to say that the Constitution prohibits it. The citizens of a State may conclude that if certain of their public educational institutions are used predominantly by whites and others predominantly by blacks, it is desirable to fund those institutions more or less equally.

Ironically enough, however, today's decision seems to prevent adoption of such a conscious policy. What the Court says about duplicate programs is as true of equal funding: The requirement “was part and parcel of the prior dual system.” *Ante*, at 738. Moreover, equal funding, like program duplication, facilitates continued segregation—enabling students to attend schools where their own race predominates without paying a penalty in the quality of education. Nor could such an equal-funding policy be saved on the basis that it serves what the Court calls a “sound educational justification.” The only conceivable educational value it furthers is that of fostering schools in which blacks receive their education in a “majority” setting; but to acknowledge that as a “value” would contradict the compulsory-integration philoso-

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phy that underlies *Green*. Just as vulnerable, of course, would be all other programs that have the effect of facilitating the continued existence of predominantly black institutions: elevating an HBI to comprehensive status (but see *ante*, at 740–741, where the Court inexplicably suggests that this action may be required); offering a so-called Afrocentric curriculum, as has been done recently on an experimental basis in some secondary and primary schools, see Jarvis, *Brown and the Afrocentric Curriculum*, 101 Yale L. J. 1285, 1287, and n. 12 (1992); preserving eight separate universities, see *ante*, at 741–742, which is perhaps Mississippi's single policy most segregative in effect; or providing funding for HBI's as HBI's, see 20 U.S.C. §§ 1060–1063c, which does just that.

But this predictable impairment of HBI's should come as no surprise; for incidentally facilitating—indeed, even tolerating—the continued existence of HBI's is not what the Court's test is about, and has never been what *Green* is about. See *Green*, 391 U.S., at 442 (“The Board must be required to formulate a new plan and . . . fashion steps which promise realistically to convert promptly to a system without a ‘white’ school and a ‘Negro’ school”) (footnote omitted). What the Court's test is designed to achieve is the elimination of predominantly black institutions. While that may be good social policy, the present petitioners, I suspect, would not agree; and there is much to be said for the Court of Appeals' perception in *Ayers*, 914 F.2d, at 687, that “if no [state] authority exists to deny [the student] the right to attend the institution of his choice, he is done a severe disservice by remedies which, in seeking to maximize integration, minimize diversity and vitiate his choices.” But whether or not the Court's antagonism to unintegrated schooling is good policy, it is assuredly not good constitutional law. There is nothing unconstitutional about a “black” school in the sense, not of a school that blacks *must* attend and that whites *cannot*, but of a school that, as a consequence of private choice

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in residence or in school selection, contains, and has long contained, a large black majority. See *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U. S. 637, 641 (1950). (The Court says this, see *ante*, at 743, but does not appear to mean it, see *ante*, at 730, n. 4.) In a perverse way, in fact, the insistence, whether explicit or implicit, that such institutions not be permitted to endure perpetuates the very stigma of black inferiority that *Brown I* sought to destroy. Not only Mississippi, but Congress itself, seems out of step with the drum that the Court beats today, judging by its passage of an Act entitled “Strengthening Historically Black Colleges and Universities,” which authorizes the Education Department to provide money grants to historically black colleges. 20 U. S. C. §§ 1060–1063c. The implementing regulations designate Alcorn State University, Jackson State University, and Mississippi Valley State University as eligible recipients. See 34 CFR § 608.2(b) (1991).

* * *

The Court was asked to decide today whether, in the provision of university education, a State satisfies its duty under *Brown I* by removing discriminatory barriers to admissions. That question required us to choose between the standards established in *Green* and *Bazemore*, both of which involved (as, for the most part, this does) free-choice plans that failed to end *de facto* segregation. Once the confusion engendered by the Court’s something-for-all, guidance-to-none opinion has been dissipated, compare *ante*, at 744–745 (O’CONNOR, J., concurring), with *ante*, at 747–749 (THOMAS, J., concurring), it will become apparent that, essentially, the Court has adopted *Green*.

I would not predict, however, that today’s opinion will succeed in producing the same result as *Green*—viz., compelling the States to compel racial “balance” in their schools—because of several practical imperfections: because the Court deprives district judges of the most efficient (and perhaps

Opinion of SCALIA, J.

the only effective) *Green* remedy, mandatory student assignment, see *ante*, at 730, n. 4; because some contradictory elements of the opinion (its suggestion, for example, that Mississippi's mission designations foster, rather than deter, segregation) will prevent clarity of application; and because the virtually standardless discretion conferred upon district judges (see Part I, *supra*) will permit them to do pretty much what they please. What I do predict is a number of years of litigation-driven confusion and destabilization in the university systems of all the formerly *de jure* States, that will benefit neither blacks nor whites, neither predominantly black institutions nor predominantly white ones. Nothing good will come of this judicially ordained turmoil, except the public recognition that any court that would knowingly impose it must hate segregation. We must find some other way of making that point.

STATE OF FLORIDA
BOARD OF GOVERNORS
Request for Proposal
Intent To Submit Proposal

COMPLETE AND RETURN THIS FORM

Proposal Number: RFP 2015-03

Title: FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY

Date & Time Proposal Due: JUNE 5, 2014 @ 2:00 PM Eastern Time (ET)

Potential Proposers should notify the Board of Governors via the Florida Department of Education, Bureau of Contracts, Grants and Procurement Management Services by returning this Intent to Submit Proposal Form as soon as possible after downloading. Complete the information below and send **this sheet only** to fax number (850) 245-0719, mail to 332 Turlington Building, 325 West Gaines Street, Tallahassee, Florida 32399-0400 or e-mail it to the below contact.

Company Name: _____

Contact Person: _____

Address: _____

City, State, Zip: _____

Telephone: () _____ Fax Number: () _____

Internet E-Mail Address: _____

Signed: _____ Date: _____

Department of Education contact person: Fran Shewan, fran.shewan@fldoe.org, (850) 245-9884.

(Revised 02/06/2012)

**State of Florida
Board of Governors**

REQUEST FOR PROPOSAL

FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY

BID NUMBER: RFP 2015-03

DEADLINE FOR TECHNICAL QUESTIONS: MAY 16, 2014 by 12:00 P.M. EST
(There is no deadline for administrative questions)

PROPOSALS ARE DUE BY: 2:00 P.M. EST on JUNE 5, 2014

**ANTICIPATED POSTING OF INTENDED AWARD BEGINS
June 16, 2014 and ENDS June 19, 2014**

MAIL OR DELIVER PROPOSALS TO:

Florida Department of Education
Bureau of Contracts, Grants and Procurement
Management Services
325 West Gaines Street
332 Turlington Building
Tallahassee, Florida 32399-0400
Attention: Fran Shewan
Phone: (850) 245-9884

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**REQUEST FOR PROPOSAL
STATE OF FLORIDA, BOARD OF GOVERNORS**

FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY

BID NUMBER: RFP 2015-03

SECTION 1 –INSTRUCTIONS

1.0 GENERAL INSTRUCTIONS TO PROPOSER

This section contains instructions explaining the solicitation process and the actions necessary to respond. General Instructions to Respondent (Form PUR 1001 – incorporated herein by reference) is a downloadable document which must be downloaded for review. This document need not be returned with the Proposer's Proposal. Form PUR 1001 may be accessed at http://dms.myflorida.com/business_operations/state_purchasing under "Documents, Forms, References and Resources".

In the event of any conflict between Form PUR 1001 and other instructions provided in this document, the additional instructions in this document shall take precedence over the Form PUR 1001 unless the conflicting term is required by any section of the Florida Statutes (F.S.), in which case the statutory requirements shall take precedence.

SECTION 2 – CONTRACT CONDITIONS

2.0 GENERAL CONTRACT CONDITIONS

Standard terms and conditions that will apply to the contract which results from the solicitation event are provided in this section. General Contract Conditions (Form PUR 1000 – incorporated herein by reference) is a downloadable document which must be downloaded for review. This document need not be returned with the Proposer's Proposal. Form PUR 1000 may be accessed at http://dms.myflorida.com/business_operations/state_purchasing under "Documents, Forms, References and Resources".

In the event of any conflict between the PUR 1000 form and any other Special Conditions, the Special Conditions shall take precedence over the PUR 1000 form unless the conflicting term in the PUR form is required by any section of the F.S., in which case the statutory requirements shall take precedence.

SECTION 3 - INTRODUCTION

3.0 INTENT

The Board of Governors (hereinafter referred to as the "Board") is soliciting written Proposals from qualified Proposers to establish a term contract of which the term is anticipated to begin upon execution of the contract and be effective for nine (9) months thereafter. Award will be made to the responsible and responsive vendor that the Board determines will provide what is most advantageous to the state, taking into consideration price and other criteria set forth in this document.

The resulting contract may not be renewed.

3.1 PURPOSE

The Board is seeking to obtain the services of an independent non-Florida based educational consultant to conduct an academic feasibility study of the Florida Agricultural and Mechanical University/Florida State University Joint College of Engineering (Joint College) that will analyze the pros and cons of maintaining the status quo collaboration that currently exists between the two universities with respect to the College of Engineering, including an examination of the original mission of the Joint College, and the pros and cons of developing differentiated engineering programs at each university. The study shall include a cost-benefit analysis of each option, analyzed in the context of Title VI of the Civil Rights Act of 1964 and with the goal of achieving world class engineering opportunities for students at both universities. The study shall also include an analysis of statewide public and private postsecondary engineering program offerings and workforce demand for engineering degrees at the baccalaureate and graduate levels.

3.2 BACKGROUND

The Joint College was created by the Florida Board of Regents (the predecessor to the Board) in 1982 to meet the increasing demand for engineering graduates, to enhance the racial diversity of each university, and to address the underrepresentation of blacks and women in the field of engineering. The Joint College operates as a single college between the two universities pursuant to a Memorandum of Agreement (MOA). The MOA established a Joint Management Council consisting of the presidents, provosts/vice presidents for academic affairs and vice presidents for administration of the two universities. The Joint Management Council serves as the policy-making body for the Joint College. There is a single dean for the Joint College who reports through the two academic vice presidents to the Joint Management Council. Faculty members are employed by each university but are designated as "Joint College" faculty such that they are considered a faculty member of both universities for purposes of teaching, research and service, but not for tenure and promotion. Students are admitted to, and graduate, from their respective universities.

There is a common engineering curriculum at the Joint College specific to each engineering sub-field, including civil, mechanical, computer and other engineering specialties. All undergraduate degree programs meet the requirements for ABET accreditation. The establishment of new degree programs or termination of existing degree programs must be approved by the Board of Trustees of both universities, and doctoral programs must be approved by the Board of Governors.

Each university has responsibility for and obligations to support and maintain the operation of the Joint College, which uses business and support services of both universities. The Joint College is housed in a facility located in between the two main campuses of the universities in Tallahassee, Florida.

During the 2014 legislative session, an amendment was filed to the General Appropriations Act that, if enacted, would have provided funds to Florida State University (FSU) to establish a separate college of engineering. The Interim President of FSU expressed support for the proposal and the President of Florida Agricultural and Mechanical University expressed desire for the Joint College to remain intact. In lieu of the amendment, funds were appropriated to the Board to engage an independent non-Florida based organization to conduct as study as outlined above in Section 3.1.

3.3 DEFINITIONS

After the award, said Proposer will be referred to as the "Contractor". For the purpose of this document, the term "Proposer" means a potential Contractor acting on its own behalf and on behalf of those individuals, partnerships, firms, or corporations comprising the Proposer's team. The term "Proposal" means the complete response of the Proposer to the RFP, including properly completed forms and supporting documentation. The term "contract" refers to the agreement between the Board and the Contractor resulting from this RFP. A "responsive bid" is a Proposal submitted by a responsive and responsible vendor which conforms in all material respects to the solicitation.

“Deliverable” means a tangible, specific, quantifiable and measurable event or item that must be produced to complete a project or part of a project directly related to the scope of services.

3.4 SCHEDULE OF EVENTS

EVENT	DATE
Request for Proposal released	May 9, 2014
Questions due from prospective Proposers [Fax & E-mail (preferred) acceptable]	May 16, 2014 by 12:00 p.m.
Responses to questions due from the Board (date is on or about)	May 20, 2014
PROPOSALS DUE (FAX & E-MAIL NOT ACCEPTABLE)	June 5, 2014 @ 2:00 p.m.
TECHNICAL PROPOSALS OPENED	June 5, 2014 @ 2:15 p.m.
Price Replies will be evaluated by the Bureau of Contracts, Grants and Procurement Management Services/Board of Governor's staff during the evaluation stage.	
The Evaluation Committee will evaluate the Technical Replies in Room 1605 Turlington Building	June 13, 2014 @ a time to be publically noticed on the Board of Governors website
Anticipated Posting of Intended Award (date is on or about)	June 16, 2014
Anticipated beginning of work	July 1, 2014

SECTION 4 – SPECIAL INSTRUCTIONS

4.0 PRE-SOLICITATION CONFERENCE: A PRE-SOLICITATION CONFERENCE WILL NOT BE HELD.

4.1 SITE INSPECTION: A SITE INSPECTION WILL NOT BE HELD.

4.2 VISITOR'S PASS TO THE TURLINGTON BUILDING

Each visitor to the Turlington Building is required to sign in and obtain a Visitor's Pass at the security desk in the main lobby. Please allow at least 15 minutes prior to Proposal due time if hand-delivering the Proposal to the Bureau of Contracts, Grants and Procurement Management Services.

4.3 PROPOSAL QUESTIONS & ANSWERS

Any technical questions arising from this RFP must be forwarded, in writing, to the purchasing agent identified below. The Board's written response to written inquiries submitted timely by Proposers will be posted on the Florida Vendor Bid System (VBS) at www.myflorida.com (click on Business, then click on Doing Business with the state, under Everything for Vendors and Customers, click on the Vendor Bid System, then Search Advertisement; select the Department of Education in the Agency drop down window and initiate search), under this Proposal number. It is the responsibility of all potential Proposers to monitor this site for any changing information prior to submitting a Proposal.

Only written inquiries from Proposers, which are submitted by the company's authorized representative, will be recognized by the Board as duly authorized expressions on behalf of the Proposers.

WRITTEN QUESTIONS should be submitted to:

Board of Governors via Florida Department of Education
c/o Bureau of Contract, Grants and Procurement Management Services
Attn: Fran Shewan

4.4 PROCUREMENT PROTESTS / NOTICE OF RIGHTS

Pursuant to F.S., Section 120.57(3) (b):

Any person who is adversely affected by the agency decision or intended decision shall file with the agency a notice of protest in writing within 72 hours after the posting of the notice of decision or intended decision. With respect to a protest of the terms, conditions, and specifications contained in a solicitation, including any provisions governing the methods for ranking bids, proposals, or replies, awarding contracts, reserving rights of further negotiation, or modifying or amending any contract, the notice of protest shall be filed in writing within 72 hours after the posting of the solicitation. The formal written protest shall be filed within ten (10) days after the date the notice of protest is filed. Failure to file a notice of protest or failure to file a formal written protest shall constitute a waiver of proceedings under this chapter. The formal written protest shall state with particularity the facts and law upon which the protest is based. Saturdays, Sundays, and state holidays shall be excluded in the computation of the 72-hour time periods provided by this paragraph.

Section 120.57(3)(a) provides:

Failure to file a protest within the time prescribed in section 120.57(3), F.S., or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, F.S."

Florida Administrative Code (F.A.C.) Rule 28-110.002(2) defines the term "decision or intended decision," and includes the solicitation terms (and any addenda), the award of the contract, and a rejection of all bids.

At the time of filing the Formal Written Protest, the protestor must also file a Protest Bond payable to the Board in an amount equal to 1 percent of the estimated contract amount. Section 287.042(2) (c), Florida Statutes, and F.A.C. Rule 28-110.005 contain further terms relating to the Protest Bond, including how to determine the estimated contract amount. In lieu of a Protest Bond, the Board will accept cashier's checks, official bank checks or money orders. The bond shall be conditioned upon the payment of all costs and charges that are adjudged against the protestor in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding.

The Notice of Protest, Formal Written Protest, and Protest Bond shall be filed with the issuing office as defined in **SECTION 4.3** above.

4.5 ORAL INSTRUCTIONS / CHANGES TO THE REQUEST FOR PROPOSAL (ADDENDA)

No negotiations, decisions, or actions will be initiated or executed by a Proposer as a result of any oral discussions with a state employee. Only those communications which are in writing from the Board will be considered as a duly authorized expression on behalf of the Board.

Notice of changes (addenda) will be posted on the VBS, under this Proposal number. It is the responsibility of all potential Proposers to monitor this site for any changing information prior to submitting a Proposal.

4.6 MODIFICATIONS, RESUBMITTAL AND WITHDRAWAL

Proposers may modify submitted Proposals at any time prior to the Proposal due date. Requests for modification of a submitted Proposal shall be in writing and must be signed by an authorized representative of the Proposer. Upon

receipt and acceptance of such a request, the entire Proposal will be returned to the Proposer and not considered unless resubmitted by the due date and time. Proposers may also send a change in a sealed envelope to be opened at the same time as the Proposal. The RFP number, opening date and time should appear on the envelope of the modified Proposal.

Unless specifically requested by the Board, any amendments, revisions, or alterations to Proposals will not be accepted after the closing for the receipt of Proposals.

4.7 RESTRICTIONS ON COMMUNICATIONS WITH BOARD AND DEPARTMENT STAFF

Proposers shall not communicate with any Board or Department staff concerning this RFP except for the Department contact person identified in **SECTION 4.3 PROPOSAL QUESTIONS AND ANSWERS** of this RFP. Only those communications which are in writing from the Board shall be considered as a duly authorized response on behalf of the Board. For violation of this provision, the Board reserves the right to reject a Proposer's Proposal.

Respondents to this solicitation or persons acting on their behalf may not contact, between the release of the solicitation and the end of the 72-hour period following the agency posting the notice of intended award, excluding Saturdays, Sundays, and state holidays, any employee or officer of the executive or legislative branch concerning any aspect of this solicitation, except in writing to the procurement officer or as provided in the solicitation documents. Violation of this provision may be grounds for rejecting a Proposal.

4.8 CONFIDENTIAL, PROPRIETARY, OR TRADE SECRET MATERIAL

The Board takes its public records responsibilities as provided under Chapter 119, F.S., and Article I, Section 24 of the Florida Constitution, very seriously. If Proposer considers any portion of the documents, data or records submitted in response to this solicitation to be confidential, trade secret or otherwise not subject to disclosure pursuant to Chapter 119, F.S., the Florida Constitution or other authority, Proposer must clearly mark and identify in its Proposal those portions which are confidential, trade secret or otherwise exempt. Proposer must also simultaneously provide the Board with a separate redacted copy of its Proposal. This redacted copy shall contain the Board's solicitation name, number, and the name of the Proposer on the cover, and shall be clearly titled "Redacted Copy." The Redacted Copy shall be provided to the Board at the same time Proposer submits its Proposal to the solicitation and must only exclude or obliterate those exact portions which are claimed confidential, proprietary, or trade secret, or otherwise exempt. **The Proposer shall also provide one (1) electronic copy (compact disc (CD), flash drive, etc.) of their Redacted Copy.**

Proposer shall be responsible for defending its determination that the redacted portions of its Proposal are confidential, trade secret or otherwise not subject to disclosure. Further, Proposer shall protect, defend, and indemnify the Board for any and all claims arising from or relating to Proposers' determination that the redacted portions of its Proposal are confidential, proprietary, trade secret or otherwise not subject to disclosure.

If Proposer fails to submit a Redacted Copy with its Proposal, the Board is authorized to produce the entire documents, data or records submitted by Proposer in answer to a public records request for these records.

4.9 WITHDRAWAL OF A PROPOSAL

A Proposer may withdraw a Proposal by written notice to the Board via the Department on or before the deadline specified for the receipt of Proposals in **SECTION 3.4 SCHEDULE OF EVENTS** of this RFP. Such written notice is to be submitted to the Issuing Office at the address specified in **SECTION 4.3 PROPOSAL QUESTIONS AND ANSWERS** of this RFP.

4.10 CONDITIONS TO THE PROPOSAL

No conditions may be applied to any aspect of the RFP by the prospective Proposer. Any conditions placed on any aspect of the Proposal documents by the prospective Proposer may result in the Proposal being rejected as a conditional Proposal (see "RESPONSIVENESS OF PROPOSALS"). DO NOT WRITE IN CHANGES ON ANY RFP SHEET. The only recognized changes to the RFP prior to Proposal opening will be a written addenda issued by the Board.

4.11 AWARD

As in the best interest of the state, the right is reserved to award based on **all or none, groups of services, or any combination** thereof, to a responsive, responsible Proposer. As in the best interest of the state, the right is reserved to reject any and/or all Proposals or to waive any minor irregularity in Proposals received. Conditions which may cause rejection of Proposals include, without limitation, evidence of collusion among Proposers, obvious lack of experience or expertise to perform the required work, failure to perform, or meet financial obligations on previous contracts.

SECTION 5 – SPECIAL INSTRUCTIONS – PROPOSAL FORMAT & CONTENT

5.0 PROPOSAL SUBMISSION

By submitting a Proposal, the Proposer represents that it understands and accepts the terms and conditions to be met and the character, quality and scope of services to be provided.

All Proposals and associated forms must be signed and dated in ink by a duly authorized representative of the Proposer.

Each Proposer must fully acquaint itself with the conditions relating to the performance of services under the conditions of this RFP.

All Proposal prices are to be submitted on the forms provided in this RFP. All Proposal prices must remain firm for thirty (30) days from date of Proposal Opening.

All Proposals and related documents submitted in response to this RFP shall become the property of the state.

5.1 MAIL OR DELIVER PROPOSALS TO: (Do Not Fax or E-Mail)

Board of Governors via Florida Department of Education
Bureau of Contracts, Grants and Procurement Management Services
Attn: Fran Shewan
325 West Gaines Street
332 Turlington Building
Tallahassee, Florida 32399-0400

5.2 PRELIMINARY SUBMITTAL DOCUMENTS

The absence of any of these documents may result in a determination that the Proposal is non-responsive and the Proposal may not be evaluated. The Proposal forms furnished must be used when submitting the Proposal. Forms are to be filled out in ink or typewritten. **Submittal information shall consist of the following:**

TRANSMITTAL LETTER (ON COMPANY LETTERHEAD)

WORK REFERENCES: (ATTACHMENT 5)

DISCLOSURE STATEMENT: (ATTACHMENT 3)

SIGNED ADDENDUM(S), IF APPLICABLE

PRICE SHEET: (ATTACHMENT 1)

If applicable, a copy of the Certified small, minority-, women-, and service-disabled veteran business enterprise certificate from the Department of Management Services, Office of Supplier Diversity should be enclosed. Certification must be current at the time of the Proposal opening.

5.3 TRANSMITTAL LETTER

The Proposer shall provide a Transmittal Letter (on Company Letterhead) that contains the following:

- a statement certifying that the person signing the Proposal is authorized to represent the Proposer and bind the Proposer relative to all matters contained in the Proposer's Proposal
- the company's federal tax identification number
- a statement certifying that the Proposer has read, understands, and agrees to comply with all provisions of this RFP
- a statement certifying that the Proposer is authorized to conduct business in Florida in accordance with the provisions of Chapter 607, F.S. In lieu of such statement, the Proposer alternatively must certify that authorization to do business in Florida will be secured prior to the award of the contract.
- a statement certifying that the Proposer is registered on the MyFloridaMarketPlace website in accordance with the provisions by the state of Florida. In lieu of such statement, the Proposer must alternatively certify that such registration authorization will be completed prior to the award of the contract.
- a statement certifying that the Proposer has electronically registered a valid W-9 with the Department of Financial Services (DFS). DFS is ready to assist any vendors with questions, and vendors must submit their W-9 forms electronically at <https://flvendor.myfloridacfo.com>. Contact the DFS Customer Service Desk at (850) 413-5519 or FLW9@myfloridacfo.com with any questions.

Failure of a Proposer to provide the above may result in a non-responsive determination by the Board. Proposals found to be non-responsive will not be considered, unless the non-compliance is waived, in the Board's discretion, as a minor irregularity.

5.4 PROPOSAL FORMAT INSTRUCTIONS

This section contains instructions that describe the required format for the Proposal. All Proposals submitted shall contain two parts and be marked as follows:

PART I TECHNICAL PROPOSAL NUMBER RFP 2015-03

(One Separately Sealed Package for Technical)

PART II PRICE PROPOSAL NUMBER RFP 2015-03

(One Separately Sealed Package for Price)

THE SEPARATELY SEALED PACKAGES MAY BE MAILED TOGETHER IN ONE ENVELOPE OR BOX.

5.4.1 Technical Proposal (Part I) (7 hard copies)

(Do not include price information in Part I)

The Proposer must submit two (2) originals in hard copy, five (5) hard copies and five (5) in electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Word 5.0 or higher, or Adobe Acrobat of the Proposal which is to be divided into the sections described below. **SECTION 5.2 PRELIMINARY SUBMITTAL DOCUMENTS** must be included in the Technical Proposal portion of the Proposal. Since the Board will expect all Technical Proposals to be in this format, failure of the Proposer to follow this outline may result in the rejection of

the Technical Proposal. Technical Proposal must be submitted in a separate sealed package marked **"TECHNICAL PROPOSAL NUMBER RFP 2015-03 "**.

1. EXECUTIVE SUMMARY

The Proposer shall provide an Executive Summary to be written in non-technical language to summarize the Proposer's overall capabilities and approaches for accomplishing the services specified herein. The Proposer is encouraged to limit the summary to no more than two (2) pages.

2. PROPOSER'S MANAGEMENT PLAN

The Proposer shall provide a management plan which describes administration, management, key personnel and experience in conducting similar studies.

a. Administration and Management

The Proposer should include a description of the organizational structure and management style established and the methodology to be used to control costs, services reliability and to maintain schedules; as well as the means of coordination and communication between the organization and the Board Office. The Management Plan should also address the relevant experience in conducting studies similar to that sought in the Scope of Services described below in Section 7.0.

b. Identification of Key Personnel

The Proposer should provide the names of key personnel on the Proposer's team, as well as a resume for each individual proposed and a description of the functions and responsibilities of each key person relative to the task(s) to be performed. The approximate percent of time to be devoted exclusively for this project and to the assigned tasks should also be indicated. The Contractor must use the key personnel submitted in its Proposal. Changing key personnel without the Board's prior consent, which may be refused in its discretion, will be deemed a breach of the resulting agreement.

3. PROPOSER'S TECHNICAL PLAN

The Proposer shall provide a technical plan which explains technical approach and facility capabilities.

a. Technical Approach

The Proposer should explain the approach, capabilities, and means to be used in accomplishing the tasks in the Scope of Services, and where significant development difficulties may be anticipated and resolved. Any specific techniques to be used should also be addressed.

b. Facility Capabilities

The Proposer should provide a description and location of the Proposer's facilities as they currently exist and as they will be employed for the purpose of this work.

4. WORK PLAN

The Proposer shall provide a Work Plan which sets forth on an average the estimated staff-hours for each skill classification that will be utilized to perform the work required.

5.4.2 Price Proposal (Part II) (7 hard copies)

The Proposer must submit **two (2) originals hard copy, five (5) hard copies, and five (5) electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Excel 5.0 or higher.** The Price Proposal information shall be submitted on the forms provided in the RFP. The Price Proposal information is to be submitted in a separate sealed package marked "PRICE PROPOSAL NUMBER RFP 2015-03 ".

Presenting the Proposal

The Proposal shall be limited to a page size of eight and one-half by eleven inches (8½" x 11"). Type size shall not be less than a 12 point font. The Proposal shall contain a table of contents, be typed single-spaced and have separate parts, each clearly labeled including page numbers. The information to be contained in each part is described in the above sections. The absence of information or the organization of information in a manner inconsistent with the requirements of this RFP may result in the rejection of the Proposal. Bindings and covers will be at the Proposer's discretion; however, **elaborate notebooks/hard back binders are discouraged.**

Unnecessarily elaborate brochures, artwork, expensive paper and expensive visual and other presentation aids are neither necessary nor desired. The overall response must be written in a concise manner, which is conducive to effective evaluation and product selection.

All proposed materials must be packaged so that each box of materials shipped to the Board does not exceed 25 pounds.

SECTION 6 – SPECIAL CONDITIONS

6.0 AUTHORIZED TO DO BUSINESS IN THE STATE OF FLORIDA

Foreign corporations and foreign limited partnerships must be authorized to do business in the state of Florida. Such authorization and status should be obtained by the Proposal due date and time, but in any case, must be obtained prior to posting of the intended award. For authorization, contact:

Florida Department of State
Tallahassee, Florida 32399
(850) 245-6053

6.1 LICENSED TO CONDUCT SERVICES IN THE STATE OF FLORIDA

If the services being provided require that individuals be licensed by the Florida Department of Business and Professional Regulation or any other state or federal agency, such licenses should be obtained by the Proposal due date and time, but in any case, must be obtained prior to posting of the intended award. State licensing is not applicable for this solicitation.

6.2 OTHER CONDITIONS

Other conditions which may cause rejection of Proposals include, without limitation, evidence of collusion among Proposers, obvious lack of experience or expertise to perform the required work, failure to perform or meet financial obligations on previous contracts, failure to meet the requirement for the Contractor to be a non-Florida based entity, or information indicative of a past or present association with the Joint College or either university that could result in the inability to perform an independent, objective study.

6.3 IDENTICAL EVALUATION OF PROPOSALS

Whenever two (2) or more Proposals which are equal with respect to price, quality, and service are received, the Board will determine the order of award using the criteria established in 60A-1.011, F.A.C. The "Drug-Free Workplace Program Certification" can be found as Attachment '2'.

6.4 DISCLOSURE STATEMENT

The Disclosure Statement Form (Attachment '3') must be signed and submitted with the Proposal response.

6.5 DIVERSITY IN CONTRACTING

The state of Florida is committed to supporting its diverse business industry and population through ensuring participation by minority-, women-, and service-disabled veteran business enterprises in the economic life of the state. The state of Florida Mentor Protégé Program connects minority-, women-, and service-disabled veteran business enterprises with private corporations for business development mentoring. We strongly encourage firms doing business with the state of Florida to consider this initiative. For more information on the Mentor Protégé Program, please contact the Office of Supplier Diversity at (850) 487-0915.

The state is dedicated to fostering the continued development and economic growth of small, minority-, women-, and service-disabled veteran business enterprises. Participation by a diverse group of Vendors doing business with the state is central to this effort. To this end, small, minority-, women-, and service-disabled veteran business enterprises are encouraged to participate in the state's procurement process as both Contractors and sub-contractors in this solicitation.

Information on Certified Minority Business Enterprises (CMBE) and Certified Service-Disabled Veteran Business Enterprises (CSDVBE) is available from the Office of Supplier Diversity at http://dms.myflorida.com/other_programs/office_of_supplier_diversity_osd/.

6.6 CONTRACTUAL OBLIGATIONS

The Board's Contract Standard Terms and Conditions are incorporated in this RFP as Attachment '6' and will govern the relationship between the Board and the Contractor. Proposal(s) submitted by the successful Proposer(s) shall be incorporated into the final contract(s).

6.7 METHOD OF PAYMENT

Compensation and payment will be made in accordance with the terms and conditions of the contract. Travel expenses shall be reimbursed as part of the contract but are limited to the rates and conditions as authorized by Section 112.061, Florida Statutes.

6.8 SUSPENDED VENDOR LIST

A company placed on the Suspended Vendor List may not submit a Proposal or be awarded a contract to provide any goods or services pursuant to Rule 60A-1.006 F.A.C. The "Suspended Vendor List" is published at www.myflorida.com under the category Business then Doing Business with the state.

6.9 SUB-CONTRACTING

This contract or any portion thereof, shall not be sub-contracted without the prior written approval of the Board. No sub-contract shall, under any circumstances, relieve the Contractor of their liability and obligation under this contract; and despite any such sub-contracting the Board shall deal through the Contractor, which shall retain the legal responsibility for performing the Contractor's obligations. All subcontractors must be identified in the Proposal, together with a description of the scope of services to be performed by such subcontractors.

The Contractor shall report any small, minority-, women-, and service-disabled veteran business enterprise Subcontractors who may be utilized in connection with this solicitation, identifying the Name, Address, Type of Certification and Dollar Amount on the Utilization Summary form, attached as Attachment "4". The contractor shall provide a list of subcontractors to the Board's contract manager upon execution of the Contract. If the Contractor does utilize any small, minority-, women-, and service-disabled veteran business enterprise Subcontractors, the Contractor shall provide the Utilization Summary form with each invoice submitted for payment. The form must be submitted with all invoices, regardless if funds have not been spent with a small, minority-, women-, and service-disabled veteran business enterprise Subcontractor for the period covered by the invoice. The DMS Office of Supplier Diversity will assist in furnishing names of qualified small, minority-, women-, and service-disabled veteran business enterprises. The Office of Supplier Diversity can be reached at (850) 487-0915; the Internet Web address is http://dms.myflorida.com/other_programs/office_of_supplier_diversity_osd/

6.10 SUBMISSION OF PROPOSALS BY SUBSIDIARIES OR AFFILIATES

A Proposer, its subsidiaries, affiliates, or related entities shall be limited to one Proposal. Submission of more than one Proposal per activity by a Proposer will cause the rejection of all Proposals submitted by the Proposer. A subsidiary or affiliate of a prime Proposer may also be included as a subcontractor in another Proposer's Proposal.

6.11 COSTS INCURRED IN RESPONDING

This RFP does not commit the Board or any other public agency to pay any costs incurred by the Proposer in the submission of a Proposal or to make necessary studies or designs for the preparation thereof, nor to procure or contract for any articles or services.

6.12 PROHIBITION OF GRATUITIES

By submission of a Proposal, the Proposer certifies that no elected or appointed official or employee of the state of Florida has or will benefit financially or materially from this procurement. Any contract arising from this procurement may be terminated by the Board if it is determined that gratuities of any kind were either offered to or received by any of the aforementioned officials or employees from the Proposer or its agents or employees.

6.13 INDEPENDENT PRICE DETERMINATION

A Proposer shall not collude, consult, communicate, or agree with any other Proposer regarding this procurement as to any matter relating to the Proposer's Proposal.

6.14 PERFORMANCE BOND

A Performance Bond is not required for this project.

6.15 PARTICIPATION IN FUTURE STAGES OF THIS PROJECT

As stated in Chapter 287.057, F.S.

(18) A person who receives a contract that has not been procured pursuant to subsections (1) through (5) to perform a feasibility study of the potential implementation of a subsequent contract, who participates in the drafting of a solicitation or who develops a program for future implementation, is not eligible to contract with the agency for any other contracts dealing with that specific subject matter, and any firm in which such person has any interest is not eligible to receive such contract. However, this prohibition does not prevent a vendor who responds to a request for information from being eligible to contract with an agency.

6.16 ACCESSIBLE ELECTRONIC INFORMATION TECHNOLOGY

Proposers submitting Proposals to this solicitation must provide electronic and information technology resources in complete compliance with the accessibility standards provided in Sections 282.601-282.606, F.S., and Rule 60-8.002, F.A.C. These standards establish a minimum level of accessibility.

SECTION 7 – SCOPE OF SERVICES

7.0 SCOPE OF SERVICES

The Board is seeking to obtain the services of an independent non-Florida based consultant to analyze the pros and cons of maintaining the status quo collaboration that currently exists between the two universities with respect to the Joint College, including an examination of the original mission of the Joint College, and the pros and cons of developing differentiated engineering programs at each university. The study shall include a cost-benefit analysis of each option, analyzed in the context of Title VI of the Civil Rights Act of 1964 and with the goal of achieving world class engineering opportunities for students at both universities. For each option, the study shall include, but not be limited to an analysis of:

- statewide engineering public and private postsecondary program offerings and workforce demand for engineering degrees at the baccalaureate and graduate levels, within the national context of trends in engineering and its various sub-fields,
- necessary faculty resources and personnel,
- the level of existing research and potential for future research,
- research revenues and expenditures,
- student admission requirements,
- existing student enrollment and projected enrollments for each option,
- student graduation rates and time-to-degree outcomes by enrolled institution compared to peer institutions,
- current and future infrastructure and facilities needs, including ancillary needs,
- operating budgetary projections for the next 10 years,
- capital budgetary projections for the next 10 years, and
- professional engineering accreditation and licensure concerns, including an estimate of the time required to gain any new accreditation.

1. An analysis of existing public and private postsecondary engineering program offerings at the baccalaureate and graduate levels in Florida and workforce demand, within the national context of trends in engineering and its various subfields:

Specifications: The report must include, but not be limited to:

- A description of undergraduate and graduate engineering program offerings for each institution within the State University System and for those institutions who are members of the Independent Colleges and Universities of Florida, or are licensed by the Commission on Independent Education, and current student enrollment for undergraduate and graduate level programs by race and gender.
- A determination of workforce demand in Florida for graduates of engineering programs at the undergraduate and graduate levels in light of current degree production and current employment opportunities.
- The identification of existing or emerging engineering program offerings not currently being offered by public or private postsecondary institutions in Florida.
- A description of the current national context for engineering, from the perspective of the demand for existing, evolving and emerging specialties and sub-fields, including multi- or inter-disciplinary fields, and

an identification of sub-fields or multi/interdisciplinary areas that can be reasonably expected to maintain or increase in demand over the next 10 years.

2. An analysis of the pros and cons of maintaining the Joint College as a single engineering college shared by the two universities:

Specifications: The report must include, but not be limited to:

- An examination of the original mission of the Joint College and whether the Joint College is fulfilling its mission and, if not, strategies that could be utilized to assist the Joint College in fulfilling its mission and an estimate of the associated costs to fulfill and enhance that mission.
- The number of faculty and administrative support personnel hired by each university for the Joint College for the preceding 10 years and the associated costs incurred by each university.
- The number of current faculty and administrative support personnel vacancies by university and anticipated associated costs.
- Student enrollments for undergraduate and graduate level programs, by race and gender for: the preceding 10 years; the 2014-2015 academic year, and as projected through the 2019-2020 academic year.
- A description of the student admission requirements for undergraduate and graduate level programs.
- A description of the student and faculty recruitment processes and efforts undertaken by each university over the preceding 10 years, and associated costs to recruit students and faculty.
- The level of existing research within the Joint College attributable to each university and the potential for future research.
- The level of research revenues and expenditures attributable to each university over the preceding 10 years.
- An analysis of current student graduation rates and time-to-degree outcomes by each university compared to peer institutions, as well as a reporting of trends in graduation rates and time-to-degree outcomes by each university over the past decade.
- A description of the current operating, capital infrastructure, and ancillary services costs attributable to each university.
- A projection of the operating, capital infrastructure, and ancillary services costs for the next 10 years.
- The number of graduates from each university that have passed the licensure examination administered by the Florida Board of Professional Engineers over the preceding 10 years.
- An explanation of any accreditation concerns associated with the Joint College.

3. An analysis of the pros and cons of developing differentiated engineering programs at each university;

Specifications: The report must include, but not be limited to:

- Whether, based upon the results of the workforce demand analysis described above, there is sufficient workforce need and student demand for the creation of two separate engineering colleges at the two universities.
- If workforce need and student demand exists, an analysis of the impact of separating the Joint College from the standpoint of accreditation with ABET and the Southern Association of Colleges and Schools, the impact on the students currently enrolled by each university in the Joint College, the impact on current faculty who have joint appointments, the impact on the ability of each university to provide a high quality

engineering education, the impact on utilization of the current facilities by each university, and the impact on the universities' recruitment efforts through the Challenger Learning Center and the continuation or discontinuation of that program.

- An estimate of the time required for each university to gain accreditation if discrete engineering programs are developed at each university.
- Identification of differentiated engineering programs that could be offered by each university, both undergraduate and graduate and whether such differential would be permissible under Title VI of the Civil Rights Act of 1964 and Supreme Court opinions interpreting that Act.
- An estimate of the costs associated with developing separate engineering colleges at the two universities. The estimate must include costs for faculty, administrative personnel, student support services, technology needs, capital infrastructure needs, ancillary services and any other operating expenses. The cost estimate should be projected for a 10-year period.
- A projected timeline and schedule of tasks or activities that would have to be completed in order to separate the existing Joint College and to establish two new colleges.

7.1 DELIVERABLES

The consultant will be required to meet with representatives of the Board of Governors, FAMU, FSU, and, if necessary, the United States Department of Education Office for Civil Rights, as part of the information-gathering process for conducting the analysis. This phase of the project, including the collection of all relevant information necessary to the analysis, should be accomplished by September 30, 2014. A draft study report is due to the Board of Governors by November 19, 2014, and the consultant will meet with representatives of the Board of Governors, FAMU, FSU, and, if necessary, the United States Department of Education Office for Civil Rights, to provide an opportunity for review and comment to the draft report. The final written report is due to the Board of Governors by December 19, 2014, and should be delivered electronically and also in hard-copy in the form of two (2) bound reports.

The consultant will be required to make a presentation on the report to the Board of Governors at a meeting to be held in January or February 2015. The consultant will also be required to make up to five (5) presentations on the report to the Florida Legislature prior to and/or during the 2015 legislative session.

Bi-weekly until completion of the project, the consultant will submit to the Contract Manager a description of activities accomplished during the prior two-week period and activities planned for the upcoming two weeks, and documentary evidence to support the work performed. The consultant will also hold, at a minimum, bi-weekly telephone calls with the Contract Manager and other Board staff as directed by the Contract Manager.

7.2 FINANCIAL CONSEQUENCES

The Contract Manager shall periodically review the progress made on the activities and deliverables listed above. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced number of hours for payment and or may contact the contractor for a replacement or terminate the contract.

SECTION 8 – OPENING, EVALUATION AND AWARD

8.0 PROPOSAL OPENING

TECHNICAL PROPOSALS WILL BE OPENED BY THE BOARD via the DEPARTMENT'S BUREAU OF CONTRACTS, GRANTS AND PROCUREMENT MANAGEMENT SERVICES PERSONNEL AT 325 WEST GAINES STREET, 332 TURLINGTON BUILDING, TALLAHASSEE, FLORIDA, AS SPECIFIED IN SECTION 3.4 SCHEDULE OF EVENTS.

PRICE PROPOSALS (which have corresponding responsive Technical Proposals) WILL BE OPENED AS SPECIFIED IN SECTION 3.4 SCHEDULE OF EVENTS at 325 WEST GAINES STREET, 332 TURLINGTON BUILDING, TALLAHASSEE, FLORIDA.

8.1 EVALUATION PROCESS

An Evaluation Committee, hereinafter referred to as the "Committee", will be established to review and evaluate each Proposal submitted in response to this RFP. However, Proposals rejected due to non-compliance with terms and conditions of this RFP will not be evaluated. The Committee will be comprised of at least three persons with knowledge, background, experience, and/or professional credentials in relative service areas.

Each member of the Committee will be provided a copy of each Technical Proposal. Proposals will be evaluated on the criteria established in the section below entitled "Criteria for Evaluation" in order to assure that Proposals are uniformly rated. The Committee will assign points, utilizing the technical evaluation criteria identified herein and the Bureau of Contracts, Grants and Procurement Management Services will complete a technical summary. **Proposing firms must attain a score of seventy-two (72) points or higher on the Technical Proposal to be considered responsive. Should a Proposer receive fewer than seventy-two (72) points for their Technical Proposal score, the Price Proposal will not be opened.**

The Bureau of Contracts, Grants and Procurement Management Services will open Price Proposals in accordance with Section 8.0, Proposal Openings. The Project Manager/Committee will review and evaluate the Price Proposals and prepare a summary of its price evaluation. Points will be assigned based on price evaluation criteria identified herein.

During the process of evaluation, the Bureau of Contracts, Grants and Procurement Management Services will conduct examinations of Proposals for responsiveness to requirements of the RFP. Those determined to be non-responsive will be automatically rejected.

8.1.1 Criteria for Evaluation

Proposals will be evaluated and graded in accordance with the criteria detailed below.

a. Technical Proposal **(90 Points)**

Technical evaluation is the process of reviewing the Proposer's Executive Summary, Management Plan, Technical Plan and Work Plan for understanding of project, qualifications, approach and capabilities, to assure a quality product.

The following point system is established for scoring the Proposals:

The following criteria will be used to evaluate and rank Replies.

A) Executive Summary	N/A
B) Management Plan	20 points
C) Technical Plan	45 points
D) Work Plan	<u>25 points</u>
Total	90 points
 E) Price	 <u>10 points</u>
Total	10 points

Price analysis is conducted through the comparison of price quotations submitted.

The criteria for price evaluation shall be based upon the following formula:

$$\text{(Low Price/Proposer's Price) x Price Points = Proposer's Awarded Points}$$

The total maximum number of points that can be earned in the evaluation process is 100 points.

The contract shall be awarded to the responsible and responsive vendor whose Proposal is determined in writing to be the most advantageous to the state, taking into consideration the price and the other criteria set forth in this RFP.

8.2 POSTING OF PROPOSAL TABULATION

The Proposal Tabulation will be posted at the Board via the Florida Department of Education, 325 West Gaines Street, 332 Turlington Building, Tallahassee, Florida and on the Florida Vendor Bid System at http://fcn.state.fl.us/owa_vbs/owa/vbs www.search.criteria form as specified in **SECTION 3.4 SCHEDULE OF EVENTS**, and will remain posted for a period of seventy-two (72) hours.

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK.

Attachment '1'
PROPOSER'S PRICE REPLY

We propose to provide the services being solicited within the specifications of RFP 2015-03. All work shall be performed in accordance with this RFP, which has been reviewed and understood. **The below prices are all inclusive. Payment for services will be made based on the deliverables and dates specified. There shall be no additional costs charged for work performed under this RFP.**

DESCRIPTION

Based on the Scope of Work being proposed, provide established deliverables, including evidence that will be provided to "prove" the deliverable was successfully completed. Note: Reports are not acceptable deliverables, however, they may be used as "proof" that the deliverable was successfully completed. If used, details of what report will contain must be provided.

YEAR 1

DELIVERABLE	EVIDENCE OF COMPLETION	DELIVERABLE COMPLETION DATE	PRICE
July 15, 2014: Update on activities accomplished since contract signed, and plans specified for upcoming two weeks; July 29, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written page report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	7/29/2014	\$
August 12, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; August 26, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	8/26/2014	\$
September 9, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; September 23, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	9/23/2014	\$
October 7, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; October 21, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	10/21/2014	\$
November 4, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; November 19, 2014: Draft Online University Study and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc. Draft Study Report submitted to the Contract Manager and written report indicating plans for upcoming two weeks	11/19/2014	
December 2, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; December 19, 2014: Final Study Report	Final Study Report submitted to the Contract Manager	12/19/2014	\$

Attachment '1'
PROPOSER'S PRICE REPLY

Presentation to the Board of Governors	Presentation of Final Report to Board of Governors at either the January or February 2015 board meeting.	January or February 2015	\$
Up to five presentations to the Florida Legislature	Presentation of Final Report to legislative committees and staff prior to and/or during the 2015 legislation session.	Through March 2015	\$
* TOTAL COST			\$

* POINTS AWARDED WILL BE BASED ON THIS PRICE

SIGN BELOW. UNSIGNED OFFERS WILL NOT BE CONSIDERED.

VENDOR NAME: _____

MAILING ADDRESS: _____

CITY/STATE/ZIP: _____

AUTHORIZED AGENT (typed): _____

AUTHORIZED AGENT (manual): _____

DATE: _____ **TELEPHONE:** _____ **FAX:** _____

E-MAIL ADDRESS: _____

ATTACHMENT '2'

DRUG-FREE WORKPLACE

(will be considered in case of identical tie Proposals)

Preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids which are equal with respect to price, quality, and service are received by the state or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

- 1) Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
- 2) Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
- 3) Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
- 4) In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
- 5) Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
- 6) Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

Vendor's Signature

ATTACHMENT '3'
DISCLOSURE STATEMENT

PARTNERSHIP OR INDIVIDUAL

I hereby certify that I, if an individual, or each of us, if a partnership, doing business as _____
(Name of Individual or Partnership)

(am)(is) not now involved in nor have I ever engaged in any private business venture or enterprise, directly or indirectly, with any current member of the Board of Governors, the Chancellor of the State University System, any Vice Chancellor, or any Associate Vice Chancellor within the Board of Governors.

I further certify that neither I, nor any partner, if a partnership, nor anyone acting in my or our behalf has requested that any of the above designated persons or any other employee of the Board of Governors exert any influence to secure the appointment of _____
(Name of Individual or Partnership) under this proposed agreement.

(1) _____
Signature

Signature

Signature

(1) If partnership, each partner must sign and execute.

COMPANY OR CORPORATION

I hereby certify that neither I nor any owner, officer, director, or shareholder of _____, a
(Name of Corporation/Company)

_____ (1) corporation, authorized to do business in Florida, is presently involved in or has been (Name of State of Inc.)

engaged in any private business venture or enterprise, directly, or indirectly, with any current member of the Board of Governors, the Chancellor of the State University System, any Vice Chancellor, or any Associate Chancellor within the Board of Governors.

I further certify that neither I nor any owner, officer, director, or shareholder of this corporation or anyone acting on behalf of this corporation or any of its owners, officers, directors, or shareholders has requested that any of the above designated persons or any other employee of the Board of Governors exert any influence to secure the appointment of _____
(Company) (Corporation) under this proposed agreement.

(2) _____
Signature

Title

(1) If company is not incorporated, insert "not incorporated" in this space.

(2) If incorporated, this statement is to be executed by same person who will execute contract, if awarded.

ATTACHMENT '4'

STATE OF FLORIDA BOARD OF GOVERNORS

SUBCONTRACTORS UTILIZATION SUMMARY

The Board's Supplier Diversity initiative strives to ensure the promise of Florida's future is shared by all of its residents, regardless of race, ethnicity, disability, neighborhood or background. To that end, the Board is dedicated to support, track and increase its small, minority-, women-, and service-disabled veteran business enterprise spending with contractors and subcontractors. This form was developed to assist in these efforts.

The Contractor shall report all small, minority-, women-, and service-disabled veteran business enterprise Subcontractors that may be utilized in connection with this solicitation, identifying the Name, Address, Type of Certification and Dollar Amount on the form below. The Contractor shall submit this form with each invoice submitted for payment, whether or not funds have been spent with a small, minority-, women-, and service-disabled veteran business enterprise subcontractor for the period covered by the invoice. The Office of Supplier Diversity, Florida Department of Management Services will assist in furnishing names of qualified minorities. The Office of Supplier Diversity can be reached at (850) 487-0915; the Internet Web address is http://dms.myflorida.com/other_programs/office_of_supplier_diversity_osd.

CONTRACTOR: _____

CONTRACT NO.: _____

CONTRACT TITLE: _____

SUBCONTRACTORS Full Name, Address, Telephone Number	State Certified	Non- Certified	Non- Profit	Dollar Amount

Total Amount \$ _____

Certified True and Correct by:

Contractor

Title

Date

For additional information, you may call Mrs. Brown at (850) 245-0819, or e-mail Janice.Brown@fldoe.org.

Submit Report to:

Mrs. Janice Brown
Bureau of Contracts, Grants and
Procurement Management Services
325 West Gaines Street
332 Turlington Bldg.
Tallahassee, FL 32399-0400

ATTACHMENT '5'

REFERENCES for _____ RESPONDENT NAME

PROVIDE THE FOLLOWING REFERENCE INFORMATION FOR A MINIMUM OF THREE (3) BUSINESSES WHERE SERVICES OF SIMILAR SIZE AND SCOPE HAVE BEEN COMPLETED

BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	
BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	
BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	

ATTACHMENT '6'

STATE OF FLORIDA BOARD OF GOVERNORS

CONTRACT STANDARD TERMS AND CONDITIONS

- I. Pursuant to S. 287.058(1), Florida Statutes ("F.S.):
- A. Bills for fees or other compensation for services or expenses shall be submitted in detail sufficient for a proper preaudit and postaudit thereof.
 - B. Travel expenses will be reimbursed only if expressly authorized by the terms of the Contract. Bills for any travel expenses shall be submitted in accordance with s. 112.061, F.S.
 - C. The Board may unilaterally cancel this Contract if the Contractor refuses to allow access by members of the public to all documents, papers, letters and materials made or received in conjunction with the Contract that are subject to Chapter 119, F.S., and are not exempt from public inspection by s. 119.071, F.S., or by other provisions of general or special law.
 - D. The Deliverables specified in the Contract must be received and accepted in writing by the Board's Contract Manager before Contractor is entitled to payment.
 - E. To complete this Contract, all services must be performed and/or goods received on or before the date(s) specified in the Contract.
 - F. If this Contract is expressly renewable, it may be renewed for a period that may not exceed three years or the term of the original contract, whichever is longer. The renewal price for the contracted service is set forth in the bid, proposal, reply. Cost for renewal shall not be changed. Renewals shall be contingent on satisfactory performance evaluations by the Board and subject to the availability of funds. Exceptional purchase contracts pursuant to s. 287.057(3)(a) and (c), F.S., may not be renewed.
- II. The Contractor shall prepare an invoice for the amount due and mail it to the Board of Governors Comptroller after having delivered the products and services required under this Contract to the Contract Manager. The invoice shall set forth details sufficient for a proper pre-audit and post-audit including, where applicable, the products and services delivered and completion dates. Upon receipt of the invoice, the Board of Governors Comptroller will request confirmation from the Contract Manager that the delivered products and services are satisfactory and payment is due. If for any reason they are not satisfactory, payment will be withheld until the unsatisfactory condition or conditions are corrected. Upon receipt of the Contract Manager's approval, the Board of Governors Comptroller shall process each invoice in accordance with the provisions of s. 215.422, F.S.
- A. Contractor agrees to submit invoice within thirty (30) days of the Board's acceptance of deliverables. It is understood that should Contractor fail to submit invoice within thirty (30) days following the Board's acceptance of the deliverables, the Board shall not be responsible for payment thereof under this contract or quantum meruit.
- III. Section 215.422, F.S., provides that agencies have five (5) working days to inspect and approve goods and services, unless bid specifications or the Contract specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within forty (40) days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to s. 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Department of Education's Fiscal s. at 850/245-0401 or Purchasing Office at 850/245-0483. Payments to health care providers for hospitals, medical, or other health care services, shall be made not more than thirty-five (35) days from the date of eligibility for payment is determined, and the daily interest rate is .02740 percent. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at 866/352-3776 or by calling the Chief Financial Officer's Hotline, 800/342-2762.
- IV. As used in this Contract, the term "Deliverable" refers to tangible "commodities", as defined in s. 287.012(5), F.S., which the Contractor provides pursuant to the Contract and to reports or other tangible or documentary evidence which demonstrate that the Contractor has performed the services required by the Contract. The following provisions govern Deliverables, as applicable:
- A. Each Deliverable must be physically delivered to the Board's Contract Manager, or to a person designated by the Contract Manager. If delivery is made to a designee, the Contractor shall give written notice to the Contract Manager of the delivery. A Deliverable is not received until the Contract Manager has physical control of deliveries or has written notice that the designee has physical control.
 - B. In each case in which the approval of a Deliverable is dependent upon tests being conducted by the Board or Contractor, independently or jointly, the Board's inspection and approval of the Deliverable shall not be subject to the five (5) day provision in s. 215.422, F.S., but shall be governed by the terms and conditions of the acceptance testing plan as stated in Attachment A, until approved in accordance with the plan.
 - C. In each case of a Deliverable of information technology, as defined at s. 287.012(14), F.S., unless specified otherwise in Attachment A, the acceptance testing plan is deemed to include as a minimum the reliable performance of the information technology in accordance with its design specifications in:
 - 1. a test environment that simulates the production environment as much as is reasonably possible; and
 - 2. the production environment for which it is intended for a period of time sufficient for the information technology to have experienced the major foreseeable exigencies of the production functions.
 - D. The Board's inspection, including testing when applicable, shall determine whether or not the Deliverables appear to be in compliance with the Contract. The Contractor shall be notified in writing of any apparent deficiency. The written notice shall detail the specific action required by the Contractor to correct the deficiency. The Contractor shall timely correct such deficiency and resubmit the deliverable for acceptance.
- V. The Contractor represents and agrees that information submitted in support of its requests for payment is the basis of payment and is true and accurate to the best of knowledge of the responsible signatory. A violation of this provision shall subject the violator to the provisions of s. 68.082, F.S., pertaining to false claims against the State, and/or s. 837.06, F.S., pertaining to false official statements.
- VI. This paragraph applies if this Contract expires in a fiscal year subsequent to the fiscal year in which the Contract is entered. The State of Florida's fiscal year comprises July 1 through June 30. The Board's and State of Florida's performance and obligation to pay under this Contract is contingent upon an annual appropriation by the Legislature. If the Legislature fails to make the necessary appropriation, the Board will determine if there are other unencumbered funds which are available and which can be lawfully expended to pay for the Board's obligations hereunder. If the Board determines that

there are no such funds, the Board shall promptly notify the Contractor. The giving of notice shall be deemed to have cancelled this Contract by mutual consent, with the date of notice being the date of cancellation.

- VII. Notwithstanding anything to the contrary contained in a State Term Contract, Contractor warrants that all commodities, as defined in s. 287.012, F.S., shall meet the specifications of the Contract and shall be merchantable and fit for the particular purposes intended by the Contract.
- VIII. The Contractor further warrants that as to each Deliverable produced pursuant to this Contract, Contractor's production of the Deliverable, and the Board's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S.C. Section 106. In furtherance of this provision the Contractor additionally warrants that:
- A. As to each work of software or other "information technology", as defined in s. 287.012(15), F.S., in which copyrights subsist, the Contractor has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverable;
 - B. As to each image and sound recording incorporated into a Deliverable, the Contractor has acquired the necessary rights, releases, and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual work or sound recording from which the included image or sound recording was taken.
- IX. The Contractor further warrants that the Contractor shall not disclose to any third party, without the express, prior, written approval of the Board, any personally identifiable information about any student. This applies to information which came from any record or report of a Florida public education institution or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g and s. 1006.52, F.S. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).
- X. In the event that the Governor and Cabinet are required to impose a mandatory reserve on appropriations, the Board shall amend this Contract to place in reserve the amount determined by the Board to be necessary because of the mandatory reserve. Such amendments may provide for adjustments in the Deliverable products and services as may be necessary.
- XI. Intellectual property is subject to following additional provisions:
- A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this Contract shall become the exclusive property of the of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Contractor nor any individual employed under this Contract shall have any proprietary interest in the product.
 - B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Board on behalf the State of Florida.
 - C. In the event it is determined as a matter of law that any such work is not a "work for hire", Contractor shall immediately assign to the Board all copyrights subsisting therein for the consideration set forth in the Contract and with no additional compensation.
 - D. The foregoing shall not apply to any preexisting software, or other work of authorship used by Contractor, to create a Deliverable but which exists as a work independently of the Deliverable, unless the preexisting software or work was developed by Contractor pursuant to a previous Contract with the Board or a purchase by the Board under a State Term Contract.
 - E. The Board shall have full and complete ownership of all software developed pursuant to the Contract including without limitation:
 1. The written source code;
 2. The source code files;
 3. The executable code;
 4. The executable code files;
 5. The data dictionary;
 6. The data flow diagram;
 7. The work flow diagram;
 8. The entity relationship diagram; and
 9. All other documentation needed to enable the Board to support, recreate, revise, repair, or otherwise make use of the software.
- XII. The Board reserves the right, at its option, to issue a change order to delete work tasks reducing the total Contract amount by up to 10%. An addition of work tasks within the scope of the Contract, an increase in the total Contract amount, or a decrease of more than 10% of the total Contract amount, shall be implemented only by a Contract amendment signed by both the Board and the Contractor.
- XIII. Pursuant to s. 216.347, F.S., no funds awarded under this Contract may be used for the purpose of lobbying the Legislature, the judicial branch, or a State agency.
- XIV. The Contractor shall grant access to all records pertaining to the Contract to the Board's Inspector General, General Counsel and other agency representatives, the State Auditor General, the Office of Program Policy and Government Accountability, and the Chief Financial Officer.
- XV. The Contractor agrees to permit onsite visits by designated Board employees or agents to conduct audits to ensure compliance with Section 20.055, Florida Statutes. These audits may require Board access to records and data, computers and communications devices, and other materials whether owned or operated by the Contractor. Access may include, but is not limited to, user level and/or system level access to any computing or communications device; access to information (electronic, hardcopy, etc) that may be produced, transmitted or stored on the Contractor's equipment or premises; access to work areas; and access to interactively monitor and log traffic on the Contractor's networks.
- XVI. The Contractor must carry general liability insurance, which shall include errors and omissions coverage. The amount of coverage shall be a minimum of \$1,000,000 or the aggregate total of all contractual agreements between the Contractor and the agencies and political subdivisions of the State of Florida, whichever is greater. The Contractor shall add the Board as an additional insured on the general liability coverage. The insurance shall cover all of the Contractor's operations under this Contract and shall be effective throughout the Term of this Contract, as well as any renewals or extensions thereto. It is not the intent of this Contract to limit the types of insurance otherwise required by this Contract or that the Contractor may desire to obtain or be required to obtain by law. The Contractor must submit a Certificate of Insurance indicating coverage for general liability purposes and additional insured coverage, and shall maintain and pay for same throughout the Term of this Contract. A Certificate of Insurance indicating adequate coverage shall be submitted to the Board prior to the time the Contract is entered. Any and all insurance policies shall be through insurers qualified to do business in Florida.
- XVII. The Contractor may not assign or subcontract all or any portion of this Contract without the advance written consent of the Board.
- XVIII. In all cases in which the Contractor, with the advance written consent of the Board, assigns or subcontracts, all or any portion of the Contract:

- A. The Contractor shall monitor the subcontractor or assignee and establish controls to avoid or mitigate risks identified by the Board or the Contractor; and
- B. The Contractor shall allow the Board to monitor subcontractor or assignee activity and compliance, and the Contractor shall require the subcontractor or assignee to promptly submit to the Board, at the Board's request, complete and accurate documentation pertaining to the subcontract or the Contract.
- XIX. The Contractor shall coordinate with and assist the Board's Contract Manager in the performance of the latter's responsibilities, which include without limitation:
 - A. Monitoring the activities of the Contractor;
 - B. Receiving and reviewing the reports of the Contractor to determine whether the objectives of the Contract are being accomplished;
 - C. Receiving and reviewing the invoices for payment of funds to assure that the requirements of the Contract have been met and that payment is appropriate;
 - D. Evaluating the process used by the Contractor to monitor the activities of any subcontractor or assignee; and
 - E. Accessing, directly, the subcontractors and assignees, as the Contract Manager deems necessary.
- XX. This Contract may not be modified unless in writing signed by the Board and the Contractor.
- XXI. The Board and the Contractor waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this Contract is their joint product.
- XXII. The Board and the Contractor acknowledge that they have had their respective attorneys review and approve this Contract or that they have had the opportunity to do so.
- XXIII. This Contract shall be governed by the laws of the State of Florida, and venue for purposes of any action brought to enforce or construe the Contract shall lie in Leon County, Florida.
- XXIV. Failure of the Board to declare any default immediately upon the occurrence or knowledge thereof, or delay in taking any action in connection therewith, does not waive such default. The Board shall have the right to declare any such default at any time and take such action as might be lawful or authorized under the Contract, at law, or in equity. No Board waiver of any term, provision, condition or covenant of the Contract shall be deemed to imply or constitute a further Board waiver of any other term, provision, condition or covenant of the Contract, and no payment by the Board shall be deemed a waiver of any default under the Contract.
- XXV. Time is of the essence with regard to each and every obligation of the Contractor contained in the Contract. Each such obligation is deemed material, and a breach of any such obligation (including a breach resulting from the untimely performance thereof) shall constitute a material breach.
- XXVI. The Contractor shall indemnify and hold harmless the Board, its attorneys, agents and employees, from and against any and all third party claims, suits, debts, damages, and causes of action, whatsoever, whether arising in law or in equity, arising out of or relating to Contractor performance or failure to perform under this Contract. The indemnification shall include reasonable attorney fees and costs incurred by the Board, its attorneys, agents and employees, in the defense of any such claim, suits or causes of action, as aforesaid.
- XXVII. This Contract may be cancelled by written agreement of the Board and the Contractor specifically referencing this Contract. Such agreement shall specify the remaining measures necessary to be taken by each party.
- XXVIII. The Board reserves the right to cancel this contract without cause by giving the Contractor thirty (30) days written notice.
- XXIX. Should Contractor fail to perform to Contract terms and conditions, Contractor shall be notified in writing, stating the nature of the failure to perform and providing a time certain (which shall be not less than ten (10) days following receipt of such notice) for correcting the failure. Such failure to perform shall otherwise be dealt within accordance with Rule 60A-1.006, F.A.C.
- XXX. A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in s. 287.017, F.S., for CATEGORY TWO for a period of thirty-six (36) months from the date of being placed on the convicted vendor list.
- XXXI. The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of (a) all persons employed during the Contract term by the Contractor to perform employment duties within Florida; and, (b) all persons (including subcontractors) assigned by the Contractor to perform work pursuant to this Contract.
- XXXII. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
 - A. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
 - B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. The Board may cancel this contract if an attached explanation is not acceptable to the Board or the Federal government.
- XXXIII. MyFloridaMarketPlace
 - A. MyFloridaMarketplace Vendor Registration

Each Vendor doing business with the State of Florida for the sale of commodities or contractual services as defined in section 287.012, Florida Statutes, shall register in MyFloridaMarketPlace, in compliance with Rule 60A-1.030, Florida Administrative Code, unless exempt under Rule 60A-1.030(3) Florida Administrative Code.
 - B. MyFloridaMarketplace Transaction Fee

The State of Florida, through the Department of Management Services, has instituted MyFloridaMarketPlace, a statewide eProcurement system. Pursuant to section 287.057(23), Florida Statutes (2010), all payments for commodities and/or contractual services as defined in Section 287.012, Florida Statutes, shall be assessed a Transaction Fee of one percent (1.0%), which the Vendor shall pay to the State, unless exempt under Rule 60A-1.032, Florida Administrative Code. Notwithstanding the provisions of Rule 60A-1.030, et seq., the assessment of a transaction fee shall be contingent upon Federal approval of the transaction fee assessment program and continued payment of applicable federal matching funds.

For payments within the State accounting system (FLAIR or its successor), the Transaction Fee shall, when possible, be automatically deducted from payments to the Vendor. If automatic deduction is not possible, the Vendor shall pay the Transaction Fee pursuant to Rule 60A-1.031(2), Florida

Administrative Code. By submission of these reports and corresponding payments, Vendor certifies their correctness. All such reports and payments shall be subject to audit by the State or its designee.

The Vendor shall receive a credit for any Transaction Fee paid by the Vendor for the purchase of any item(s) if such item(s) are returned to the Vendor through no fault, act, or omission of the Vendor. Notwithstanding the foregoing, a Transaction Fee is non-refundable when an item is rejected or returned, or declined, due to the Vendor's failure to perform or comply with specifications or requirements of the agreement.

Failure to comply with these requirements shall constitute grounds for declaring the Vendor in default and recovering reprocurement costs from the Vendor in addition to all outstanding fees. VENDORS DELINQUENT IN PAYING TRANSACTION FEES MAY BE EXCLUDED FROM CONDUCTING FUTURE BUSINESS WITH THE STATE.

PROPOSAL CHECKLIST

(DOES NOT NEED TO BE RETURNED WITH THE PROPOSAL)

This Checklist is provided as a **guideline only**, to assist Vendors in the preparation of their Proposal. Included are some important matters that the Proposer should check. This checklist is just a guideline, and is not intended to include all matters required by the RFP. Proposers are responsible to read and comply with the RFP in its entirety.

Check off each the following:

- _____ 1. The Scope of Services has been thoroughly reviewed for compliance to the Proposal requirements.
- _____ 2. The www.myflorida.com website has been checked and any Addenda posted have been completed, signed, and included in the Proposal.
- _____ 3. The Price Proposal has been reviewed for accuracy and all price corrections have been initialed in ink.
- _____ 4. The "Transmittal Letter" (on Company Letterhead) has been completed, signed, and enclosed in the Proposal.
- _____ 5. The "Work References" form has been completed, and enclosed in the Proposal.
- _____ 6. The "Disclosure Statement" has been read, completed, and enclosed in the Proposal.
- _____ 7. The "Drug-Free Workplace Program Certification" form has been read, signed, and enclosed in the Proposal, if applicable
- _____ 8. The "Minority Business Enterprise (MBE) Certification" attached, if applicable
- _____ 9. On the Lower Left Hand Corner of the Envelope transmitting the Proposal, write in the following information:

Proposal No.: RFP 2015-03

Title: FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY

Due Date & Time: JUNE 5, 2014, @ 2:00 P.M.