



**PROGRAMS TO ENHANCE THE
PARTICIPATION OF MINORITY
AND DISADVANTAGED
STUDENTS IN POSTSECONDARY
EDUCATION**

**Prepared by the
Florida Postsecondary Education Planning Commission**

August 1996

***PROGRAMS TO ENHANCE THE PARTICIPATION OF
MINORITY AND DISADVANTAGED STUDENTS
IN FLORIDA
POSTSECONDARY EDUCATION***

**PREPARED BY THE
POSTSECONDARY EDUCATION PLANNING COMMISSION**

August 1996

INTRODUCTION

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INTRODUCTION

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 support 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 relate 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 relate 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 several times and has been described by the 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 not only as a summary of programs which exist, but as a springboard for determining additional needs. 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, and the State Board of Community Colleges continue to be interested in the implementation of programs and achievement of goals presented in the 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.

**PUBLIC
SCHOOLS**

*Programs to Enhance the Participation of Minority and Disadvantaged Students
in Florida Postsecondary Education*

The Dropout Prevention Act of 1986, Section 230.2316, Florida Statutes, was enacted to authorize and encourage 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 Act established five programmatic categories: educational alternatives, teenage parent, substance abuse, disciplinary and youth services. Students in grades 4-12 are served in all dropout prevention program categories. In addition, K-3 students are served in youth services, and prekindergarten children are reported in teenage parent programs. Districts may elect to offer programs in any of these categories with the exception of teenage parent and youth services where appropriate; teenage parent programs became mandatory following 1989 legislation.

Two hundred fifteen thousand three hundred one (215,301) students were served in Dropout Prevention Programs in 1994-95. In addition, 6,618 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. A five year study indicates that the dropout rate for program participants has declined by about half from 17 percent in 1990-91 to 9 percent in 1994-95. 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:

- 68% of the 12th grade students graduated,
- 90% were promoted at the end of the year,
- 13% of students 16 years and older dropped out of school,
- 2% of students 6 to 15 years of age were habitual truants.

DROPOUT PREVENTION PROGRAMS

(Section 232.301, F.S.)

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THE COLLEGE REACH-OUT PROGRAM (CROP)

(Section 240.61, F.S.)

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.

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The College Reach-Out Program showed significant progress over the following 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.

***1996-97 Appropriation:
\$2,400,000***

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 currently participating in similar federally supported initiatives. For 1990-91, allocations were increased to \$1,765,969, and over 4,200 students were served by the 22 participating postsecondary institutions. While allocations for the next two years remained relatively constant, the number of participating institutions increased to 33, serving over 5,000 students. The 1993-94 appropriation was increased to \$2,000,000 for 35 postsecondary institutions.

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. The appropriations for 1994-95 and 1995-96 were \$2,400,000, allocated to 35 institutions serving over 6,300 students in about two-thirds of Florida's counties.

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 1993-94 Annual Report, CROP students graduated with standard diplomas at a rate of 93 percent (compared to 79 percent in a random sample) and enrolled in postsecondary institutions at a rate of 57 percent (compared to 39 percent). In addition, of the 1991 CROP graduates, 45 percent were found to be continuing their postsecondary education.

ADULT GENERAL EDUCATION

(Section 228.072, F.S.)

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.

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, high school credit earning courses leading to achievement of a high school diploma; preparatory courses for the General Education Development (GED) test; courses needed to pursue postsecondary adult vocational training at vocational-technical centers for the purpose of obtaining employment; courses to provide high school graduates with additional academic preparation for degree-credit courses in postsecondary institutions; 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.

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1996-97 Appropriation:

***Based on student
participation and
funded in accordance
to provisions of the
Florida Education
Finance Program.***

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.

THE FLORIDA COMPACT

There are currently 21 local Compact operations which for the 1995-96 school year have been assisting 3,512 students in 47 high schools to remain in school, graduate, and graduate with needed skills for the workplace and/or postsecondary education. The majority of participating districts are those which, back in 1988 and 1989, had annual, double-digit dropout rates. Today, only one of the participating districts has more than a seven percent dropout rate.

Florida Compact has been a pioneer in school reform practices at the high school level by introducing major changes in the learning environment and in championing more enlightened school policies and practices.

Local Compact partnerships use a range of strategies, and each has a unique set of business partners. Compacts have pioneered mastery learning, accelerated credit programs, paid internships, chamber of commerce leadership programs, team teaching with businesses, case study methods, and an array of career academies in such fields as environmental studies, military science, criminal justice, marine studies, and community planning.

Florida Compact programs use student performance outcome measures to determine progress; and its insistence on accountability and "bottom line" was a forerunner to the current school report card reporting system. In fact, Florida Compact was a Davis Productivity Award recipient for its accountability methods and the use of business mentors and intern site supervisors working with at-risk high school students. These have been replicated state-wide.

While the annual appropriation for Florida Compact is small (\$634,000), it is one of the few state grant programs which is used for risk venture capital investments and for R and D purposes. The investment portfolio in partnerships has paid big dividends since every dollar invested has generated \$1.55 in business and government contributions.

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**VOCATIONAL-
TECHNICAL
CENTERS**

Individualized training is provided for students who are deficient in the basic skills. The System for Applied Individualized Learning (SAIL) was designed to help students achieve success in vocational job preparatory programs. Provided in 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, the System for Applied Individualized Learning (SAIL) provides:

- (1) Career assessment designed to assist persons with special needs to identify vocational interests, temperament, aptitudes and learning styles.
- (2) Individualized basic skills related instruction to educationally disadvantaged students (including Limited English Proficient individuals) 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 System for Applied Individualized Learning laboratory setting. In addition, special support services may also be provided in the area of child care, transportation, guidance, and counseling to special needs students.

Special needs programs called Vocational English for Speakers of Other Languages (VESOL), 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 concentrated in Brevard, Broward, Hillsborough, Pinellas, Orange, West Palm Beach, and Dade counties.

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

(P. L. 101-392)

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**1996-97 Appropriation:
(Variable through
entitlement depending on
district policy.)**

**COMMUNITY
COLLEGES**

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

(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

COLLEGE AND VOCATIONAL PREPARATORY EDUCATION

(Sections 240.117
and 239.213, F.S.)

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(re: College Instruction)

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(re: Vocational Instruction)

1996-97 Appropriation:

*(Included in
community college
program
fund base.)*

- (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**

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' Office for Equal Opportunity Programs (EOP) provides funding for the six special programs described below. The contact person for further information about the programs of the State University System is indicated following the descriptions.

**STATE
UNIVERSITY
SYSTEM**

Employee Grant-in-Aid Program

This program is designed to increase the promotional and advancement potential of minority and/or female employees in the State University System. The program provides for educational leave to pursue degrees or obtain additional job credentials. Awards are made on a competitive basis at each university and at the Board of Regents administrative office.

1996-97 Appropriation:
\$153,400

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University Retention Program

The purpose of this program is to increase the retention and graduation rates of black 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.

1996-97 Appropriation:
\$544,840

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.

1996-97 Appropriation:
\$83,750

Delores A. Auzenne Fellowship for Graduate Study Program

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

1996-97 Appropriation:
\$450,000

Minority Community College Transfer Scholarship Program

The purpose of this program is twofold: (1) to improve the graduation rates of minority students, particularly blacks, 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.

1996-97 Appropriation:
\$228,800

Virgil Hawkins Scholarship Program

This program was created to increase black student enrollment in the two State University System Colleges of Law. The program annually provides scholarships of \$5,000 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.

1996-97 Appropriation:
\$883,920

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.

1996-97 Appropriation:
\$500,000

**STUDENT
FINANCIAL
AID**

Postsecondary students in Florida benefit from need-based financial assistance provided by the State. Florida Student Assistance Grants, ranging from \$200 to \$1,500 or the amount specified in the General Appropriations Act, are provided for full-time undergraduate students who have been Florida residents for other than educational purposes, 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.

Recipients of such grants must have been accepted 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 in a period of not more than six consecutive years. 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.

FLORIDA PUBLIC STUDENT ASSISTANCE GRANT (FSAG)

(Section 240.409, F. S.)

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**1996-97 Appropriation:
\$27,904,580**

**FLORIDA
POST-
SECONDARY
STUDENT
ASSISTANCE
GRANT FUND
(FSAG)**

Postsecondary students in Florida benefit from need-based financial assistance provided by the State. Florida Student Assistance Grants, ranging from \$200 to \$1,500, or the amount specified in the General Appropriations Act, are provided for full-time undergraduate students who have been Florida residents for other than educational purposes, 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.

(Section 240.4097, F. S.)

Recipients of such grants must have been accepted at a postsecondary institution that is located in and chartered as a domestic corporation by the State and that is:

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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 in a period of not more than six consecutive years. 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.

**1996-97 Appropriation:
\$1,799,189**

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.

Postsecondary students in Florida benefit from need-based financial assistance provided by the State. Florida Student Assistance Grants, ranging from \$200 to \$1,300, or the amount specified in the General Appropriations Act, are provided for full-time undergraduate students who have been Florida residents for other than educational purposes, 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.

Recipients of such grants must have been accepted 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 has a secular purpose, so long as the receipt of state aid by students at the institution would not have the primary effect of advancing or impeding religion or result in an excessive entanglement between the state and any religious sect, 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 in a period of not more than six consecutive years. 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
PRIVATE
STUDENT
ASSISTANCE
GRANT FUND
(FSAG)**

(Section 240.4095, F. S.)

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***1996-97 Appropriation:
\$6,749,125***

FLORIDA WORK EXPERIENCE PROGRAM

(Section 240.606, F. S.)

The Florida Work Experience Program 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:

Contact Person:

M. Elizabeth Sweeney

Administrator

State Programs

Office of Student

Financial Assistance

Florida Department

of Education

107 West Gaines Street

Suite 226

Tallahassee, Florida

32399-0400

(904)488-1034

1996-97 Appropriation:

\$599,243

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. Submit, if applicable, an application to the institution by the deadline established by the institution.
5. Meet Florida's general eligibility requirements for receipt of state aid, including:
 - a. 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 first term of the academic year for which funds are requested.
 - b. Compliance with registration requirements of the Selected Service System.
 - c. Participation in the college-level communication and computation skills testing (CLAST) program.
6. Not owe a repayment of a grant under any federal or state grant or scholarship program.
7. Not be in default on any state or federal student loan program unless satisfactory arrangements to repay have been made.
8. Have earned a minimum cumulative grade point average of 2.0 on a 4.0 scale for all college work.

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. A renewal request must be submitted to the institution by the deadline established by the institution.

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

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 an application which includes verification of certification, employment, and applicability of courses to critical teacher shortage certification or a graduate degree in a critical teacher shortage area.

1996-97 Appropriation:
\$666,795

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

This program is to attract graduates certified 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 school.

1996-97 Appropriation:
\$1,980,000

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

Contact Person:

***M. Elizabeth Sweeney
Administrator
State Programs
Office of Student
Financial Assistance
Florida Department
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107 West Gaines Street
Suite 226
Tallahassee, Florida
32399-0400
(904) 488-1034***

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.

An applicant must:

1. Enroll in an eligible Florida public or private college or university for a minimum of 12 credit hours each term, if an undergraduate student, or for a minimum of nine credit hours each term, if a graduate student.
2. Meet Florida's general eligibility requirements for receipt of state aid, including:
 - a. Compliance with registration requirements of the Selective Service System.
 - b. Participation in the college-level communication and computation skills testing (CLAST) program.
3. Not owe a repayment of a grant under any federal or state grant or scholarship program.
4. Not be in default on any state or federal student loan program unless satisfactory arrangements to repay have been made.
5. Not have received a Paul Douglas Teacher Scholarship, Critical Teacher Shortage Scholarship Loan, a "Chappie" James Most Promising Teacher Scholarship Loan or a Masters' Fellowship Loan for Teachers.

A scholarship applicant must also:

1. Attend a eligible public or private Florida high school.
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 upper 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 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.
10. Not be a participant in the Florida Undergraduate Scholars' Fund or the Vocational Gold Seal Scholarship.

A loan applicant must also:

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 Education 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.

***1996-97 Appropriation:
\$1,814,800***

**“CHAPPIE”
JAMES MOST
PROMISING
TEACHER
SCHOLARSHIP
LOAN PROGRAM**

(Section 240.4068, F. S.)

One top graduating senior from each public secondary school and a percentage of private high school seniors in Florida may receive a “Chappie” James Most Promising Teacher Scholarship Loan for undergraduate study in a state university, community college, or an independent institution in the State. This program was designed to increase the number of students entering the teaching field. To be eligible, students must rank within the top quartile of their senior class and plan to enter the public teaching profession in Florida. A minimum of fifteen percent of the scholarships under the program are awarded to minority students. This program has been consolidated into the Florida Teacher Scholarship and Forgivable Loan Program. Only renewal students will be given awards.

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(904) 488-1034***

Each scholarship loan awarded is up to \$4,000 per year and is subject to annual renewal contingent upon the recipient’s maintaining full-time enrollment status and a grade point average of at least 2.5 on a 4.0 scale, or the equivalent. Recipients who teach in Florida shall have their scholarship loans reduced in an amount not to exceed \$4,000, plus applicable accrued interest, for each full year of eligible teaching service. Recipients who fail to complete an appropriate program of study or fail to teach in accordance with the conditions specified for participation in the program, must repay the scholarship amount plus interest at the prevailing rate.

***1996-97 Appropriation:
\$220,000***

The Minority Teacher Education Scholarship is a collaborative performance-based scholarship program for African American, Hispanic American, Asian American, and Native American students. Dislocated military personnel and dislocated defense contractor employees are also eligible regardless of race/ethnicity. The primary purpose of this program is to attract capable and promising minority students to pursue teaching careers in Florida public schools. The scholarship is offered to Florida residents enrolled as upper division undergraduates in a state-approved teacher preparation program. Each eligible and participating institution shall establish a screening committee to review each application and the supporting documentation received. This committee will nominate candidates for an award. The annual award amount will be \$4,000. Students are eligible to receive a scholarship for a maximum of three consecutive years.

Graduates through this scholarship program will be required to teach for one year in Florida public schools for each year they received a scholarship. If scholarship recipients do not graduate within 3 years, or graduates do not teach in Florida public schools, they will be required to repay the total amount of scholarships they received with interest at eight-percent annually.

An applicant must:

1. Be a resident of the state of Florida, as provided in Section 240.1201, F.S., and be a citizen of the United States.
2. Be of the following racial/ethnic groups: African American; Hispanic; Asian/Pacific Islander; American Indian/Alaskan Native; or must be a dislocated military personnel or a dislocated defense contractor employee.
3. Express an intent to teach in a Florida public school.
4. Complete Form MTES-1, if an initial scholarship 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 academic term in which an award is received.
7. For renewal of the scholarship, maintain the GPA required for continued enrollment, as stipulated by each institution.
8. Have met the registration requirements of the Selective Service Act.
9. Not owe repayment under any state or federal grant or scholarship.
10. Not be in default on any federal Title IV or state student loan program unless satisfactory arrangements to repay have been made.

MINORITY TEACHER EDUCATION SCHOLARSHIP

Contact Person:

***Roderick J. McDavis
Dean - College of Education
Room 140 Norman Hall
College of Education
University of Florida
Gainesville, Florida
32611-7040
(352) 392-0728,
extension 200***

***1996-97 Appropriation:
\$2,800,000***

**JOSE MARTI
SCHOLARSHIP
CHALLENGE
GRANT**

(Section 240.412, F. S.)

Contact Person:

***M. Elizabeth Sweeney
Administrator
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Suite 226
Tallahassee, Florida
32399-0400
(904) 488-1034***

**1996-97 Appropriation:
\$296,000**

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 Recognition of Postsecondary Accreditation whose credits are acceptable without qualification for transfer to state universities.
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. 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 communication and computation skills testing program may receive the award for a maximum of 10 semesters or 15 quarters.

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 have earned, at the end of the seventh semester of high school, a minimum cumulative unweighted grade point average of 3.0 on a 4.0 scale for high school subjects creditable toward 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 communication and computational skills testing 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.

**MARY MCLEOD
BETHUNE
SCHOLARSHIP
CHALLENGE
GRANT**

(Section 240.4125, F. S.)

Contact Person:

***M. Elizabeth Sweeney
Administrator***

***State Programs
Office of Student
Financial Assistance
Florida Department
of Education
107 West Gaines Street
Suite 226***

Tallahassee, Florida

32399-0400

(904) 488-1034

1996-97 Appropriation:

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

LATIN AMERICAN AND CARIBBEAN BASIN SCHOLAR- SHIP PROGRAM

(Section 240.414, F. S.)

Contact Person:

M. Elizabeth Sweeney

Administrator

State Programs

Office of Student

Financial Assistance

Florida Department

of Education

107 West Gaines Street

Suite 226

Tallahassee, Florida

32399-0400

(904) 488-1034

Students from Latin American and Caribbean countries may receive assistance to pursue postsecondary education in Florida. The Latin American and Caribbean Basin Scholarship Program is designed to provide financial support to students to be trained in Florida to address the social and economic development needs of their home regions. Awards are available to eligible students for up to eleven semesters or the equivalent, three of which may be used for intensive English language training. For renewal of a scholarship, a student must maintain a cumulative grade point average of 2.0 on a 4.0 scale or the equivalent for the period covered by scholarships received under the program. Out-of-state fees are waived for program participants who are enrolled in eligible colleges and universities. Institutions may seek matching funds from private businesses, public foundations and other appropriate agencies.

To be able to participate in the Latin American and Caribbean Basin Scholarship Program, a student (a) must be accepted for enrollment or be enrolled as a full-time undergraduate student at an eligible college or university or be accepted in an intensive English language institute prior to enrollment in an eligible college or university; (b) must be a citizen of a Caribbean, Central American or South American country; (c) must have declared an intention to return to the country of origin upon completion of studies and remain there for at least the number of years equal to the number of annual awards received under this program; (d) must be in need of financial assistance.

1996-97 Appropriation:

\$384,117

The purpose of the African and Afro-Caribbean Scholarship Program is to provide support for eligible postsecondary-level students to pursue educational programs in the state of Florida that will enable them to address the social and economic development needs of their countries. The amount of each scholarship is \$10,000 per year per student; renewable until the student completes his or her educational program, as long as the student continues to be eligible.

To be eligible to participate in the African and Afro-Caribbean Scholarship Program, students must: (a) be accepted or enrolled as full-time undergraduate or vocational students at eligible institutions; (b) be citizens of sub-Saharan African countries or Afro-Caribbean countries; (c) have declared their intention to return to their country or region upon completing their studies and to remain there the number of years equal to the number of annual awards that they receive under this program; (d) be in financial need; and (e) maintain passing grades. Applicants are screened by a home country nominating committee.

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. Awards are not renewed.

AFRICAN AND AFRO- CARIBBEAN SCHOLARSHIP PROGRAM

(Section 240.4145, F. S.)

1996-97 Appropriation:
\$151,570

NICARAGUAN AND HAITIAN SCHOLARSHIP PROGRAM

(Section 240.4146, F. S.)

1996-97 Appropriation:
\$8,681

Contact Person:
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SEMINOLE AND MICCOSUKEE INDIAN SCHOLARSHIP

(Section 240.413, F. S.)

Contact Person:

***M. Elizabeth Sweeney
Administrator***

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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. Students must further provide certification of membership or eligibility for membership in the Seminole or the Miccosukee Indian Tribe. The amount of each scholarship is determined by each tribe 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.

1996-97 Appropriation:

\$61,040

The Florida Undergraduate Scholars' Fund (FUSF) provides scholarships to Florida's public and private high school seniors who have outstanding academic achievement to encourage them to attend Florida colleges and universities. The Florida Undergraduate Scholars' Fund scholarship may be received for eight semesters or twelve quarters, or the equivalent, provided the recipient meets the renewal requirements. The academically top-ranked Florida Undergraduate Scholars' Fund recipient from each county may receive the Challenger Astronauts Memorial Award in addition to the Florida Undergraduate Scholars' Fund award.

The amount of these awards is contingent upon the amount of funds annually appropriated to this program by the Florida Legislature. The maximum annual fund award to a student for FUSF is \$2,500. Recipients of the Challenger Astronauts Memorial Award are eligible to receive an additional maximum of \$1,500 per academic year.

As of the publication date of this report, to meet the academic requirement for eligibility for a Florida Undergraduate Scholars' Fund scholarship an applicant must either:

1. Be recognized by the National Merit Scholarship Program or the National Achievement Scholarship Program for Outstanding Negro Students as a "scholar" or "finalist";
2. Have obtained a 3.5 unweighted grade point average on a 4.0 scale or the equivalent, in high school subjects acceptable for credit toward a diploma, and a score of 1270 or above on the combined verbal and quantitative parts of the SAT if taken on or after April 1, 1995 or an equivalent score on the SAT if taken prior to April 1, 1995 or an equivalent score on the ACT;
3. Have been designated by the State Board of Education as a Florida Academic Scholar, pursuant to the provisions of Section 232.2465, Florida Statutes;
4. Have been awarded an International Baccalaureate Diploma from the International Baccalaureate Office; or,
5. Have attended a home education program for all grades 9-12, and have attained a minimum score of 1270 or above on the combined verbal and quantitative parts of the SAT I if taken on or after April 1, 1995 or an equivalent score on the SAT if taken prior to April 1, 1995 or an equivalent score on the ACT.

A recipient must have received a Florida high school diploma or its equivalent. However, students enrolled on a full-time basis in the early admissions program of an eligible Florida college or university shall be exempt from this requirement. Students who receive high school diplomas from schools outside the state of Florida because they are dependents of, and reside with, a Florida resident who is on military or public service assignment are also exempt from this requirement.

FLORIDA UNDER- GRADUATE SCHOLARS' FUND

(Section 240.402, F. S.)

Contact Person:
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Suite 226
Tallahassee, Florida
32399-0400
(904) 488-1034

1996-97 Appropriation:
\$33,091,671

A recipient must have maintained residency in Florida for twelve consecutive months immediately preceding the first day of classes of the fall term of the academic year for which an award is received.

A recipient must enroll full time (at least twelve credit hours per term) at an eligible Florida college or university.

A recipient must maintain a minimum cumulative grade point average of 3.2 on a 4.0 scale and earn a minimum of 24 semester hours or 36 quarter hours in order to be eligible for continuation of the award.

Application Procedures:

Students must apply during their last year in high school. In January, Florida Undergraduate Scholars' Fund applications and application procedures are sent to public and private high school principals. Applications are accepted each year, beginning February 15. The deadline date for applying is April 1.

Eligibility is determined when final grade point averages and test scores are verified, Florida Academic Scholars' Certificate recipients are determined by the Division of Public Schools, and International Baccalaureate Diploma recipients have been notified. Award letters are then sent to eligible applicants.

The 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 \$2,000 per academic year, 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 at an independent, non-profit, 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; and maintain a cumulative grade point average of 2.0 on a 4.0 scale for college work.

**FLORIDA
RESIDENT
ACCESS GRANT**

(Formerly State Tuition
Voucher Program)

(Section 240.401, F. S.)

Contact Person:

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Administrator,
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Office of Student
Financial Assistance
Florida Department
of Education
107 West Gaines Street
Suite 226
Tallahassee, Florida
32399-0400
(904) 488-1034***

1996-97 Appropriation:

\$28,852,200

**NURSING
STUDENT LOAN
FORGIVENESS
PROGRAM**

(Section 240.4075, F.S.)

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 preparation for 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, federally-sponsored community and migrant health centers, teaching hospitals; or must work for hospitals, nursing homes, or birth centers willing to contribute 50 percent of the 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. There is a waiting list for applicants.

Contact Person:

***Thomas P. Gabriele
Department of Health and
Rehabilitative Services
Health Professional
Recruitment (HSHR)
1317 Winewood Boulevard
Tallahassee, Florida
32399-0700
1-800-342-8660
(904) 487-2044***

1996-97 Appropriation:

***Approximately \$200,000
obtained from a surcharge
on all nursing licenses ob-
tained every two years.***

This program is available to physicians (allopathic or osteopathic) who have completed a primary care specialty (family practice, internal medicine, pediatrics, obstetrics/gynecology), dentists, nurse practitioners/nurse midwives, and physician assistants. 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
SERVICES
CORPS LOAN
REPAYMENT
PROGRAM**

Contact Person:

Lisa A. Howe

*Department of Health and
Rehabilitative Services
Recruitment and Retention
(HSHR)*

1317 Winewood Boulevard

Tallahassee, Florida

32399-0700

1-800-342-8660

(904) 487-2044

1996-97 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
SERVICES
CORPS
SCHOLARSHIP
PROGRAM**

This scholarship program provides payment of tuition and fees, payment toward books, supplies and equipment, and monthly stipends of \$796. 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 A. Howe
Department of Health and
Rehabilitative Services
Recruitment and Retention
(HSR)
1317 Winewood Boulevard
Tallahassee, Florida
32399-0700
1-800-342-8660
(904) 487-2044

1996-97 Appropriation:

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

The Vocational Gold Seal Endorsement Scholarship Program was established to award merit scholarships to Florida public high school seniors who receive the Florida Gold Seal Endorsement on their high school diplomas and who enroll full time at eligible Florida postsecondary schools in certificate or degree programs.

To renew this scholarship, a student must maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale and earn a minimum of twelve (12) credit hours or the equivalent during the number of academic terms for which the award was received. This scholarship may be received for maximum of eight (8) semesters or twelve (12) quarters or the length of the program for which the initial application is submitted, whichever is less. Under certain conditions specified in the State Board Rule, the maximum number of terms that a degree seeking student may receive this scholarship may be extended to ten (10) semesters or fifteen (15) quarters.

The annual award amount is \$2,000. Full awards are subject to availability of funds. The application period is January 1 through April 1. Applications are available at the high school guidance office.

VOCATIONAL GOLD SEAL ENDORSEMENT SCHOLARSHIP PROGRAM

(Section 240.4021, F. S.)

Contact Person:

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32399-0400
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**1996-97 Appropriation:
\$12,994,777**

**FLORIDA
PREPAID
TUITION
SCHOLARSHIP
PROGRAM**

Authorized by the legislature in 1989, the Florida Prepaid College Foundation, Inc. is a joint feature between state government and businesses. The Foundation administers a scholarship program designed to provide prepaid postsecondary tuition scholarships to low income and other at-risk students who may not otherwise be able to afford a college education.

Scholarships are distributed to students of primarily middle school age in an effort to redirect their lives and help them become productive students. Recipients are selected by local district and community college foundations which provide the private sector match. The program is known as Project STARS (Scholarship Tuition for At-Risk Students).

Contact Person:

***William W. Montjoy
Executive Director
Florida Prepaid College
Foundation, Inc.
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32302
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(904) 425-2406***

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. Agree to a review of the beneficiaries' progress by the district/school's designee;
6. Meet minimum requirements for enrollment in college.

1996-97 Appropriation:

***\$1.0 million from state
revenues to be equally
matched by the private
sector.***

Eligible students have to meet two criteria: economically disadvantaged and at-risk of dropping out of school. If the student's family is eligible for the Free or Reduced Lunch Program, he or she is considered to be economically disadvantaged. Students are considered seriously at-risk of dropping out of school based on at least two of the following measures: low test scores, less than minimum grade point average or the probability of high absenteeism.

The 1987 Florida Legislature created the Florida Prepaid College Program to provide an affordable means for parents, grandparents, relatives, and others to plan for their children's college education. The Program enables purchasers to prepay tuition and dormitory fees at any of Florida's nine state universities and 28 community colleges for a fixed price today. The Program is risk free in that it is financially guaranteed by the state of Florida. To date, more than \$375,000 prepaid tuition and dormitory contracts have been purchased, making the Florida Prepaid College Program the most successful of its kind in the nation.

The Program holds an open enrollment period each year from the third Monday in October to the second Friday in January, during which time purchasers submit applications to participate.

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 to purchase a contract. 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). One to five years of dormitory expenses may be purchased in conjunction with a four-year university contract.

Three payment options are available; 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 tuition plan covers the matriculation fee, financial aid fee, and building and capital improvement fees. The purchaser is required to pay the "local fees" set independently by each college and university. Local fees include service and student activity fees, health fees, and laboratory fees.

The State places the contract holders' money in a trust fund, which is invested by the seven-member Prepaid Postsecondary Education Expense 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 and/or dormitory costs are transferred to the institution.

The Program also offers an optional Term Life Insurance Plan to purchasers of prepaid contracts. The insurance, underwritten by the North American Life Assurance Company, provides that the prepaid tuition and dormitory contract obligations will be met in the event of the purchaser's death.

THE FLORIDA PREPAID COLLEGE PROGRAM

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**1996-97 Appropriation:
\$1.0 million from state
revenues to be equally
matched by the
private sector.**

**OTHER
INITIATIVES**

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. Over 6,500 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. Statewide conferences held annually for both groups 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 40 eligible candidates have been placed in teaching positions, of which eight are African American and seven are older minorities.

Minority Teacher Recruitment Advisory Committee

Comprised of district personnel administrators and recruiters with DOE staff member serving as facilitator to develop strategies for successful minority teacher recruitment, sharing success with other districts. DOE facilitator recommended establishment of the committee as a standing committee within the Florida Association of Personnel Administrators (FASPA) with the Department responsible for convening the committee at least twice a year and reporting recommendations to the Association. Recommendation approved by FASPA at October 1995 meeting.

PROGRAMS FOR TEACHER PREPARATION AND RECRUITMENT

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1996-97 Appropriation:

NA

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 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 two to four years:

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.

The T.E.A.M. Project (Teacher Education for America's Minorities)

A project of Florida State University, with support from the Ford Foundation, T.E.A.M. provides a coordinated—and successful—statewide campaign to recruit minorities into the study of education, keep them on their chosen career track until they earn their degrees, and induct them into the teaching profession.

T.E.A.M. is organized as a consortium of seven Florida teacher education institutions: Bethune-Cookman College, Edward Waters College, Florida A & M University, Florida State University, the University of Central Florida, the University of North Florida, and the University of Florida.

The purpose of the T.E.A.M. Project is to:

meet the serious need for minority teachers,
provide positive minority role models for both minority and majority students, increase the diversity of the teaching work force,
train teachers who will be sensitive to other cultures, and provide cross-cultural experiences in the classroom.

The program provides:

CLAST and standardized test preparation,
individual personal and academic assessment of students,
personalized counseling,
personal and academic support groups,
training in job acquisition skills, and
early in-school training experiences.

Each of the institutions in the Consortium has individualized its implementation of the T.E.A.M. program. By way of example, below are the types of programs developed by two of the T.E.A.M. Consortium members:

Bethune-Cookman College: Male Academic Leaders in Education (M.A.L.E.). Goals:

1. To provide emotional and academic support to each other,
2. To be positive role models in the college community and the broader community,
3. To provide volunteer services in education settings.

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1996-97 Appropriation:

N/A

Florida State University: T.E.A.M. at FSU has a number of components.
Examples:

The aggressive recruitment of African American students enrolled at community college with special emphasis on teacher education careers. The T.E.A.M. Consortium contacts black Associate of Arts degree graduates who are not continuing their education to ask if they would consider teaching as a career, in an effort to encourage community college students to enter education.

Recruitment of high school and middle school students through the Florida Future Teacher Clubs.

Recruitment of mid-career and second career individuals with majors in teachable fields, which have included current school aides, local government workers, business and industry veterans, and military/Peace Corps returnees/retirees.

Florida CHOICES is a computerized career, education and financial aid exploration and information system. It is located in over 450 sites around the State including high schools, area vocational technical centers, community colleges, state universities, private colleges and universities, as well as vocational-rehabilitation centers and related agencies.

CHOICES contains information on over 650 occupations, more than 700 public and private Florida postsecondary institutions, and over 4,500 two and four year institutions nationwide. Students interact with the user friendly program by responding to specific questions about preferences on occupations or schools. Students receive a list of occupations or schools which match their answers to the questions. An on-line or paper version interest checklist is available for students to identify their top interest areas. Occupations also list 4-year plans of study for high school. This information is particularly useful to students in developing their career and education plans. The Education and Financial Aid files feature a letter writer function.

CHOICES CT, (Career Transitions) is designed especially for adults with previous work experience. It contains the same CHOICES database with a separate section on transferable skills. Clients can make a career choice, determine what characteristics previous jobs have had in common and how these traits would transfer into a new career. Clients can then decide (by examining similar traits) if they would prefer a job that relates to previous experience, or want to explore other avenues. CHOICES CT also contains a 250-item skills checklist that allows clients to select skills they have and search for occupations that utilize those same skills.

Both CHOICES and CHOICES CT provide a CD-ROM component that contains video and audio on each of the 66 worker trait groups. This optional CD-ROM component gives students additional information on occupations in those groups. CHOICES Windows 96 also provides an on-line Planner. The Planner can help users organize information about the world-of-work in order to develop a personal career and education plan.

The Florida Career Information Delivery System (FCIDS) can be accessed through FIRN (Florida Information Resource Network). FCIDS career, education, financial aid and Job Bank files are designed as information tools for the occupational specialist, counselor, teacher, and administrator. FCIDS provides detailed information on Florida careers and postsecondary institutions, a listing of over 2,600 Florida sources of financial assistance, and a daily updated listing of Florida job openings as reported to the Florida Job Service.

FLORIDA CHOICES

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Tallahassee, Florida
32399-0400
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1996-97 Appropriation:

NA

THE FLORIDA EDUCATIONAL EQUITY ACT

(Section 228.2001, F.S.)

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 at all levels of public education. Selected sections of the statute read as follows:

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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.

1996-97 Appropriation:

None
(Supported primarily by
federal project funds.)

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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.

1996-97 Appropriation:

N/A

(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 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 to minority students, 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 creative approaches are being utilized in developing methods and strategies to increase minority participation in academic programs where minorities have been underrepresented traditionally.

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.

The Florida Education Fund is administered by an appointed board of directors and a president. 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 and math education. The program provides twenty-five annual fellowships for African-Americans recruited nationally to attend eleven 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 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.

THE FLORIDA EDUCATION FUND

(Section 240.498, F.S.)

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Vice President

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1996-97 Appropriation:

\$500,000

All Other FEF Contacts:

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***Vice President and Senior
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***Florida Education Fund
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33602

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1996-97 Appropriation:

\$300,000

Israel Tribble, Jr.

President and CEO

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Tampa, Florida

33602

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1996-97 Appropriation:

\$4,297,487

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 McKnight Achievers Society

The McKnight Achievers Society (MAS) 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 point 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 10,000 young African-American students have been inducted into the MAS. 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 underrepresentation 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 tuition, fees and room and board up to \$5,546 per year, plus an annual reimbursement for books and supplies of up to \$600, 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 \$8,000 per year at private law schools and \$2,972 per 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

The Florida Institute of Education (FIE) was established in 1982 by the Board of Regents as a Type I institution to improve the quality of education in Florida. FIE is housed at the University of North Florida.

Acknowledging the need for an entity to lead the collaborative efforts in addressing contemporary issues in public education, the Board of Regents requested that the Florida Legislature provide funds to establish the Florida Institute of Education. The Institute's rationale and mission, therefore, rise from needs recognized by the Florida Legislature and the Board of Regents.

The mission of the Florida Institute of Education is to promote, develop, and coordinate collaborative relationships between and among K-12 schools, Institutions of Higher Education, Community Colleges, the Florida Department of Education, and the Board of Regents of the State University System in order to prepare Florida's students for productive participation in a global economy and for individual fulfillment in a changing democracy.

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Ethel Brooks

Florida Institute of Education

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Suncom 861-2496

1996-97 Appropriation:

\$110,000

Supportive of its scope and mission, the Institute has been actively involved in numerous activities during the past fiscal year, 1995-96, bringing in grant funding to the University of North Florida. Some of the recent FIE projects have included the Precollegiate Program, the Food and Nutrition Resource Center, a Gender Equity project involving Academies of Applied Technology, the Comprehensive School Health Program, the Center for Advanced Interdisciplinary Leadership Development and Renewal, a curriculum development project for Florida's Institutes of Applied Technology, pilot program for Teen Pregnancy Prevention, the Institute for Integrated Services and the Safe and Drug Free Schools Project. FIE also plays a major role in the Enterprise Florida JOBS and Education partnership.

As part of its continuing effort, the Institute is currently engaged in additional programs focusing on the preparation and participation of minority students in education. These programs include:

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 black, public high school students. These activities have included training for school personnel in preparation, counseling and recruitment of black students into appropriate courses.

Because of the growing concern and need for this program in the middle schools, the Precollegiate Program Phase II, became an extension of the

Precollegiate Program I, which seeks to improve the academic preparation of targeted minority middle school students in six rural counties in the State which have a PCP I in their respective schools. The Program encompasses three main components: academic preparation, career awareness, and postsecondary orientation. Upon completion of middle school these targeted minority students will transfer to their assigned high schools with an active PCP I, thus continuing their academic preparation for entrance into postsecondary education.

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

(GENERAL
APPROPRIATIONS
ACT)

(Section 240.40645, F.S.)

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 35 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 on their selection during the month of May.

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

1995-96 Appropriation:
\$162,428

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

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 1996-97, the Florida Legislature has provided funding for a limited number of students in 18 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.

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

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

1996-97 Appropriation:
\$7,281,128

LIMITED ACCESS COMPETITIVE GRANT

(Section 240.40645, F. S.)

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1996-97 Appropriation:
\$1,000,000

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. Provide evidence that the student applied to a state university at the upper division level in a designated LACG program, was eligible, but was denied admission due to lack of space.
4. Not have previously received a bachelor's degree.
5. Meet Florida's general eligibility requirements for receipt of state student financial aid, including:
 - a. 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.
 - b. Compliance with registration requirements of the Selective Service System.
 - c. Participation in the college-level communication and computation skills testing (CLAST) program.
6. Be enrolled as a full-time student.
7. Apply using the application and deadline established by the institution.
8. Not owe a repayment of a federal grant or any state grant or scholarship.
9. Not be in default on a loan made under any federal Title IV program or any 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 academic 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**

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 which special populations need to enroll in and graduate from college. The programs also train persons who assist students in the projects so designed. Participating in the programs nationwide are students of all ethnic backgrounds including over 16,000 who are disabled.

TRIO PROGRAMS

In addition to the training programs for TRIO staff, the TRIO Programs include Educational Opportunity Centers, Educational Talent Search, McNair Postbaccalaureate Achievement Program, Student Support Services, Classic Upward Bound, Veterans Upward Bound, and the Upward Bound Regional Centers for Math & 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 TRIO Program type, except the training program for staff, is funded at a Florida four-year or two-year postsecondary educational institution or community agency. A brief program description and a listing of Florida TRIO Programs follow:

***Contact Person:
Program Director(s) at
Host Institutions***

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. Activities include personal counseling, tutoring, motivational seminars, referrals, and visits to other postsecondary educational institutions. Depending on program design, the target students may include grades six through adult in and out-of-school students.

Educational Talent Search offers assistance to those who want to continue their education 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 have left school or postsecondary education before graduating.

The Ronald E. McNair Post-Baccalaureate Achievement Program is designed to prepare low-income, first-generation college students and students from groups underrepresented in graduate education for doctoral study with emphasis on entering 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 in securing financial support for graduate studies. Target students are those currently enrolled in a postsecondary educational institution who have completed the sophomore year.

Student Support Services Programs provide retention and academic support services to selected students enrolled in host colleges and universities from the freshmen year through graduation. Follow-up services and graduate school admission assistance is also 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*, *Veterans*, and *Regional Centers for Math & 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* Program provides high school students with academic skill building, counseling, and career planning activities in a model which 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 in programs similar to the classic Upward Bound. The *Upward Bound Regional Centers for Math & Science* offer minimal academic year activities. Summer residential programs are designed to identify and motivate Upward Bound and Talent Search students to pursue postsecondary degree programs in the areas of mathematics and science. Regional Centers draw students from a large geographical area (the Florida Center at FAMU recruits from eight southeastern states).

Nationally, over 1,900 projects operate in over 1,200 colleges, universities, community colleges and agencies serving nearly 700,000 young people and adults. Forty-two percent of TRIO students are white, 35 percent are African American, 15 percent are Hispanic, 4 percent are Native American, and 4 percent are Asian-American. 16,000 TRIO students are disabled. There are 7,375 U.S. veterans being served in 61 *Veteran's Upward Bound* Programs.

In Florida, there are 39 TRIO projects, including two(2) Educational Opportunity Centers, six(6) Educational Talent Search Programs, three (3) McNair Programs, fifteen(15) Student Support Services Programs, eleven(11) Classic Upward Bound, one (1) Veteran's Upward Bound, and one (1) Upward Bound Regional Center for Math & Science. In 1995-96, Florida TRIO Programs served 11,217 students at a funding level of \$8.9 million dollars.

Florida host institutions are as follows: *Educational Opportunity Programs*, Central Florida Community College, Pensacola Junior College; *Educational Talent Search*, ASPIRA of Florida, Inc., Bethune-Cookman College, Florida A&M University, LULAC Field Center, Pensacola Junior College, Rollins

College, Santa Fe Community College; *McNair Programs*, Florida A&M University, University of Florida, and 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 Memorial College, Gulf Coast Community College, Hillsborough Community College, North Florida Junior College, Pensacola Junior College, Santa Fe Community College, South Florida Community College, University of South Florida, University of West Florida; *Classic Upward Bound*, Embry-Riddle Aeronautical University, Florida A&M University, Florida International, 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 & Science*, Florida A&M University.

STATE OF FLORIDA
TRIO PROGRAMS (FY95-96)

Institution/Address	Project Name	Director	Phone Number
ASPIRA of Florida, Inc. 3650 N. Miami Avenue Miami, 33137	Talent Search Funding Level:\$217,886	Mr. William Ramos	305/576-8494
Bethune Cookman College 640 Dr. Mary McCloud Bethune Blvd. Daytona Beach, 32114	Student Support Services Funding Level: \$192,931	Dr. Mary Alice Smith	904/255-1401
	Talent Search Funding Level: \$239,852	Mr. Fernando Lecuona	904/255-1401
Brevard Community Coll. 1519 Clearlake Road Cocoa, 32922	Student Support Services Funding Level:\$185,000	Mrs. Gail McKinley	407/632-1111
Central Florida Community College P.O. Box 1388 Ocala, 32678-1388	Educational Opportunity Center Funding Level:\$231,239 Student Support Services Funding Level:\$194,545	Mr. David Langston	352/237-2111
Daytona Beach. Comm. Coll. P. O. Box 1111 Daytona Beach, 32015	Student Support Services Funding Level: \$193,901	Ms. Sue Hawkins	904/254-3000
Edison Community Coll. 8099 College Parkway SW Fort Myers, 33906	Student Support Services Funding Level: \$175,100	Ms. Cathy Doyle	813/489-9113
Embry Riddle Aero University 600 Clyde Morris Blvd. Daytona Beach, 32114	Upward Bound Funding Level:\$290,731	Ms. Carol Grandinetti	904/226-6726
Florida A & M University TRIO Academic Support Center Tallahassee, 32307-5800	McNair Program Funding Level:\$206,295	Dr. Ben C. McCune	904/599-3055
	Student Support Services Funding Level:\$191,182	Ms. Lisa McClelland	
	Talent Search Funding Level: \$225,886	Mrs. Carolyn Hiers	
	Upward Bound Funding Level:\$385,338	Ms. Hope Eady	
Florida Memorial College 15800 NW 42nd Avenue Miami, 33054	Upward Bound Math/Science Funding Level: \$217,920	Mr. Errol Wilson	
	Student Support Services Funding Level: \$184,830	Mr. Shelton Allwood	305/626-3723
Florida State University R-1006 320 Dodd Hall Tallahassee, 32306- 1006	Upward Bound Funding Level: \$234,784	Mr. Joe Louis	904/627-2814
Gulf Coast Comm. Coll. 5230 West Highway 98 Panama City, 32401	Student Support Services Funding Level: \$176,373	Ms. Carrie Baker	904/769-1551

*Programs to Enhance the Participation of Minority and Disadvantaged Students
in Florida Postsecondary Education*

Hillsborough Comm. Coll. P.O. Box 31127 Tampa, 33722	Student Support Services Funding Level: \$215,741	Mr. Derrick Brown	813/253-7629
Jacksonville University University Blvd. North Jacksonville, 32211	McNair Program Funding Level Not Available Upward Bound Funding Level:\$308,411	Ms. Janet Johnson	904/744-3950
LULAC Field Center 2650 SW 27th Avenue, Suite 303 Miami, 33133	Talent Search Funding Level Not Available	Ms. Lety Martinez	305/541-1009
Miami-Dade Comm. Coll. 11011 SW 104th Street Miami, 33176	Veterans Upward Bound Funding Level : \$265,985	Ms. Bernice O. Belcher	305/237-0940
North FL Junior Coll. 1000 Turner Davis Drive Madison, 32346	Student Support Services Funding Level:\$157,199	Mr. James Catron	904/973-2288
Pensacola Junior Coll. 1000 College Blvd. Pensacola, 32504	Educational Opportunity Center Funding Level:\$239,840 Student Support Services Funding Level: \$239,840 Talent Search Funding Level: \$204,095	Ms. Jacinta Strauss Dr. Joe Simpson Mrs. Ann Smith	904/484-1963 904/481-1817 904/484-1620
Rollins College Campus Box 2758 Winter Park, 32789	Upward Bound Funding Level: \$244,311 Talent Search Funding Level: \$231,495	Mr. Udeth Lugo	407/646-2282
Sante Fe Comm. Coll. 3000 NW 83rd Street, Rm G-14 Gainesville, 32606	Student Support Services Funding Level:\$ 172,604	Dr. Isaac Jones	352/395-5069
South Florida Comm. Coll. 600 W. College Drive Avon Park, 33835	Student Support Services Funding Level:\$180,547	Mr. William Locke	813/453-6661
University of Florida 4S2 Little Hall Gainesville, 32612	Upward Bound Funding Level:\$272,518 McNair Program Funding Level: \$190,000	Dr. G. W. Mingo	352/392-2281
University of Miami P. O. Box 248065 Coral Gables, 33124	Upward Bound Funding Level: \$378,861	Ms. Margarita Bazo	305/284-3015
University of South Florida 4202 E. Fowler Ave. Tampa, 33620	McNair Program Funding Level:\$250,000 Student Support Services Funding Level:\$178,000 Upward Bound Funding Level:\$615,109	Dr. Joan Holmes Ms. Reba Garth Mr. Robert Davis	813/974-1605 813/974-4301 813/974-2802
University of West Florida 11000 University Parkway Pensacola, 32514	Student Support Services Funding Level: \$179,738	Ms. Barbara Rasheed	904/474-2713

**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 professional 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 never-the-less 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 will continue to support such efforts.