



**ACCESS TO OPPORTUNITY:  
Programs to Encourage Participation in  
Postsecondary Education**

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Prepared by the  
Florida Postsecondary Education Planning Commission

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October 1999



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The Postsecondary Education Planning Commission (PEPC) is charged with developing and maintaining the *Master Plan for Florida Postsecondary Education*. The *Master Plan* and the supplements, which accompany the document, provide many guidelines, directions and priorities for strengthening postsecondary education in the State.

In *Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education*, the second supplement to the Master Plan, published in March 1984, the Commission provided recommendations for a series of actions to guide Florida in pursuing the goals of greater educational access and quality for minority and disadvantaged students. Many of the recommendations supported the need for bridge programs and services through which K-12 students may receive the guidance and assistance needed to develop the skills or motivation to pursue postsecondary education. Other recommendations related to the provision of assessment and academic placement standards, financial assistance, and administrative oversight for students in vocational education centers, community colleges, and universities. Still others related to the provision of community based initiatives which support students' preparation for postsecondary education.

A listing of every single related effort would be impossible to achieve. This document, nevertheless, is being presented as a review. In 1986, the Postsecondary Education Planning Commission, in cooperation with the Board of Regents and the State Board of Community Colleges, first published an inventory of state funded and statewide efforts, along with federally funded vocational and TRIO Programs which direct their activities to minority students' preparation for, enrollment, retention and success in postsecondary education in Florida. The inventory has been updated periodically since then and has been described by a former Commissioner of Education as "a singular reference that has proven to be a valuable source of information on programs for minority students." The following pages serve as a summary of programs which exist, as well as a springboard for identifying new or collaborative approaches. Individuals desiring to submit ideas or proposals to further enhance participation of these special populations in postsecondary education are encouraged to contact the Commission, the Board of Regents, the State Board of Community Colleges, or the Commissioner's office.

The Department of Education, the Postsecondary Education Planning Commission, the Board of Regents, the State Board of Community Colleges as well as individual public and independent postsecondary institutions continue to be interested in the implementation of programs and achievement of goals outlined in this report. The efforts of all parties assisting Florida minority and disadvantaged students toward their preparation for and success in postsecondary education are acknowledged and applauded.



## DROPOUT PREVENTION PROGRAMS

(Section 230.2316, Florida Statutes)

The Dropout Prevention Act of 1986, Section 230.2316, Florida Statutes, as amended in 1999, authorizes and encourages district school boards to establish comprehensive dropout prevention programs. These programs are designed to meet the needs of students who are not effectively served by conventional education programs in the public school system. The Dropout Prevention programs provide services to students in grades 1-12 who are unsuccessful academically, excessively absent from school, disruptive, teenage parents, or placed in juvenile justice facilities. Districts may elect to offer programs in any of these student eligibility categories with the exception of teenage parents and juvenile justice where appropriate; teenage parent programs and juvenile justice programs are required under separate statutes. (Sections 230.23166 and 230.23161, Florida Statutes)

Two hundred fifty thousand four hundred thirty-one (250,431) students were served in Dropout Prevention Programs in 1997-98. In addition, 7,032 babies were served in teenage parent programs. All students were evaluated based on four key indicators: graduation, promotion, dropout, and habitual truancy rates. Dropout Prevention Programs continue to reduce the dropout rate among participating students. An eight-year study indicates that the dropout rate for program participants has declined by about half from 17 percent in 1990-91 to 11 percent in 1997-98. Special instructional strategies used in dropout prevention programs which enhance student learning include experiential learning, community service, work experience, comprehensive integrated unit approaches, course modifications, cooperative learning, teaching to learning styles, tutorial/resource instruction, peer tutoring and teaching, individualized instruction, and competency based instruction.

Aggregate analysis among programs reveals that of the students served in Dropout Prevention:

- ◆ 70% of the 12th grade students graduated,
- ◆ 86% were promoted at the end of the year,
- ◆ 11% of students 16 years and older dropped out of school,
- ◆ 2% of students 6 to 15 years of age were habitual truants.

### Contact Person:

Mary Jo Butler,  
Director  
Intervention and  
Prevention Services  
Florida Department of  
Education  
325 West Gaines Street,  
Suite 344  
Tallahassee, Florida  
32399-0400  
850.488.6726  
e-mail:  
butlem@mail.doe.state.fl.us  
web site: [http://  
www.firm.edu/doe/  
bin00014](http://www.firm.edu/doe/bin00014)

**Contact Person:**

Bertha Easton  
 Office of Postsecondary  
 Education Coordination  
 Florida Department  
 of Education  
 325 West Gaines Street,  
 Suite 401  
 Tallahassee, Florida  
 32399-0400  
 850.922.0344

**1999-2000 Appropriation:**

\$3,000,000

## THE COLLEGE REACH-OUT PROGRAM (CROP)

(Section 228.072, Florida Statutes)

The College Reach-Out Program (CROP) was developed and created in 1983, and piloted at Miami-Dade Community College, Florida Community College at Jacksonville, the University of Central Florida, and the University of South Florida at \$80,000 per institution. The program was designed to supplement the resources of Florida universities and community colleges for their efforts to increase the number of low-income educationally disadvantaged students, in grades 6 through 12, who upon graduation from high school, are admitted to and successfully complete postsecondary education.

Following the 1983-84 Pilot Program, an appropriation of \$245,000 was made to the nine universities, 19 community colleges, and the Florida Indian Youth Program (FIYP) who chose to participate in 1984-85. For 1985-86, an appropriation of \$345,000 was shared by the nine universities, FIYP, and 25 community colleges participating in the program.

The College Reach-Out Program showed significant progress over the next three years. The Commissioner of Education, as well as the Postsecondary Education Planning Commission, supported the success of CROP, and the Legislature increased the appropriation to \$812,500 for 1988-89. Allocations were awarded to the participating nine state universities, 26 community colleges, FIYP, and the Florida Institute of Education.

In 1989, the Legislature placed the College Reach-Out Program in statute, established a broad-based advisory committee to provide guidance regarding program operations and to make funding recommendations to the State Board of Education, and placed increased emphasis on evaluation of the program's outcomes. Participating institutions were encouraged to submit joint proposals involving two or more colleges. The 1989-90 funding total of \$1,200,500 was awarded to thirteen institutions, including four joint proposals.

In 1990, the Legislature extended eligibility to independent postsecondary institutions, as the program continued to grow. The 1993-94 appropriation of \$2,000,000 was disbursed to 35 institutions to serve over 5,000 students.

In its 1994 review of the College Reach-Out Program, the Legislature modified the methodology for competitive funding of projects, specified new procedures for data collection required to evaluate the program, and updated the program's goals to include:

- 1. Motivate students to pursue a postsecondary education.**
- 2. Develop students' basic learning skills.**
- 3. Strengthen students' and parents' understanding of the benefits of postsecondary education.**
- 4. Foster academic, personal, and career development through supplemental instruction.**

In addition, institutions were required to assume more responsibility over time for cash funding of the program operations.

For 1999-2000, the Legislature has appropriated \$3,000,000 for CROP, and proposals were submitted by all ten state universities, 27 community colleges, and six private postsecondary institutions, in order to serve over 8,000 students. Projects provide tutoring, counseling, mentors, supplemental instruction, on-campus activities for students and parents, workshops on financial aid and college admissions, other parent involvement activities, and opportunities for students to live on campus for one to two weeks in the summer.

The Postsecondary Education Planning Commission, in its yearly CROP evaluation report, has found that the College Reach-Out Program has consistently achieved a high level of success. According to the 1996-97 Annual Report, CROP students graduated with standard diplomas at a rate of 87 percent (compared to 73 percent in a random sample) and CROP graduates enrolled in postsecondary institutions at a rate of 72 percent (compared to 60% of the random sample). The program's success is attributed, in large part, to the provision of a wide variety of ongoing project activities, the involvement of parents, the positive relationships developed between students and their tutors, counselors, and mentors.

**Contact Person:**

Leatrice Williams,  
 Program Director  
 Adult Education Section  
 Bureau of Program  
 Improvement and  
 Accountability  
 Division of Workforce  
 Development  
 Florida Department  
 of Education  
 325 West Gaines Street,  
 Suite 644  
 Tallahassee, Florida  
 32399-0400  
 850.488.6191/Suncom  
 278.6191

**ADULT GENERAL EDUCATION**

(Section 239.301-239.309, Florida Statutes)

Through the Adult General Education Act, Florida provides educational opportunities and services for adults enrolled in secondary school programs who benefit in a number of ways. The Act encourages all adults to acquire basic and functional skills necessary to function effectively in society. The Act further provides the opportunity for those adults who have not received a high school diploma and for those who have received a high school diploma but whose level of achievement, based on standardized measures, indicates that additional basic skills are necessary in order to function in society. Additionally, instructional opportunities are provided for adults to improve competencies or enhance their quality of life, but not to seek or upgrade wage-earning employment, earn a high school diploma or its equivalent, or achieve basic skills.

**1999-2000 Appropriation:**

Based on cost categories, performance output measures, and performance outcome measures in accordance to provisions of the Florida Workforce Development Education Fund and provided to programs offered by school districts and community colleges.

Adult education courses include courses which would enable adults to acquire basic skills necessary to function in everyday life situations, to enter the job market, or to enter a job-training program. They include courses such as basic skills education, English literacy and citizenship, academic and workforce readiness skills for basic and functional skill levels, specialized adult general education for adults with disabilities, senior adult learners in job readiness and workforce readiness preparatory, high school credit earning courses leading to achievement of a high school diploma; preparatory courses for the General Education Development (GED) test; courses which provide assistance to high school graduates who require specific improvement in order to (a) obtain employment or benefit from certificate career education programs; (b) pursue a postsecondary degree; (c) develop competence in the English language to qualify for employment; family literacy and lifelong learning courses or instructional activities which provide any adult with the opportunity to improve his competencies or enhance his quality of life, but not to seek or upgrade wage-earning employment skills, earn a high school diploma or its equivalent, or achieve basic skills.

The adult education program may offer courses that relate to the recreational or leisure pursuits of the students. The cost of courses conducted pursuant to this paragraph shall be borne by the enrollees.

## **THE FLORIDA COMPACT**

The Florida Compact, established by the 1987 Legislature, was an early call for involvement by the business community in school reform and in providing hands-on assistance to students as a school-work transition initiative.

There were 23 local Compact operations which for the 1997-98 school year served 3,236 students in 43 individual high schools, one adult learning center, and one alternative education center, with a loss to dropout of 148 students, or five percent of the total. The loss to dropout of only five percent is an excellent bottom line result since the aggregate caseload was composed of 81% at-risk students who were generally 16-18 years of age.

The Florida Compact's mission is to help high school students remain in school, graduate, and graduate with needed skills for the work place and postsecondary education. It is also considered a R & D program, which has pioneered new and innovative practices, changes to the learning environment, and testing out new curriculum and instructional methods.

Local Compact partnerships use a range of strategies and each has a unique set of business or community partners. Compacts have created 'showcase window' models for performance-based, accelerated credit programs, paid internships, non-traditional career academies, and, most recently, satellite centers of high schools in the work place or at military bases.

Florida Compact programs use student performance outcome measures to determine progress; and its insistence on accountability and bottom line result was a forerunner to the current school report card system. New Compacts initiated in 1997-98 included a satellite center of Miami Springs High School in Dade County at the Miami International Airport, a Victim and Witness Assistance program at Ely High School in Broward County in partnership with Broward Legal Services and the Broward Bar Association, and a satellite center of Osceola High School in Kissimmee at the Hyatt Orlando.

The annual appropriation of Florida Compact is only \$654,000 and it is utilized primarily to initiate new programs and as leverage or match for other grant sources much as the private sector uses risk venture capital for investment purposes. In that regard, for every dollar invested by Florida Compact, business and government contributions at the local level have generated \$1.22.

### **Contact Person:**

Pete Kreis  
Office of Business and  
Education Alliance  
Florida Department  
of Education  
325 West Gaines Street,  
Suite 126  
Tallahassee, Florida  
32399-0400  
850.488.8385/Suncom  
278.8385



**VOCATIONAL-  
TECHNICAL  
CENTERS**



## VOCATIONAL PREPARATORY INSTRUCTION CARL D. PERKINS VOCATIONAL EDUCATION ACT

(P.L. 101-392)

Individualized training is provided for students who are deficient in the basic skills. Vocational Preparatory Instruction (VPI) is designed to help students achieve success in vocational job preparatory programs. Provided at approximately 100 locations, the unique program is delivered at area vocational centers, community colleges, adult high schools, correctional facilities, skills centers, American Indian Tribes, and comprehensive high schools. Through a combination of instructional components, the program provides students with development in basic skills (reading, language, science and mathematics), complimentary (social) skills, and employability behaviors. More specifically, Vocational Preparatory Instruction (VPI) provides:

- (1) Career assessment designed to assist vocational students, identify vocational interests, temperament, aptitudes and learning styles.
- (2) Individualized basic skills related instruction to vocational students whose basic skills deficiencies hamper success in vocational job preparatory programs or prevent completion of licensure vocational job preparatory programs of their choice.
- (3) Employability behavior instruction in the job seeking and job keeping competencies necessary for entering the job market after vocational education training.
- 4) Social skills training and consumer education.

The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia equipment and materials is used in the VPI laboratory setting. In addition, special support services may also be provided in the area of childcare, transportation, guidance, and counseling to special needs students.

Vocational English for Speakers of Other Languages (VESOL) programs are designed to provide remediation to Limited English Proficient (LEP) students through tutors and special instructors to help them succeed in vocational programs. These programs are provided throughout the State, with the heaviest concentration in Brevard, Broward, Hillsborough, Pinellas, Orange, Collier, West Palm Beach, and Dade counties.

### Contact Person:

Jane Silveria  
Division of Workforce  
Development  
Florida Department  
of Education  
325 West Gaines Street,  
Suite 714  
Tallahassee, Florida  
32399-0400  
850.487.1603/Suncom  
277.1603  
e-mail:  
silverj@mail.doe.state.fl.us  
website: [http://  
www.firm.edu/doe/  
workforce](http://www.firm.edu/doe/workforce)

### 1999-2000 Appropriation:

(Variable through entitlement depending on district policy.)



**COMMUNITY  
COLLEGES**



## COLLEGE AND VOCATIONAL PREPARATORY EDUCATION

(Sections 240.117 and 239.213, Florida Statutes)

Academically underprepared students have access to postsecondary study through the College and Vocational Preparatory Programs funded by the State. The Program was established in accordance with Sections 240.117 and 239.213, Florida Statutes, respectively, to provide a special educational opportunity for academically deficient students. While the mode of instruction varies from campus to campus, emphasis is placed on remediating the students based on test results. Remediation may occur through a combination of classroom laboratory experiences and is normally characterized by a highly structured, self-paced individualized laboratory experience. The programs are competency based. Instruction is designed to develop students from a level of academic deficiency to performance at the college level. Instructors utilize a well planned, step-by-step approach in teaching the necessary academic skills. They carefully monitor the student's achievement of skills to assure appropriate and timely interventions for the student's optimum success. The specific postsecondary programs, which feature testing, placement, and instruction to assure the student's readiness for college level work and job placement are as follows:

College Preparatory Instruction (Section 240.117, F.S.): Students are provided competency-based instruction for development of college-entry skills in reading, writing, mathematical reasoning, and logical thinking. Participation in college preparatory courses is limited to students who possess high school diplomas, or the equivalent, who intend to enroll in degree programs. First-time-in-college applicants for admission to community colleges and universities who intend to enter degree programs must take one or more of the tests listed below prior to the completion of registration. Beginning in the Fall of 1985, students failing to achieve the scores indicated below on the approved tests for college admission must enroll in college preparatory instruction. As of a June 3, 1996 update, the tests and passing scores are as follows:

- (a) ACT (American College Testing Program)
  - Reading 16 Reading Standard Score
  - Writing 16 English Usage Standard Score
  - Mathematics 16 Mathematics Standard Score

### Contact Person:

Nate Johnson  
Office of Postsecondary  
Education Coordination  
Florida Department  
of Education  
325 West Gaines Street,  
Suite 401  
Tallahassee, Florida  
32399-0400  
850.922.0344/Suncom  
292.0344

### 1999-2000 Appropriation:

(Included in community  
college program fund base.)

- (b) ASSET (American College Testing Program)
- |             |    |                              |
|-------------|----|------------------------------|
| Reading     | 37 | Reading Skills Raw Score     |
| Writing     | 37 | Language Usage Raw Score     |
| Mathematics | 37 | Elementary Algebra Raw Score |
- (c) MAPS (College Entrance Examination Board)
- |             |     |                                |
|-------------|-----|--------------------------------|
| Reading     | 109 | Reading Comprehension          |
| Writing     | 311 | Conventions of Written English |
| Mathematics | 613 | Elementary Algebra             |
- (d) SAT I (College Entrance Examination Board)
- |             |     |                            |
|-------------|-----|----------------------------|
| Reading     | 340 | Verbal Standard Score      |
| Mathematics | 400 | Mathematics Standard Score |
- (e) CPT (The Computerized Placement Tests, The College Board)
- |             |    |                                    |
|-------------|----|------------------------------------|
| Reading     | 72 | Reading Comprehension Scaled Score |
| Writing     | 78 | Sentence Skills Scaled Score       |
| Mathematics | 51 | Elementary Algebra Scaled Score    |
- (f) Florida College Entry-Level Placement Test (beginning Fall, 1996)
- |             |    |                                    |
|-------------|----|------------------------------------|
| Reading     | 83 | Reading Comprehension Scaled Score |
| Writing     | 83 | Sentence Skills Scaled Score       |
| Mathematics | 72 | Elementary Algebra                 |

Students whose first language is not English may be placed in college preparatory instruction prior to the testing required if such instruction is demonstrated as being necessary.

Vocational Preparatory Instruction (Section 239.213, F.S.): Students are provided with instruction designed to help them master the basic skills while enrolled in vocational technical centers and community colleges. Students in postsecondary adult vocational programs of 450 clock hours or more are required to complete an entry-level examination within the first 6 weeks after admission into the programs. Students deemed to lack the required minimal level of basic skills are provided with vocational preparatory instruction to correct the deficiencies. The instruction may include English as a second language for appropriate students. Upon completion of the necessary instruction, students are retested with the same examination used for their placement in remedial instruction. Until the student has demonstrated mastery of the basic skills appropriate for the occupational program provided, he/she may not receive a certificate of completion in the vocational education program.

**STATE  
UNIVERSITY  
SYSTEM**



## STATE UNIVERSITY SYSTEM

The State University System offers an array of programs which are designed to increase the access, enrollment and retention of minority students in public universities. In addition to university-based and funded programs, the Board of Regents provides funding for the six special programs described below.

### University Retention Program

The purpose of this program is to increase the retention and graduation rates of minority students at all levels of enrollment at universities. Funds are provided to supplement existing student support services, which permits more intensive interaction with students and the monitoring of progress made by black students.

**1999-2000 Appropriation:**  
\$599,070

### State University System Summer Program in Law

This is an orientation program for minority students in Florida's two Colleges of Law, designed to increase retention rate. Selected students attend the university in the summer prior to the first regular academic year of Law School study. Each participant receives a stipend of \$1,300. Recipients of the Virgil Hawkins Fellowship must attend this summer program.

**1999-2000 Appropriation:**  
\$83,750

### Delores A. Auzenne Fellowship for Graduate Study Program

The purpose of this program is to increase the proportion of minority students enrolled in the State University System's graduate and professional schools, particularly in those disciplines where Blacks have additionally been underrepresented. Each full-year award is in the amount of \$5,000.

**1999-2000 Appropriation:**  
\$450,000

### Contact Person:

Nell Kelly  
Office for Academic  
and Student Affairs  
Florida Department  
of Education  
325 West Gaines Street,  
Suite 1548  
Tallahassee, Florida  
32399-1950  
850.201.7211  
Suncom 213.7211

**Minority Community College Transfer Scholarship Program**

The purpose of this program is twofold: (1) to improve the graduation rates of minority students enrolled in associate degree programs in Florida community colleges; and (2) to increase the transfer rate of these graduates into baccalaureate degree programs in the State University System. One hundred and forty-three scholarships of one thousand six hundred dollars each are provided for minority community college graduates transferring into the SUS.

**1999-2000 Appropriation:**

\$228,800

**Virgil Hawkins Scholarship Program**

The purpose of this program is to increase minority student enrollment in the two State University System Colleges of Law. The program annually provides scholarships of \$17,780.83 each to be shared by Florida State University and the University of Florida. An eligible student is entitled to receive a scholarship each year, until the completion of the Juris Doctor degree.

**1999-2000 Appropriation:**

\$1,066,852

**State University System Minority Scholarship Program**

This program was created to assist in increasing the number of qualified minority faculty within the State University System by targeting promising students early in their college experiences, and providing them with a pipeline of opportunity toward the pursuit of faculty careers.

**1999-2000 Appropriation:**

\$500,000

**STUDENT  
FINANCIAL  
AID**



## FLORIDA PUBLIC STUDENT ASSISTANCE GRANT (FSAG)

(Section 240.409, Florida Statutes; State Board Rule 6A-20.031)

Postsecondary students in Florida benefit from need-based financial assistance provided by the State of Florida. Applicants of this program are required to apply for the Pell Grant. Florida Student Assistance Grants are provided for full-time degree seeking undergraduate students who have been Florida residents for purposes other than educational, for a minimum of twelve (12) months prior to the beginning day of classes of the first term of the academic year for which the grant is awarded. Demonstrated unmet financial need is required for awards, with priority given to those students with the lowest level of financial resources. The award amount may not exceed the average prior academic year cost of matriculation and other registration fees for 30 credit hours at state universities (or the amount specified in the General Appropriations Act).

Recipients of such grants must be enrolled at a state university or community college authorized by Florida law. No student may receive an award for more than the equivalent of nine (9) semesters or fourteen (14) quarters of full-time enrollment. However, the following students may receive a state student assistance grant for up to ten (10) semesters or fifteen (15) quarters: students participating in college preparatory instruction; students requiring additional time to complete the college-level communication and computation skills testing program; or, students who are enrolled in a five-year undergraduate degree program.

Florida Public Student Assistance Grant awards are made for one academic year and students must reapply each year. A renewal applicant must have earned during the previous academic year the equivalent of 12 credits for each semester or quarter for which an FSAG award was received, and have earned a 2.0 grade point average on a 4.0 scale. A renewal applicant who failed to earn the minimum required credit hours is not eligible to receive the award the following year. However, a renewal applicant who earned less than a 2.0 cumulative grade point average may be conditionally renewed for one academic year.

### Contact Person:

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

### 1999-2000 Appropriation:

\$31,314,561

**Contact Person:**

Theresa Antworth  
 Administrator  
 State Programs  
 Office of Student  
 Financial Assistance  
 325 West Gaines Street,  
 Suite 226 Collins Building  
 Tallahassee, Florida  
 32399-0400  
 850.488.1034/Suncom  
 278.1034

**1999-2000 Appropriation:**

\$6,118,990

## FLORIDA POSTSECONDARY STUDENT ASSISTANCE GRANT FUND (FSAG)

(Section 240.4097, Florida Statutes; State Board Rule 6A-20.033)

Postsecondary students in Florida benefit from need-based financial assistance provided by the State. Applicants are required to apply for the Pell Grant. Florida Student Assistance Grants are provided for full-time degree seeking undergraduate students who have been Florida residents for purposes other than educational, for a minimum of twelve (12) months prior to the beginning day of classes of the first term of the academic year for which the grant is awarded. Demonstrated unmet financial need is required for awards, with priority given to those students with the lowest level of financial resources. The award amount may not exceed the average prior academic year cost of matriculation and other registration fees for the cost of 30 credit hours at state universities, plus \$1,000 per academic year (or the amount specified in the General Appropriations Act).

Recipients of such grants must be enrolled at a postsecondary institution that is located in Florida and that is:

1. A private nursing diploma school approved by the Florida Board of Nursing.
2. An institution either licensed by the State Board of Independent Colleges and Universities or exempt from licensure pursuant to s. 246.085(2)(a), excluding those institutions the students of which are eligible to receive a Florida Private Student Assistance Grant pursuant to s. 240.4095, Florida Statutes.

No student may receive an award for more than the equivalent of nine (9) semesters or fourteen (14) quarters of full-time enrollment. However, the following students may receive a state student assistance grant for up to ten (10) semesters or fifteen (15) quarters: students participating in college preparatory instruction; students requiring additional time to complete the college-level communication and computation skills testing program; or, students who are enrolled in a five-year undergraduate degree program.

Florida Postsecondary Student Assistance Grant awards are made for one academic year and students must reapply each year. A renewal applicant must have earned during the previous academic year the equivalent of 12 credits for each semester or quarter for which an FSAG award was received, and have earned a 2.0 grade point average on a 4.0 scale. A renewal applicant who failed to earn the

minimum required credit hours is not eligible to receive the award the following year. However, a renewal applicant who earned less than a 2.0 cumulative grade point average may be conditionally renewed for one academic year.

**Contact Person:**

Theresa Antworth  
 Administrator  
 State Programs  
 Office of Student  
 Financial Assistance  
 325 West Gaines Street,  
 Suite 226 Collins  
 Tallahassee, Florida 32399-  
 0400  
 850.488.1034/Suncom  
 278.1034

**1999-2000 Appropriation:**

\$8,503,833

## FLORIDA PRIVATE STUDENT ASSISTANCE GRANT FUND (FSAG)

(Section 240.4095, Florida Statutes; State Board Rule 6A-20.032)

Postsecondary students in Florida benefit from need-based financial assistance provided by the State. Applicants of this program are required to apply for the Pell Grant. Florida Student Assistance Grants are provided for full-time degree seeking undergraduate students who have been Florida residents for purposes other than educational, for a minimum of twelve (12) months prior to the beginning day of classes of the first term of the academic year for which the grant is awarded. Demonstrated unmet financial need is required for awards, with priority given to those students with the lowest level of financial resources. The award amount may not exceed the average matriculation and other registration fees for 30 credit hours at state universities plus \$1,000 per academic year (or the amount specified in the General Appropriations Act).

Recipients of such grants must be enrolled at a baccalaureate-degree-granting independent nonprofit college or university, which is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, and which is located in and chartered as a domestic corporation by the state. No student may receive an award for more than the equivalent of nine (9) semesters or fourteen (14) quarters of full-time enrollment. However, the following students may receive a state student assistance grant for up to ten (10) semesters or fifteen (15) quarters: students participating in college preparatory instruction; students requiring additional time to complete the college-level communication and computation skills testing program; or, students who are enrolled in a five-year undergraduate degree program.

Florida Private Student Assistance Grant awards are made for one academic year and students must reapply each year. A renewal applicant must have earned, during the previous academic year, the equivalent of 12 credits for each semester or quarter for which an FSAG award was received, and have earned a 2.0 grade point average on a 4.0 scale. A renewal applicant who failed to earn the minimum required credit hours is not eligible to receive the award the following year. However, a renewal applicant who earned less than a 2.0 cumulative grade point average may be conditionally renewed for one academic year.

## FLORIDA WORK EXPERIENCE

(Section 240.606, Florida Statutes; State Board Rule 6A-20.038)

The Florida Work Experience Program (FWEP) is a need-based program which provides eligible Florida students the opportunity to secure work experiences which are complementary to and reinforce the students' educational program and career goals. The amount of the award is determined by the institution's financial aid office. This award, in combination with other financial aid, may not exceed the students' financial need. An applicant must:

1. Not have previously received a bachelor's degree.
2. Be enrolled in an eligible Florida public or private college or university for a minimum of six credit hours.
3. Demonstrate financial need by completing a "Free Application for Federal Student Aid" by the deadline specified by the institution.
4. Have earned a minimum cumulative grade point average of 2.0 on a 4.0 scale for all college work.
5. Must be a Florida resident.

Eligibility for renewal awards is determined at the end of the second semester or third quarter each academic year. A renewal applicant must have earned a minimum cumulative grade point average of 2.0 on a 4.0 scale. Also, a renewal applicant must have earned, during the previous summer and two semesters or three quarters, a minimum of 12 credit hours per term or the equivalent for full-time enrollment; nine credit hours per term or the equivalent, for three-quarter time enrollment; or, 6 credit hours per term or the equivalent for half-time enrollment, for the number of terms for which the award was received. A student who fails to earn the required credit hours is not eligible to renew the award for the following year. A renewal request must be submitted to the institution by the deadline established by the institution.

### Contact Person:

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

### 1999-2000 Appropriation:

\$800,000

**Contact Person:**  
 Theresa Antworth  
 Administrator  
 State Programs  
 Office of Student  
 Financial Assistance  
 325 West Gaines Street,  
 Suite 226 Collins Building  
 Tallahassee, Florida 32399-  
 0400  
 850.488.1034/Suncom  
 278.1034

## **FLORIDA FINANCIAL AID PROGRAMS FOR TEACHER PREPARATION AND RECRUITMENT**

### **Critical Teacher Shortage Tuition Reimbursement Program** (Section 240.4064, F. S.)

The purpose of this program is to encourage Florida teachers to become certified to teach or to gain a graduate degree in a critical teacher shortage area and, consequently, to teach in a critical teacher shortage area designated by the Florida Department of Education. Participants may receive tuition reimbursement payments for up to nine (9) semester hours, or the equivalent in quarter hours, per academic year, at a rate not to exceed \$78 per semester hour, up to a total of 36 semester hours. All tuition reimbursements shall be contingent on passing an approved course with a minimum grade of 3.0 or its equivalent.

Only full-time public school employees or developmental research school employees who are certified to teach in Florida and taking courses to either acquire certification or improve their skills in a designated critical teacher shortage area are eligible to apply for tuition reimbursement. An applicant must submit a completed application by the appropriate deadline each year.

### **Critical Teacher Shortage Student Loan Forgiveness Program** (Section 231.621, F. S.)

The purpose of this program is to attract graduates certified and teaching for the first time in a critical teacher shortage area designated by the Florida Department of Education to teach in a critical teacher shortage area in the Florida public school system. Eligible teachers may have up to \$10,000 of principal balance of educational loans repaid by the State, \$2,500 per year for undergraduate study and \$5,000 per year for graduate study leading to certification in a designated critical teacher shortage subject area.

An applicant must be a graduate of an eligible undergraduate or graduate teacher preparation program, certified in a designated critical teacher shortage area, and be teaching for the first time in a critical teacher shortage area in a Florida public or developmental research school.

**1999-2000 Appropriation for both programs:**  
 \$4,146,795

### **Florida Teacher Scholarship and Forgivable Loan Program**

(Section 240.4063, F. S.)

The Florida Teacher Scholarship and Forgivable Loan Program is a student assistance program which is comprised of a two-year scholarship and a two-year loan program. The scholarship portion, "The 'Chappie' James Most Promising Teacher Scholarship," provides scholarship assistance to lower division undergraduate students. The loan portion, "The Florida Critical Teacher Shortage Forgivable Loan," provides loan assistance to upper division undergraduate students and to graduate students. The purpose of the program is to attract capable and promising students and teachers to teaching careers in critical teacher shortage subject areas in Florida public elementary and secondary schools.

The amount of the scholarship is \$1,500 per year for a maximum of two years. The amount of an undergraduate loan may not exceed \$4,000 per year for a maximum of two years. The amount of a graduate loan may not exceed \$8,000 per year for a maximum of two years.

A scholarship applicant must:

1. Intend to teach in the public school system in Florida (all are eligible).
2. Submit the scholarship application to the high school principal by March 1 during the senior year of high school.
3. Have a minimum cumulative unweighted high school grade point average of 3.0 on a 4.0 scale.
4. Be ranked in the top quartile of the student's senior class by the high school.
5. Have test scores on either the American College Testing Program (ACT) or Scholastic Aptitude Test (SAT).
6. Have been an active member of a future teacher organization, if such an organization exists at the student's high school.
7. Be nominated by the high school principal.
8. Not have previously received a bachelor's degree.
9. Enroll in a degree program at a tangible Florida public or private college or university for a minimum of 12 credit hours per term.

A loan applicant must:

1. Submit the loan application to the Dean or Director of the College of Education by March 15 for completion of Section E. The completed application must be sent to the Office of Student Financial Assistance, Florida Department of Educa-

- tion, postmarked no later than April 1.
- 2 Be enrolled in a state-approved teacher preparation program which leads to certification in a critical teacher shortage subject area.
  - 3 If an undergraduate student, be an upper division student, have scored at the 40th percentile or better on the SAT or ACT, and have earned a minimum cumulative grade point average of 2.5 on a 4.0 scale for all undergraduate work.
  - 4 If a graduate student, not hold a bachelor's degree in education in a critical teacher shortage subject area. Not hold a teaching certificate in a critical teacher shortage subject area. Have either earned a minimum cumulative grade point average of 3.0 on a 4.0 scale for all undergraduate work or scored a minimum of 1000 on the Graduate Record Examination (GRE). Not have received an undergraduate loan through this program.

Eligibility for all renewal awards is determined at the end of the second semester or third quarter each academic year. A scholarship or an undergraduate loan renewal applicant must have earned a minimum cumulative grade point average of 2.5 on a 4.0 scale, and must have earned 12 credit hours per term or the equivalent for the number of terms for which the award was received. A graduate renewal applicant must have earned a minimum cumulative grade point average of 3.0 on a 4.0 scale and must have earned a minimum of nine credit hours per term or the equivalent for the number of terms the loan was received. A student who fails to earn the required credit hours or cumulative GPA is not eligible to renew either the scholarship or the loan.

**1999-2000 Appropriation:**

\$1,857,000

## MINORITY TEACHER EDUCATION SCHOLARSHIP

The Minority Teacher Education Scholarship is a collaborative performance-based scholarship program for African American/Black, Hispanic/Latino, Asian American/Pacific Islander, and American Indian/Alaskan Native students. The primary purpose of this program is to attract community college graduates who are capable and promising minority students to pursue teaching careers in Florida public schools. The scholarship is offered to Florida residents who are newly-enrolled as upper division undergraduates or pre-service graduates in a state-approved teacher preparation program and who will become full-time teachers in a K-12 Florida public school classroom. Each eligible and participating institution shall establish a screening committee to review each application and nominate candidates for an award. The annual award amount is \$4,000 and is renewable for a maximum of two to three consecutive years, depending on the length of the teacher education program.

Graduates of this scholarship program are required to teach for one year in a Florida public school for each year they received the scholarship. If recipients do not graduate within two to three years, or if graduates do not teach in Florida public schools, they will be required to repay the total amount of scholarship money they received at an annual interest rate of eight percent.

An applicant must:

1. Be a resident of the state of Florida, as provided in Section 240.1201, F.S.
2. Be of the following minority racial/ethnic groups African American/Black, Hispanic/Latino, Asian American/Pacific Islander, and American Indian/Alaskan Native.
3. Teach in a Florida public school for the period of time the scholarship was received.
4. Complete Form MIES-1, if an initial applicant.
5. Meet requirements for admission into, and attend, one of Florida's public or private universities or colleges (accredited regionally or nationally) as a junior, senior, or pre-service graduate student in a state approved teacher education program.
6. Be enrolled as a full-time student for each term in which an award is received.
7. Be newly-enrolled into an upper level/division or master's teacher education program and not already have taught in a public school.

**Contact Person:**

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

**1999-2000 Appropriation:**

\$296,000

- 8 Maintain the GPA required for continued enrollment in the college and/or department of education, as stipulated by recipient's institution. In addition, a student must obtain a minimum of a 2.5 GPA each semester.

## JOSE MARTI SCHOLARSHIP CHALLENGE GRANT

(Section 240.412, Florida Statutes; State Board Rule 6A-20.023)

Through the Jose Marti Scholarship Challenge Grant, administered by the Department of Education, scholarships are provided for Hispanic American high school seniors and graduate students. In order to be eligible to receive a scholarship, an applicant must:

1. Be of Spanish culture who was born in, or whose natural parent was born in, either Mexico, Spain, or a Hispanic country of South America, Central America, or the Caribbean, regardless of race.
2. Be a citizen of the United States or eligible non-citizen and have been a resident of Florida for purposes other than education for twelve months prior to the first day of classes for the fall term of the academic year for which the grant is being applied.
3. Be accepted at a state university or community college, or any Florida college or university accredited by a member of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).
4. Enroll as a full-time undergraduate or graduate student.
5. Earn a 3.0 unweighted grade point average on a 4.0 scale for high school subjects creditable toward a diploma. If an applicant applies as a graduate student, he or she shall have earned a 3.0 cumulative grade point average for undergraduate college-level courses.
6. Apply during the student's last year in high school for undergraduate study, or any year of graduate school for graduate study.
7. Complete the "Free Application for Federal Aid" and demonstrate sufficient financial need to receive a \$2,000 scholarship.

The annual scholarship to each recipient is \$2,000. Awards from this grant are contingent upon receipt of funds from private sources and student financial need of at least \$2,000. Priority in the distribution of scholarships is given to undergraduate students with the lowest total family resources. Renewal scholarships take precedence over new awards in any year in which funds are not sufficient to meet the total need. A student may receive an award for 8 semesters or 12 quarters, except that students participating in the approved five-year programs or college preparatory instruction, or requiring additional time to complete the college-level academic skills testing (CLAST) program may receive the award for a maximum of 10 semesters or 15 quarters.

### Contact Person:

Roderick McDavis, Dean  
University of Florida  
College of Education  
Room 140 Norman Hall  
Gainesville, Florida  
32611-7040  
352.392.0728, extension  
200  
e-mail: [ffmt@coe.ufl.edu](mailto:ffmt@coe.ufl.edu)  
website: <http://www.coe.ufl.edu/FFMT/index.html>

### 1999-2000 Appropriation:

\$3,200,000

**Contact Person:**

Theresa Antworth  
 Administrator  
 State Programs  
 Office of Student  
 Financial Assistance  
 325 West Gaines Street,  
 Suite 226 Collins Building  
 Tallahassee, Florida  
 32399-0400  
 850.488.1034/Suncom  
 278.1034

**1999-2000 Appropriation:**

The general appropriation is \$235,328 with authority of \$679,328 to cover matching funds if all general revenue funds are matched.

## MARY MCLEOD BETHUNE SCHOLARSHIP CHALLENGE GRANT

(Section 240.4125, Florida Statutes; State Board Rule 6A-20.029)

The Mary McLeod Bethune Scholarship Challenge Grant is a need-based scholarship to be awarded to students who enroll full-time at either Bethune-Cookman College, Edward Waters College, Florida Agricultural and Mechanical University, or Florida Memorial College. A first-time applicant must earn a 3.0 grade point average on a 4.0 scale, or the equivalent, for high school subjects creditable towards a diploma. In addition, students must submit an application and need analysis form to the participating institution they plan to attend. Each of the participating institutions provides its own application and need analysis form and sets its own application deadline.

To renew this scholarship, a recipient must have earned a minimum cumulative grade point average of 3.0 on a 4.0 scale and have earned, during the previous summer and two (2) semesters or three (3) quarters, a minimum of twelve (12) credit hours per term, or the equivalent, for each term for which the award was received. A recipient may receive this award for a maximum of eight (8) semesters or twelve (12) quarters over a period of six (6) consecutive years, except that a student participating in college preparatory instruction or requiring additional time to complete the college-level academic skills testing (CLAST) program may receive the award for a maximum of ten (10) semesters or fifteen (15) quarters.

The annual award amount is \$3,000. Awards from this grant are contingent upon receipt of matching funds on behalf of the participating institutions no later than July 31 for the immediately following academic year.

## **NICARAGUAN AND HAITIAN SCHOLARSHIP PROGRAM**

(Section 240.4145, Florida Statutes)

The Nicaraguan/Haitian Scholarship Program provides one award each year to a native or citizen of Haiti and of Nicaragua. Recipients must already be living in Florida and must be in the country legally. Scholarships cover tuition and fees to a maximum of \$5,000 and must be used for study at one of the State University System institutions. Applicants are evaluated on the basis of academic achievement (minimum 3.0 grade point average) and community service. Awards are not renewed, but recipients may reapply for subsequent academic years.

**Contact Person:**

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

**1999-2000 Appropriation:**

\$8,681

**Contact Person:**

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

**1999-2000 Appropriation:**

\$61,040

## SEMINOLE AND MICCOSUKEE INDIAN SCHOLARSHIP

(Section 240.413, Florida Statutes; State Board Rule 6A-20.020)

Members of the Seminole or Miccosukee Indian Tribe of Florida are eligible for state scholarships. Administered by the Department of Education, the Seminole and Miccosukee Indian Scholarship Fund requires that recipients graduate from high school or earn an equivalency diploma issued by the Department of Education or by the United States Armed Forces Institute, or gain acceptance to college through an early admission program. Recipients must be enrolled at a state university or community college, a nursing diploma school approved by the Board of Nursing, any Florida college, university or community college accredited by a member of the Commission on Recognition of Postsecondary Accreditation or any Florida institution with credits transferable to state universities. Recipients must be either full-time or part-time graduate or undergraduate students and making satisfactory academic progress as defined by the college or university. Recipients must also be recommended by the Florida Seminole or the Miccosukee Tribe of Indians of Florida.

To be recommended, students must meet the standards of financial need determined by the respective tribe and the Department of Education. Applicants must be a member or eligible for membership in the Seminole or the Miccosukee Indian Tribe. Each tribe determines the amount of each scholarship for its respective applicants based upon the funds appropriated by the Legislature. Each scholarship is renewable from year to year, provided all academic and other requirements of the college or university and rules established by the State Board of Education are met.

## BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to award Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are three award levels for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program, and specific requirements for the individual award.

To be eligible for an initial award from any of the three types of scholarships, a student must:

- ◆ Apply by completing a Bright Futures Scholarship Program Student Authorization Form and returning it to the high school guidance counselor.
- ◆ Be a Florida resident - the postsecondary institution you attend is responsible for the verification of your Florida residency status.
- ◆ Earn a Florida standard high school diploma or its equivalent (see the Bright Futures web site for information regarding students in an Early Admission Program, students completing a Home Education Program, students earning a diploma via the GED exam, or students who are dependents of persons on military or public service assignment outside of Florida).
- ◆ Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution.
- ◆ Be enrolled for at least six semester credit hours or the equivalent.
- ◆ Not have been found guilty of, or pled no contest to, a felony charge.
- ◆ Begin using the award within three years of high school graduation.

### Contact Person:

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

### 1999-2000 Appropriation:

\$130 million

**FLORIDA ACADEMIC SCHOLARS AWARD**

(Florida Statute 240.40205)

**Award Level**

- ⇒ Public Institution - 100% of tuition and those fees determined by Department of Education (DOE) (lab fees are not included) and an annual \$600 cost of education allowance prorated by term and hours.
- ⇒ Private Institution - Fixed award amount based on 100% of the average tuition and fees covered at a comparable Florida public institution, which includes the annual \$600 cost of education allowance prorated by term and hours.

**Grade Point Average (GPA)**

- ⇒ 3.5 weighted GPA (based on the Bright Futures Scholarship Program Weighting System which may be different from your school's weighting system) using the credits listed below, combined with test score and community service hours listed below.

**Required Credits**

Courses must be those identified by the State University System and the State Board of Community Colleges as college preparatory courses.

- ⇒ 4 English (3 with substantial writing)
- ⇒ 3 Mathematics (Algebra I and above)
- ⇒ 3 Natural Science (2 with substantial lab)
- ⇒ 3 Social Science
- ⇒ 2 Foreign Language (in the same language)

15

May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise the GPA.

**Community Service**

- ⇒ 75 hours

### **Test Scores**

- ⇒ Best composite score of 1270 SAT or 28 ACT
- ⇒ Subsections of the SAT or ACT from different test dates may be used to meet the test criteria.
- ⇒ For spring eligibility evaluations, test dates through the end of January will be admissible.
- ⇒ For summer eligibility evaluations, test dates through the end of June will be admissible.

### **Other Ways to Qualify (The other ways to qualify listed below must also meet the community service hours requirement).**

- ⇒ National Merit or Achievement Scholars and Finalists.
- ⇒ IB Diploma Recipient.
- ⇒ Students who have completed the IB Curriculum with best composite score of 1270 SAT or 28 ACT.
- ⇒ Students who have attended a home education program according to s.232.02(4), F.S., registered with district during grades 11 and 12, with best composite score of 1270 SAT or 28 ACT.
- ⇒ GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits.
- ⇒ Early Admissions with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in curriculum courses completed.

Please note: The FAS Certificate is no longer a method of qualifying.

**FLORIDA MERIT SCHOLARS AWARD**

(Florida Statute 240.40206)

**Award Level**

- ⇒ Public Institution - 75% of tuition and those fees determined by DOE (lab fees are included).
- ⇒ Private Institution - Fixed award amount based on 75% of the average tuition and fees at a comparable Florida public institution prorated by term and hours.

**Grade Point Average (GPA)**

- ⇒ 3.0 weighted GPA (based on the Bright Futures Scholarship Program Weighting System which may be different from your school's weighting system) using the credits and test score listed below.

**Required Credits**

Courses must be those identified by the State University System and the State Board of Community Colleges as college preparatory courses.

- ⇒ 4 English (3 with substantial writing)
- ⇒ 3 Mathematics (Algebra I and above)
- ⇒ 3 Natural Science (2 with substantial lab)
- ⇒ 3 Social Science
- ⇒ 2 Foreign Language (in the same language)

15

May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise the GPA.

**Community Service**

- ⇒ No requirements

### **Test Scores**

- ⇒ Best Composite score of 970 SAT or 20 ACT.
- ⇒ Subsections of the SAT or ACT from different test dates may be used to meet the test criteria.
- ⇒ For spring eligibility evaluations, test dates through the end of January will be admissible.
- ⇒ For summer eligibility evaluations, test dates through the end of June will be admissible.

### **Other Ways to Qualify**

- ⇒ Students who have completed the IB Curriculum with best composite score of 970 SAT or 20 ACT.
- ⇒ Students who have attended a home education program according to s.232.02(4), F.S., registered with district during grades 11 and 12, and
  - have a best composite score of 1070 SAT or 23 ACT, OR
  - have a best composite score of 970 SAT or 20 ACT plus documentation of the 15 college-preparatory credits required
- ⇒ GED with best composite score of 970 SAT or 20 ACT and 3.0 weighted GPA in the above 15 required credits.
- ⇒ Early Admissions with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in curriculum courses completed.

**FLORIDA GOLD SEAL VOCATIONAL AWARD**

(Florida Statute 240.40207)

**Award Level**

- ⇒ Public Institution - 75% of tuition and those fees determined by DOE (lab fees are not included).
- ⇒ Private Institution - Fixed award amount based on 75% of the average tuition and fees at a comparable Florida public institution prorated by term and hours.

**Grade Point Average (GPA)**

- ⇒ 3.0 weighted GPA (based on the Bright Futures Scholarship Program Weighting System which may be different from your school's weighting system) using the 15 credits required for graduation, excluding electives, and
- ⇒ 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program, and test scores listed below.

**Required Credits**

- ⇒ 4 English
- ⇒ 3 Mathematics
- ⇒ 3 Natural Science
- ⇒ 3 Social Science (American History, World History, American Government, and Economics)
- ⇒ 1 Practical Arts credit OR 1 Performing Arts credit OR 1/2 credit in each
- ⇒ 1/2 Life Management Skills
- ⇒ 1/2 Personal Fitness
- ⇒ A minimum of 3 Vocational Job-Preparatory or Technology Education Program credits in one vocational program.

**Community Service**

- ⇒ No requirements.

**Test Scores**

CPT: Reading	83	Sentence Skills	83	Algebra	72
O R SAT: Verbal	420	Math	440		
O R ACT: Reading	16	English	16	Math	16

- ⇒ Subsections of the CPT, SAT, or ACT from different test dates may be used to meet the test criteria.
- ⇒ For spring eligibility evaluations, test dates through the end of January will be admissible.
- ⇒ For summer eligibility evaluations, test dates through the end of June will be admissible.

**Other Ways to Qualify**

- ⇒ None.

Please note: The 3.0 unweighted GPA in the 24 credits required to graduate is no longer a method for qualifying.

**Contact Person:**

Theresa Antworth

Administrator

State Programs

Office of Student

Financial Assistance

325 West Gaines Street,

Suite 226 Collins Building

Tallahassee, Florida

32399-0400

850.488.1034/Suncom

278.1034

**1999-2000 Appropriation:**

\$48,232,944

**FLORIDA RESIDENT ACCESS GRANT**

(Section 240.605, Florida Statutes)

The William L. Boyd, IV, Florida Resident Access Grant (FRAG) provides financial assistance to Florida undergraduate students attending independent non-profit Florida colleges or universities. The amount of the grant shall be no more than 40% of the full cost to the state per academic year of undergraduate study for 30 credit hours at a State University System (SUS) institution, or as specified in the General Appropriations Act, and may be prorated at the beginning of each term of the academic year. A recipient may receive a Florida Resident Access Grant award for a maximum of nine (9) semesters, or fourteen (14) quarters. The amount of the grant plus all other scholarships and grants specifically designated for payment of tuition and fees cannot exceed the total amount of tuition and fees charged by the institution. The college or university will adjust the amount of the FRAG to conform to this maximum.

A recipient must: be enrolled as a full-time undergraduate student in a degree program at an independent, domestic non-profit, SACS accredited Florida college or university in a program of study other than Divinity or Theology; have been a resident of Florida for other than educational purposes for a minimum of twelve (12) consecutive months immediately preceding the first day of classes for the academic term for which the award is made; submit an application to the institution by deadline and maintain a cumulative grade point average of 2.0 on a 4.0 scale for college work.

## ROBERT C. BYRD HONORS SCHOLARSHIP PROGRAM

The Robert C. Byrd Honors Scholarship provides scholarships to outstanding high school graduates who show promise of continued academic achievement. It is offered through the U.S. Department of Education and administered by the Office of Student Financial Assistance, Florida Department of Education. Each public and private high school and Adult Education Center in Florida may nominate one applicant as a potential recipient of a Robert C. Byrd Honors Scholarship. Scholarships will be distributed in such a way that each geographic part of the state has a proportionate share of awards. Florida residents who graduate from an out-of-state high school are eligible to be nominated by their high school principal. Award amounts are determined annually by the U.S. Department of Education. The scholarship provides awards for each year of postsecondary study up to a maximum of four (4) years. Award checks are mailed directly to the financial aid office at the institution where the Byrd Scholarship recipient will be attending.

An applicant must:

1. Be a U.S. citizen or eligible non-citizen.
2. Be a legal resident of Florida. Note: residency for purpose of student financial assistance is determined by the institution the student attends.
3. Meet the registration requirements of the Selective Service System.
4. Enroll full-time at an eligible Florida or non-Florida public or private non-profit postsecondary institution.
5. Not be in default on a federal student loan or other obligation as specified by the U.S. Department of Education.
6. Submit an application in the same year in which he or she graduates from high school.
7. Be selected by the high school principal or Adult Education Director as the school's nominee.

Eligible initial applicants will be awarded after all eligible renewal applicants. An equal number of initial scholarships will be awarded in each designated geographical area of the state. Applicants from the same geographical area will be ranked together. Ranking will be determined by using the cumulative unweighted grade point average of grades nine (9) through twelve (12) times the combined composite American College Testing Program (ACT) score. Scholastic Assessment Test (SAT) scores will be converted to ACT scores. Priority will be given to eligible initial applicants who submit a completed initial application, including Form ED 80-0016, to the Office of Student Financial Assistance (OSFA) postmarked no later than April 15.

**Contact Person:**

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

**1999-2000 Appropriation:**

\$1,987,000

A renewal applicant must:

- 1 Be a U.S. citizen or eligible non-citizen.
- 2 Meet the registration requirements of the Selective Service System.
- 3 Not be in default on a federal student loan or other obligation as specified by the U.S. Department of Education.
- 4 Meet the measurable progress standards of the postsecondary educational institution.

## CRITICAL OCCUPATIONAL THERAPIST OR PHYSICAL THERAPIST SHORTAGE SCHOLARSHIP PROGRAM

(Section 240.6074, Florida Statutes; State Board Rule 6A-20.042)

The Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program provides financial assistance to eligible students who intend to become employed as therapists in Florida public schools. As used in this program, "therapist" means an occupational therapist or therapy assistant, or a physical therapist or therapist assistant. This loan may be repaid by working full-time for a specified period of time as a therapist in Florida public schools. This loan must be repaid in cash if the recipient does not work in Florida public schools. The annual amount of the award is the cost of education, minus other student financial aid, up to a maximum of \$4,000. An award may be received for a maximum of four (4) semesters or six(6) quarters. Renewal awards take precedence over new awards. Eligible initial applicants are ranked and selected on the basis of cumulative, unweighted grade point averages. Full awards are subject to the availability of funds and may be prorated.

An applicant must.

1. Be enrolled full-time in a therapist assistant program, or an upper division or graduate level therapist program at an eligible Florida institution.
2. Meet Florida's general eligibility requirements for receipt of state aid.
3. Not owe repayment of a grant under any state or federal grant or scholarship program.
4. Not be in default on any federal Title IV or state student loan program unless satisfactory arrangements to repay have been made.
5. Declare an intent to be employed for a minimum of three (3) years as a licensed therapist in Florida public schools.
6. Not be a recipient of an award through either the Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program, or the Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program.
7. Submit an initial application for this program to the Office of Student Financial Assistance, Florida Department of Education, postmarked by April 15.

An undergraduate renewal applicant must have earned a minimum cumulative grade point average of 2.0 on a 4.0 scale and have earned a minimum of twelve (12) credit hours per term, or the equivalent,

### Contact Person:

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

### 1999-2000 Appropriation:

An appropriation of \$91,500 is shared by the Critical Occupational Therapist/Physical Therapist Shortage Student Loan Forgiveness Program and the Critical Occupational Therapist/Physical Therapist Shortage Tuition Reimbursement Program.

for the terms for which the award was received. A graduate renewal applicant must have earned a minimum cumulative grade point average of 3.0 on a 4.0 scale and must have earned a minimum of nine (9) credit hours per term, or the equivalent, for the terms for which the award was received. Eligibility for renewal is determined at the end of the second semester or third quarter of each academic year.

## CRITICAL OCCUPATIONAL THERAPIST OR PHYSICAL THERAPIST SHORTAGE STUDENT LOAN FORGIVENESS PROGRAM

(Section 240.6073, Florida Statutes; State Board Rule 6A-20.041)

The Critical Occupational Therapist or Physical Therapist Student Loan Forgiveness Program provides financial assistance to therapists employed in Florida public schools for repayment of educational loans which assisted applicants in becoming licensed therapists. As used in this program, "therapist" means an occupational therapist or therapy assistant, or a physical therapist or therapist assistant.

A full award may be up to \$2,500 per year for undergraduate loans and up to \$5,000 per year for graduate loans. A therapist may receive an award for a maximum of four academic years or a total of \$10,000, whichever comes first. Awards are made on a first-come, first-served basis, based on the timely receipt of all required forms and documentation with priority given to renewal applicants. Awards are subject to the availability of funds.

An applicant must:

1. Be licensed or have a valid temporary permit as a therapist from the Department of Business and Professional Regulation.
2. Declare an intent to be employed for a minimum of three (3) years as a licensed therapist in Florida public schools.
3. Have been employed as a therapist in Florida public schools for one full school year. An applicant who meets all other eligibility criteria and is employed at least 90 days during a school year but not for the full 180 days, is eligible to be considered for up to one-half of a full award.
4. Not owe repayment of a grant under any state or federal grant or scholarship programs.
5. Not be in default on any federal Title IV or state student loan program unless satisfactory arrangements to repay have been made.
6. Not be a recipient of an award through either the Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program, or the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program.
7. Submit an initial application for this program, including all required forms and documentation, to the Office of Student Financial Assistance, Florida Department of Education, postmarked by July 15 during the first year of full-time employment as a therapist in a Florida public school.

### Contact Person:

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

### 1999-2000 Appropriation:

An appropriation of \$91,500 is shared by the Critical Occupational Therapist/Physical Therapist Shortage Scholarship Loan Program and the Critical Occupational Therapist/Physical Therapist Shortage Tuition Reimbursement Program.

A renewal applicant must submit an employment verification form FORM OPLF-2, to the Office of Student Financial Assistance, Florida Department of Education, postmarked by July 15 of the renewal contract year.

## CRITICAL OCCUPATIONAL THERAPIST OR PHYSICAL THERAPIST SHORTAGE TUITION REIMBURSEMENT PROGRAM

(Section 240.6075, Florida Statutes; State Board Rule 6A-20.040)

The Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program provides financial assistance to eligible Florida public school therapists who take courses to improve their skills and knowledge. As used in this program, "therapist" means an occupational therapist or therapy assistant, or a physical therapist or therapist assistant. Participants may be reimbursed up to \$78 per semester hour for up to an annual maximum of nine (9) semester hours, or the equivalent in quarter hours. Total reimbursement is limited to 36 semester hours, or the equivalent in quarter hours. All awards are made on a first-come, first-served basis, based on the timely receipt of all required forms and documentation. Awards are subject to the availability of funds. For the purposes of this program, the award year begins with the summer term.

An applicant must:

1. Be licensed or have a valid temporary permit as a therapist from the Florida Department of Business and Professional Regulation. Applicants must provide proof of a valid license or temporary permit.
2. Currently be employed as a full-time therapist in a Florida public school and have been employed as such for a minimum of three years.
3. Not be a recipient of an award through either the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program, or the Critical Occupational Therapist or Physical Therapist Student Loan Forgiveness Program.
4. Submit a completed application for this program to the Office of Student Financial Assistance, Florida Department of Education, postmarked by May 30, 2000.
5. Earn a minimum of 3.0 on all approved courses.

### Contact Person:

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

### 1999-2000 Appropriation:

An appropriation of \$91,500 is shared by the Critical Occupational Therapist/Physical Therapist Shortage Student Loan Forgiveness Program and the Critical Occupational Therapist/Physical Therapist Shortage Scholarship Loan Program.

**Contact Person:**

Theresa Antworth  
 Administrator  
 State Programs  
 Office of Student  
 Financial Assistance  
 325 West Gaines Street,  
 Suite 226 Collins Building  
 Tallahassee, Florida  
 32399-0400  
 850.488.1034/Suncom  
 278.1034

**1999-2000 Appropriation:**

\$100,000

## ROSEWOOD FAMILY SCHOLARSHIP PROGRAM

(Section 240.4126, Florida Statutes; State Board Rule 6A-20.027)

The Rosewood Family Scholarship Program Fund provides financial assistance for a maximum of twenty-five (25) eligible minority students to attend a state university, public community college or public postsecondary vocational-technical school. Students who are direct descendants of African-American Rosewood families affected by the incidents of January 1923 will receive priority of awards. It is expected that all available scholarships will be awarded to descendants of Rosewood families. Renewal Rosewood applicants will receive first priority for an award. The annual award is the cost of tuition and fees up to \$4,000 for up to eight (8) semesters, twelve (12) quarters or sixteen (16) quinquesters. Awards will be prorated if funds are not sufficient to accommodate all selected recipients.

An applicant must:

1. Be a minority individual belonging to one (1) of the following ethnic categories: American Indian or Alaska Native; Black, but not of Hispanic origin; Asian or Pacific Islander.
2. Meet the State of Florida's general eligibility requirements for receipt of state aid.
3. Not owe repayment of a grant under any state or federal grant or scholarship program.
4. Not be in default on any federal Title IV or state student loan program unless satisfactory arrangements to repay have been made.
5. Not have previously received a bachelor's degree.
6. Enroll in a degree or certificate program at a state university, public community college or public postsecondary vocational-technical school in Florida. Certificate programs must be a minimum of 900 clock hours in length.
7. Enroll for a minimum of 12 credit hours per term or 24 clock hours per week.
8. If a Florida resident, complete the "Free Application for Federal Student Aid" (FAFSA) to demonstrate financial need. The form must be submitted in time to be processed by the U.S. Department of Education by May 15. Allow at least thirty (30) days for mailing and processing to meet the May 15 deadline. Note: residency for the purpose of student financial assistance is determined by the institution the student attends.
9. If not a Florida resident, an applicant must complete the "Free Application for Federal Student Aid" (FAFSA) to demonstrate fi-

nancial need. A copy of the "Student Aid Report" (SAR), which is the report generated from the FAFSA and sent to the applicant, must be postmarked to the Office of Student Financial Assistance by May 15.

10. Submit an application for this program postmarked by April 1 of the year prior to the academic year for which the scholarship is sought.

A renewal applicant must have maintained a minimum cumulative grade point average of 2.0 on a 4.0 scale, and earned the equivalent of 12 credit hours per term or 80% of the clock hours for which the recipient enrolled each term. Eligibility for renewal is determined at the end of the second semester or trimester, third quarter or fourth quinquimester. Credit hours earned the previous summer can be counted toward the total number of credit hours required.

**Contact Person:**

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

## NURSING STUDENT LOAN FORGIVENESS PROGRAM

(Section 240.4075, Florida Statutes)

Licensed Practical and Registered Nurses, Nurse Practitioners, and Certified Nurse Midwives, employed full time at approved facilities are eligible for assistance in repayment of education loan(s) associated with obtaining nursing degrees and certifications. Loan repayment of up to \$4,000 per year for as many as four years are available for nurses practicing in Florida. Nurses must work for the state of Florida's, county public health departments, federally-sponsored community and migrant health centers, teaching hospitals; or must work for licensed hospitals, nursing homes, or birth centers willing to contribute 50 percent of the annual loan repayment amount. Repayment begins one year after enrollment in the program begins. Work prior to application for the loan repayment agreement may not substitute for that one year requirement.

## NURSING SCHOLARSHIP PROGRAM

(Section 240.4076, Florida Statutes)

Scholarship applicants must be enrolled as a full-time or part-time student in the upper division of an approved nursing program leading to the award of a bachelor's or any advanced registered nurse practitioner degree, or be enrolled as a full-time or part-time student in an approved program leading to the award of an associate degree in nursing or a diploma in nursing. This a loan program. Awards must be repaid either in appropriate service or in cash.

A scholarship may be awarded for no more than two years. Students pursuing an associate degree or bachelor's degree in nursing may receive up to \$8,000 annually. Students pursuing advanced nurse practitioner degrees may receive up to \$12,000 per year.

For each full year of scholarship assistance, the recipient agrees to work 12 months at a health care facility in a medically underserved area as approved by the department. Any recipient who does not complete an appropriate program, does not become licensed, or does not accept employment at an approved health care facility, or does not complete 12 months of approved employment for each year of scholarship assistance is subject to repayment with penalty.

### Contact Person:

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

**Contact Person:**

Lisa H. Marsh  
Department of Health  
Division of EMS  
and Community  
Health Resources  
Health Professional  
Recruitment  
2002 Old St. Augustine Rd  
Tallahassee, Florida  
32301-4881  
850.487.2044/Suncom  
277.2044  
1.800.342.8660

**1999-2000 Appropriation:**

Funds will be dispensed for a fixed number of agreements. Specific figures are unavailable until the end of the federal budget process.

## NATIONAL HEALTH SERVICE CORPS LOAN REPAYMENT PROGRAM

This program is available to physicians (allopathic or osteopathic) who have completed a primary care specialty (family practice, internal medicine, pediatrics, obstetrics/gynecology), dentists/dentist hygienists nurse practitioners/nurse midwives, physician assistants, clinical psychologists, clinical social workers, psychiatric nurse specialists and marriage and family therapists. The program allows loan repayments up to \$25,000 per year for years one and two; this amount increases to a maximum of \$35,000 for years three and four. The program also provides a substantial reimbursement to offset the tax liability incurred from the loan repayment. There is a minimum two-year commitment at a specified site located within a health professional shortage area. These sites include federally funded community health centers and county public health units, both of which provide primary care services to migrants, indigents and working poor patients.

## NATIONAL HEALTH SERVICE CORPS SCHOLARSHIP PROGRAM

This scholarship program provides payment of tuition and fees, payment toward books, supplies and equipment, and monthly stipends of \$935. All U.S. citizens enrolled (or accepted for enrollment) in U.S. schools of allopathic (M.D.) or osteopathic (D.O.) medicine, dentistry, advanced nursing (master's degree or post-baccalaureate certificate program for nurse practitioners or nurse midwives), and baccalaureate or post-baccalaureate programs for physician assistants are eligible to apply. Selection criteria give preference to applicants with specialty goals of primary care medicine (family practice, osteopathic general practice, general pediatrics, general internal medicine, obstetrics/gynecology and general psychiatry). For each year of support, scholarship recipients owe one year of full-time clinical practice at salaried ambulatory care sites in high priority health professional shortage areas. The minimum service obligation is two years. Service is deferred for physicians to complete primary care residencies needed by the National Health Service Corps.

**Contact Person:**

Lisa H. Marsh  
Department of Health  
Division of EMS  
and Community  
Health Resources  
Health Professional  
Recruitment  
2002 Old St. Augustine Rd  
Tallahassee, Florida  
32301-4881  
850.487.2044/Suncom  
277.2044  
1.800.342.8660

**1999-2000 Appropriation:**

Funds will be dispensed for a fixed number of agreements. Specific figures are unavailable until the end of the federal budget process.

**Contact Person:**

Thomas J. Wallace  
Executive Director  
Florida Prepaid College  
Foundation, Inc.  
Post Office Box 1117  
Tallahassee, Florida 32302  
850.922.6740

**1999-2000 Appropriation:**

\$9.0 million from state  
revenue to be equally  
matched by the  
private sector.

## FLORIDA PREPAID COLLEGE FOUNDATION - PROJECT STARS

Authorized by the legislature in 1989, the Florida Prepaid College Foundation, Inc. is a direct support organization to the Florida Prepaid College Program. The Foundation's mission is to provide prepaid tuition scholarships to low-income students who are at risk of dropping out of school, and who might not otherwise have the opportunity to attend college.

Project STARS (Scholarship Tuition for At-Risk Students) is a community partnership. Recipients receive a variety of support services including mentors, tutors, career awareness opportunities, academic and family counseling and often, part-time jobs. Students and families who are interested in the Project STARS scholarship should check with their local school district or community college foundation. These foundations purchase the scholarships and award to students in their community.

Students must meet specific criteria to be selected as a Project STARS student. They must be deemed economically disadvantaged by being eligible for the free and reduced lunch program at the time of selection. They also must be at risk of dropping out of school. Students are considered seriously at-risk based on the following measures: low test scores, less than minimum grade point average, or the probability of high absenteeism. In addition, the student must be certified drug- and crime-free during the spring before they plan to enter college, to be able to receive their scholarship.

The following requirements are suggested for inclusion in a student/parent/school/district agreement:

1. Make satisfactory progress on a college preparatory plan;
2. Maintain a cumulative GPA of 2.0 on a scale of 4.0 until graduation;
3. Maintain the district's attendance requirements;
4. Abide by the district/school's code of conduct;
5. Meet minimum requirements for enrollment in college.

## **FLORIDA PREPAID COLLEGE PROGRAM**

**Contact Person:**

Thomas J. Wallace  
Executive Director  
Florida Prepaid  
College Program  
1801 Hermitage Boulevard  
Tallahassee, Florida 32308  
850.488.8514

For more than a decade now, the Florida Prepaid College Program has been helping Florida families plan and save for college. It allows parents, grandparents, businesses and others to lock in the cost of college at today's prices. Administered by the State of Florida, the plan is guaranteed - no matter how much college costs increase over time. More than 536,000 plans have been purchased; making the Florida program larger than all other states combined.

The program holds an open enrollment period each year from October through January, during which time purchasers submit applications.

Beneficiaries eligible to participate in the program include any child who is a resident of Florida under the age of 21 and not yet in the 12th grade; children of divorced parents, of whom one parent is a Florida resident; and any children of military personnel whose home of record is Florida. The purchaser does not have to be a Florida resident or related to the child. If after purchasing a contract the family moves out of state, the beneficiary is still considered a resident for tuition purposes.

The program offers three tuition plans: a four-year university plan (120 credit hours); a two-year community college plan (64 credit hours); and a combined "2 + 2" plan (64 hours community college and 60 university credit hours). The program also offers a dormitory plan and a new local fee plan covering other college fees.

It is flexible. The plan can be used at any of Florida's 10 state universities or 28 community colleges. The value of the plan can also be transferred to private not-for-profit colleges in Florida and more than 1,700 qualified out-of-state colleges.

There are three payment options: a one-time lump sum payment, a monthly payment plan payable through October of the beneficiary's projected enrollment year, and a monthly payment plan payable over five years (55 months).

The State places the money contributed to the program in a trust fund, which is invested by the seven-member Florida Prepaid College Board, to cover the inflation of college expenses. When the beneficiary enrolls in a university or community college, the school invoices the program, and appropriate tuition, local fees, and/or dormitory payments are transferred to the institution.



**OTHER  
INITIATIVES**



## PROGRAMS FOR TEACHER PREPARATION AND RECRUITMENT

### Contact Person:

Sherry Thomas  
Teacher Recruitment  
Florida Department of  
Education  
325 West Gaines Street  
Suite 124  
Tallahassee, Florida  
32399-0400  
850.488.6503

### 1999-2000 Appropriation:

N/A

### Great Florida Teach-In

A Florida Department of Education (DOE) nationally promoted teacher recruitment fair designed to bring together in one central location, new and experienced teachers seeking teaching opportunities in Florida with school district recruiters and principals. Thousands of interviews are conducted over the four-day Teach-In. To attract minority educators the Department has: advertised the Teach-In in 16 African American newspapers in the South and Northeast; sent promotional posters to over 1,600 university placement offices and colleges of education throughout the U.S., specifically targeting those institutions with 20 percent or higher minority enrollments; advertised on a popular African American radio station in Washington, D.C.; provided promotional materials to Florida recruiters to distribute on out-of-state recruitment trips; sent staff members to talk to students at historically African American postsecondary institutions in Florida and the Southeast; advertised in college newspapers and career publications at minority institutions; and, sent a staff member to a national minority teacher recruitment fair.

### Florida Future Educators of America Program

A pre-collegiate teacher recruitment program which began in Florida and now serves as a model for the nation. Involves over 12,000 students in 650 elementary, middle and senior high schools, approximately one-third of whom are minorities, in school and community activities and services designed to nurture their interest in teaching as a career. Advisor's Handbook, supplied to each chapter by the Department, includes a special section on recruiting minorities into the program. Program is also established at the postsecondary level. A statewide conference is held annually with outstanding minority educators as keynote speakers and workshop presenters.

### Florida Troops to Teachers Program

Teacher certification and job placement assistance to recent military retirees, approximately 15 percent of whom are African American. Since program inception in January 1995, over 263 eligible candidates have been placed in teaching positions. Nationally, 16 percent of the teachers are African American and 13 percent are other minorities.

**Minority Teacher Recruitment Advisory Committee**

Comprised of district personnel administrators and recruiters with a DOE staff member. The committee develops strategies for successful minority teacher recruitment—sharing success with other districts. The committee meets twice a year during regular scheduled Florida Association of Personnel Administrators (FASPA) meetings.

**Multi-cultural Education and Minority Issues Conference**

An annual conference co-sponsored by the Department, FEA-United, and FTP-NEA. Conference workshops include successful minority teacher recruitment programs in the State and the State's continued need for minority educators.

**Presentations to College of Education Graduates**

Each semester, a representative from the recruitment office discusses Florida's minority teacher recruitment needs with Florida A and M University College of Education graduates, providing information and job placement assistance.

Other programs and services offered by the Office of Teacher Recruitment within the past four to six years:

**Ida S. Baker Distinguished Minority Educator Recognition Award**

Co-sponsored by the Department and private sector, the program recognizes and rewards outstanding minority educators in Florida's public education system for their contributions in improving the lives of minority and majority students and service as mentors. Program awards have included five, four-year college scholarships to underprivileged minority students.

**Multi-cultural Education Task Force**

Task force convened to examine and report on multi-cultural educational needs in Florida; promising practices in multi-cultural education; and, minority teacher recruitment.

**Minority Teacher Recruiter**

Full-time staff member whose primary responsibility was minority teacher recruitment and included addressing minority youth; visiting predominately minority postsecondary institutions; and assisting with aforementioned programs and services.

### **Minority Teacher Recruitment and Education Issues Conference**

Two conferences held to address minority teacher recruitment and education issues with emphasis on successful programs and services in Florida and the nation.

**Contact Person:**

Zelda Rogers, Program  
 Director  
 Bureau of Program  
 Management and  
 Development  
 Florida Department of  
 Education  
 325 West Gaines Street  
 Suite 644  
 Tallahassee, Florida  
 32399-0400  
 850.487.1482  
 e-mail:  
 choices@mail.doe.state.fl.us

**1999-2000 Appropriation:**

N/A

**FLORIDA CHOICES**

**CHOICES** is a state of the art comprehensive career information system that takes full advantage of expanding computer technology and the dynamic search engines of the internet. **CHOICES** employs a flexible, client-centered approach that combines multimedia, graphics, seamless interface, and search strategies that empowers users to fully explore career and education options.

**CHOICES** is annually updated with the latest information from the Department of Labor, Peterson's College and University Database, and Florida's educational institution governing boards. As the vast information superhighway extends and grows, so does the **CHOICES** system, since it is enhanced annually to include the latest information from America's Job Bank, O-NET, and websites from thousands of postsecondary institutions. Students can apply to colleges online, request financial aid information and use the **CHOICES** tools to create customized correspondences and resumes. The **CHOICES** databases of Occupations and Postsecondary and Graduate Schools include not only detailed national information but data that is customized and compiled specifically for Florida. For example, Florida's GOLDSTAR occupations (high wage/high demand jobs) are included in the occupations database, and the very latest programs of study in Florida's network of private trade and technical schools, public and private universities, community colleges, and public vocational schools are incorporated.

**CHOICES Features****Assessments****Interest and Skills Checklists**

These options allow users to determine their interests through a 144-item checklist and identify skills using the Transferable Skills Checklist. The results of these surveys are analyzed by the **CHOICES** program and assist users in searching for occupations that are compatible with their interests and skills.

**Occupations**

**CHOICES** databases include current and comprehensive information pertaining to more than 700 occupations with descriptions for another 3,000. Florida statistics on earnings and outlook are included with national data.

**Work History**

This valuable tool allows clients who have been in the workforce to identify transferable work content skills from former positions to as-

sist in the exploration of new work options. Previous job titles are entered and within minutes, the **CHOICES** program produces a report.

### **Postsecondary and Graduate Schools**

These **CHOICES** databases include comprehensive, detailed information on more than 7,000 colleges, universities, community colleges, trade and technical schools, and graduate schools. **CHOICES** provides links to and from occupations and describes the majors and programs offered at each. Users can request information on-line, visit the schools' websites, and apply to schools on-line using the **CHOICES** program.

### **Financial aid**

Over 3,000 public and private sources for scholarships, grants, and loans are included in **CHOICES**. Local scholarships and financial aid opportunities can be incorporated using the System Manager.

### **Planner**

Students use this interactive tool to develop their extended career plans, including the high school four-year education plan and a postsecondary path. The Planner serves as an electronic portfolio that documents employability and SCANS skills, allows students to practice answering typical interview questions, and assists them in the development of a resume and a career planning action guide.

### **E-CHOICES**

An internet version (**e-CHOICES**) will be available to complement the **CHOICES** program that will allow students and educators access to components of the system from home and classrooms. The **e-CHOICES** site will have Ask-an-Expert (pose a question), Career Bytes (daily articles on "hot" careers), JobRadio, (interviews with individuals about their jobs), and User Discussions. A section for career development professionals is planned that will include lesson plans, helpful hints, and articles.

**Contact Person:**

Nancy Benda, Director  
 Equal Educational  
 Opportunity  
 Florida Department of  
 Education  
 325 West Gaines Street  
 Suite 156  
 Tallahassee, Florida  
 32399-0400  
 850.488.6217

**1999-2000 Appropriation:**

None. (Supported primarily  
 by federal project funds.)

**Contact Person:**

Regina Sofer, Director  
 Equal Opportunity and  
 Diversity  
 Florida Board of Regents  
 325 West Gaines Street  
 Suite 1446  
 Tallahassee, Florida  
 32399-0400  
 850.201.7160

**1999-2000 Appropriation:**

N/A

## FLORIDA EDUCATIONAL EQUITY ACT

(Section 228.2001, Florida Statutes)

Florida students are assured equal access and opportunity within the state system of public education. As provided by the 1984 Florida Legislature, the "Florida Educational Equity Act" enhances all local, state and federal efforts to assure equal access, appropriate services and equal employment opportunities to minorities, females and persons with disabilities and those with limited English language skills at all levels of public education. Selected sections of the statute read as follows:

Discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in the state system of public education is prohibited. No person in this state shall, on the basis of race, national origin, sex, handicap, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices, conducted by a public educational institution which receives or benefits from federal or state financial assistance...

The criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, national origin, sex, handicap, or marital status.

The statute further indicates the responsibilities of the State's public educational institutions in the implementation of the law. It specifies the following:

Educational institutions within the state system of public education shall develop and implement methods and strategies to increase the participation of students of a particular race, national origin, sex, handicap, or marital status in programs and courses in which students of that particular race, national origin, sex, handicap, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and vocational education.

For broader implementation, the statute describes the responsibilities of the State Board of Education and the State's Office of Equal Educational Opportunity as follows:

The State Board of education shall adopt rules to implement this section.

The functions of the Office of Equal Educational Opportunity of the Department of Education shall include but not be limited to:

(a) Requiring all boards to develop and submit plans for the implementation of this section to the Department of Education.

(b) Conducting periodic reviews of educational agencies to determine compliance with this section and, after a finding that an educational agency is not in compliance with this section, notifying the agency of the steps that it must take to attain compliance.

(c) Providing technical assistance, including assisting educational agencies in identifying unlawful discrimination and instructing them in remedies for correction and prevention of such discrimination.

(d) Conducting studies of the effectiveness of methods and strategies designed to increase the participation of students in programs and courses in which students of a particular race, national origin, sex, handicap, or marital status have been traditionally underrepresented and monitoring the success of students in such programs or courses.

(e) Requiring all boards to submit data and information necessary to determine compliance with this section.

In 1993, the Florida Legislature amended the Equity Act to require the following:

(f) Created a Task Force on Gender Equity in athletic programs and requires it to define Equity in Athletics at all levels of public education and to recommend rules for appropriate enforcement. The amendment also requires the equitable use of funds to support athletics, including all funds received and expended, including revenues from direct support organizations. Equity in Athletics is defined as follows:

Gender equity in athletics is the fair distribution of overall athletic opportunity and resources, substantially proportionate to the enrollment of males and females, so that no student athlete, coach or athletic administrator is discriminated against in an athletic program on the basis of gender.

(g) Requires the development and implementation of enforcement mechanisms with appropriate penalties to ensure that public institutions comply with the athletic requirements of Title IX of the Education Amendments of 1972 and the Florida Educational Equity Act.

(h) Requires the Commissioner to penalize any school district or community college not in compliance by (1) declaring educational agency ineligible for competitive state grants and (2) to withhold general revenue funds sufficient to obtain compliance.

Section 240.433(4)(f), Florida Statutes, contains the same penalty requirement of the Board of Regents.

Of further significance, the Equity Act states that a person aggrieved by a violation of this section or a violation of a rule adopted under this section has a right of action for such equitable relief as the court may determine. The court may also award reasonable attorney's fees and court costs to a prevailing party.

According to the EEO Office, many districts have redirected available resources to successfully reduce the overrepresentation of minorities in the lowest quartile in fourth grade reading. If students are reading at a proficient level by the end of fourth grade, it is believed that the number of minority students graduating ready for college will increase. Community colleges are concentrating on providing more successful remediation strategies for increasing the reading proficiency of low performing students.

In addition, there have been dramatic increases in the number of female athletes in Florida's high schools. As a result of these increases, more female students are eligible for athletic scholarships. From 1996-97 to 1997-98 alone, there was a 24% increase in the number of young women participating in high school athletics. The number of females participating in high school athletics nearly doubled in the seven-year period from 1990-91 to 1997-98. This increase occurred at the same time that male participation continued to increase at about an eleven percent rate. Florida community colleges placed similar emphasis on increased athletic opportunities for female students.

## THE FLORIDA EDUCATION FUND

(Section 228.498, Florida Statutes)

The Florida Education Fund (FEF) provides higher education opportunities for African-American and other socially disadvantaged minorities. It is the only private/public venture of its kind in the United States. The fund was created and enacted into law by the Florida Legislature during the 1984 session. The \$5 million legislative match was completed in 1985 and 1986. The act provides that the income derived from the fund is to be employed to provide for programs which seek to: a) enhance the equality of higher education opportunity in Florida, b) enhance equality by providing access in effective higher education programs for minority and economically deprived individuals in the State, with particular consideration to be given to the needs of both African-Americans and women, and c) increase the representation of minorities in faculty and administrative positions in higher education in the State and to provide more highly educated minority leadership in business and professional enterprises in Florida.

An appointed board of directors and a president administers the Florida Education Fund. The Board reviewed and evaluated the initial programs developed by the McKnight Programs in Higher Education and continues the funding of the African-American doctoral and the junior faculty fellowship programs. If resources permit, the Board will identify, initiate and fund new and creative programs.

### McKnight Doctoral Fellowship Program

Fellowships for doctoral study in all disciplines except education, law and medicine are awarded to increase the number of qualified African-American faculty in public and private higher education institutions. An exception, however, has been made to fund fellows in science, math education, school psychology, and testing and measurement. The program provides twenty-five annual fellowships for African-Americans recruited nationally to attend ten Florida Ph.D. granting institutions. Each award provides an annual \$11,000 stipend plus tuition and fees up to \$5,000 per year for three years. Renewal of the award each year is contingent upon the fellow's successful completion of coursework for the previously funded academic year. If a fourth year and fifth year of study are required, the host institution provides the necessary funding. Fellowships are awarded only through direct application to the FEF. January 15th is the deadline for the submission of applications for funding in the following

### MPLE Contact Person:

Lyra Logan  
Vice President  
Minority Participation  
in Legal Education  
Programs  
15485 Eagle Nest Lane  
Suite 200  
Miami Lakes, Florida 33014  
305.364.3111  
MPLEMAIL@aol.com

### 1999-2000 Appropriation:

\$2,325,278

### Other FEF

#### Contacts:

Bettye Parker Smith  
Vice President and  
Senior Program Officer  
Florida Education Fund  
201 East Kennedy  
Boulevard  
Suite 1525  
Tampa, Florida  
33602  
813.272.2772

### 1999-2000 Appropriation:

\$600,000

Israel Tribble, Jr.  
President and CEO  
Florida Education Fund  
201 East Kennedy  
Boulevard  
Suite 1525  
Tampa, Florida  
33602  
813.272.2772  
e-mail:  
fefterri@gte.net  
website:  
<http://www.fl-educ-fd.org>

academic year. Applicants are required to hold an undergraduate degree; however, those with master's degrees are also eligible.

### **Junior Faculty Development Fellowships**

Junior faculty members receive fellowships for a full academic year to pursue special interests or research directly related to their respective teaching areas. These fellowships are intended to encourage excellence in teaching and research through assistance to minority junior faculty, particularly to African-Americans and women in underrepresented academic disciplines.

Each award is a \$15,000 replacement cost to the host institution in order to allow the fellow a leave for one year from the institution at the rate of normal salary and benefits. Up to twenty awards are granted each year to applicants from public and private colleges and universities in Florida. Applicants are required to have a minimum of two years service and no more than six years generally in a non-tenured position. Exceptions will be considered on an individual basis with institutional recommendations. The deadline for submission of applications to the FEF is February 1st.

### **Centers of Excellence**

African-American churches and other community based facilities are utilized as supplemental learning centers to assist elementary and high school students in becoming motivated and prepared for postsecondary education. In this community-based effort, a director and small staff mobilize the community to provide academic enrichment to include tutoring in basic academic skills, counseling, career exploration and technical assistance to African-American and other minority students in completing and submitting postsecondary education admission and financial aid applications. The programs also provide training for the personnel who assist student participants. The ten Centers of Excellence which are currently funded are Escambia County Center of Excellence, Pensacola; North Florida Center of Excellence, Lake City; Tallahassee Coalition Center of Excellence, Tallahassee; Gainesville/ Alachua County Center of Excellence, Gainesville; Center of Excellence in Jacksonville; Center of Excellence University of Central Florida, Orlando; Hillsborough County Center of Excellence, Inc., Tampa; Pinellas County Center of Excellence, St. Petersburg; Atlantic Coast Center of Excellence, Ft. Lauderdale; South Florida Center of Excellence, Miami. The centers conduct residential and/or non-residential summer and year-round enrichment programs in which students receive academic support and are exposed to the college setting and to the requirements for college careers.

The ten centers currently funded under the FEF operate with private and public support. Each center is expected to become self-sustaining. The centers provide recruitment and support services designed to increase the participation of minority students in postsecondary education.

### **The Thurgood Marshall Achievers Society**

The Thurgood Marshall Achievers Society (TMAS) rewards academic excellence and cultural accomplishments. Students inducted into this prestigious organization have achieved significantly in their studies or have been recognized for outstanding artistic or other cultural abilities. Students selected on the basis of academic excellence have A or B grade averages with no less than two A's. No C grades are acceptable unless they are in advanced or honors classes. Achievers recognized for artistic and cultural talents have competed in and won competitions in the local and broader communities.

To date, approximately 14,000 young African-American students have been inducted into the TMAS. The vast majority of these students are at the 1-7 grade levels. These inductions have taken place throughout Florida and at all grade levels. This activity is directed by the Centers of Excellence and guided and financially supported by the Florida Education Fund.

### **The Black History and Cultural Brain Bowl**

The Brain Bowl is designed to motivate African-American youth to study and learn about African-American History. Since the competition was instituted, interest in this area has increased. Books have become more readily accessible to students in high school and community libraries. When the program began, books were ordered from Miami and distributed to the various Centers of Excellence statewide. Now, not only are volumes available, but students are becoming more and more familiar with the texts.

### **Florida Minority Participation in Legal Education Programs**

The Florida Minority Participation in Legal Education (Florida MPLE) Pre-Law Scholarship Program and the Florida Minority Participation in Legal Education Scholarship Program are designed to address the under representation of historically disadvantaged minority attorneys practicing in the State by increasing the opportunity for these individuals to prepare for, enroll in and graduate from law schools in Florida.

The Pre-Law scholarships provide up to full tuition, fees and room and board each per year, plus an annual reimbursement for books and supplies of up to \$750, for students matriculating at eligible public and private regionally accredited four-year colleges and universities in the state of Florida. The Legal Education Scholarships provide tuition up to \$10,000 per year at private law schools and full tuition each year at public law schools, plus an annual stipend of \$11,000 for students pursuing J.D. degrees at accredited law schools in the state of Florida.

## THE FLORIDA INSTITUTE OF EDUCATION

SUS Type I Centers are entities proposed by either universities, the Legislature, or the BOR; have statewide missions; are approved by the Chancellor; and are established by a university for the purpose of coordinating intra- and/or inter-institutional research, service, and training activities that supplement and extend existing instruction, research, and service programs.

Florida Institute of Education (FIE), a Type I center with statewide service and research responsibilities, is committed to PreK-university educational excellence by engaging in action research; forging with inter-institutional partnerships; and by promoting organizational and individual capacity building initiatives among Florida education sectors and other important public/private stakeholders through collaboration.

### **Background:**

The Florida Institute of Education was established in 1982 by Dr. Andrew A. Robinson and is located at the University of North Florida. FIE was charged with "fostering collaboration and enhancement of the various components of education PreK through the university and serving as a visible focal point for the SUS relative to public school issues."

### **Mission:**

The statewide mission of the Florida Institute of Education is to strengthen and improve Florida's PreK-university "learning pipeline" by

- engaging in collaborative, inter-institutional, action research to develop practical solutions to real world educational problems;
- improving the quality, access, exchange, transfer, generation, and use of research-based teaching and learning tools that increase success for all students, but particularly for those underserved in the past;
- creating professional networks that use research and verified best practices to improve teaching, leading, and learning; and
- building knowledge bases to answer policy alignment and impact questions that affect all parts of the "learning pipelines," both internal and external to the school setting.

### **Contact Person:**

Florida Institute  
of Education  
Post Office Box 17074  
Jacksonville, Florida  
32245-7074  
904.620.2496/Suncom  
861.2496

### **1999-2000 Appropriation:**

\$110,000

Base funding for the Institute is provided through legislative appropriation. Additional funding is generated through grants and contracts related to the Institute's mission.

***The Precollegiate Program Phase I and II (PCP I, II)*** – PCP I and II seeks to improve the academic performance of Florida's middle and high school students ultimately to increase the number of students who enroll in postsecondary education.

Phase I of the PCP began in 1983. During the ensuing years, the PCP has developed and implemented various activities in over sixty high schools across the State in an effort to increase the college-bound pool of Florida's minority, public high school students. These activities have included training for school personnel in preparation, counseling, and recruitment of minority students into appropriate courses.

Because of the growing concern and need for this program in the middle schools, the Precollegiate Program II is designed to improve the academic performance of rural middle and high school students and to increase the number of minority and at-risk public high school students who graduate and enroll in postsecondary educational programs.

**THE UNIVERSITY OF MIAMI  
MEDICAL SCHOOL MINORITY  
AFFAIRS OFFICE**

(General Appropriations Act) (Section 240.40645, Florida Statutes)

Minority students who qualify may receive support services, which will prepare them to study medicine. The purpose of the Minority Affairs Office housed in the University of Miami School of Medicine is to increase the enrollment of minority students in medical school. This mission is achieved through identifying, recruiting, enrolling, and providing special support services to minorities. To qualify for the program a student must be a junior or a senior in college. To assist these students, the Minority Affairs Office sponsors a Minority Students Health Careers Motivation Program each year. Participants in the summer program are given a mini-medical school experience. They are able to explore what a medical education requires, what the didactic material contains, and at what pace one must work in order to successfully handle medical studies. Specific support services provided include tutoring, counseling, various educational group activities, and financial assistance.

The Minority Affairs Office currently serves 40 students in the summer program. Interested students must request applications through the University of Miami Medical School Minority Affairs Office. The deadline for application is April 30th of each year for participation within the same year. Students are notified of their selection during the month of May.

**Contact Person:**

Valerie Crawford  
Minority Affairs Office  
University of Miami  
Medical School  
Post Office Box 016960  
(R128)  
Miami, Florida 33101  
305.243.5998

Astrid Mack, Ph.D.  
Associate Dean for  
Minority Affairs and  
Director, Health Centers  
Motivation Programs

**1999-2000 Appropriation:**

\$200,000

**Contact Person:**  
High School Guidance  
Counselor(s)  
Admissions Officer(s) at  
Independent Postsecondary  
Institution(s)

## THE STATE BOARD OF EDUCATION CONTRACT PROGRAM WITH INDEPENDENT INSTITUTIONS

(Section 240.147(4) and 229.053(2)(0), Florida Statutes)

**1999-2000 Appropriation:**  
\$9,912,790

The Florida State Board of Education has contracted with selected independent colleges and universities in the State to provide selected postsecondary academic programs to Florida residents at public sector tuition rates. For 1999-2000, the Florida Legislature has provided funding for a limited number of students in 17 independent programs. Since the number of positions for students is limited, selection of students for participation usually is based upon financial need, academic ability, or a combination of these factors. This program is different from the Florida Tuition Voucher Program under which every Florida student who wishes may receive assistance toward his/her tuition at any independent institution where the student is accepted.

In addition to the postsecondary programs offered by Florida public community colleges and state universities, these contracts provide further undergraduate and graduate education opportunities for Florida students. Minority students are particularly encouraged to apply for enrollment. Engineering and health science, areas in which minorities have been traditionally underrepresented, are among the major academic programs provided via the State's contracts with independent institutions.

## LIMITED ACCESS COMPETITIVE GRANT

(Section 240.6045, Florida Statutes)

The Limited Access Competitive Grant (LACG) provides enrollment opportunities at eligible participating private colleges and universities in Florida to qualified applicants unable to obtain admission to designated state university limited access programs due to lack of space. The State Board of Education annually designates limited access programs based on a list, identified annually by the Postsecondary Education Planning Commission, of high priority employment fields requiring baccalaureate degrees for which at least one state university has insufficient capacity to serve all qualified applicants. The award for this competitive grant equals 50 percent of the State's cost per academic year to fund an undergraduate student's public postsecondary education. An award may be received for a maximum of four (4) semesters or six (6) quarters.

An applicant must:

1. Be a graduate of a Florida community college or a transfer student from a state university in Florida.
2. Be admitted to an undergraduate program of study at the upper division level in a designated LACG program at an eligible private college or university.
3. Not have previously received a bachelor's degree.
4. Meet Florida's general eligibility requirements for receipt of state student financial aid, including residency in this state for purposes other than education for a minimum of twelve (12) consecutive months prior to the first day of class of the academic term for which funds are requested. Note: residency for purpose of student financial assistance is determined by the institution the student attends.
5. Be enrolled as a full-time student.
6. Apply using the application and deadline established by the institution.
7. Not owe repayment of a grant under any state or federal grant or scholarship program.
8. Not be in default on any federal Title IV or state student loan program unless satisfactory arrangements to repay have been made.

Eligibility for renewal awards is determined at the end of the second semester or third quarter each academic year. A renewal applicant must have earned a minimum cumulative grade point average of 2.0 on a 4.0 scale, meet the institution's definition of satisfactory aca-

### Contact Person:

Theresa Antworth  
Administrator  
State Programs  
Office of Student  
Financial Assistance  
325 West Gaines Street,  
Suite 226 Collins Building  
Tallahassee, Florida  
32399-0400  
850.488.1034/Suncom  
278.1034

### 1999-2000 Appropriation

\$500,000

ademic progress, and earned the equivalent of 12 credit hours for each term an award was received during the academic year. Credit hours earned the previous summer can be counted toward the total number of credit hours required.

**FEDERALLY  
FUNDED  
PROGRAMS**



## TRIO PROGRAMS

Low-income, disabled, and first generation college students may receive the supportive services needed to achieve the upward mobility afforded by colleges and universities. The Federal TRIO Programs were established to provide counseling, basic skills development, tutoring, information about college admissions and financial aid. The Federal TRIO Programs provide training for staff. Participating in the program nationwide are students of all ethnic backgrounds. In addition to the training programs for TRIO staff, the TRIO Programs include Educational Opportunity Centers, Educational Talent Search, McNair Post-baccalaureate Achievement Program, Student Support Services, Classic Upward Bound, Veteran's Upward Bound, and the Upward Bound Regional Centers for Math and Science. All TRIO Programs are designed to increase the number of underrepresented individuals earning postsecondary educational degrees. The target populations and the services vary with each program. Collectively, the programs provide services for students from grade six through the terminal degree. At least one of each of the TRIO Program types, except the training program for staff, is funded in Florida. A brief program description and a listing of Florida TRIO Programs follow.

**Educational Opportunity Centers** provide assistance in selecting a career, choosing an appropriate educational program, making application to a postsecondary institution, and assisting with financial aid applications. This program usually serves adults who dropped out of school before completing their education.

**Educational Talent Search** offers assistance to those who want to continue their educational or vocational training. The services provided are individual counseling, exploration of careers, assistance in admission to college or vocational-technical schools, and assistance in obtaining financial aid. Middle school components may offer Saturday on-campus sessions or in-school tutoring and career planning. In-school clients range from grade 6 through 12; out-of-school clients include those who have completed high school or equivalency programs, veterans, and persons who left school or postsecondary education before graduating.

**Ronald E. McNair Post-Baccalaureate Programs** are designed to prepare low-income, first-generation college students and students from groups underrepresented in graduate education for doctoral study with emphasis on the professorate. Activities include career and personal counseling, mentoring, courses in research and analytical skills, and research internships. In addition to skill building, participants are provided assistance with graduate school admissions processing and

### Contact Persons:

Program Director(s) at  
Host Institutions

Dr. Ben McCune  
Florida A & M University  
School of Graduate Studies  
103 GEC Unit A  
Gamble Street  
Tallahassee, Florida  
32307-5800  
850.599.3055  
FAX 850.599.3967  
bmccune@fam.u.edu

in securing financial support for graduate studies. Target students are those currently enrolled in postsecondary education and who have completed their sophomore year.

**Student Support Services Programs** provide retention and academic support services enrolled in host colleges and universities from the freshman year through graduation. Follow-up services and graduate school admission assistance are provided to upper classmen. Program participants receive career, academic, and personal counseling. Depending on program design, early orientation sessions, credit-earning student development courses, academic support laboratories and tutoring may be available on host college campuses.

**Upward Bound Programs** are of three types: **Classic**, **Veteran's**, and **Regional Centers for Math and Science**. The purpose of the Upward Bound Program is to increase the number of students from low-income/first-generation college backgrounds who enter postsecondary education. The **Classic Upward Bound** programs provide high school students with academic skill building, counseling, and career planning activities in a model that includes an academic year program and a summer on campus residential program. Continuous contact is provided from grade nine through high school graduation. The **Veteran's Upward Bound** targets veterans and provides services similar to that of the **Classic Upward Bound**. **Upward Bound Regional Centers for Math and Science** offer minimal academic year activities. Summer residential programs are designed to identify and motivate students to pursue postsecondary degree programs in the area of mathematics and science. Regional Centers draw students from a large geographical area (the Florida Center at Florida A&M University recruits from eight southeastern states).

Nationally, over 2,000 projects operate in over 1,200 colleges, universities, community colleges and agencies serving 730,000 young people and adults. Of this number 16,000 are disabled. Approximately 4,200 veterans are served annually. Thirty-nine percent of TRIO students are white, thirty-six per cent are African-American, sixteen percent are Hispanic, five percent are Native Americans and four percent are Asian-American.

### **TRIO Programs in Florida**

In Florida there are 46 TRIO projects, including two Educational Opportunity Centers, eight Educational Talent Search Programs, twenty Student Support Services Programs, 11 Classic Upward Bound Programs, one Veteran's Upward Bound, and one Upward Bound Regional Center for Math and Science. These programs are funded to serve a total of 13,222 students yearly at a funding level of just over \$11 million dollars.

Florida host institutions are as follows: **Educational Opportunity Centers**, Central Florida Community College, Pensacola Junior College; **Educational Talent Search**, Aspira of Florida, Inc., Bethune-Cookman College, Florida A&M University, Lake-Sumter Community College, Pensacola Junior College, Polk Community College, Rollins College, Santa Fe Community College; **McNair Programs**, Florida A&M University, University of Florida, University of South Florida; **Student Support Services**, Bethune-Cookman College, Brevard Community College, Central Florida Community College, Daytona Beach Community College, Edison Community College, Florida A&M University, Florida International University, Florida Memorial College, Gulf Coast Community College, Hillsborough Community College, Indian River Community College, North Florida Junior College, Pensacola Junior College, Santa Fe Community College, South Florida Community College, St. Petersburg Junior College, University of Miami, University of South Florida, University of West Florida, Valencia Community College; **Classic Upward Bound**, Embry-Riddle Aeronautical University, Florida A&M University, Florida International University, Florida State University, Indian River Community College, Jacksonville University, Rollins College, Santa Fe Community College, University of Florida, University of Miami, University of South Florida; **Veteran's Upward Bound**, Miami-Dade Community College; **Upward Bound Regional Center for Math and Science**, Florida A&M University. A listing of the names and addresses of contact persons for TRIO Programs in the State follows.

Institution/Address	Project Name	Director	Phone
Aspira of Florida, Inc. 3650 N. Miami Avenue Miami 33127	Talent Search Funding Level: \$251,665	Mr. Raul Martinez	305/576-1512
Bethune-Cookman College 640 Dr. MM Bethune Blvd. Daytona Beach 32114	Student Support Services Funding Level: \$208,674	Dr. Mary Alice Smith smithm@cookman.edu	904/255-1401
Bethune-Cookman College 141 S MLK Blvd Daytona Beach 32114	Talent Search Funding Level: \$275,424	Mr. Fernando Lecuona	904/255-1401
Brevard Comm. College 1519 Clearlake Rd Cocoa 32922	Student Support Services Funding Level: \$189,388	Mrs. Gail McKinley McKinley@brevard.cc.fl.us	407/632-6777
Central Florida Comm. Coll. PO Box 1388 Ocala 34478	Educational Opportunity Center Funding Level: \$270,109	Mr. David Langston	352/854-2322
Central Florida Comm. Coll. PO Box 1388	Student Support Services Funding Level: \$210,419	Mrs. Lynn King Powell powell@cfcc.cc.fl.us	352/854-2322
Daytona Beach Comm. Coll. PO Box 2811 Daytona Beach 32120	Student Support Services Funding Level: \$209,723	Mrs. Sue Hawkins hawkins@dbcc.cc.fl.us	904/947-3130
Edison Comm. Coll. PO Box 60210 Fort Myers 33906	Student Support Services Funding Level: \$189,388	Ms. Cathy Doyle cdoyle@edison.edu	942/489-9113
Embry-Riddle Aero. University 600 Clyde Morris Blvd Daytona Beach 32114	Upward Bound Funding Level: \$308,407	Ms. Carol Grandinetti grandine@cts.db.erau.edu	904/226-6728
Florida A & M University 103 GEC-A Tallahassee 32307-5800	Asst. Dean/TRIO Director	Dr. Ben McCune bmccune@famuedu	850/599-3055
Florida A & M University TRIO Academic Support Center Tallahassee 32307-5800	McNair Program Funding Level: \$218,835	Ms. Lis McClelland lmcclell@famuedu	850/599-3055
Florida A & M University TRIO Academic Support Center Tallahassee 32307-5800	Student Support Services Funding Level: \$206,782	Ms. Linda Cribb lcribb@famuedu	850/599-3055

<b>Institution/Address</b>	<b>Project Name</b>	<b>Director</b>	<b>Phone</b>
Florida A & M University TRIO Academic Support Center Tallahassee 32307-5800	Talent Search Funding Level: \$260,318	Mrs. Carolyn Hiers chiers@fam.u.edu	850/599-3055
Florida A & M University TRIO Academic Support Center Tallahassee 32307-5800	Upward Bound Funding Level: \$409,294	Dr. Ben McCune bmccune@fam.u.edu	850/599-3055
Florida A & M University TRIO Academic Support Center Tallahassee 32307-5800	Upward Bound Math/Science Funding Level: \$231,170	Mr. Errol Wilson cwilson@fam.u.edu	850/599-3055
Florida Memorial College 15800 NW 42nd Avenue Miami 33054	Student Support Services Funding Level: \$199,912	Mr. Shelton Allwood	305/626-3723
Florida International University 4552 SW 127 Court Miami 33175	Student Support Services Funding Level: \$187,200	Dorret Sawyer sawyer@fiu.edu	305/348-2597
Florida International University Graham Center Room 225 Miami 33199	Upward Bound Funding Level: \$233,376	Ms. Sofia Santiestban santiest@fiu.edu	305/348-1745
Florida State University 3700-A University Center Tallahassee 32306-2470	Upward Bound Funding Level: \$249,059	Mr. Van Williams vwilliams@admin.fsu.edu	850/644-5478
Gulf Coast Comm. Coll. 5230 West Highway 98 Panama City 32401	Student Support Services Funding Level: \$190,764	Ms. Amy Foster afoster@ccmail.gc.cc.fl.us	850/769-1551
Hillsborough Comm. Coll. 2001 14th Street Tampa 31127	Student Support Services Funding Levcel:\$233,345	Mr. Derrick Brwon dbrown@hcc.cc.fl.us	813/253-7629
Indian River Comm. Coll. 3209 Virginia Avenue Fort Pierce 34981	Student Support Services Funding Level: \$187,200	Ms. Maribeth Craft mcraft@ircc.cc.fl.us	561/462-4481
Indian River Comm. Coll. 3209 Virigina Avenue Fort Pierce 34981	Upward Bound Funding Level: \$233,376	Mr. Reginald Floyd rfloyd@ircc.cc.fl.us	561/462-4528
Jacksonville University 2800 University Blvd N Jacksonville 32211-3394	Upward Bound Funding Level: \$327,619	Mrs. Janet Johnson jjohnso@mail.ju.edu	904/745-7152

Institution/Address	Project Name	Director	Phone
Lake-Sumter Comm. Coll. 9501 US Hwy 441 Room 121 Learning Center Leesburg 34788	Talent Search	Dr. Miguel A. Gonzalez	352/787-3747
Miami-Dade Comm. Coll. 11011 SW 104th St Miami 33176	Veterans Upward Bound Funding Level: \$282,157	Ms. Bernice Belcher bbelch@kendall.mdcc.edu	305/237-0940
North Florida Junior College 1000 Turner Davis Drive Madison 32340	Student Support Services Funding Level: \$187,200	Mary Ann Wheeler	850/973-1655
Pensacola Junior College 1000 College Blvd Pensacola 32504	Educational Opportunity Center Funding Level: \$279,411	Ms. Debi Bick dbick@pjc.cc.fl.us	850/484-1963
Pensacola Junior College 1000 College Blvd Pensacola 32504	Student Support Services Funding Level: \$212,175	Ms. Michol Hite mhite@pjc.cc.fl.us	850/484-1817
Pensacola Junior College 1000 College Blvd Pensacola 32504	Talent Search Funding Level: \$236,749	Mrs. Ann Smith asmith@pjc.cc.fl.us	850/484-1620
Polk Community College 999 Avenue H NE Winter Haven 33881	Talent Search Funding Level: \$190,000	Mr. Charles Richardson crichardson@mail.polk.cc.fl.us	941/297-1097
Rollins College 1000 Holt Avenue #2758 Winter Park 32789	Talent Search Funding Level: \$251,650 Upward Bound Funding Level: \$259,165	Mr. Udeth Lugo udeth.lugo@rollins.edu	407/646-2282
Santa Fe Community College 3000 NW 83rd St., G-14 Gainesville 32606	Student Support Services Funding Level: \$187,200	Mr. Isaac Jones isaac.jones@santafe.cc.fl.us	352/395-5067
Santa Fe Community College 3000 NW 83rd St., G-14 Gainesville 32606	Upward Bound Funding Level: \$226,037	Ms. Lou Ann Cooper lou.ann.cooper@santafe.cc.fl.us	352/395-4409
Santa Fe Community College 401 NW 6 Street Gainesville 32601	Talent Search Funding Level: \$207,599	Ms. Dorrie Steen dorie.steen@santafe.cc.fl.us	352/395-5958
South Florida Community College 600 W College Drive Avon Park 33825	Student Support Services Funding Level: \$193,232	Mr. William Locke	941/453-6661

<b>Institution/Address</b>	<b>Project Name</b>	<b>Director</b>	<b>Phone</b>
St. Petersburg Junior College 6605 5th Ave N-Gibbs Campus St. Petersburg 33710	Student Support Services Funding Level: \$187,200	Ms. Tonjua Williams williamstonjua@mail.spjc.cc.fl.us	727/341-3527
University of Florida 235 Grinter Hall Box 115515 Gainesville 32611	McNair Program Funding Level: \$201,552	Ms. Karen Webb kwebb@ufl.edu	352/392-3774
University of Florida 303 Walker Hall Gainesville 32611-8005	Upward Bound Funding Level: \$289,087	Dr. G.W. Mingo mingo@oasis.ufl.edu	352/392-2281
University of Miami 1306 Stanford Dr., N-201 Coral Gables 33124-6992	Student Support Services Funding Level: \$187,200	Ms. Mara Cooper Smith MCS@miami.edu	305/284-2388
University of Miami PO Box 248106 Coral Gables 33124-5590	Upward Bound Funding Level: \$401,896	Ms. Marie Grimes-Davis mdavis@miami.edu	305/284-3015
University of South Florida 4202 E Fowler Ave SVC Tampa 33620	McNair Program Funding Level: \$238,946	Dr. Joan Holmes jholmes@admin.usf.edu	813/974-1605
University of South Florida 4202 E Fowler Ave HMS 470 Tampa 33620	Upward Bound Funding Level: \$548,549	Mr. Robert Davis rdavis@tempest.coed.usf.edu	813/974-3581
University of West Florida 11000 University Pkwy 18-126 Pensacola 32514	Student Support Services Funding Level: \$194,404	Ms. Angela McCorvey amccorv@uwf.edu	850/474-3266
Valencia Community College PO Box 3028 Orlando 32802	Student Support Services Funding Level: \$187,200	Ms. Joyce Romano jromano@aol.com	407/299-5000

## SUMMARY STATEMENT

The preceding pages describe a wide range of initiatives funded to support the participation of minority and disadvantaged students in postsecondary education in Florida. The programs described are designed to focus on major issues relating to the preparation of such students for study in higher education. Strategies outlined in the document address a broad range of areas, including: academic preparation, counseling of students on postsecondary education opportunities, admission of minorities to graduate and professions schools, remediation of students in higher education institutions, financial assistance and computerized information, educational equity for students and personnel, orientation to college and university settings and requirements and dropout prevention and reduction activities in public schools.

Legislative involvement to enhance access and participation in postsecondary education is evident throughout the inventory of programs described. Although some of the initiatives are designed to assist all students in the State needing support, the programs nevertheless offer minority and disadvantaged students avenues for quality education and upward mobility in society. In view of these efforts and the benefits accruing, it is imperative that individuals at the local and institutional levels support broad communication of their availability.

As educational standards are raised to assure students' economic and social success in a changing society, the State is making a concerted effort to satisfy its obligation to provide quality services through which all students will have an opportunity to succeed. It is important, therefore, that minority and disadvantaged students as well as educators take advantage of the opportunities being provided. It is equally important that educational leaders in the minority community continue to identify and communicate additional needs to state government, while assuring that current programs are reaching the major populations for which the programs were intended. The State Board of Education, the Postsecondary Education Planning Commission, the Board of Regents, and the State Board of Community Colleges as well as the public and independent postsecondary institutions in Florida will continue to support such efforts.