

# FAMU-FSU Joint College of Engineering Study

## Appendices – Works Referenced

Prepared for The Florida State University System  
Board of Governors

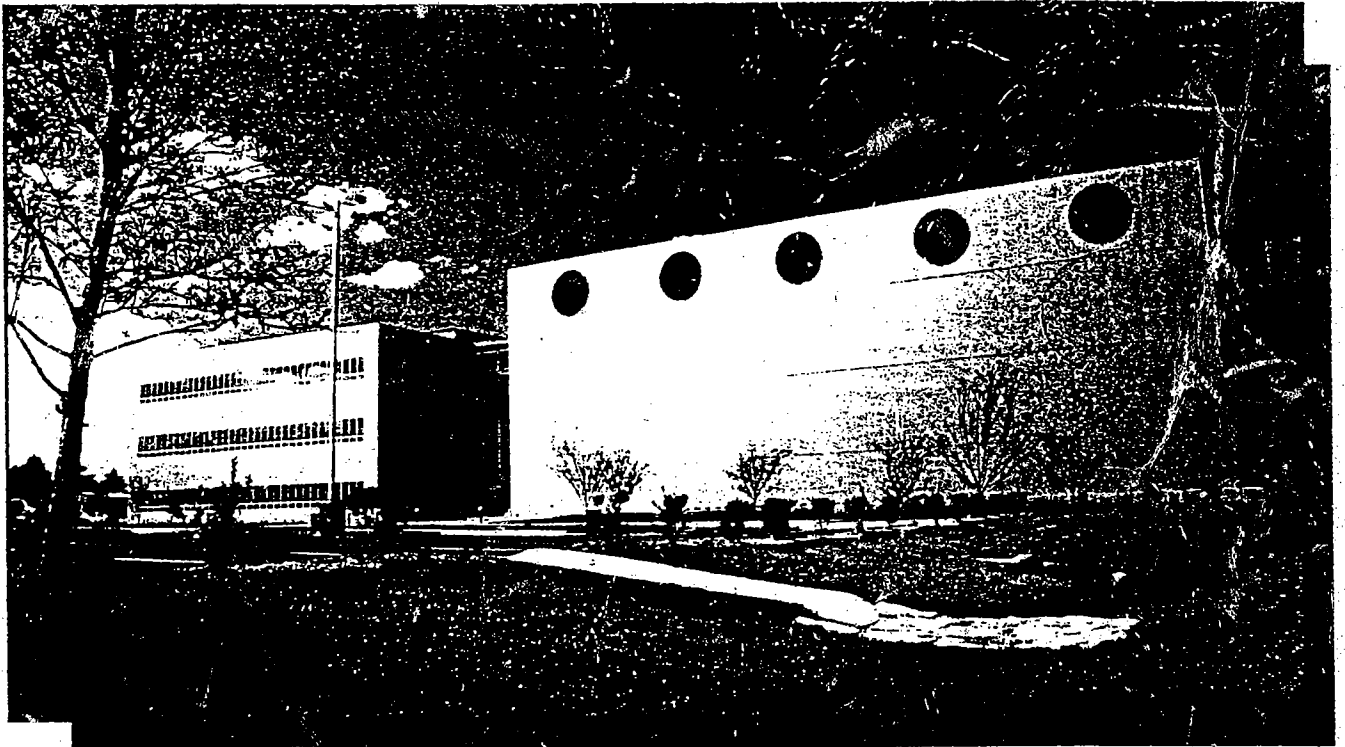
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# NOW IS THE TIME

## A History of the FAMU/FSU College of Engineering



by  
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1989 - 1990

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

*G. Mazuzan  
National Science Foundation*



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## **FORWARD**

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

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

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

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

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





## PROLOGUE

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

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

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



# **INSTITUTIONAL HISTORIES**

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

## **Early Period**

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

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

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

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

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

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

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

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

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

## **The 40's and 50's**

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

## **The Turbulent 60's and 70's**

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

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

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

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

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

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

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

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

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

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

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

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

## **Engineering Education Prior to 1980**

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

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

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

engineering were pictured as under-enrolled and academically weak.

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

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

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

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

## **THE FORMATIVE YEARS - 1980 & 81**

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

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

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

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

### **Creech Task Force**

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

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



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

Suggested activities under the third priority included:

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

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

### **Westinghouse Study**

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

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

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

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

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

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

### **Engineering Planning Committee - FSU**

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

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

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

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

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

## **FSU Engineering Proposal**

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

<p>Electrical Engineering and Computer Science Mechanical Engineering Civil Engineering Industrial Engineering and Public Policy Chemical, Metallurgical and Materials Engineering Oceanographic and Geophysical Engineering Biological Engineering</p>
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There were clearly no plans, at this time, for the program to be a joint program with FAMU. In fact the proposal stated that "the existence of an Engineering College at FSU and the related programs in Engineering Technology at FAMU will be an excellent way for the two universities to complement each other and serve society most efficiently."

## **SUS Planning Process**

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

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

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

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

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

## **1981 Appropriation**

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

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

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

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

## **THE PEOPLE - FORMATIVE YEARS**

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

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

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

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

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

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

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

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

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

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

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

Walter Smith  
FAMU President, 1977-1985

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **THE EARLY YEARS - 1981**

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

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

### **Initial Program Outline**

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

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

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

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

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

### **FAMU Engineering Proposal**

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

<p>Civil Engineering Mechanical Engineering Electronic Engineering Surveying Environmental Health Engineering Production Management Manufacturing Engineering Computer Systems Engineering</p>
--

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

#### **The Chancellor's Office responded:**

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

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

## **"Principles for Collaboration"**

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

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

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

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

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

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

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

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

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

The findings and recommendations of the team included:

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

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

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

### **Separate Programs Recommended**

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

#### **FAMU**

Electrical Engineering\*  
Civil Engineering

#### **FSU**

Mechanical Engineering  
Chemical Engineering  
Electrical and  
Computer Engineering

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

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

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

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

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

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

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

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

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



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

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

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

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

### **The Hogan Report**

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

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

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

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

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

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

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

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

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

# 1982 "Proposed Guidelines and Agreements"

## Background

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

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

## "Single Program" Clarification

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

## **FAMU/FSU Institute for Engineering**

### Administration

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

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

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

### Facility Planning

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

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

## Admissions

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

## **Degree Programs**

### Curriculum

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

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

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

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

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

## **Proposed Timetable**

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

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

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

### Faculty

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

### Degree

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

### General Comments

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

### 1982 Funding

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

## **Board of Regents' Controversial Approval**

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

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

## **Student Opposition**

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

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

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

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

## **Regent Opposition**

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

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

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

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

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

## **Administrative Organization**

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

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

In addition, four committees were established:



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

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

## **1982 Appropriation**

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

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

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

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

### **Co-Directors Kidd and Lannutti**

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

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

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

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

## Location

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

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

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

## Budget

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

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

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

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

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

## **Faculty**

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

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

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

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

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

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

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

### **Citizens Council for Budget Research**

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

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

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

## **Facilities**

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

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

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

## **A Completed First Semester**

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

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

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

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

And they will.

## **THE EARLY YEARS - 1983**

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

### **PEPC Engineering Study**

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

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

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

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

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

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

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

### **Faculty and Location Difficulties**

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

The PMSI Management Review addressed the problem in its report:

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

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

The Management Report also expressed the faculty problem very



succinctly:

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

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

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

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

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

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

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

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

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

## **Joint Engineering Program Coordinating Council**

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

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

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

## **Institute for Engineering Progress Report**

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

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

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

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

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

### **1983 Appropriation**

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

### **Location Possibility**

Directors Kidd and Lannutti went back and forth about possible

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

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

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

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

## **Search for a Dean**

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

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

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

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

## **THE PEOPLE - EARLY YEARS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

**THE DANTIN YEARS -  
1984**

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

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

**Advisory Board**

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

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

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

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

Handwritten notes below the list: "Eric", "Gardner", "Olympic", "P.O. projects", "Rabow", "ORZ ad".

Handwritten notes on the left side: "A.B.", "Julian Westerman", "Mary Hood U.P. Atlanta Signal", "Neugebauer JPL".

Handwritten note in a circle: "Pres-Lu Conquistador help."

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

### **Dr. John Shewchun**

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

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

### **One Program or Two?**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **THE PEOPLE - ELVIN DANTIN**

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

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

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

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

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

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

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

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

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

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

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

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

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

He was truly the right guy at the right time.

## **THE DANTIN YEARS - 1985**

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

### **Building Site**

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

The Elberta Crate land is closer to the schools - one-quarter mile from FSU and one-half mile from FAMU - than the Innovation Park site - 2.7/8 miles from FSU and 3 1/4 miles from FAMU. But as Gus Turnbull, FSU's vice president for academic affairs, has noted: "Once you put someone on a shuttle bus, an extra mile or so doesn't make that much difference."

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

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

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

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

### **The Pros, Cons and a Decision**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **External Influences**

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

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

*"Hey, what's going on here?"*

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

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

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

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

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

they wanted the school located.

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

*"Leadership is needed."*

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

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

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

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

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

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

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

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

*"The obstacles are a ploy..."*

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

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

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

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

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

the commission's land-use administrator.

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

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

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

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

### **The Final Decision - Innovation Park**

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

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

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

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

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

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

## **New FAMU President Fred Humphries**

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

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

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

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

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

**C**      **ional Concerns**

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

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

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

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

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

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

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

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



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

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

### **1985 and Goals for the Future**

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

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

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

## **THE DANTIN YEARS - 1986**

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

### **Groundbreaking**

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

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

President Sliger recalled earlier times in his remarks:

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

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

### **First ABET Visit**

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

The preliminary report stated that the College should:

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

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

## **Graduate Programs**

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

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

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

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

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

## **Career Placement Services**

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

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

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

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

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

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

## Summary of 1986

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

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

## **THE TRANSITION - 1987**

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

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

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

### **Division of Responsibilities**

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

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

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

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

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

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

## **Industrial Engineering Proposal**

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

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

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

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

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

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

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

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

### **Governance Concerns**

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

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

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

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

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

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

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

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

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

## **Proposed Management and Governance Plan**

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

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



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

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

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

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

Major changes in his August version included:

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

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

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

## **Joint Management Council**

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

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

## **Dean Krishnamurti Karamcheti**

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

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

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

## **Engineering Program Review**

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

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

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

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

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

Dr. Hogan complimented the College in his review.

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

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

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

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

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

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

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

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

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

### **Dr. Turnbull's Response**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Therefore:

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

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

## **Program Review Accepted**

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

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

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

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

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

## **Finalization of the Management Plan**

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

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

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

## **Summary of 1987**

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

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



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

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

## **THE COLLEGE OF TODAY - 1988**

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

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

But not all students like being removed from their campuses.

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

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

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

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

### **Program Development**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Second ABET Visit**

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

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

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

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

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

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

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

### **Doctoral Program: Recommendations**

I therefore recommend:

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

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

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

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

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

## **THE COLLEGE OF TODAY - 1989**

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

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

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

### **Review of Ph.D. Proposals**

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

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

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

## **Another External Review**

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

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

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

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

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

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

## **An Appropriate Ending**

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



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

## **PARTING SHOTS**

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

### **Duby Ausley**

Duby Ausley

Then: Chair, SUS Board of Regents

Now: Member, SUS Board of Regents

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

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

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

### **Elvin Dantin**

Elvin Dantin

Then: Dean, FAMU/FSU College of Engineering

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

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

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

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

One building would have solved many of the separation problems.

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

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

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

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

### **Steve Edwards**

**Steve Edwards**  
**Then: Dean of the Faculties, FSU**  
**Now: Dean of the Faculties, FSU**

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

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

### **Joe Hiatt**

**Joe Hiatt**  
**Then: Assistant to the President, FSU**  
**Now: Assistant to the President, FSU**

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

### **Richard Hogg**

**Richard Hogg**  
**Then: Provost, FAMU**  
**Now: Provost, FAMU**

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

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

## **Fred Humphries**

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

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

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

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

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

## **Krishnamurti Karamcheti**

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

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

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

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

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

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

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

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

### **Charles Kidd**

**Charles Kidd**

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

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

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

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

### **Yulu Krothapalli**

**Yulu Krothapalli**

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

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

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

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

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

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

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

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

## **Joe Lannutti**

**Joe Lannutti**

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

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

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

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

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

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

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

## **Herb Morgan**

**Herb Morgan**

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

**Now: Tallahassee businessman**

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

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

**Barbara Newell**

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

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

**Lee Neyland**

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

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

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

**Gene Sherron**

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

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

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

**Walter Smith**

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

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

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

## **EPILOGUE**

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

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

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

*Karen Frair  
Tallahassee, Florida  
June, 1990*



## APPENDIX

### Management Plan of the FAMU/FSU College of Engineering

### Memorandum of Agreement on Management Plan of the College of Engineering

Florida A&M University  
Florida State University

#### Background

#### Background

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

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

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

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

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

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

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

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

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

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

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

## Articles of Agreement

### General

#### **Joint Management Council**

##### I. Joint Management Council

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

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

#### **Academic Administration of the College**

##### II. Academic Administration of the College with FAMU and FSU

###### A. Joint Academic Affairs Advisory Council

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

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

###### B. Faculty and Promotion and Tenure

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

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

Tenure shall be awarded by the Board of Regents.

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

#### **C. Students and Student Life**

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

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

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

#### **D. Curriculum**

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

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

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

#### **E. Degrees**

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

## **F. The Dean**

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

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

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

## **Division of Administrative Responsibilities**

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

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

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

### **Provisions**

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

**Attachment I**

**Allocation of  
Administrative  
Responsibilities**

**Memorandum of Agreement**

**Attachment I  
Allocation of Administrative Responsibilities Between  
FAMU and FSU**

**Construction**

**A. Construction**

**1. Supervision**

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

**2. Classroom Furniture**

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

**3. Equipment**

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

**4. Associate Director of the Physical Plant**

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

**Maintenance of New  
Facility**

**B. Maintenance of New Facility**

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

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

## **Security and Safety**

### **C. Security and Safety**

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

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

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

## **Budget**

### **D. Controller/Business/Budget**

#### **1. Budgeting and Controlling**

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

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

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

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

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

#### **2. Risk Management and Insurance**

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

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

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

### **3. Minor Renovation Projects**

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

### **4. Purchasing**

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

### **5. Space Inventory**

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

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

### **6. Property Inventory**

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

### **7. Postal Services**

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

### **8. Food Services and Vending**

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

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

## 9. Messenger Services

FAMU will provide messenger services.

## 10. Telephones

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

## Utilities

### E. Utilities

This responsibility rests with FAMU as "building manager."

## Transportation

### F. Transportation

#### 1. Students and Faculty Bus Service

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

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

#### 2. Parking and Traffic

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

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

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

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

An administrative cost reimbursement procedure will be developed.

## Information Systems

### G. Information Systems

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



### **1. Technology Acquisitions**

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

### **2. Purchasing**

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

### **3. Inventory**

FAMU will maintain the inventory of such equipment.

### **4. Maintenance**

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

### **5. Replacement Funds**

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

### **6. Planning and Managing Information and Computer Systems**

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

## **Personnel**

### **H. Personnel**

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

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

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

## **Miscellaneous Functions**

### **I. Miscellaneous Functions**

#### **1. Career Placement**

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

#### **2. Coordination with Other Facilities**

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

#### **3. Scheduling Space Usage**

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

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DO NOT REMOVE

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



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

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

February, 1978

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

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R E S O L U T I O N

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

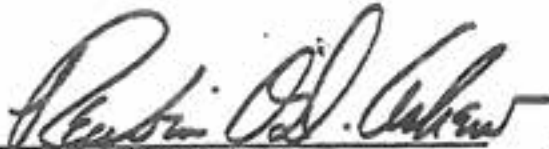
WHEREAS the State Board of Education has continuously reaffirmed the goal of the State of Florida that the state universities and public community colleges provide educational opportunities for all citizens of Florida, who have the desire and ability, to proceed through the higher educational system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


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


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

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

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


  
Reubin O'D. Askew  
Governor

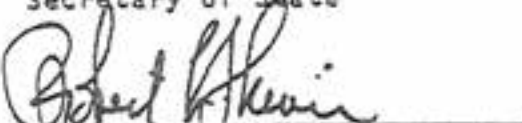
  
Gerald Lewis  
Comptroller

  
Ralph D. Furlington  
Commissioner of Education

  
Bill Gunter  
Treasurer

Bruce A. Smathers  
Secretary of State

  
Doyle Conner  
Commissioner of Agriculture

  
Robert L. Shemin  
Attorney General

PREAMBLE

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

The Florida Constitution states in the Declaration of Rights Article:

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

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

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

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

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



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

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

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

#### HIGHER EDUCATION IN FLORIDA

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

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

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

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

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

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

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

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

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

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

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

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

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

#### PROGRESS TO DATE

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

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

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

--lay citizens have been directly involved in providing advice to most institutions relative to eliminating any real or perceived barriers to equal access and equal opportunity for black students; and

--a number of institutional and system monitoring committees, task forces, councils, etc. have been appointed and have addressed equal access--equal opportunity programs.

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

#### A STATEMENT OF RECOMMITMENT

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

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

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

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

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

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

SPECIAL GOALS AND COMMITMENTS TO EQUAL EDUCATIONAL OPPORTUNITY

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

I. MISSION AND ENHANCEMENT

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

A. Mission

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

Florida Statutes as follows:

STATE SYSTEM OF PUBLIC EDUCATION.

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

(a) COMMUNITY COLLEGES.

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

(b) INSTITUTIONS OF HIGHER EDUCATION.

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

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

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

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



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

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

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

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

B. Enhancement

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

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

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

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

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

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

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

4. In Florida's State University System, the generation and allocation of resources for most functions is primarily accomplished by a formula related to the number of students served. Florida A&M University receives its equitable share of formula-generated support for these functions. Each year, the State University System makes an assessment of the physical plant needs at each institution.

In addition, a special study was done in 1974 to assess Florida A&M University's resources in comparison to the facilities at the other universities. As previously discussed, the University has received substantial supplemental allocations over the past several years to improve its physical facilities. As a result, the institution's facilities have been brought to a quality comparable to other universities. The University is currently undergoing a special needs assessment to project facility requirements and usage. Because of the many variables inherent in a complex and changing university system, there is an on-going process which attempts to address changing conditions as they relate to allocation of resources. Any negative impact upon a given institution resulting from the allocation formulas is identified and addressed, as a result of this process.

C. Program Duplication

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

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

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

Florida reaffirms its intention to:

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

D. New Programs

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

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

Florida reaffirms its intention to:

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

E. Approval Process

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

Florida reaffirms its intentions to:

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

F. Notification

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

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

G. Timetables for implementation

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

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

3. Program duplication will be addressed by the State University System through the Program Review and Role and Scope processes. Special attention will be given to program duplication among residential institutions (Florida A&M University, Florida State University, and the University of Florida). In addition, these processes are used to address cooperative programs, reassigning specified programs, resources and/or services among institutions. Reports from these processes will be made available on an annual basis.
4. There are no plans for merger of any universities and/or community colleges.
5. By January 1, 1978, supporting documentation on Florida A&M University's physical plant comparability will be submitted to HEW.
6. Beginning with the Academic Year 1978-79, upon completion of a redefinition of the roles and missions for all state universities, priority consideration will be given to placing at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs, consistent with its mission and the educational needs of the State.

II. EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

FLORIDA REAFFIRMS ITS COMMITMENT TO THE GOAL OF ASSURING EQUAL EDUCATIONAL OPPORTUNITIES IN THE PUBLIC COMMUNITY COLLEGE SYSTEM AND THE STATE UNIVERSITY SYSTEM. FURTHER, THE STATE IS COMMITTED TO INSURING THAT THE SYSTEMS, AS A WHOLE, AND EACH INSTITUTION ARE OPEN AND ACCESSIBLE TO ALL STUDENTS, AND OPERATE ON AN EQUAL OPPORTUNITY BASIS WITHOUT REGARD TO RACE.



The Commissioner of Education will appoint a biracial council. The council shall be composed of not less than fifty percent lay citizens and shall include representation from the Department of Education, the Community Colleges, and the State University System. A majority of the members of the Council will be black. The Community College system and the State University System each will use biracial advisory and monitoring councils.

V. CONCLUSION

The two systems of higher education, and each institution, will develop and implement plans to insure that Florida's commitments under each section are met. The plans will include numerical goals, timetables, and actions necessary to achieve the commitments. Acting within the powers reserved to the States under the Tenth Amendment to the Constitution of the United States; acting within the powers granted to it in Article IX of the Constitution of the State of Florida; and, acting within the powers and resources granted to it by the Legislature and of the State of Florida and the Congress of the United States, Florida will continue to take appropriate steps in support of equal access and equal opportunity for all in public higher education.



## MEMORANDUM

**TO:** Members, Academic and Student Affairs Committee

**FROM:** Vikki R. Shirley, General Counsel

**DATE:** November 7, 2014

**RE:** **Summary of Federal Oversight of the State University System under the Civil Rights Act of 1964**

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Governor Tripp requested a memorandum summarizing the history of federal oversight of the State University System under Title VI of the Civil Rights Act and specifically, how that oversight relates to the FAMU-FSU Joint College of Engineering.

The Civil Rights Act was enacted by Congress in 1964. This landmark legislation prohibits discrimination on the basis of race, color, religion, sex, or national origin. The Act covers voting rights, public facilities and transportation, public employment, and desegregation of schools. Title VI of the Civil Rights Act provides that “no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” “Program” is defined to include all of the operations of a college, university or other postsecondary institution, or a public system of higher education. In 1964, the United States Department of Health, Education and Welfare (HEW) was responsible for enforcing the provisions of Title VI (and other provisions of the Civil Rights Act) with respect to all programs that received federal funding in the realm of health, education, and welfare.

### **Florida’s Plan for Equalizing Access and Equal Opportunity in Higher Education**

Five years after the passage of the Act, HEW’s Office for Civil Rights (OCR) contacted the State University System (SUS) through its then governing board, the Board of Regents, to inquire about compliance. In 1970, OCR requested detailed compliance plans from the universities as to how they would remove any remaining vestiges of a dual (segregated) system of higher education. Two years later, the National Association for the Advancement of Colored People (NAACP) successfully sued to compel HEW to initiate enforcement proceedings against ten states (including Florida) that had not filed

systemwide plans for compliance. On appeal, the court allowed those states additional time to submit the compliance plans and in June 1973, the SUS filed "*A Plan for Equalizing Educational Opportunity in the State University System*" as approved by the Board of Regents. *Adams v. Richardson*, 356 F.Supp. 92 (D.D.C. 1973). The plan was not specific enough and did not include the community colleges, so a new two-volume plan was submitted in February 1974.

The revised plan was likewise challenged in court and determined to be lacking "standards of clarity and specificity," especially as it related to admission, recruitment, and retention of students; placement and duplication of program offerings among institutions; the enhancement of black institutions; and changes in racial composition of faculty. *Adams v. Califano*, 430 F. Supp. 118 (D.D.C. 1977). The HEW Director conceded that the general segregated pattern in student and faculty populations which existed before the plan was accepted by HEW remained substantially unchanged. The court directed HEW to submit criteria for an acceptable plan to desegregate higher education to the court and to the states with deficient plans, and for those states to resubmit revised desegregation plans.

Florida submitted its revised plan, *Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education in Florida*, to HEW in September 1977 and it was approved by HEW in February 1978 ("1978 Plan"). Like the 1974 plan, the revised plan committed the SUS to take any and all actions to enhance FAMU so that it equitably participates in the educational objectives of the system. These actions included building upon existing high demand programs such as Pharmacy, Business, and Industry, and establishing new high demand programs such as Architecture and Journalism to attract both traditional and non-minority students. Other enhancements included additional funding for a non-black student incentive grant program designed to significantly increase the proportion of non-black enrollment at FAMU over a four-year period and funding for new facilities and renovation of existing facilities. The SUS also committed to supporting cooperative programs between FAMU and FSU.

A long-standing vestige of racial discrimination was the establishment and maintenance of duplicate programs at predominately white and predominately black institutions (which grew out of the discriminatory concept of "separate but equal"). In the revised plan, the SUS committed to using deliberative processes to evaluate the need and quality of degree programs in the system, and if the processes identified any educationally unnecessary program duplication, the SUS would eliminate such programs, while "giving due recognition to the objective of strengthening the traditionally black university."

In response, the Board of Regents created a process for the systematic review of degree programs in the SUS. Each year, several disciplines were selected for review and

nationally known consultants were retained to conduct a thorough examination of all of the programs within the disciplines. This program review process was designed to examine the strengths and weaknesses of the various institutional programs, provide recommendations on ways to strengthen programs at FAMU, and also to address the issue of program duplication. If unnecessary program duplication was identified, the Board of Regents was to determine if the program should be eliminated, realigned, specialized, or unified with other programs (such as cooperative or merged program). This process, however, recognized that a certain amount of duplication was educationally necessary such as in the liberal arts or general education areas, which are considered “core programs” that nearly every institution offers. Moreover, the Regents also recognized that some program duplication may be necessary in certain high demand areas, which are selectively duplicated to provide convenient access for students.

Notwithstanding, as stated in the revised plan, the Board of Regents was “on guard against proliferation of highly specialized undergraduate or graduate programs” and was paying “special attention” to program duplication between the three residential institutions (FAMU, FSU and UF). The revised plan noted that by July 1978, a number of program areas would be studied with respect to FAMU, FSU and UF. One of the programs identified was Engineering Technology, although it was subsequently determined that the engineering technology programs at FAMU and UF (FSU did not have an engineering technology program) were sufficiently distinct so as not to constitute program duplication. In July 1978, the Regents’ Planning and Program Committee proposed several cooperative programs between FAMU and FSU as a mechanism for enhancing FAMU and resolving program duplication. While the joint college of engineering was not one of the cooperative programs recommended at the time, it appears this process led to a series of discussions between the two universities about additional cooperative programs, including one in Industrial Arts.

### **Development of the FAMU-FSU Joint College of Engineering**

In 1980, the Board of Regents assembled a Task Force on Science, Engineering, Technology and Service to Industry to examine the engineering programs in the state from the standpoint of supply, demand, and quality, as one component of a much broader two-year “Policy Study on Strategies for Quality Improvement”. The Task Force recommended the enhancement and expansion of engineering programs, citing concern about the quality and quantity of engineers being produced in Florida. Specifically, in January 1981, the Task Force recommended increasing capacity in the engineering programs at UF, USE, UCF, and FAU; increasing the capacity and quality of engineering related programs at FAMU and FIU; increasing enrollment of minority and female engineering and technology students; and determining the feasibility of

establishing engineering programs at FAMU, FSU, and FIU where strong science and/or engineering technology programs already exist.

During the 1981 session, the Legislature appropriated additional funds to UF, USF, UCF and FAU to increase the production and engineers, and \$75,000 to the Board of Regents to develop an engineering program “utilizing the FSU Science and Technical disciplines and the FAMU Engineering Technology program.” The Legislature also appropriated \$250,000 to the Board to expedite compliance with the Revised Plan submitted to the OCR. That same year, the Board of Regents retained a consultant, Dr. Joseph Hogan, to conduct a study of the engineering programs offered in the SUS for planning purposes and more importantly, to recommend a structure for an engineering program utilizing existing disciplines at FAMU and FSU as directed by the Legislature through the appropriation proviso language.

Dr. Hogan presented his recommendations to the Regents at their January 1982 meeting, which included a proposal for a joint college of engineering shared by FSU and FAMU. Discussion at that meeting focused on the cost of a new joint program, but also concern about whether there was sufficient demand for a new program in Tallahassee, despite the commitment made to OCR to provide equal opportunities.

Following the meeting, a set of *Proposed Guidelines and Agreements for FAMU and FSU Developing a Single Engineering School in Tallahassee* was created and executed by the respective presidents of FAMU and FSU and then Chancellor Newell in February 1982. The guidelines provided for the creation of an institute with a single dean and a joint advisory board, facility planning for joint laboratory space, a specific array of programs, faculty recruitment and appointment, and the conferral of degrees from either institution. The guidelines also clarified that the term “single program” was intended to capture the concept of a “joint program” which was necessary in order for the Regents to comply with the agreements with the OCR.

Immediately thereafter, the *Proposed Guidelines* were submitted to the Board of Regents, which voted to approve the proposed joint program at its February 1982 meeting. The Legislature then appropriated \$1,369,133 to the FAMU-FSU Engineering Institute for operations and equipment during the 1982 legislative session.

The Regents were presented with initial program proposals for engineering degrees for the joint institute in June 1982. The proposals noted the benefits to be served by the joint institute including, but not limited to, greater participation in engineering study by black and female students, increased production of engineers, expanded access to students residing in the north and west areas of the state, enhancement of existing engineering and science-related programs at the two institutions, and remedying what was characterized as a “deficiency” at FSU by its lack of an engineering program.

The Joint College of Engineering continued to build out programmatically during the 1980s and various memoranda of agreement for operations were executed by the two universities.

### **Continued Federal Oversight in the 1990s and the *Fordice* Decision**

Throughout the late 1980s and early 1990s, Florida continued to take action to complete the measures it had committed to in the 1978 Plan and OCR continued to monitor the State's actions. By 1993, then Chancellor Reed notified OCR that the final measure had been completed and, after review, OCR agreed and advised the State in July 1995 of its determination that Florida had, in fact, satisfied the measures set forth in the 1978 Plan.

However, in the interim, the United States Supreme Court rendered an opinion in 1992 in a lawsuit that had been pending in Mississippi since 1975. The *Fordice* litigation was initiated by private plaintiffs as a class action in 1975, alleging that Mississippi was continuing to maintain a racially dual system of higher education in violation of the Fifth, Ninth, Thirteenth and Fourteenth Amendments to the United States Constitution and Title VI of the Civil Rights Act. Mississippi's system of public four-year institutions consisted of five "almost entirely" white institutions (HWIs) and three "almost entirely" black institutions (HBIs). *Ayers v. Fordice*, 111 F.3d 1183 (5<sup>th</sup> Cir. 1997). The United States intervened as a plaintiff and alleged that Mississippi's system violated the Equal Protection Clause of the Fourteenth Amendment and Title VI.

For twelve years, the parties attempted to resolve the claims through voluntary dismantlement of the segregated system, but were unsuccessful. The case went to trial in 1987 and the federal district court ruled that Mississippi had discharged its affirmative duty to dismantle the segregated system by adopting and implementing race-neutral policies and procedures for student admissions, student and faculty recruitment, mission alignment, allocation of state funding for operations and facilities, and that the Board had made inroads into reducing unnecessary program duplication. *Ayers v. Allain*, 674 F.Supp. 1523 (N.D. Miss. 1987). The district court's ruling was affirmed by the Fifth Circuit Court of Appeals in *Ayers v. Allain*, 914 F.2d 676 (5<sup>th</sup> Cir. 1990).

The plaintiffs then sought review of their claims in the Supreme Court, which concluded the appellate court had applied the wrong standard in evaluating the plaintiffs' claims. After noting that a State has an affirmative constitutional duty to dismantle a dual school system that a State's laws once required (a *de jure* system), the court explained this duty is not discharged until the State eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster desegregation. And that even if a State dismantles its prior segregative policies, there "may still be state

action that is traceable to the State's prior *de jure* segregation and that continues to foster segregation." By finding that Mississippi had discharged its duty simply by implementing race-neutral policies, the appellate court had not only applied the incorrect legal standard, but also failed to take into account the district court's factual findings demonstrating the continued existence of aspects of Mississippi's prior dual system that were constitutionally suspect. Further, even though the new policies were race-neutral, the Supreme Court found that the policies "substantially restrict a person's choice of which institution to enter and they contributed to the racial identifiability of the eight public universities."

The Supreme Court then addressed four policies or practices of the present Mississippi system of higher education, emphasizing that those policies or practices were not an "exclusive list of unconstitutional remnants" of Mississippi's prior *de jure* system, and remanded the case back to the trial court to re-evaluate the policies in light of the correct standard. The suspect policies/practices related to admission standards, program duplication, institutional mission assignments, and continued operation of all eight public universities.

### **Florida's Partnership with OCR**

The *Fordice* decision prompted OCR to issue a Notice in 1994 that it would be applying the *Fordice* standard to all pending Title VI evaluations of statewide higher education system with OCR-accepted desegregation plans that have expired, which included Florida, Kentucky, Maryland, Pennsylvania, Texas, and Virginia. In applying that standard, OCR determined it was preferable to take a "collaborative partnership" approach with those States to ensure that all vestiges of previously segregated higher education systems had been eradicated and were not being perpetuated by policies that, while race-neutral on their face, continued to have segregative effects.

This collaborative partnership approach resulted in a set of commitments that were memorialized in a document entitled "*Florida/United States Office for Civil Rights Partnership Report and Commitments 1998*" (Partnership Commitments).<sup>1</sup> The 1998 Commitments covered all education sectors from K-12 to the SUS, and also included private/independent institutions. As to the SUS, the commitments encompassed five primary areas:

- (a) **Student issues** - monitoring access and enrollment of minority students; developing alternative admission criteria; funding for financial aid; funding for retention

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<sup>1</sup> Supplementary Statement of Understandings signed by Norma Cantu, Assistant Secretary for Civil Rights in June 1998, expressly states that the partnership document is not a contract that may be enforced in a court of law and that failure to meet particular objectives, actions or commitments of the partnership will not be treated as a violation of either the Partnership Commitments or Title VI.

specialists; analyzing effect of excess hour fee requirements; ensuring minority students are not adversely impacted by dwindling resources; providing access for minority graduate students, etc..

- (b) **Employee issues** - reporting of faculty/staff diversity; providing minority promotional opportunities; conducting Glass Ceiling survey; and ensuring proper support for equal opportunity officers.
- (c) **Facilities issues** - focused mostly on funding for FAMU capital projects.
- (d) **FAMU specific issues** - funding to augment programs in agricultural teaching, research and extension; funding to enhance functions of the College of Arts & Sciences; funding for faculty development in the Architecture School, funding for outreach, scholarships, and financial aid in the Architecture School to continue to attract racially diverse student population; funding to change faculty appointments in Pharmacy School to 12 months; and continued development and strengthening of FAMU's undergraduate and graduate programs to broaden FAMU's academic programming for FAMU students and to attract a more racially diverse student population.
- (e) **Miscellaneous issues** - continue scrutiny of limited access programs to ensure no inappropriate adverse impact on minority students; and continue academic program review by university equal opportunity specialists to analyze any possible negative impact upon racial minorities and academic programs at FAMU, "in particular such review will seek to minimize unnecessary duplications of programs between SUS institutions."

The only commitment relevant to the Joint College of Engineering involved the State's pledge to make good faith efforts to seek legislative funding for a capital construction project for the engineering school. According to an update provided to OCR in 2000, funding was received and the project was completed. The Joint College was described in the summary section of the Partnership Commitments as a cooperative venture that enhances both universities by broadening curricular and career options for students, increasing the racial diversity of each university, and adding highly qualified faculty and resources. The summary further noted the Joint College had been successful in attracting a more diverse student population into programs at both universities, and attracting additional black students into engineering programs.

Florida submitted monitoring reports to OCR in 1999, 2000, and 2001. In 2003, a Final Report was submitted indicating that the State had fulfilled the terms of the partnership agreement. In 2005, OCR requested information on the FAMU-related funding



commitments. A total of \$5.5 million of the \$7.5 million targeted amount had been appropriated for the FAMU-specific commitments from 1996-97 to 2005-06.

In January 2009, OCR sent a letter to then Governor Crist requesting follow-up information from all educational sectors. For the SUS, the request sought data related to a significant number of the 1998 Commitments. A primary line of inquiry focused on whether programs at FAMU were being unnecessarily duplicated across the system, and whether the duplication adversely affected FAMU's ability to attract a racially diverse student population. This office responded on behalf of the SUS and provided a voluminous amount of data and information to OCR in May 2009. In the summer of 2010, OCR requested additional data related to program proposals for all programs that duplicated programs at FAMU from 1999 through the present.

In September 2010, Dr. Cynthia Pierre, the Executive Director of OCR's Regional Office in Atlanta, and other OCR personnel met with then Chancellor Brogan and Board staff to discuss program duplication issues, funding, diversity in FAMU programs, and FAMU's interest in establishing a dental school. OCR requested additional information on enrollment by race in certain programs that were duplicative of programs at FAMU and other information. We explained the program review process for new program proposals and advised we would reinstate the prior Board of Regents policy that required an analysis of whether a proposed new academic program would substantially duplicate a program at FAMU and whether there would be an adverse impact on FAMU's ability to maintain and achieve a diverse student population in the program at issue.

Following the September meeting, OCR formalized its verbal request for additional enrollment data by race, enrollment data for certain programs that duplicate programs at FAMU by age and county of residence of student, proposals for medical schools for FSU, FIU and FAU and data on capital outlay costs, documentation reflecting approval of USF's PhD in Pharmacy, and fact-finding documents on whether there was a need for a new dental school. As with all of the requests, responsive materials were promptly provided.

OCR continued to request additional information throughout 2011. The requests sought information pertaining to FAMU's Master in Public Health for comparison purposes with those programs at UF and FSU, the number of FTEs generated by expansion of FAMU's Pharmacy facility, an update on UF's expansion efforts regarding its College of Dentistry, ownership of FSU's regional College of Medicine campuses, suggested language for the new program authorization regulation; the number of students admitted at each SUS institution through the Profile Assessment mechanism; FAMU's funding for 2011-12; the 2011-12 PECO list; a comparison of recurring funds appropriated for 2011-12 with funds appropriated for 2010-11; status of funding for

FAMU's Crestview facility and programs; and status of any additional regulations that would result in a centralized review to minimize program duplication. OCR also scheduled periodic conference calls with the Chancellor and Board staff to discuss follow-up items.

In early May 2011, OCR Assistant Secretary Russlyn Ali sent letter to Governor Scott advising of the State's requirement to make sure its HBCU receives sufficient funding now and in the future to comply with the law. However, this letter was sent after the 2012-13 budget had been presented to the Legislature during last week of session.

Throughout 2012, OCR continued to request information from the Board office and schedule follow-up conference call. Requests included copies of all program proposals submitted by the universities after the new program approval regulation was amended in March 2011, an analysis of the impact of increasing the grade point average requirement for FTIC students in Board Regulation 6.002, documentation developed as a result of a 2010-11 system-wide review by the CAVP regarding the inactive or terminated programs, and the CAVP white paper entitled "Accountability in the Academy;" and the New Degree Proposal Format that universities must use in connection with Board Regulation 8.011.

Minimal activity occurred in 2013, but in January 2014 OCR requested copies of all program proposals submitted by universities during 2013, a copy of the program proposal submitted jointly by USF and UWF for the Doctor in Physical Therapy that was approved by the Board in January 2013, a narrative describing the role of the Board of Governors in evaluating new baccalaureate and master level degree programs for unnecessary duplication with FAMU and FIU, and information on the appropriations made to date for the FAMU Pharmacy Phase II project and whether the project has been fully funded. OCR scheduled a call in February to discuss the information provided and to obtain information on the Board's performance funding model.

On April 25, 2014, Catherine Lhamon, the Assistant Secretary for Civil Rights, sent a letter to Governor Scott, with copies to Senator Gaetz, Speaker Weatherford, and Chancellor Criser, urging the State to reconsider taking action that would result in the separation of the Joint College. A copy of Ms. Lhamon's letter is attached. Ms. Lhamon stated the creation of the Joint College developed directly out of the State's 1978 Desegregation Plan, which provided for the resolution of unnecessary program duplication by methods that included cooperative programs. Ms. Lhamon also reiterated that under the Partnership Commitments, which is still in effect today, the State committed to strengthen and improve programs at FAMU and to avoid unnecessary duplication of programs between SUS institutions.

Importantly, Ms. Lhamon stressed she was “deeply concerned that the legislative plan to split the FAMU-FSU College of Engineering would violate the State’s federal legal responsibilities pursuant to Title VI, *Fordice*, and the Agreement.” Specifically, the proposed amendment would result in the establishment of separate, duplicate, competing engineering programs at FAMU and FSU, which would “directly impede the likelihood of Florida realizing the commitments it has made in the Agreement to strengthen academic programs at FAMU and avoid unnecessary program duplication.” Ms. Lhamon also posited that “inasmuch as the joint engineering program stems from the 1978 Plan, splitting this program very likely would reverse the progress already made.” In closing, she noted that OCR was prepared to work cooperatively with us and to provide technical assistance as we move forward.

Although we have not received any additional correspondence from Ms. Lhamon, we were recently contacted to provide additional data on all degree program proposals that have been reviewed by this office since the last data request. We are in the process of compiling that information to provide by the deadline of November 21, 2014.

This concludes the summary of federal oversight of the State University System by the United States Department of Education Office For Civil Rights. As always, please let me know if you have any questions or would like to discuss further.

c: Marshall Criser III, Chancellor  
Jan Ignash, Vice Chancellor, ASA



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

April 25, 2014

The Honorable Rick L. Scott  
Governor of Florida  
The Capitol  
400 S. Monroe Street  
Tallahassee, FL 32399

Dear Governor Scott:

It has come to our attention that the Florida legislature recently began considering an amendment to the General Appropriations Act that would result in the separation of the College of Engineering, which is jointly operated by Florida A&M University (FAMU) and Florida State University (FSU). In light of Florida's continuing legal obligation to eliminate the vestiges of *de jure* racial segregation within its system of public higher education, I write to urge the State to reconsider taking such consequential actions in the closing days of the legislative session.

This office, the U.S. Department of Education's Office for Civil Rights (OCR), is responsible for enforcing Title VI of the Civil Rights Act of 1964 (Title VI). OCR first determined in 1970 that Florida was operating a racially segregated high education system in violation of Title VI, and has worked with the State over many years to eliminate the vestiges of segregation. The very creation of the FAMU-FSU engineering program developed directly out of the State's 1978 desegregation plan to OCR, "Plan for Equal Access and Equal Opportunity in Public Higher Education" (1978 Plan), which provided for the resolution of unnecessary program duplication by such methods as program elimination/realignment and cooperative joint programs. Building upon the related programmatic strengths of these two institutions to affect the cause of resolving unnecessary program duplication, the State established the joint FAMU-FSU Institute of Engineering in the spring of 1982.

The Supreme Court subsequently held in *Fordice v. United States*, 505 U.S. 717 (1992), that a State with a history of legally sanctioned segregation in public higher education "does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation." In an effort to eliminate such vestiges, in 1998 then-Governor Lawton Chiles entered into a voluntary resolution agreement with OCR, the Florida Partnership Commitment (Agreement), which remains in effect today. In the Agreement, the State commits to strengthen and improve programs for current and future students attending FAMU, including strengthening existing academic programs; authorizing new, high-demand programs; enhancing facilities; and providing the funding and other resources necessary to ensure the successful implementation of these measures. Importantly, the State also commits to review academic program requests and to avoid "unnecessary duplication of programs" between State University System (SUS) institutions. Through these commitments, the Agreement seeks to make FAMU attractive to a more racially diverse student population.

I am deeply concerned that the legislative plan to split the FAMU-FSU College of Engineering would violate the State's federal legal responsibilities pursuant to Title VI, *Fordice* and the Agreement. The General Appropriations Act amendment would result in the establishment of separate, duplicate, competing engineering programs at FAMU and FSU, which as you know are proximately located SUS institutions. Such an occurrence would directly impede the likelihood of Florida realizing the commitments it has made in the Agreement to strengthen academic programs at FAMU and avoid unnecessary program duplication. Moreover, inasmuch as the joint engineering program stems from the 1978 Plan, splitting this program very likely would reverse progress already made.

I appreciate the State's prior cooperation with our office as we have worked together productively to preserve and promote educational excellence at FAMU, and to advance opportunities for all of Florida's students. In the 16 years since then-Governor Chiles executed the Agreement with OCR, Florida has made significant progress toward fulfilling its obligations. Yet, there is more work to be done. It is our expectation that Florida will continue to execute the commitments of the Agreement until all commitments have been fully implemented and the State has complied with the requirements of Title VI and *Fordice*. To this end, we are also prepared to work cooperatively with you and to provide relevant technical assistance to the State as it proceeds with the planning of its higher education system.

If you have any questions or would like to discuss this matter further, please feel free to contact me at (202) 453-5900.

Sincerely,



Catherine E. Lhamon  
Assistant Secretary for Civil Rights

cc: Will Weatherford  
Speaker, Florida House of Representatives  
420 The Capitol  
402 South Monroe Street  
Tallahassee, FL 32399-1300

Don Gaetz  
President, Florida Senate  
212 Senate Office Building  
404 South Monroe Street  
Tallahassee, FL 32399-1100

Marshall Criser, III  
Chancellor, State University System of Florida  
c/o Board of Governors  
325 W. Gaines Street  
Tallahassee, FL 32399



# FAMU-FSU COLLEGE OF ENGINEERING

*Department of Mechanical Engineering*

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October 3, 2014

Dear Collaborative Brain Trust:

We are aware that you are under the mandate to produce the pros and cons of both a joint model and a differentiated model for the Florida A&M University – Florida State University (FAMU-FSU) College of Engineering (COE) and the exact models are not clear. Hence, based on our joint experience, 8 of the 10 full professors along with 3 additional tenured or tenure-track faculty in the Department of Mechanical Engineering (ME) propose the foundations of both joint and differentiated programs. These models are meant to represent possibilities that make sense to at least some of us “here on the ground” that can serve as the basis for further discussions.

We begin by introducing ME to you. We then describe some of the trends in our department as well as the COE and the State University System (SUS) that clearly indicate that ***the current management framework for the COE is not leading to the fulfillment of one of the most critical and distinctive missions of the joint COE***, which is to graduate African-American (AfA) Engineering students. We then present a joint model followed by a differentiated model.

The faculty in ME currently consists of 3 faculty whose primary appointments are at FAMU (i.e., “FAMU Faculty”) and 17 whose primary appointments are at FSU (i.e., “FSU Faculty”). ME is currently in some ways the “work horse” of FAMU-FSU COE. We have the largest number of undergraduate students, the largest number of Ph.D. students, the only highly ranked Ph.D. program in the COE (27 by Ph.Ds.org using the NRC S-Rankings), and the only engineering department considered by the FSU Office of the President to have one of the top 10 (out of 104) undergraduate programs. It should be mentioned that the high ranking of our Ph.D. program by Ph.Ds.org was aided by the diversity of our faculty, which is largely due to FAMU.

ME provides a disproportionate amount of leadership to the COE as evidenced by Table 1. A close look at Table 1 reveals that these leadership roles are all related to research and graduate studies. Because of a greater emphasis on research and graduate education at FSU, the faculty in this table each has their primary appointment at FSU. However, it should be emphasized that the FAMU faculty (Peter Kalu (3M Distinguished Research Professor), Simone Hruda, and Carl Moore) as well as the FSU faculty not listed in this table each have substantial strengths. For example, Dr. Peter Kalu has graduated more African-American Ph.D. students (5) than anyone else in the FAMU-FSU COE; Dr. Simone Hruda has the most faculty teaching awards of anyone in ME and her student teaching evaluations are consistently among the highest in ME; and Dr. Carl Moore is leading the development of *Open ME*, which strives to be a “Khan’s Academy” for mechanical engineering.

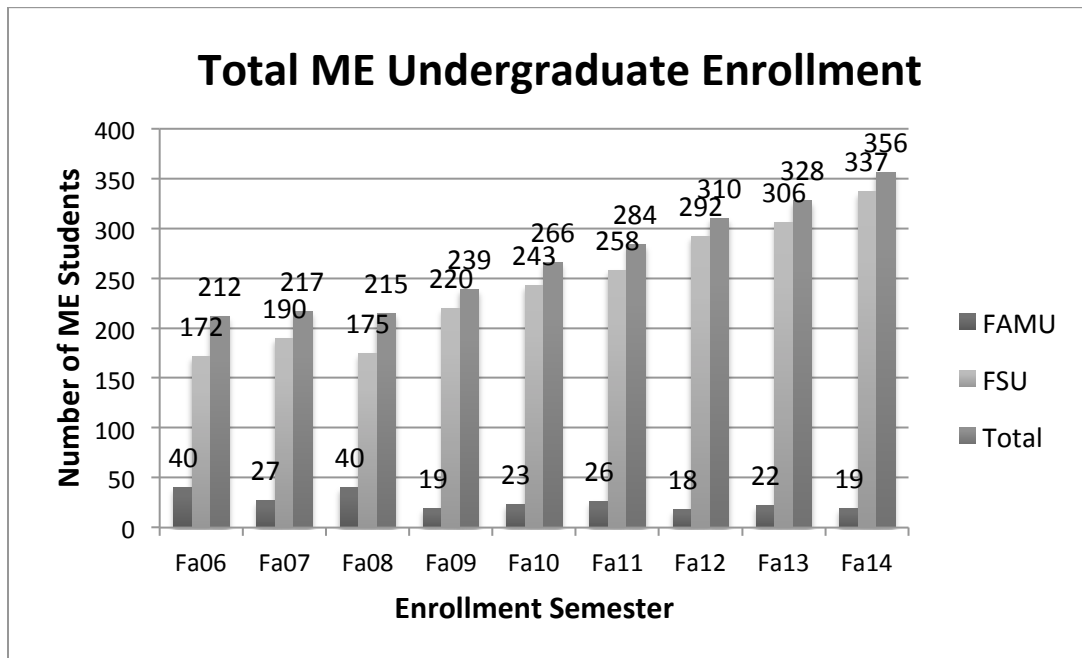
**Table 1.** *In 2013-2014 faculty members in the FAMU-FSU Department of Mechanical Engineering had numerous college or university level leadership roles.*

<b>Faculty Member</b>	<b>2013-2014 Leadership Role</b>
Farrukh Alvi (Cummins Professor)	FCAAP Director
Louis Cattafesta (University Eminent Scholar)	FCAAP Co-Director, University Eminent Scholar, CoE Member on FSU Council on Research and Creativity
Emmanuel Collins (John H. Sealy Professor)	CISCOR Director
Eric Hellstrom	Director, Materials Science Program
David Larbalestier (Frances Eppes Professor)	ASC Director, Associate Lab Director, NHMFL
William Oates	FSU Liaison, FESC (Florida Energy System Consortium)
Juan Ordonez	ESC Director, IESES Interim Director
Steve Van Sciver (John H. Gorrie Professor)	Chair, COE Graduate Committee
Chiang Shih	AME Director

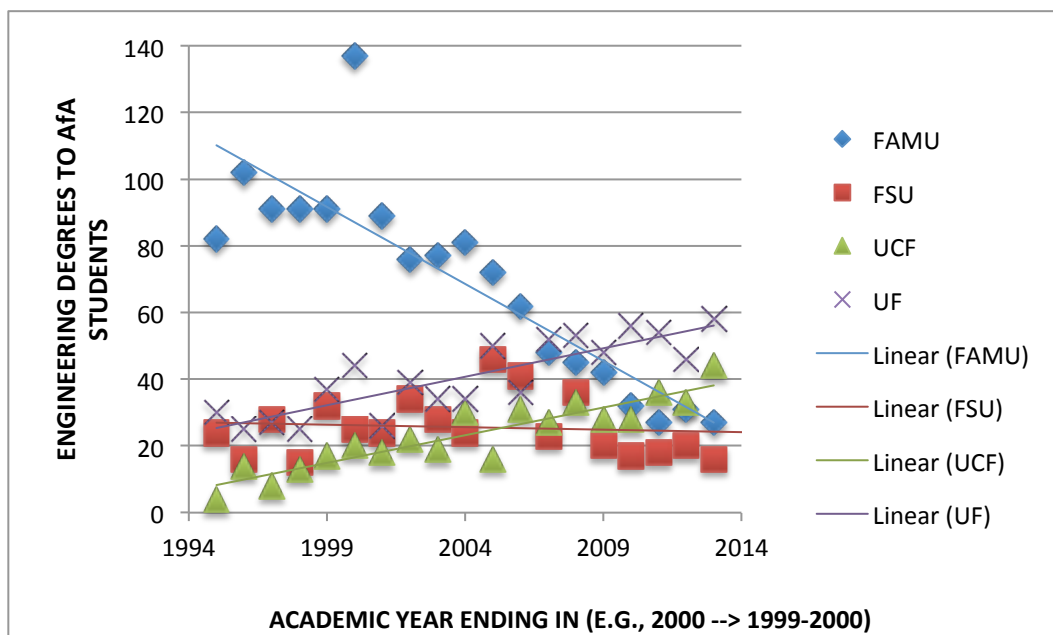
Our success to date has been largely been due to being proactive in our educational and research activities. In this same vein, this letter, signed by many of the ME faculty in the Department of Mechanical Engineering, is our way of being proactive in improving the FAMU-FSU COE. As do all of the engineering faculty, we would like to see positive changes result from the feasibility study of our college. We know that CBT has collected a plethora of data and has especially paid attention to enrollment and graduation data, which shows the diminishing role of FAMU in the production of engineering degrees at the COE. Hence, we do not want to repeat much of that data here. However, Figure 1 reveals that the negative enrollment trends for FAMU in the COE are mirrored in ME. The number of undergraduate FAMU students who received a BS in ME, of course, mirror these trends. In fact, *in the 2014-2015 ME senior design class, only 3 out of the 110 students are FAMU students, an unacceptable percentage of less than 3%*. Similar trends exist for graduate students in ME and the COE.

The ultimate result of this dramatic decrease in the number of FAMU engineering students is a decrease in the productivity of the FAMU-FSU COE in graduating African-American (AfA) engineering students, which is an important part of the mission of the COE. Figure 2 through Figure 5 shows some of these negative trends. (The data here were taken from the Florida Board of Governor’s Interactive Data Source.) Figure 2 shows that two state universities have substantially surpassed both FAMU and FSU in the graduation of AfA engineering students. This is somewhat surprising due to FAMU’s increased enrollment AfA engineering students in recent years as evidenced in **Figure 3**. Overall, in the Florida State University System (SUS), Figure 4 and Figure 5 reveal that the number of enrolled African-American students has

fluctuated, but kept a relative constant average, whereas the number of Hispanic students has constantly increased. This makes it evident that much more can be done to enhance AfA engineering education and both FAMU and FSU can do much more in this regard.



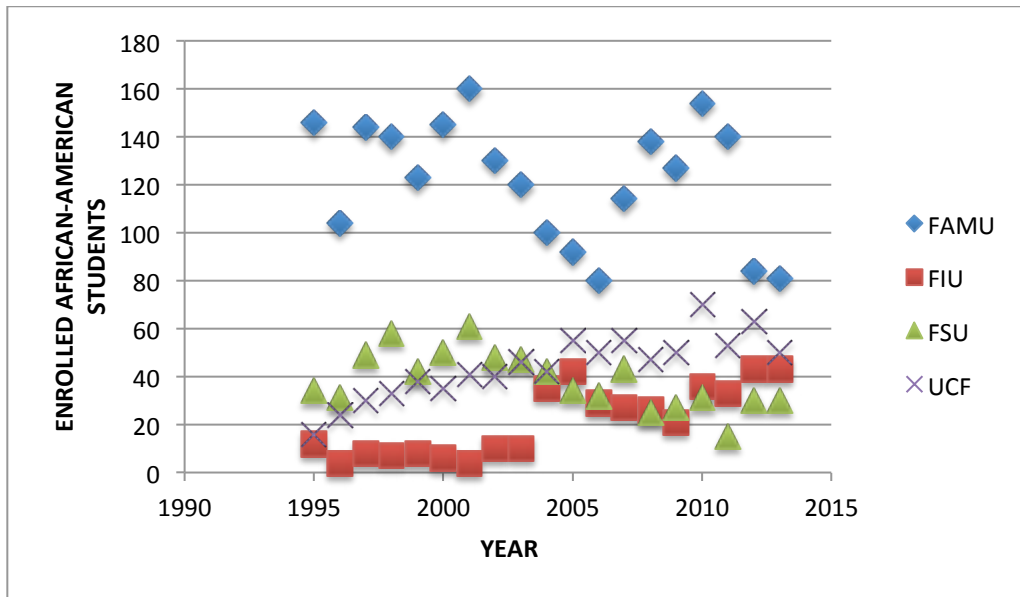
**Figure 1.** Although in an 8 year period, ME's undergraduate enrollment has grown 68% and its FSU enrollment has more than doubled, the FAMU enrollment has reduced by about 50%. These numbers do not include pre-engineering students who plan to major in Mechanical Engineering, which would increase the numbers by about 50%.



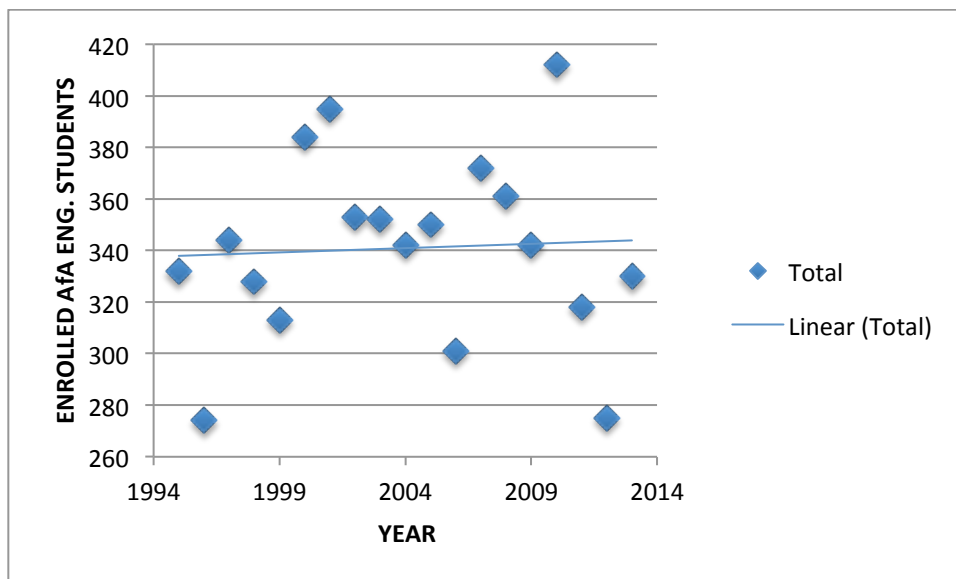
**Figure 2.** While the University of Florida (UF) and the University of Central Florida (UCF) have seen a significant upward trend in the production of AfA engineering degrees, both FAMU



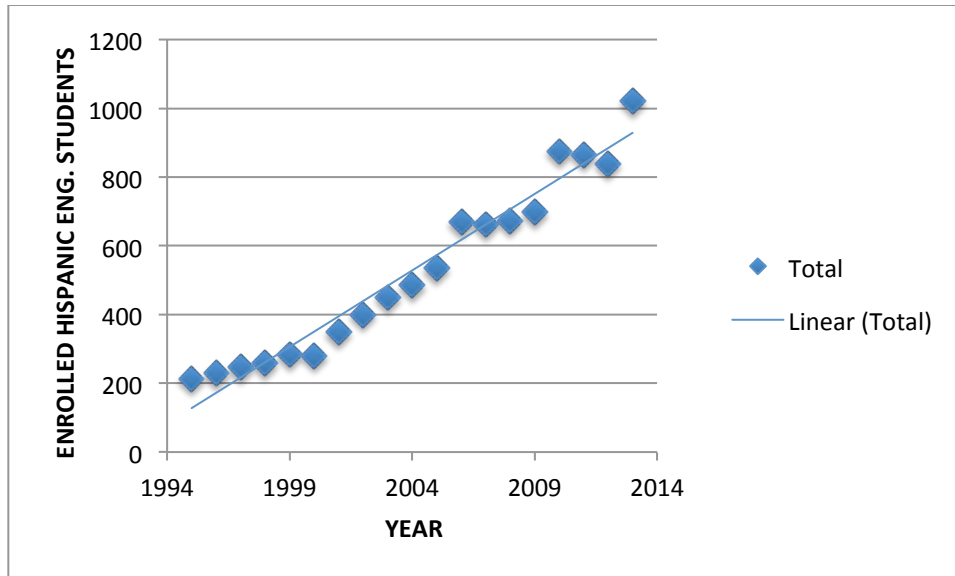
and FSU have seen a downward trend in the number of AfA engineering degrees; FAMU's downward trend has been very dramatic.



**Figure 3.** FAMU increased its enrollment of AfA engineering students from 2008 to 2011 but, as seen in Figure 2, this has not translated into more AfA engineering degrees, indicating a substantial attrition rate from the engineering program. Hence, the recent drop in enrollment (i.e., from 2012-2014) is expected to further decrease the number of FAMU engineering graduates.



**Figure 4.** The average number of enrolled AfA engineering students in the SUS has been about 340 over the last 20 years and fluctuated about that mean.



**Figure 5.** The enrolled Hispanic engineering students in the SUS has increased dramatically over the last 20 years in contrast with the enrolled AfA engineering students as displayed in **Figure 4**. This is indication that there is still much to do in AfA engineering education within the state of Florida and some indication of the failure of the FAMU-FSU COE as currently constituted.

One of the most concerning aspects of the current FAMU-FSU College of Engineering is the high attrition rate for AfA Engineering students at FAMU, which contrasts with the relatively low attrition rate for all engineering students (including AfA students) at FSU. Our colleague, Leon Van Dommelen, Professor of Mechanical Engineering, has written a letter to CBT that addresses this issue directly. To quote from him:

...My primary concern is my long term observation that students who did their pre-engineering science classes at FAMU cannot compete with those who did them at FSU ... How can you have a “joint” College, with *whatever* administrative changes, if the students of one of the Universities do not enroll enough and cannot survive if they do?

...I have many times observed that my FAMU students, charged with the same mathematically inclined question as my FSU students, greatly underperform the FSU ones.

...It has also been my observation that FAMU students do not tend to noticeably underperform the FSU students in the new math that I teach them. The big problem is with the mathematics that I assume they already know. I consider them not less talented students, but less prepared students.

Although we concur with these statements from our colleague, Dr. Van Dommelen, *it should also be noted that this preparation problem is definitely exacerbated by the unequal admission profiles of the incoming FAMU and FSU students as illustrated in Table 2*. Any future model for a joint or differentiated program, needs to take these issues into account.

**Table 2.** *FAMU and FSU have different incoming admission profiles for their respective freshman classes as illustrated by this admissions data taken from the FAMU Fact Book and the FSU Fact Book. If similar differences exist for the engineering students, then it is even more important that the pre-engineering preparation for the FAMU students be made very strong.*

	<b>SAT</b>	<b>Percentile</b>	<b>ACT</b>	<b>Percentile</b>
<b>FAMU</b>	<980	<45%	21	56%
<b>FSU</b>	>1200	>80%	26.5	85%

With the above background in mind, we propose both a joint program and a differentiated program along with some of their pros and cons. These models are meant to represent possibilities that make sense to at least some of us “here on the ground.”

## **A PROPOSED JOINT MODEL**

### **Preparation in Math and Science**

*Uniform Rigorous Preparation in Math and Science.* As discussed above, the most critical element of a joint model is ensuring that the students from both universities have comparable preparation in math and science. This will involve more rigorous classes at FAMU or alternatively, key math and science courses can be taught jointly to both FAMU and FSU students at the COE. This latter option is preferable as various faculty in the COE have addressed this issue with FAMU over the years without much success. In addition, since FAMU students on average probably come in with less preparation than the FSU students according to the admission profiles at FAMU and FSU, additional mentoring and tutoring should be provided for FAMU students who need it. As is the case with most changes proposed here, it is critical that additional resources be provided, commensurate with the increased role and responsibility of the College. Otherwise, implementing a positive change will be nigh impossible

### **Leadership and Management**

*Effective Leadership Structure.* Efficient operation of the COE requires an appropriate leadership structure. The current leadership structure requires the two universities, who have different core visions and inherent mistrust, to agree on the hiring and firing of the Dean. This makes it difficult to make changes in the leadership, even when this change is a recognized need by most who work in the COE. To mitigate the above deficiencies, it seems critical that the Board of Governors (BOG) Chancellor take an active role in recruiting and hiring the Dean of the COE, evaluating the Dean and releasing the Dean when necessary. The Chancellor or designated representative should also serve as the tiebreaker on behalf of the SUS on critical COE management decisions.

*Effective Financial Management.* The main COE budget is currently controlled by FAMU, although FSU has the substantial majority of faculty, graduate students, and undergraduate students, and FSU has invested far more of its own resources in the COE through the FSU COE budget and research centers (and the associated buildings) such as the AME (Aeropropulsion, Mechatronics and Energy), CAPS (Center for Advance Power Systems), and HPMI (High

Performance Materials Institute). This necessitates that the COE uses FAMU’s administrative processes, which are often less efficient than the equivalent FSU administrative processes.

The current joint budget, which is used to hire both FAMU and FSU faculty, is also not transparent to either university and has led FAMU to sometimes feel that past deans, who control the joint budget’s spending, have used the funding to fill empty FSU faculty lines instead of empty FAMU faculty lines. Hence, the current structure seems satisfactory to neither university.

In addition, the annual reimbursement process from FSU to FAMU is a non-transparent, highly bureaucratic process that wastes both universities’ time and energy. Furthermore, this model does not provide additional funding for promotion and raises for FSU or FAMU faculty on the joint budget; the ultimate result is that mandatory raises degrade the budget. Over time, this substantially erodes the joint budget, which is the sole source for teaching assistants and other staff support critical for a growing college.

As a result of the above, we recommend that one of the following two models be adopted:

- (1) Split the joint budget into a FAMU-COE budget and an FSU-COE budget with each university managing its respective budget where the size and purpose of the budgets reflect the presence of each university in the COE and the agreed upon roles of each of the universities. For example, this model can enable FSU to have a proportionally larger budget that enables their efficient purchasing practices to be used in the COE while FAMU’s budget could be used in part to provide additional resources for tutoring and retention purposes – one of the areas of focus of FAMU. This model would help bring more transparency and control to both universities. For example, it would enable FAMU to control the hiring of FAMU faculty. It should be noted that a two budget model is somewhat used today as the COE has the joint budget, controlled by FAMU, and FSU also has a budget that they have independently provided; however, this model does not enable the transparency or university control that is needed.
- (2) As an alternative, the BOG could provide an independent budget for the COE, which adequately reflects its current needs and short term and long term growth. The Chancellor or designated representative should take an active role in COE budgetary decisions involving, for example, infrastructure needs, building renovations, faculty lines, etc.

***It should be emphasized that a proper joint model should also ensure that all faculty, both FAMU and FSU, receive identical cost-of-living raises; merit raises should also be made as similar as possible.***

**Summary of Proposed Joint Model**

<b>Preparation in Math and Science</b>	<b>Leadership and Management</b>
Teach key courses jointly to FAMU and FSU students at the COE.	The BOG Chancellor or designated representative should take an active role in recruiting and hiring the Dean and Associate Deans of the COE and also in evaluating and releasing the Dean.

Provide the requisite resources for supplemental tutoring for students who need it; this is especially important for FAMU students who may require more mentoring in the early years.	The Chancellor or designated representative should also serve as the tiebreaker on behalf of the SUS on critical COE management decisions.
	(1) Have 2 COE budgets, one for FAMU and one for FSU that reflect their presence in the COE and agreed upon roles in the COE. (2) Alternatively, provide an independent budget for the COE, which adequately reflects its current needs and the growth of the COE, both short term and long term.
	The Chancellor or designated representative should take an active role in COE budgetary decisions involving, for example, infrastructure needs, building renovations, faculty lines, etc.

### A PROPOSED DIFFERENTIATED MODEL

We propose here a differentiated model that has two separate but cooperating Colleges of Engineering that do not have overlapping programs. In this model ABET would separately evaluate each engineering program. For a student at one university interested in obtaining an engineering degree in a major not offered at that university, but offered at the other university, this model will enable them to obtain a degree from both universities via a dual degree program. As an illustration, Emmanuel Collins, the current chair of Mechanical Engineering, was a dual degree student in a program between Morehouse College and Georgia Tech. He attended both schools for approximately 2.5 years each and received an Interdisciplinary B.S. from Morehouse and a B.S. in Mechanical Engineering from Georgia Tech at the end of his 5<sup>th</sup> year of study. Hence, if Mechanical Engineering is offered only at FSU, the proposed model would allow a FAMU student to obtain a B.S. from FAMU (perhaps in Interdisciplinary Science, Math, or Physics) and a B.S. in Mechanical Engineering from FSU.

The substantial majority of students in the COE are now FSU students. The faculty in all departments with the exception of Civil and Environmental Engineering are also predominantly FSU. In addition, FAMU has certain strengths that should logically be leveraged and coupled with selected engineering disciplines as does FSU. To make sure FAMU students can also graduate with non-FAMU degrees in major engineering disciplines, they can participate via a ***Dual Degree Program***; although not shown in the below table, it is certainly possible for FSU students to be dual degree students at FAMU. A separate cooperative agreement can be signed between FAMU and FSU to determine the admission and graduation requirements for the dual degree programs. Hence, we propose a model that takes elements from the Atlanta University Center Dual Degree Program (<http://www.auconsortium.org/>) and the LSU Southern University Cooperative Program (<http://catalog.lsu.edu/content.php?catoid=1&navoid=9>). Of course, the issues with FAMU engineering students' preparation in math and science will need to be addressed before the establishment of the dual degree programs.

The below model does not deal with the thorny issue of what happens to the faculty most effected in the transition, e.g., FSU Industrial Engineering faculty who are not performing research in materials manufacturing and hence cannot easily transfer to the new Materials Science & Engineering program or FAMU Mechanical Engineering faculty who have lost a FAMU ME program. There are several possibilities here. For example, the current faculty whose home university is now participating as a Dual Degree program may be allowed to remain in their department through a modified courtesy or dual appointment, some faculty could be allowed to change their primary university affiliation, some can transfer to another department at their home university, and realistically some will choose to leave.


### Proposed Differentiated Model


Current Programs	FSU	FAMU	Comment
Mechanical	Aerospace & Mechanical	Dual Degree	A new Aerospace Graduate Program is being proposed through FSU.
Industrial & Manufacturing	Materials Science & Engineering	Industrial Engineering	FSU to establish new program, which would incorporate the research strength of HPMI and connect with FSU's Materials Science & Engineering Graduate Program. FAMU establishes a connection to the FAMU School of Business and Industry.
Civil & Environmental	Civil	Environmental Engineering	Integrate with the FAMU School of Environment Science.
Electrical & Computer	Electrical	Computer Engineering	Integrate with FAMU Computer Science and Electronics Technology.
Chemical & Biomedical	Chemical & Biomedical	Dual Degree	This program is closely tied with FSU Chemistry and Biology.
Biological and Agricultural Engineering Systems (FAMU Only)		Biological and Agricultural Engineering Systems	This program is closely allied with the FAMU College of Agricultural and Food Science.


Sincerely,


Farrukh Alvi

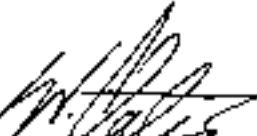
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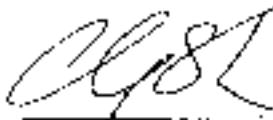
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Louis Cattafesta Date

 10/6/14  
Emmanuel Collins Date

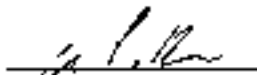
 10/3/14  
Eric Hellstrom Date


 10/3/14  
David Larhalestier Date

 10/3/14  
William Oates Date

 10/6/14  
Chiang Shih Date

Kunihiko Taira Date

 10/6/14  
Leon Van Dommelen Date

 10/6/2014  
Steven Van Sciver Date

Sincerely,



Farrukh Alvi

10/6/14

Date

Louis Cattafesta

Date

Emmanuel Collins

Date

Éric Hellstrom

Date

David Larhalestier

Date

William Oates

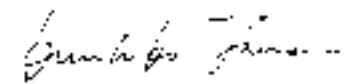
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Chiang Shih

Date

Kunihiko Taira

Date

 10/6/14

Leon Van Doornmelen

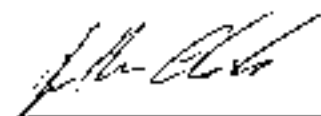
Date

Steven Van Sciver

Date

Jonathan Clark

Date

 10/6/14





STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

# **Aligning Workforce and Higher Education for Florida's Future**

**Commission on Higher Education Access and Educational Attainment**

**FINAL REPORT**

*November 21, 2013 DRAFT*

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#### *Executive Summary*

In May 2012, the Chair of the Board of Governors of Florida's State University System issued a call to action to education, business and workforce, and legislative leaders to address Florida's need for future baccalaureate degree attainment. In response to the call, the Commission on Higher Education Access and Educational Attainment, composed of seven members, was established. Over the course of more than a year, the Commission wrestled with questions regarding Florida's future—near-term and long-term—and the kind of alignment between higher education and workforce that would be necessary for a changing world of work.

The major questions the Commission strove to answer were:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities, or is there a major role to be played by the State's colleges and other sectors?

This final report contains the Commission's answers to the questions as well as a plan for moving forward. Among the major products from the Commission's work this past year is a sustainable method for conducting a gap analysis of baccalaureate level workforce demand. In fact, the 2013 Legislature provided \$15 million for incentive funding to universities and colleges to expand targeted programs to meet workforce gaps.

Critical gap areas include computer and information technology, accounting/auditing/financial services, and middle school teacher retention. These are Florida's most critical baccalaureate-degree shortage areas, in which there is a projected under-supply of over 4,000 graduates for jobs in these areas *each year*. Although supply-demand gaps appear in other areas, none are as critical as these three.

How will it be possible to ramp up bachelor's degree production in the three targeted areas to meet the demand? First, there is sufficient capacity within Florida's postsecondary system to expand without having to build new colleges or universities. Second, higher education is developing programs in new and innovative ways through

partnerships, e-Learning and other alternative designs to decrease baccalaureate-level workforce gaps. Above all, expansion needs to be thoughtful and systematic. Without planning and partnerships, a plausible effect is the creation of numerous weak programs that compete with each other, resulting in an unnecessary waste of resources. Such a reaction is neither economically nor educationally justifiable.

The Florida College System, along with Florida's independent institutions of higher education, has a major role to play in expanding capacity. Although not every Florida College System institution is interested in ramping up baccalaureate production, it may be good public policy for the right institutions to get into the business of baccalaureate expansion in an organized, sustainable manner to meet Florida's needs.

In recent years, performance-based funding has focused the discussion about higher education's alignment with the state's highest priorities in terms of "outcomes." A major outcome of higher education is the production of college graduates who are able to successfully fulfill jobs in high demand occupations. In 2013, the Florida Legislature and the Governor's Office elevated the discussion surrounding performance-based funding, providing \$20 million in additional appropriations linked to outcome measures. In addition, the Board of Governors of the State University System has drafted a 10-metric performance-based funding model that clearly links outcomes to funding. The Access and Attainment Commission's focus on graduates for jobs in high demand occupations is consistent with the direction that Florida's legislative and executive offices are taking.

If colleges and universities expand capacity, however, will the students come? Is the pipeline of college-age students going to be sufficient to supply the State with the educated workforce that it needs? The short answer to this question is "Yes," as long as we continue to see modest increases in college graduation rates along with modest increases in college enrollments of high school graduates or transfer students.

But there is also a long-term answer to this question, which depends upon the kind of future Florida wants. If the State desires to raise its standing from #33 out of 50 states in the *New Economy Index's* ranking of Knowledge-Workers, then the answer is "We still have a lot of work to do."

We have made progress in providing information to students and parents about job placement rates and average salaries in different curricular majors and fields as a result of an Economic Security Report, as directed by the Legislature during the 2012 session. But we need to do even more in letting prospective students know where the jobs will be and what programs are available to prepare them for these jobs. The choice of college major is theirs, but the opportunities must be there for them to choose.

Data informs policy. It is the hope of the members of the Commission for Access and Educational Attainment that the data-driven method on which the Commission built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

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In May 2012, the Chair of the Board of Governors of Florida's State University System issued a call to action<sup>1</sup> to address the state's need for future baccalaureate degree attainment. The call was prompted by an economic environment that demands better alignment between a changing world of work and the knowledge and skills of college graduates.

Florida is the fourth largest state in the nation, with 19.3 million<sup>2</sup> residents. It will continue to grow. In terms of growth rate, Florida ranks sixth in the nation, with a projected growth rate of 2.75%<sup>3</sup>. That means that there will be 3,600,000 new Floridians by 2025—a total population around 23 million people. Is Florida up to the task of providing the educated workforce that the state will need? Can the existing colleges and universities produce enough bachelor's degree graduates to fill employers' needs for educated workers, especially in high demand occupations?

### **The Genesis of the Commission**

In its 2025 Strategic Plan, the Board of Governors embraced a vision to increase baccalaureate degrees awarded statewide from 53,000 per year to 90,000 per year. To generate these additional 37,000 graduates, the state needs a significant number of new students to graduate from Florida's institutions.

Unfettered growth of college graduates is not automatically positive, however, especially if graduates can't find jobs or don't have the knowledge and skills that employers need. If higher education can better align baccalaureate degree production with workforce demand, everyone benefits—graduates, employers, and the State. Florida's colleges and universities have a major role to play in advancing the overall health and well-being of all who call the state their home.

<sup>1</sup> "Board of Governors Commission on Higher Education Access and Degree Attainment." Letter from Dean Colson, Chair to Members, Board of Governors; Members, Boards of Trustees; Frank T. Brogan, Chancellor; University Presidents, May 16, 2012. Retrieved July 19, 2013 from [http://www.flbog.edu/pressroom/doc/colson\\_brogan\\_FC100\\_may\\_17\\_2012.pdf](http://www.flbog.edu/pressroom/doc/colson_brogan_FC100_may_17_2012.pdf)

<sup>2</sup> U.S. Census Bureau Population Estimate for July 1, 2012.

<sup>3</sup> "Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2012" (CSV). *2012 Population Estimates*. United States Census Bureau, Population Division. December 2012.

What does that mean, then, in planning for a future Florida? How, then, do we grow in ways that are well-aligned with future needs? During the course of fifteen months, the Commission for Access and Educational Attainment addressed the following key questions:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities or is there a major role to be played by the State's colleges?

The Commission met seven times over the course of 15 months, between June 2012 and September 2013 and developed a sustainable methodology for a "gap analysis" that identifies the areas of highest demand for baccalaureate degree graduates. It also developed a plan to provide incentives for colleges and universities to expand or build targeted programs to reduce those gaps.

This report summarizes the work of the Commission and presents its plan to address targeted workforce gaps at the baccalaureate level in which the projected under-supply exceeds 100 openings a year through the year 2025. The Commission's recommendations provide for:

- a process that distributes funds appropriated by the 2013 Legislature to expand higher education in high demand areas to better align baccalaureate degree production with the state's workforce needs,
- encouragement of partnerships across higher education to fill the gaps, including innovative delivery designs that use e-Learning and other alternative methods to speed up degree production,
- a recommendation to build upon or expand existing capacity, rather than create additional universities or colleges, and
- consideration of next steps, including a sustainable methodology for updating the gap areas on a regular cycle.

This final report is organized into five sections that follow the questions listed above. A sixth section is added that describes the four recommendations in the bullet points above and a competitive process, funded by Florida's 2013 Legislature, to address the gap in knowledge workers in identified areas. The final section discusses the need to consider a longer-term view of Florida's workforce needs in future gap analyses. Appendices to this report provide greater detail about the gap analysis methodology and the Solicitation for Grant Applications process

## The Gap Analysis: Results

### 1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?

Over more than a year, a group of researchers from both workforce and higher education that supported the Commission met for several hours approximately every two weeks. Their main task was to develop a sustainable methodology for a gap analysis that would identify occupations requiring a bachelor's degree in which the projected annual under-supply exceeded 100 workers. Researchers participated from the Department of Economic Opportunity, the Florida Council of 100, the Florida College System, the Independent Colleges and Universities of Florida, the Commission for Independent Education and the State University System.

As shown in Table 1, the top occupation in which there is a projected annual under-supply exceeding 2,000 projected positions is a the STEM (Science, Technology, Engineering and Math) field (computer occupations), followed by two professional fields with gaps hovering around 1,000 annually —teacher education and accountants, auditors and financial analysts.

**Table 1: Annual Projected Under-Supply in Florida in Occupations Requiring a Bachelor's Degree**

Occupation	Projected Annual Under-Supply
Computer Occupations	2,361
<i>Computer Network Architects</i>	439
<i>Computer Systems Analysts</i>	564
<i>Computer Programmers</i>	316
<i>Software Developers - Applications</i>	459
<i>Software Developers – Systems Software</i>	370
<i>Graphic Designers</i>	213
Middle School Teachers	1,024
Accountants & Auditors & Financial Analysts	971
Training & Development Specialists	348
Operations Research Analysts	217
Kindergarten Teachers	210
Industrial Engineers	177
Medical & Clinical Laboratory Technologists	169
Insurance Underwriters	132
Credit Counselors	118
Public relations Specialists	116

Missing from the list are many other occupations that require graduates in STEM and liberal arts fields. Health sciences are also missing from the list, but mainly because

those jobs tend to require education either above (e.g. physicians) or below (e.g. occupational therapy assistants) the baccalaureate degree level.

Although the highest gap is in a STEM area (computer occupations), the results of the analysis did not point to a general gap in occupations supplied by STEM graduates. The omission of more general STEM areas from the critical needs list does not imply, however, that Florida's higher education system should stop producing graduates in these areas. But it does suggest that we may be producing enough to support current demand. It may also suggest that we are not *retaining* graduates in Florida's workforce in these areas. Graduates in high demand occupations may leave Florida for employment elsewhere or, in the case of middle school teachers, may even switch fields.

Using Florida Department of Economic Opportunity statewide job growth data, Table 2 below presents the top 15 occupational groups that are projected to have the largest total number of openings from 2012 to 2020. *Please note that this is the annual number of openings—many of which are filled—not the annual gap between demand and supply.* The educational codes used by the U.S. Bureau of Labor Statistics were applied to identify the typical education level required for entry into the jobs that fall under a particular occupational category.

Table 2 illustrates that, for health occupations, many of the annual openings will occur in jobs that require an associate's or graduate degree to obtain employment.

**Table 2: Florida's Top Occupational Groups by Projected Demand (Annual Job Openings, 2012-2020)**

Occupational Group	Projected Annual Job Openings by BLS Typical Degree Required for Entry				
	Associate	Bachelor	Master	Doctoral	Total
Health Diagnosing and Treating Practitioners	7,228	234	1,104	3,727	12,293
Preschool, Primary, Secondary, and Special Education School Teachers	1,088	7,098	0	0	8,186
Business Operations Specialists	0	5,866	0	0	5,866
Financial Specialists	0	5,193	0	0	5,193
Computer Occupations	0	4,410	0	18	4,428
Postsecondary Teachers	0	315	506	2,269	3,090
Counselors, Social Workers, and Other Community and Social Service Specialists	0	1,369	1,435	0	2,804
Top Executives	1,996	703	0	0	2,699
Health Technologists and Technicians	2,308	240	15	0	2,563
Other Management Occupations	1,041	933	283	0	2,257
Lawyers, Judges, and Related Workers	0	27	0	2,185	2,212
Adult Basic and Secondary Education and Literacy Teachers, All Other	0	2,192	0	0	2,192
Engineers	0	2,114	0	0	2,114
Media and Communications Workers	0	1,355	0	0	1,355
Operations Specialties Managers	0	1,171	0	0	1,171
All Others	3,050	9,098	1,003	487	13,638
<b>Total</b>	<b>16,711</b>	<b>42,318</b>	<b>4,346</b>	<b>8,686</b>	<b>72,061</b>

Source: Employment projections were derived from Department of Economic Opportunity 2012-2020 Statewide Projections.

One caution about applying workforce gaps to educational programs needs to be stated here. Many degree programs can qualify students for a number of different jobs. There is often not a one-to-one relationship between a college major and the job a student obtains after graduation. For example, Table 3 below shows that students who qualify for jobs listed in the high demand computer and information science occupations usually major in a number of different degree programs. (Please see Appendix B for an



expanded list of occupational gaps and the educational programs that provide bachelor's degree graduates for these gaps.)

**Table 3: College Majors that Prepare Students for the Jobs Listed in Computer Occupations Cited in Table 1**

Major	CIP Code
Computer and Information Sciences, General	11.0101
Information Technology	11.0103
Computer Programming/Programmer, General	11.0201
Information Science/Studies	11.0401
Computer Systems Analysis/Analyst	11.0501
Computer Science	11.0701
Web Page, Digital/Multimedia and Information Resources Design	11.0801
Computer Graphics	11.0803
Computer Systems Networking and Telecommunications	11.0901
Computer and Information Systems Security/Information Assurance	11.1003
Computer Engineering, General	14.0901
Computer Software Engineering	14.0903
Management Information Systems, General	52.1201
Digital Arts	50.0102
Design and Visual Communications, General	50.0401
Industrial and Product Design	50.0404
Graphic Design	50.0409

### The Gap Analysis: A Brief Overview of the Method

The “gap” in Florida’s future workforce needs includes two major components: 1) “demand” by occupation, and 2) “supply” by education program, which is the number of baccalaureate graduates being produced by Florida postsecondary institutions.

In order to identify the workforce gaps at the baccalaureate level, the researchers established “decision rules” to match two discrete taxonomies—one for labor and one for education—that were developed by different federal agencies. The Classification of Instructional Programs (CIP) taxonomy, developed by the U.S. Department of Education, assigns numbered codes to educational programs so that they can be tracked and compared in various databases at federal, state, and local levels. Similarly, the Standard Occupational Classification (SOC) system, developed by the U.S. Department of Labor, is a taxonomy of occupations. Officials developing each of these taxonomies did not do so collaboratively. We have therefore inherited a system in which, for example, a high school principal is classified as an “educator” by CIP code but a “manager” by SOC code. In other words, the two systems don’t “talk” to each other unless a cross-walk is built.

The next hurdle the researchers faced was choosing among several methodologies to classify educational levels needed by different occupations. These different methods are described in Appendix A, along with the rationale for the Commission's choice of the method used by the Bureau of Labor Statistics.

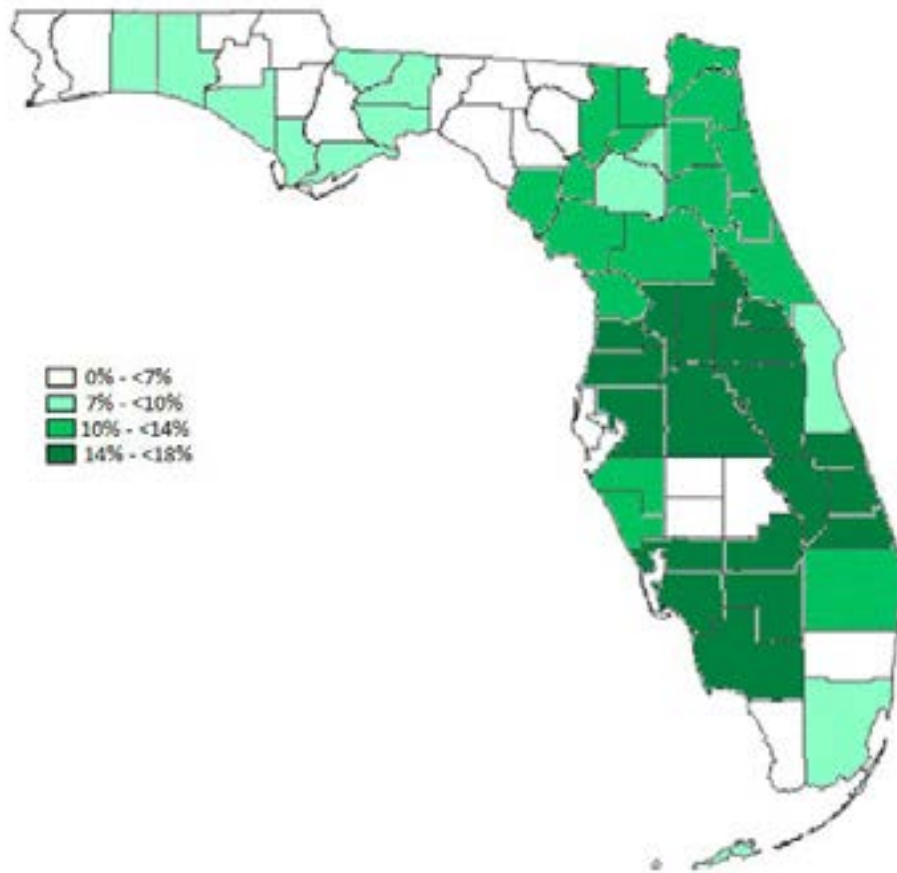
The step-by-step process and the method that the researchers developed in conducting this gap analysis have also been documented in materials contained on the Florida Board of Governors web site under the link to the Commission for Access and Educational Attainment.<sup>4</sup>

## **2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?**

According to the state Demographic Estimating Conference, Florida's population is expected to grow to 21.2 million by 2020, but the growth rate will vary by region. As represented in Map 1 below, data from the Florida Legislature's Office of Economic & Demographic Research (EDR)<sup>4</sup> shows that certain regions, such as the greater Orlando-Tampa region, will grow faster in terms of *percentages* of the population than the state's largest urban area, Miami. But because of its sheer size, the *numbers* of educated workers Miami will need will also continue to grow, although not as fast as in other parts of the state.

<sup>4</sup> For a detailed explanation of the methodology for the gap analysis, also consult "Preliminary Discussion of Occupational Analysis Methodologies," September 26, 2012 meeting materials for the Access and Attainment Commission, available at [http://www.flbog.edu/about/commission/\\_doc/commission-materials/Preliminary-Discussion-of-Potential-Occupational-Analysis-Methodologies-%20092512.pdf](http://www.flbog.edu/about/commission/_doc/commission-materials/Preliminary-Discussion-of-Potential-Occupational-Analysis-Methodologies-%20092512.pdf)

**Map 1: Florida's 2012-2020 Projected Population Growth**



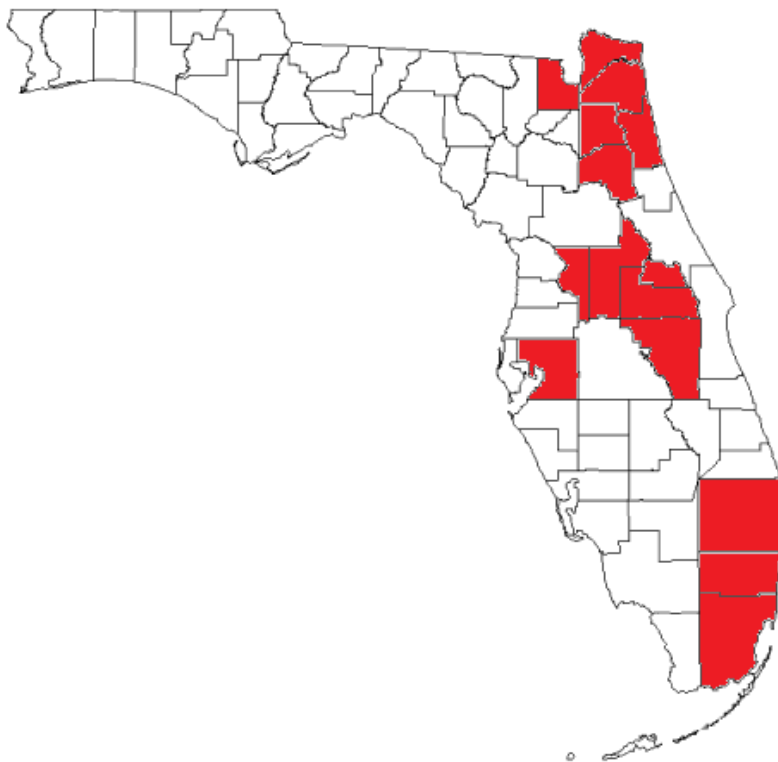
Although it may sound counter-intuitive, it may not be necessary to regionally align where Florida should increase its bachelor's degree production in high demand areas with where the population is growing the fastest. There are several reasons why. First, many college and university students are not placebound and expect to re-locate for work after graduation. Secondly, higher education is not "placebound," either. Today's colleges and universities are able to deliver all or part of their degree programs online—either by themselves or in partnership with other institutions. Thirdly, student-employer connections can be built into the curriculum regardless of employer location. Students can connect with potential employers in high demand fields before they graduate through internships and other on-site opportunities. With input from employers and occupational advisory boards, colleges and universities can embed certificates into existing curricula. And fourth, a key facet of any degree program should be career information about where jobs are located before students enroll in their program majors.

At several of its meetings, Commission members voiced concern about the potential for higher education to over-develop programs in high demand occupations in response to its gap analysis. The Commission noted on several occasions that the list of high demand programs should not be regarded as a "shopping list" by institutions throughout Florida to create new programs. Several of the Board of Governors' regulations address

the issue of unnecessary duplication of new programs, in particular Regulation 8.011.<sup>5</sup> Florida needs to expand capacity to produce more baccalaureate trained employees in high demand occupations, but it needs to do so in a way that is *economically and educationally justifiable*.

How best, then, to expand capacity to produce baccalaureate graduates in high demand occupations? Should programs be centered in regions where the jobs are most plentiful? Let's look at a specific example. Based on regional workforce data from the Department of Economic Opportunity (DEO), 70% of the computer occupations identified by the Commission's gap analysis are found in the four shaded areas identified in Map 2 below, which represent six DEO workforce regions and sixteen counties.

**Map 2: Highest Unfilled Workforce Demand in Computer Occupations, by Region in Florida**



<sup>5</sup> Board of Governors, State University System of Florida, "Authorization of New Academic Degree Programs and Other Curricular Offerings," Retrieved August 25, 2013 from [http://www.flbog.edu/documents\\_regulations/regulations/8\\_011New%20Program%20Auth\\_reg%20final%20clean.pdf](http://www.flbog.edu/documents_regulations/regulations/8_011New%20Program%20Auth_reg%20final%20clean.pdf)

In considering where to expand existing baccalaureate degree programs that lead to employment in these occupations, should only those institutions that are physically located in these regions be considered? For the State University System, that perspective would favor UNF, UCF, USF, FAU and FIU. But what if UWF, in the Pensacola area, or UF in Alachua County, has a strong program that could expand in a cost-effective manner?

To some extent, however, it does not matter which regions in Florida are expected to grow the fastest if demand for a particular program is clear. In addition, educational technology enables the delivery of programs students need at accessible times and locations—without regard to the location of the provider. It also may not matter which regions will need the greatest number of bachelor's degree trained workers in, say, computer science and information technology fields if students are told, when they enter these programs, where the jobs are located and if they are willing to move to these areas.

It does matter, however, if multiple institutions throughout the higher education system—public and private, predominantly two- or four-year--react to high demand by ramping up existing programs or building new programs. A lack of systemic thinking can result in unwarranted duplication of programs, the net effect of which can be numerous weak programs that compete with each other, incurring redundant costs. Such a reaction is neither economically nor educationally justifiable.

### **3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?**

The answer is “probably” if the composition and performance of Florida's economy remains relatively unchanged. We are currently on track in making two needed improvements so that Florida produces the number of bachelor's graduates the Board of Governors has projected by the year 2025: 1) increasing State University System enrollments and 2) improving graduation rates in *all* sectors—high school, college and university.

Students are considered college-ready when they have the knowledge, skills and academic preparation needed to succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program.

#### *Maintaining the Status Quo*

To support the status quo, the pipeline of potential baccalaureate degree-seeking students comes predominantly from high schools and transfer students from the 28 state public colleges. The Florida Department of Education, however, projects flat growth for the number of standard diplomas awarded through the year 2016. The actual numbers of students who earned standard diplomas in 2010-11 was about 150,000 students. That number is not expected to change at all through 2019-2020. Historically, roughly half—48 to 55%--of high school graduates who receive standard

diplomas (not GEDs or alternate diplomas) will enroll in college in Florida. If this projection proves correct and the number of high school diploma recipients stays flat, then we need to employ strategies to increase the percent that continue on to college.

A positive development is the fact that more students are graduating from high school “college-ready.” The Florida College System reports that the percentage of recent high school graduates, age 20 years or younger, who needed remediation upon entry to college declined from 20% in 2007-08 to 14% in 2011-12. These improvements have no doubt been influenced by an increase in the rigor of the high school curriculum and better communication about expectations for college entry.

Another factor that is important to consider in whether Florida is producing the college-ready students it needs is the selectivity of its State University System. Last year there were 150,000 high school diplomas awarded in Florida and 30,000 of these graduates were admitted to the State University System institutions. The SUS is currently a selective system and it turns away qualified applicants from Florida high schools. The average high school GPA for *all* first-time in college students, including profile admits<sup>6</sup>, at state universities in Fall 2012 was 3.8. At Florida State University, for example, entering freshmen in Fall 2013 had an average GPA of 4.0. For the Summer/Fall 2012 session, 30,040 unduplicated students applied to FSU. Of these applicants, 16,124 were admitted and 5,738 actually enrolled.<sup>7</sup> To increase the number of Floridians who go to college within the state, it makes sense to expand baccalaureate capacity in the Florida College System.

The Florida College System’s transfer students are another critical piece of the pipeline of potential baccalaureate degree graduates. Transfer students have already demonstrated success in college by earning an associate’s degree and a desire to continue for a bachelor’s degree. Historically, 45%-50% of A.A. recipients continue their education the following year either within the State University System or the Independent Colleges and Universities of Florida. A portion of students who earn A.S. and other associate degrees also transfer into professional and more general bachelor’s degree programs.

The Commission’s efforts focused on gaps in baccalaureate degree production—and not gaps at the associate’s or graduate levels. Additional efforts to target associate degree completers to continue to the baccalaureate could also increase Florida’s baccalaureate degree production. A January 2010 OPPAGA report found that most A.A. degree recipients never applied to a state university and their survey of 3,000

<sup>6</sup> A “profile admit” student is admitted to a state university via an “Alternative Admission,” process described in Board Regulation 6.002. Available at [http://www.flbog.edu/documents\\_regulations/regulations/6.002Final\\_FTICAdmissions.pdf](http://www.flbog.edu/documents_regulations/regulations/6.002Final_FTICAdmissions.pdf)

<sup>7</sup> Florida State University. Office of Institutional Research. Retrieved October 1, 2013 from [http://www.ir.fsu.edu/Factbooks/2012-13/Admission\\_Statistics.pdf](http://www.ir.fsu.edu/Factbooks/2012-13/Admission_Statistics.pdf)

students found that the most common reason was a lack of information about transfer policies.<sup>8</sup>

A third source in the pipeline of potential college-ready students results from the sheer increase in Florida's population. The Florida Legislature's Office of Economic & Demographic Research (EDR) projects that Florida's 18 to 24 year old population will increase by 147,000 from 2010 to 2025. If Florida enrolls 34% of the 18 to 24 year old population in 2025, the same percent as it did in 2009 (the year for which we have the latest data), then Florida is projected to add 50,000 undergraduates through population growth alone.

And finally, a fourth source in the pipeline is new Floridians. During the past five years, 39% of Florida's net migrants (25 years and older) have had a bachelor's or graduate degree, which is considerably higher than the educational attainment of Florida's resident population (25%). Based on analyses of geographic mobility estimates for 2006-2010, Florida annually imports a net of about 2,400 people with bachelor's and graduate degrees. Unfortunately, many of those who migrate to Florida with bachelors or graduate degrees are in the older age brackets; some are at or near retirement age. The additional 2,400 bachelor's degree-holders Florida gains through net migration, however, is small compared to the current 86,000 bachelor's degrees produced by all of Florida's colleges and universities each year.

### Increasing College-Going Rates

If Florida wants to significantly improve its economic performance relative to that of other states, however, it will have to increase the number and percentage of its residents with bachelor's (or higher) degrees. For example, one reason Florida ranks 35<sup>th</sup> in the nation in terms of knowledge workers is that it ranks 37<sup>th</sup> in the nation (and last among the 10 most populous states) in the percentage of its population with at least a bachelor's degree.

Encouraging a greater percentage of Floridians to go to college will be a heavy lift. If we look at a broader range of students than just immediate high school graduates who continue to college, Florida ranks 31<sup>st</sup> in the nation and slightly below the national and "Big 10" state averages in the percent of its 18- to 24-year olds who are enrolled in higher education, based upon the most recent data available from 2009.<sup>9</sup>

<sup>8</sup> See Office of Program Policy Analysis and government Accountability. (January 2010). "Most AA Graduates Pursue Baccalaureate Degrees, but Many Lack Information About Articulation Policies." Report No. 10-01. Tallahassee, Florida: OPPAGA. Retrieved August 23, 2013 from

<http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1001rpt.pdf>

<sup>9</sup> Source: NCHEMS staff analysis of IPEDS Fall Enrollment Survey and U.S. Census Population estimates. (See Slide 13, 9/26/13 Commission for Higher Education Power Point materials.)

#### **4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?**

The simple answer to this question is “No, Florida does not need any new colleges or universities to meet the workforce demand for bachelor’s degree graduates.” The state is currently on track to meet the Board of Governors’ bachelor’s degree production goals for 2025 with just modest improvements in the system--without even considering other sources of college-ready students. In its 2012-2025 *Strategic Plan*, the Board of Governors of the State University System set a goal to produce 90,000 bachelor’s degrees a year by 2025. The system of 12 public universities is currently on track to reach the 90,000 goal, with only modest improvements in graduation rates or enrollment increases, where there is room to do so.

If additional growth should also occur within the Florida College System, the ability of the state to produce the bachelor’s degrees it needs for high demand occupations would be assured. Although not every Florida College System institution is interested in ramping up baccalaureate production, it may be good public policy for the right institutions to get into the business of baccalaureate expansion in an organized, sustainable manner to meet Florida’s needs. For that to occur, the Florida College System should be funded to meet statewide need for baccalaureate degree production in high demand areas, with a clearer delineation of which Florida Colleges System institutions would be major baccalaureate producers.

Further, to avoid duplication and to maximize access to baccalaureate programs throughout the state, the Board of Governors and the State Board of Education should collaborate to ensure the best possible results for students and the State. For example, in cases in which both a university and a state college have an interest in expanding baccalaureate degree production, a joint standing committee of members and staff of both boards could serve as an annual review committee. Other possible mechanisms for collaboration could include a Listserv that all institutions, public and private, two- and four-year, could post the titles of prospective baccalaureate degree program offerings well in advance of actual program development, such as nine to twelve months before the institutional board would review the program for approval. The bottom line is that policy changes may be in order so that Florida expands baccalaureate program offerings in an effective, efficient manner.

#### **5. Should all these new students attend our state universities, or is there a major role to be played by the State’s colleges and other sectors?**

Yes, there is indeed a major role for Florida’s state colleges and independent sectors of higher education to play to meet workforce demand at the baccalaureate degree level. Florida has 12 public universities, including one that is brand new and that has yet to enroll any students. Almost 350,000 students enroll in the system. The Florida College



System's 28 state colleges enroll almost 879,948 full- and part-time students (headcount) with 25,389 of these currently enrolled in bachelor's level programs.<sup>10</sup>

The Independent Colleges and Universities of Florida also play a major role, producing 26% ( $n = 19,000$ ) of Florida's bachelor's degree graduates at 31 private, non-profit institutions. Together, these institutions enroll 153,000 students throughout 141 actual sites throughout the state.<sup>11</sup>

The Commission for Independent Education has jurisdiction over 921 independent institutions operating in Florida with 379,752 students enrolled. The majority, 60%, of the institutions are non-degree granting institutions. But the 369 institutions which are degree-granting enroll the overwhelming majority of students—302,517.<sup>12</sup>

Across the U.S., higher education has matured. Few states build new public colleges or universities today. Far and away the preferred path is to expand established colleges and universities to new locations or centers. In addition, the latest data available show that 65% of Florida's recent high school graduates—a total of 93,104 students--enrolled in one of the 28 Florida state colleges in 2010-11. Many of these will transfer to four-year programs. In 2011-12, 62,614 state college students earned an Associate in Arts degree, the degree that enables them to take advantage of Florida's 2+2 program and transfer to a four-year institution. In addition, almost 4,000 more state college students earned a bachelor's degree at a state college.

A focus on quality within the State University System so that every student who enrolls also graduates, coupled with a clear identification of Florida College System institutions that are well-positioned to expand baccalaureate degree production, would provide Florida with the workforce it needs.

### **Implementing a Process to Decrease the Workforce Gap in High Demand Occupational Areas**

The 2013 Legislature provided \$15 million for the implementation of the gap analysis, as developed by the Commission on Access and Educational Attainment. Appendix C of this report is a draft Solicitation for Grants Application that will be released in November 2013 to award a small number of grants to colleges and universities to increase baccalaureate degree production in targeted gap areas.

<sup>10</sup> 2013 Annual Report, The Florida College System, Florida Department of Education, Tallahassee, Florida. Retrieved August 25, 2013 from <http://www.fldoe.org/fcs/pdf/annualreport2013.pdf>

<sup>11</sup> The Independent Colleges and Universities of Florida. Retrieved August 25, 2013 from <http://www.icuf.org/newdevelopment/about-icuf/>

<sup>12</sup> Florida Department of Education. (April, 2011). Commission for Independent Education and Department Procurement and Expenditure Processes. Operational Audit. Report No. 2011-177. Retrieved August 25, 2013 from [http://www.myflorida.com/audgen/pages/pdf\\_files/2011-177.pdf](http://www.myflorida.com/audgen/pages/pdf_files/2011-177.pdf)

In its gap analysis, the Commission identified occupations in which there were gaps of 100 or more unfilled positions a year, a criterion that yielded over a dozen broad occupational areas on which to focus. At its August 19, 2013 meeting, the Commission reviewed a process that is consistent with legislative intent to award between four and six grants in the highest demand gap areas, including:

- 1) computer and information technology gap areas (over 2,000 annual under-supply)
- 2) accounting, auditing and financial analyst gap areas (around 900 annual under-supply)
- 3) middle-school teaching, focusing on teacher *retention* rather than new teacher training programs (over 1,000 annual under-supply).

A word of explanation regarding the third area, middle-school teacher retention, is in order. Additional analysis of Florida Dept. of Education data on teacher retention show that some school districts in Florida experience significant loss of new teachers within a few years. The Solicitation for Grant Applications focuses on the need for inservice and pre-service efforts to develop effective strategies and activities to identify and address problems in retaining new middle-school teachers, such as targeted training in technology applications or classroom management.

The grant application process is competitive. Per legislative intent, a State University System institution must submit the application and serve as the fiscal agent. Partnerships with state colleges and independent institutions, however, are strongly encouraged. The grant criteria award additional points for state universities that partner with another institution. The rationale for encouraging partnerships is to provide an incentive for institutions within a region to work together to address gaps, thus avoiding any tendency for multiple institutions within a region to offer the same program, diluting the resources and negatively affecting long-term sustainability of one or more of the competing programs. One strong program within a region is better than several weak ones. Other award criteria include points for innovative curricular and delivery designs to speed up degree production, including eLearning and other alternative models.

The legislation calls for two years of funding to award winners, contingent upon legislative appropriations next year. Institutions that build upon existing capacity, rather than developing brand new programs, have a competitive advantage the first year. All award recipients must agree to monitoring and evaluation. If an institution is unable to implement the program it proposed the first year, those grant dollars would return to the Board of Governors to be added for distribution with the second year of available funds.

The Solicitation for Grants will be released in November 2013, review of proposals will be completed by the beginning of the next legislative session in March 2014, and funds will be distributed to institutions by the end of the 2013-14 fiscal year. The detailed process for reviewing applications and awarding the grant funds, along with deadlines is described in Appendix C.

A three-stage monitoring and evaluation process will be implemented. First, the same senior policy staff, or their designees, who provided support to the Commission during the development of the gap analysis will also monitor and evaluate institutions' progress in implementing the proposed programs. Staff will draft progress reports and evaluations and provide them to Commission members, who will meet twice a year to monitor progress and make any necessary recommendations for improvements. Commission reports and recommendations will be forwarded to the Board of Governors. As the fiscal agent for the appropriated funds, the Board of Governors will maintain final oversight authority to ensure progress is being made.

### **Next Steps: Considering a New Florida**

Few states are able to steer higher education in a way that truly responds to workforce needs. One of the major reasons is that students can choose what majors to pursue—and they often don't make their choices based upon occupational demand. Another reason is the difficulty in wrestling disparate labor and education data into submission—the CIP-SOC exercise. The researchers from both workforce and higher education who developed the methodology have provided a useful, sustainable tool with which to conduct future analyses.

This gap analysis should be repeated every three years, preferably as part of an Estimating Conference that includes all of the parties who participated in this inaugural effort. Because the gaps are at the baccalaureate level and it takes at least several years to produce a graduate, the gap analysis does not need to be conducted more frequently than every few years.

What other next steps might be considered? First and foremost, we need to closely monitor and evaluate efforts of the programs that are funded through the grant application process with legislatively appropriated funds to reduce the gaps at the baccalaureate level over the next few years. If the programs and the process are successful, we need to make adjustments in the current gaps and develop new projections for the next 5 years or so.

But that is not all that we should do. Although the Commission for Access and Educational Attainment focused on the near future in its investigation of baccalaureate degree production and alignment of economic and educational resources to achieve that, it also spent some time looking further into the future.

The information below was discussed by Commission members at their September 26, 2012 meeting showing where Florida ranks on national indicators of economic and social well-being

- % of 18 to 24 year. olds enrolled in college: 31<sup>st</sup>
- High school to college continuation rate: 38<sup>th</sup>
- % of 2010 population with a bachelor's or higher: 37<sup>th</sup>
- Bachelor's degrees per 18 to 24 year population: 34<sup>th</sup>
- Per capita gross domestic product: 40<sup>th</sup>
- Per capita net earnings: 45<sup>th</sup>
- Knowledge jobs in 2010 New Economy Index: 33<sup>rd</sup>

Most growth in the New Economy stems from increases in knowledge and innovation. Florida fared worst in two categories highly related to education—Knowledge Jobs and Innovation Capacity. In the category of Knowledge Jobs, Florida ranked 33<sup>rd</sup> in the 2010 New Economy Index. In Innovation Capacity, Florida ranked 32<sup>nd</sup>. The category “Knowledge Jobs” includes indicators that track employment of IT professionals outside the IT industry; jobs held by managers, professionals, and technicians; the educational attainment of the entire workforce; immigration of knowledge workers; migration of domestic knowledge workers; employment in high-value-added manufacturing sectors; and employment in high-wage traded services. Innovation Capacity was measured by 1) the share of jobs in high-tech industries; 2) scientists and engineers as a share of the workforce; 3) the number of patents relative to the size of the workforce; 4) industry R&D as a share of worker earnings; 5) nonindustrial R&D as a share of GSP; 6) green energy production; and 7) venture capital invested as a share of worker earnings.

A recent report notes that “Over the long term, slow and consistent increases in state postsecondary attainment can attract high-value-added industries. But in the short term, the available jobs determine the demand for postsecondary talent. As a result, increasing postsecondary attainment without increasing the share of jobs that require postsecondary talent will simply further the brain drain into states where college-level jobs are available.”<sup>13</sup>

So therein lies the rub: How does Florida plan for a future that may require higher levels of educational attainment in its workforce, such as in Computer and Information Technology, if the state has traditionally been a low-producer of bachelor’s degrees and lacks the resources to ramp up? This is the kind of question Floridians need to answer for the long-term. Are we content with the status quo for a Florida in which the economy

<sup>13</sup> Carnevale, A.P. and Smith, N. (July 31, 2012). *A Decade Behind: Breaking Out of the Low-Skill Trap in the Southern Economy*. Georgetown University: Center for Education and the Workforce. Retrieved August 27, 2013 from <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/DecadeBehind.FullReport.073112.pdf>, p. 5.

is based upon tourism and agriculture—and low-skilled workers to support those industries? Or does Florida's future include strong growth in information technology, for example, that depends upon knowledge workers? If the latter, then Florida has some work to do.

Here are some other characteristics that will also make Florida's future different from its past:

- Florida's **older population** (age 60 and older) will account for most of Florida's population growth, representing 55 percent of the gains.
- In 2000, Florida's prime **working age population** (ages 25-54) accounted for 41.5 percent of total population. With the aging baby boom generation, this percentage is estimated to have fallen to 39.7 percent in 2009 and by 2030 is projected to represent 36.0 percent.
- The **ratio of taxpaying workers to retirees** will fall as baby boomers age, and new retirees will not be fully replaced by younger workers. An increasingly smaller percentage of individuals will assume the bulk of the tax burden as the number of elderly increases and the demand for services continues to grow.

Regarding the need to develop alternate future scenarios in projecting Florida's workforce needs, at its December 10, 2012 meeting, the Commission members discussed several possibilities:

- benchmarking Florida's needs to aspirational peer states,
- using Enterprise Florida Targeted Industry Clusters and also identifying aspirational clusters,
- thinking in terms of Existing, Evolving (starting to take off) and Emerging (on the horizon) industries and occupations, and
- thinking in terms of short- vs. long-term needs, with long-term defined as 8 years or more.

In considering aspirational states that would be appropriate comparators for targeted industries and occupations that Florida might pursue, the Commission suggested the following:

- Consider the educational resources that top states have that Florida may lack, such as better prepared K-12 students on NAEP scores or a very high rate of community college transfer activity to the universities and take these factors into consideration when considering alternate scenarios.
- Choose aspirational states according to the most likely areas of growth for Florida. Who is #1 in each of our targeted industries and who is #50? What are our aspirational goals? What's a reasonable number of job openings or percent of growth to increase?

- Consider our ranking in the New Economy Index. For example, what ranking do we want for Florida regarding the state's place in the "Innovation Jobs" category?
- Consider the need to diversify the economy, rather than simply increase the number of 18 to 24 year olds in college. Do we want to further increase large sectors—or do we turn our attention to smaller, but promising, sectors?

The Florida economy is improving. Thanks to legislative support, higher education has incentive funding to encourage institutions to expand baccalaureate degree production in areas that the state needs. But we also need to make progress on long-term strategies that will help the system grow in carefully planned ways as the economy improves. This includes looking at how we fund higher education and providing incentives for growth.

In recent years, performance-based funding has focused the discussion about higher education's alignment with the state's highest priorities in terms of "outcomes." A major outcome of higher education is the production of college graduates who are able to successfully fulfill jobs in high demand occupations. In 2013, the Florida Legislature and the Governor's Office elevated the discussion surrounding performance-based funding, providing \$20 million in additional appropriations linked to outcomes measures. In addition, the Board of Governors of the State University System has drafted a 10-metric performance-based funding model that clearly links outcomes to funding. The Access and Attainment Commission's focus on graduates for jobs in high demand occupations is consistent with the direction that Florida's policymakers are taking.

Data informs policy. It is our hope that the data-driven method on which the Commission on Access and Educational Attainment built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

FLORIDA EDUCATION & TRAINING  
PLACEMENT INFORMATION PROGRAM (FETPIP)

*DIVISION OF ACCOUNTABILITY, RESEARCH AND MEASUREMENT (ARM)*

# ANNUAL OUTCOMES REPORT

FALL 2012 DATA  
October, 2013





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**\*\*\* SAMPLE FOLLOW-UP REPORT \*\*\***

Items are described on following pages.

**A) TOTAL INDIVIDUALS 61,685****B) TOTAL WITH OUTCOME DATA 55,138 89%****C) FLORIDA EMPLOYMENT DATA (4th QTR)**

<b>c1) FOUND EMPLOYED</b>	<b>38,296</b>	<b>c2) 62%</b>
<b>c3) AVERAGE EARNINGS - ALL</b>	<b>\$5,382</b>	
<b>c4) ESTIMATED FULL TIME/FULL QTR (FT/FQ)</b>	<b>20,136</b>	<b>c5) 53%</b>
<b>c6) AVERAGE FT/FQ EARNINGS</b>	<b>\$8,337</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***D) EARNINGS BY LEVEL\***

Number of employed earning:

<b>d1) Less Than \$7.67 per hr</b> (Qtrly Wages less than \$3,988)	<b>18,160</b>	<b>d2) 47%</b>
<b>d3) Wages Between \$7.67 and \$13.91 Inclusive</b> (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>10,701</b>	<b>d4) 28%</b>
<b>d5) Wages Between \$13.92 and \$20.15 Inclusive</b> (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,197</b>	<b>d6) 14%</b>
<b>d7) Wages at Least \$20.16 per hr.</b> (Qtrly Wages at least \$10,483)	<b>4,238</b>	<b>d8) 11%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***E) FEDERAL EMPLOYMENT DATA**

<b>e1) CIVILIAN EMPLOYMENT</b> (U.S. Post Office, U.S. Civil Service)	<b>391</b>	<b>e2) 1%</b>
<b>e3) FOUND IN THE MILITARY</b>	<b>405</b>	<b>e4) 1%</b>

**F) FLORIDA CONTINUING EDUCATION DATA**

<b>f1) TOTAL CONT. THEIR EDUCATION (Unduplicated)</b>	<b>41,888</b>	<b>f2) 68%</b>
<b>f3) ...IN DISTRICT POSTSECONDARY</b>	<b>419</b>	<b>f4) 1%</b>
<b>f5) ...IN FLORIDA COLLEGE SYSTEM</b>	<b>13,955</b>	<b>f6) 33%</b>
<b>f5a) AA Program</b>	396	<b>f6a) 3%</b>
<b>f5b) AS Program</b>	2,995	<b>f6b) 21%</b>
<b>f5c) AAS Program</b>	148	<b>f6c) 1%</b>
<b>f5d) Adult Vocational Certificate</b>	307	<b>f6d) 2%</b>
<b>f5e) Vocational Credit Certificate</b>	168	<b>f6e) 1%</b>
<b>f5f) Other</b>	9,941	<b>f6f) 71%</b>
<b>f7) ...IN STATE UNIVERSITY SYSTEM</b>	<b>28,540</b>	<b>f8) 68%</b>
<b>f9) ...IN PRIVATE COLLEGE OR UNIVERSITY</b>	<b>2,036</b>	<b>f10) 5%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.***f11) OF TOTAL CONT. ED. THOSE FOUND EMPLOYED 26,339 f12) 63%****G) RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

<b>g1) RECEIVING TANF</b>	<b>69</b>	<b>g2) 0%</b>
<b>g3) ... &amp; EMPLOYED</b>	19	<b>g4) 28%</b>
<b>g5) RECEIVING FOOD STAMPS</b>	<b>5,637</b>	<b>g6) 9%</b>
<b>g7) ... &amp; EMPLOYED</b>	3,206	<b>g8) 57%</b>
<b>g9) RECEIVING TANF &amp;or FOOD STAMPS</b>	<b>5,637</b>	<b>g10) 9%</b>
<b>g11) ... &amp; EMPLOYED</b>	3,206	<b>g12) 57%</b>

**H) FLORIDA DEPARTMENT OF CORRECTIONS DATA**

<b>h1) INCARCERATED</b>	<b>24</b>	<b>h2) 0%</b>
<b>h3) COMMUNITY SUPERVISION</b>	<b>237</b>	<b>h4) 0%</b>

## Contents of FETPIP's Annual Outcomes Report

The findings for each education or training application that worked with the FETPIP program is represented on a one page report. Each report page is divided into seven primary sets of data types. These are **Total Individuals, Total with Outcome Data, Florida Employment Data, Earnings by Level, Federal Employment Data, Florida Continuing Education Data, Receiving Public Assistance, and Florida Department of Corrections Data**. The following notes describe the content of each of the major categories including several subcategories of data elements. The notes are keyed to alphanumeric identifiers on the sample report on the preceding page. **Please note that data cells with small numbers have been suppressed and replaced by asterisks for confidentiality purposes, in compliance with Florida Statute Section 1008.39.**

**A) TOTAL INDIVIDUALS:** The number of individuals with valid social security numbers as reported for follow-up to FETPIP.

**B) TOTAL WITH OUTCOME DATA:** The number of unduplicated individuals with valid social security numbers, found via FETPIP's data matching method during the target period, July 2011 - June 2012.

**C) FLORIDA EMPLOYMENT DATA (4th QTR):**

**c1) Found Employed:**

The number of individuals found employed in public, private, or non-profit establishments who are covered by the Florida Unemployment Insurance System during the October-December 2012 target period.

*Note: Unemployment insurance wage data are used. Wage files report employment and earnings for the employees of covered establishments.*

**c2) Percent Found Employed:**

The number *Found Employed* divided by the *Total Individuals*.

**c3) Average Earnings - All:**

The average earnings reported for those found employed in Florida regardless of amount of earnings or time worked in a quarter.

**c4) Estimated Full Time/Full Qtr:**

The number estimated of those *Found Employed* in Florida who had earnings of at least \$3,988 (minimum wage of \$7.67 per hour X 40 hours X 13 weeks).

**c5) Percent Est. Full Time/Full Qtr:**

The number estimated working *Full Time / Full Quarter* divided by *Found Employed*.

**c6) Average Full Qtr. Earnings:**

The estimated average earnings for those found employed on an estimated full-time basis.

**D) EARNINGS BY LEVEL**

**d1) Less than \$7.67 per hour**

The number of persons found earning less than \$3,988 per quarter (minimum wage x 40 hours per week x 13 weeks).

**d2) Percent Less than \$7.67 per hour**

The number of persons found earning less than \$3,988 divided by those Found Employed.

**d3) Wages Between \$7.67 and \$13.91 Inclusive**

The number of persons found earning at least \$3,988 but less than \$7,235 per quarter.

**d4) Percent Wages Between \$7.67 and \$13.91 Inclusive**

The number of persons found earning at least \$3,988 but less than \$7,235 divided by those Found Employed.

**d5) Wages Between \$13.92 and \$20.15 Inclusive**

The number of persons found earning at least \$7,235 but less than \$10,483 per quarter.

**d6) Percent Wages Between \$13.92 and \$20.15 Inclusive**

The number of persons found earning at least \$7,235 but less than \$10,483 divided by those Found Employed.

**d7) Wages at Least \$20.16 per hr**

The number of persons found earning at least \$10,483 per quarter.

**d8) Percent Wages at Least \$20.16 per hr**

The number of persons found earning at least \$10,483 divided by those Found Employed.

**E) FEDERAL EMPLOYMENT DATA**

**e1) Civilian Employment:**

The number of persons found employed in the federal career service system managed through the Office of Personnel Management (OPM) during the October-December 2012 target period.

**e2) Percent Civilian Employment:**

The number of persons found in *Civilian Employment* divided by *Total Individuals*.

**e3) Found in the Military:**

The number of persons found on active duty in the U.S. Military Services during the target period July 2011 - June 2012.

**e4) Percent Found in the Military:**

The number of persons *Found in the Military* divided by *Total Individuals*.

**F) FLORIDA CONTINUING EDUCATION DATA**

**f1) Total Cont. their Education (Unduplicated):**

The number of persons found continuing their postsecondary education in Florida in a public adult education program, Career & Technical Education (CTE) program, community college, or public or private college or university.

**f2) Percent Total Cont. their Education (Unduplicated):**

The number of persons *Total Cont. their Education* divided by *Total Individuals*.

**f3) ...In District Postsecondary:**

The number found enrolled in a school district-administered postsecondary Career & Technical Education (CTE) program.

**f4) Percent ...In District Postsecondary:**

The number of persons *...In District Postsecondary* divided by *Total Cont. their Education*.

**f5) ...In Florida College System:**

The number found enrolled in one of Florida's 28 public colleges either in Associate in Art (AA), Associate in Science (AS), Associate of Applied Science (AAS), Adult Vocational, Vocational College Credit or other postsecondary programs.

**f5a) AA:** The number found enrolled in an Associate in Arts program in one of Florida's public colleges.

**f5b) AS:** The number found enrolled in an Associate in Science program in one of Florida's public colleges.

**f5c) AAS:** The number found enrolled in an Associate of Applied Science program in one of Florida's public colleges.

**f5d) Adult Vocational Certificate:** The number found enrolled in a postsecondary adult vocational certificate program in one of Florida's public colleges.

**f5e) Vocational Credit Certificate:** The number found enrolled in a postsecondary vocational credit certificate program in one of Florida's public colleges.

**f5f) Other:** The number found enrolled in public college programs that were not declared, were not added, or were receiving remedial instruction in one of Florida's public colleges.

**f6) Percent ...In Florida College System:**

The number of persons *...In Florida College System* divided by *Total Cont. their Education*.

**f6a) Percent AA:** The number found enrolled in an Associate in Arts program divided by the number found enrolled in the Florida College System.

**f6b) Percent AS:** The number found enrolled in an Associate in Science program divided by the number found enrolled in the Florida College System.

**f6c) Percent AAS:** The number found enrolled in an Associate of Applied Science program divided by the number found enrolled in the Florida College System.

**f6d) Percent Adult Vocational Certificate:** The number found enrolled in a postsecondary adult vocational certificate program divided by the number found enrolled in the Florida College System.

**f6e) Percent Vocational Credit Certificate:** The number found enrolled in a postsecondary vocational credit certificate program divided by the number found enrolled in the Florida College System.

**f6f) Percent Other:** The number found enrolled in other college programs divided by the number found enrolled in the Florida College System.

**f7) ...In State University:**

The number found enrolled in one of Florida's eleven public universities.

**f8) Percent ...In State University:**

The number of persons *In State University* divided by *Total Cont. their Education*.

**f9) ...In Private College or University:**

The number found enrolled in one of Florida's licensed, accredited private colleges or universities.

**f10) Percent ...In Private College or University:**

The number of persons *In Private College or University* divided by *Total Cont. their Education*.

**f11) Of Total Cont. Ed. Those Found Employed:**

The number of persons who were found to be both continuing their education and employed during the period.

**f12) Percent Of Total Cont. Ed. Those Found Employed:**

The number of persons *Of Total Cont. Ed. Those Found Employed* divided by *Total Cont. their Education*.

**G) RECEIVING PUBLIC ASSISTANCE**

**g1) Receiving TANF:**

The number of persons who received Temporary Assistance for Needy Families (TANF) during the October - December 2012 period. These individuals are considered “heads of households” for these purposes.

**g2) Percent Receiving TANF:**

The number of persons *Receiving TANF* divided by *Total Individuals*.

**g3) Receiving TANF & Employed:**

The number of those receiving TANF who were also employed during the period.

**g4) Percent Receiving TANF & Employed:**

The number of persons *Receiving TANF & Employed* divided by *Receiving TANF*.

**g5) Receiving Food Stamps:**

The number of persons who received food stamps during the target period as heads of household.

**g6) Percent Receiving Food Stamps:**

The number of persons *Receiving Food Stamps* divided by *Total Individuals*.

**g7) Receiving Food Stamps & Employed:**

The number of those receiving Food Stamps who were also employed during the period.

**g8) Percent Receiving Food Stamps & Employed:**

The number of persons *Receiving Food Stamps & Employed* divided by *Receiving Food Stamps*.

**g9) Receiving TANF &/or Food Stamps:**

The number who received TANF and/or food stamps during the period.

**g10) Percent Receiving TANF &/or Food Stamps:**

The number of persons *Receiving TANF &/or Food Stamps* divided by *Total Individuals*.

**g11) Receiving TANF &/or Food Stamps & Employed:**

The number of those receiving TANF and/or Food Stamps who were also employed during the period.

**g12) Percent Receiving TANF &/or Food Stamps & Employed:**

The number of persons *Receiving TANF &/or Food Stamps & Employed* divided by *Receiving TANF &/or Food Stamps*.

**H) FLORIDA DEPARTMENT OF CORRECTIONS DATA**

**h1) Incarcerated:**

The number who were in a state correctional facility during the October-December 2012 period.

**h2) Percent Incarcerated:**

The number of persons *Incarcerated* divided by *Total Individuals*.

**h3) Community Supervision:**

The number of who were adjudicated to Department of Corrections community supervision during the October-December 2012 period.

**h4) Percent Community Supervision:**

The number of persons *Community Supervision* divided by *Total Individuals*.



# OUTCOMES REPORTS

## 2011-12 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 124,970**

**TOTAL WITH OUTCOME DATA 107,047 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>56,628</b>	<b>45%</b>
AVERAGE EARNINGS - ALL	<b>\$2,156</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,878</b>	<b>10%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,498</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>50,750</b>	<b>90%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,293</b>	<b>9%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>432</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>153</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>15</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>3,538</b>	<b>3%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>79,717</b>	<b>64%</b>
...IN DISTRICT POSTSECONDARY	<b>1,758</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>47,949</b>	<b>60%</b>
AA Program	30,944	65%
AS Program	3,050	6%
AAS Program	483	1%
Adult Vocational Certificate	432	1%
Vocational Credit Certificate	186	0%
Other	12,854	27%
...IN STATE UNIVERSITY SYSTEM	<b>27,799</b>	<b>35%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>4,529</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **37,145 47%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>270</b>	<b>0%</b>
... & EMPLOYED	114	42%
RECEIVING FOOD STAMPS	<b>19,778</b>	<b>16%</b>
... & EMPLOYED	9,261	47%
RECEIVING TANF &or FOOD STAMPS	<b>19,828</b>	<b>16%</b>
... & EMPLOYED	9,288	47%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>48</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>442</b>	<b>0%</b>

## 2010-11 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 120,134**

**TOTAL WITH OUTCOME DATA 102,992 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>63,598</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$2,690</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>12,800</b>	<b>20%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,547</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>50,798</b>	<b>80%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>11,351</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,159</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>290</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>46</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>4,452</b>	<b>4%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>72,538</b>	<b>60%</b>
...IN DISTRICT POSTSECONDARY	<b>1,411</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>42,567</b>	<b>59%</b>
AA Program	30,878	73%
AS Program	2,674	6%
AAS Program	480	1%
Adult Vocational Certificate	473	1%
Vocational Credit Certificate	250	1%
Other	7,812	18%
...IN STATE UNIVERSITY SYSTEM	<b>27,181</b>	<b>37%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>3,441</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **40,700 56%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>148</b>	<b>0%</b>
... & EMPLOYED	65	44%
RECEIVING FOOD STAMPS	<b>13,433</b>	<b>11%</b>
... & EMPLOYED	7,646	57%
RECEIVING TANF &or FOOD STAMPS	<b>13,437</b>	<b>11%</b>
... & EMPLOYED	7,647	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>89</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>805</b>	<b>1%</b>

## 2009-10 PUBLIC HIGH SCHOOL GRADUATES - STANDARD DIPLOMA - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 118,679**

**TOTAL WITH OUTCOME DATA 100,219 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>66,117</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$3,164</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>19,517</b>	<b>30%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,792</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>46,600</b>	<b>70%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>16,624</b>	<b>25%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,371</b>	<b>4%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>522</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>91</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>4,972</b>	<b>4%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>64,356</b>	<b>54%</b>
...IN DISTRICT POSTSECONDARY	<b>1,221</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>32,491</b>	<b>50%</b>
AA Program	22,326	69%
AS Program	2,640	8%
AAS Program	443	1%
Adult Vocational Certificate	445	1%
Vocational Credit Certificate	302	1%
Other	6,335	19%
...IN STATE UNIVERSITY SYSTEM	<b>30,402</b>	<b>47%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>3,356</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **38,642 60%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>168</b>	<b>0%</b>
... & EMPLOYED	91	54%
RECEIVING FOOD STAMPS	<b>12,904</b>	<b>11%</b>
... & EMPLOYED	7,820	61%
RECEIVING TANF &or FOOD STAMPS	<b>12,908</b>	<b>11%</b>
... & EMPLOYED	7,822	61%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>123</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,125</b>	<b>1%</b>

## 2011-12 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,081**

**TOTAL WITH OUTCOME DATA 814 75%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>526</b>	<b>49%</b>
AVERAGE EARNINGS - ALL	<b>\$2,398</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>76</b>	<b>14%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,509</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>450</b>	<b>86%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>69</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>3</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>119</b>	<b>11%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>109</b>	<b>92%</b>
AA Program	29	27%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	67	61%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>60</b>	<b>50%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>433</b>	<b>40%</b>
... & EMPLOYED	189	44%
RECEIVING TANF &or FOOD STAMPS	<b>433</b>	<b>40%</b>
... & EMPLOYED	189	44%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>12</b>	<b>1%</b>

## 2010-11 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,010**

**TOTAL WITH OUTCOME DATA 769 76%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>524</b>	<b>52%</b>
AVERAGE EARNINGS - ALL	<b>\$2,929</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>133</b>	<b>25%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,594</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>391</b>	<b>75%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>122</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>7</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>14</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>153</b>	<b>15%</b>
...IN DISTRICT POSTSECONDARY	<b>12</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>133</b>	<b>87%</b>
AA Program	53	40%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	69	52%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>98</b>	<b>64%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>356</b>	<b>35%</b>
... & EMPLOYED	174	49%
RECEIVING TANF &or FOOD STAMPS	<b>357</b>	<b>35%</b>
... & EMPLOYED	175	49%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>25</b>	<b>2%</b>

## 2009-10 PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,096**

**TOTAL WITH OUTCOME DATA 845 77%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>599</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$3,204</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>189</b>	<b>32%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,450</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>410</b>	<b>68%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>169</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>17</b>	<b>3%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>27</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>158</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>10</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>142</b>	<b>90%</b>
AA Program	71	50%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	59	42%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>109</b>	<b>69%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>14</b>	<b>1%</b>
****	****	****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>376</b>	<b>34%</b>
200	200	53%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>376</b>	<b>34%</b>
200	200	53%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>12</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>24</b>	<b>2%</b>

## 2011-12 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 59**

**TOTAL WITH OUTCOME DATA 28 47%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>11</b>	<b>19%</b>
AVERAGE EARNINGS - ALL	<b>\$2,597</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>9</b>	<b>82%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1</b>	<b>9%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1</b>	<b>9%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>0</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>16</b>	<b>27%</b>
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	<b>16</b>	<b>27%</b>
... & EMPLOYED	****	****

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



## 2010-11 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 85**

**TOTAL WITH OUTCOME DATA 50 59%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>16</b>	<b>19%</b>
AVERAGE EARNINGS - ALL	<b>\$3,441</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>12</b>	<b>75%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>0</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>39</b>	<b>46%</b>
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	<b>39</b>	<b>46%</b>
... & EMPLOYED	****	****

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2009-10 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL CERTIFICATE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 98**

**TOTAL WITH OUTCOME DATA 55 56%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>16</b>	<b>16%</b>
AVERAGE EARNINGS - ALL	<b>\$2,812</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	****	****
AVERAGE FT/FQ EARNINGS	****	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>14</b>	<b>88%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>0</b>	<b>0%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1</b>	<b>6%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	****	****
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>41</b>	<b>42%</b>
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	<b>41</b>	<b>42%</b>
... & EMPLOYED	****	****

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2011-12 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 4,245**

**TOTAL WITH OUTCOME DATA 2,207 52%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>624</b>	<b>15%</b>
AVERAGE EARNINGS - ALL	<b>\$2,197</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>68</b>	<b>11%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,570</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>556</b>	<b>89%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>59</b>	<b>9%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2</b>	<b>0%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>7</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>193</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>83</b>	<b>43%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>101</b>	<b>52%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	26	26%
Vocational Credit Certificate	****	****
Other	62	61%
...IN STATE UNIVERSITY SYSTEM	<b>10</b>	<b>5%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>39</b>	<b>20%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>11</b>	<b>0%</b>
	****	****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>1,715</b>	<b>40%</b>
	231	13%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>1,716</b>	<b>40%</b>
	231	13%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>29</b>	<b>1%</b>

## 2010-11 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 4,720**

**TOTAL WITH OUTCOME DATA 2,784 59%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>978</b>	<b>21%</b>
AVERAGE EARNINGS - ALL	<b>\$2,397</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>164</b>	<b>17%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,505</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>814</b>	<b>83%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>143</b>	<b>15%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>17</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>214</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>111</b>	<b>52%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>93</b>	<b>43%</b>
AA Program	10	11%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	19	20%
Vocational Credit Certificate	****	****
Other	61	66%
...IN STATE UNIVERSITY SYSTEM	<b>10</b>	<b>5%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>49</b>	<b>23%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>15</b>	<b>0%</b>
****	****	****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>2,025</b>	<b>43%</b>
356	356	18%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>2,025</b>	<b>43%</b>
356	356	18%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>67</b>	<b>1%</b>

## 2009-10 PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 4,480**

**TOTAL WITH OUTCOME DATA 2,859 64%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,235</b>	<b>28%</b>
AVERAGE EARNINGS - ALL	<b>\$2,658</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>256</b>	<b>21%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,763</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>979</b>	<b>79%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>215</b>	<b>17%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>35</b>	<b>3%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>6</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>171</b>	<b>4%</b>
...IN DISTRICT POSTSECONDARY	<b>62</b>	<b>36%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>99</b>	<b>58%</b>
AA Program	13	13%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	70	71%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>61</b>	<b>36%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>16</b>	<b>0%</b>
****	****	****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>1,949</b>	<b>44%</b>
430	430	22%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>1,949</b>	<b>44%</b>
430	430	22%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>20</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>99</b>	<b>2%</b>

## 2011-12 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 13,536**

**TOTAL WITH OUTCOME DATA 9,539 70%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>3,857</b>	<b>28%</b>
AVERAGE EARNINGS - ALL	<b>\$2,324</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>654</b>	<b>17%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,561</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,203</b>	<b>83%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>583</b>	<b>15%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>52</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>19</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>14</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>656</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>79</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>536</b>	<b>82%</b>
AA Program	114	21%
AS Program	16	3%
AAS Program	****	****
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	****	****
Other	385	72%
...IN STATE UNIVERSITY SYSTEM	<b>40</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>241</b>	<b>37%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>236</b>	<b>2%</b>
... & EMPLOYED	52	22%
RECEIVING FOOD STAMPS	<b>6,897</b>	<b>51%</b>
... & EMPLOYED	1,817	26%
RECEIVING TANF &or FOOD STAMPS	<b>6,918</b>	<b>51%</b>
... & EMPLOYED	1,818	26%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>230</b>	<b>2%</b>
COMMUNITY SUPERVISION	<b>597</b>	<b>4%</b>

## 2010-11 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 13,582**

**TOTAL WITH OUTCOME DATA 9,957 73%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>4,589</b>	<b>34%</b>
AVERAGE EARNINGS - ALL	<b>\$2,590</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>961</b>	<b>21%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,660</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,628</b>	<b>79%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>841</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>94</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>26</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>38</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>952</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>94</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>818</b>	<b>86%</b>
AA Program	286	35%
AS Program	49	6%
AAS Program	10	1%
Adult Vocational Certificate	19	2%
Vocational Credit Certificate	****	****
Other	449	55%
...IN STATE UNIVERSITY SYSTEM	<b>45</b>	<b>5%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>11</b>	<b>1%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **434 46%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>190</b>	<b>1%</b>
... & EMPLOYED	52	27%
RECEIVING FOOD STAMPS	<b>6,602</b>	<b>49%</b>
... & EMPLOYED	2,016	31%
RECEIVING TANF &or FOOD STAMPS	<b>6,606</b>	<b>49%</b>
... & EMPLOYED	2,018	31%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>345</b>	<b>3%</b>
COMMUNITY SUPERVISION	<b>717</b>	<b>5%</b>

## 2009-10 PUBLIC HIGH SCHOOL DROPOUTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 14,314**

**TOTAL WITH OUTCOME DATA 10,549 74%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>5,203</b>	<b>36%</b>
AVERAGE EARNINGS - ALL	<b>\$2,997</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,476</b>	<b>28%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,880</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,727</b>	<b>72%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,240</b>	<b>24%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>194</b>	<b>4%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>42</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>59</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>995</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>103</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>826</b>	<b>83%</b>
AA Program	400	48%
AS Program	49	6%
AAS Program	11	1%
Adult Vocational Certificate	14	2%
Vocational Credit Certificate	****	****
Other	344	42%
...IN STATE UNIVERSITY SYSTEM	<b>59</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>17</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **495 50%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>197</b>	<b>1%</b>
... & EMPLOYED	64	32%
RECEIVING FOOD STAMPS	<b>6,668</b>	<b>47%</b>
... & EMPLOYED	2,224	33%
RECEIVING TANF &or FOOD STAMPS	<b>6,669</b>	<b>47%</b>
... & EMPLOYED	2,224	33%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>451</b>	<b>3%</b>
COMMUNITY SUPERVISION	<b>795</b>	<b>6%</b>



## 2011-12 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 68,742**

**TOTAL WITH OUTCOME DATA 59,280 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>32,680</b>	<b>48%</b>
AVERAGE EARNINGS - ALL	<b>\$2,229</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,712</b>	<b>11%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,456</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>28,968</b>	<b>89%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,361</b>	<b>10%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>259</b>	<b>1%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>92</b>	<b>0%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>1,918</b>	<b>3%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>42,134</b>	<b>61%</b>
...IN DISTRICT POSTSECONDARY	<b>1,086</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>27,532</b>	<b>65%</b>
AA Program	17,523	64%
AS Program	1,742	6%
AAS Program	308	1%
Adult Vocational Certificate	287	1%
Vocational Credit Certificate	97	0%
Other	7,575	28%
...IN STATE UNIVERSITY SYSTEM	<b>12,451</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>2,261</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **20,554 49%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>155</b>	<b>0%</b>
... & EMPLOYED	70	45%
RECEIVING FOOD STAMPS	<b>12,534</b>	<b>18%</b>
... & EMPLOYED	5,796	46%
RECEIVING TANF &or FOOD STAMPS	<b>12,559</b>	<b>18%</b>
... & EMPLOYED	5,812	46%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>29</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>243</b>	<b>0%</b>

## 2010-11 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 74,797**

**TOTAL WITH OUTCOME DATA 64,412 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>41,464</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$2,787</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,964</b>	<b>22%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,532</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>32,500</b>	<b>78%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,965</b>	<b>19%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>791</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>208</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>29</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>2,572</b>	<b>3%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>41,379</b>	<b>55%</b>
...IN DISTRICT POSTSECONDARY	<b>1,154</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>27,222</b>	<b>66%</b>
AA Program	19,226	71%
AS Program	1,809	7%
AAS Program	358	1%
Adult Vocational Certificate	359	1%
Vocational Credit Certificate	183	1%
Other	5,287	19%
...IN STATE UNIVERSITY SYSTEM	<b>12,351</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,742</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **24,342 59%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>131</b>	<b>0%</b>
... & EMPLOYED	50	38%
RECEIVING FOOD STAMPS	<b>11,389</b>	<b>15%</b>
... & EMPLOYED	6,120	54%
RECEIVING TANF &or FOOD STAMPS	<b>11,393</b>	<b>15%</b>
... & EMPLOYED	6,121	54%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>53</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>567</b>	<b>1%</b>

## 2009-10 DISTRICT SECONDARY CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 76,844**

**TOTAL WITH OUTCOME DATA 65,310 85%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>44,794</b>	<b>58%</b>
AVERAGE EARNINGS - ALL	<b>\$3,272</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>14,067</b>	<b>31%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,808</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>30,727</b>	<b>69%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>11,972</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,733</b>	<b>4%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>362</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>42</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>3,059</b>	<b>4%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>37,601</b>	<b>49%</b>
...IN DISTRICT POSTSECONDARY	<b>945</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>21,837</b>	<b>58%</b>
AA Program	14,748	68%
AS Program	1,796	8%
AAS Program	317	1%
Adult Vocational Certificate	319	1%
Vocational Credit Certificate	212	1%
Other	4,445	20%
...IN STATE UNIVERSITY SYSTEM	<b>14,813</b>	<b>39%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,820</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **23,654 63%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>164</b>	<b>0%</b>
... & EMPLOYED	83	51%
RECEIVING FOOD STAMPS	<b>11,336</b>	<b>15%</b>
... & EMPLOYED	6,570	58%
RECEIVING TANF &or FOOD STAMPS	<b>11,340</b>	<b>15%</b>
... & EMPLOYED	6,572	58%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>103</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>829</b>	<b>1%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 12,350**

**TOTAL WITH OUTCOME DATA 10,852 88%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>9,558</b>	<b>77%</b>
AVERAGE EARNINGS - ALL	<b>\$9,474</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,979</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,909</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,579</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,938</b>	<b>20%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,997</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,044</b>	<b>42%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>106</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>45</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,563</b>	<b>37%</b>
...IN DISTRICT POSTSECONDARY	<b>91</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,228</b>	<b>71%</b>
AA Program	730	23%
AS Program	210	7%
AAS Program	13	0%
Adult Vocational Certificate	39	1%
Vocational Credit Certificate	40	1%
Other	2,196	68%
...IN STATE UNIVERSITY SYSTEM	<b>1,359</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>142</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **3,554 78%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,007</b>	<b>8%</b>
... & EMPLOYED	621	62%
RECEIVING TANF &or FOOD STAMPS	<b>1,007</b>	<b>8%</b>
... & EMPLOYED	621	62%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>29</b>	<b>0%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 11,211**

**TOTAL WITH OUTCOME DATA 9,709 87%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>8,744</b>	<b>78%</b>
AVERAGE EARNINGS - ALL	<b>\$10,699</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,700</b>	<b>88%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,862</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,044</b>	<b>12%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,392</b>	<b>16%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,714</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,594</b>	<b>53%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>128</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>73</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>3,523</b>	<b>31%</b>
...IN DISTRICT POSTSECONDARY	<b>76</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,292</b>	<b>65%</b>
AA Program	386	17%
AS Program	157	7%
AAS Program	****	****
Adult Vocational Certificate	19	1%
Vocational Credit Certificate	21	1%
Other	1,700	74%
...IN STATE UNIVERSITY SYSTEM	<b>1,258</b>	<b>36%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>97</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **2,847 81%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>12</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>610</b>	<b>5%</b>
... & EMPLOYED	377	62%
RECEIVING TANF &or FOOD STAMPS	<b>610</b>	<b>5%</b>
... & EMPLOYED	377	62%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>19</b>	<b>0%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 10,323**

**TOTAL WITH OUTCOME DATA 8,672 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>7,942</b>	<b>77%</b>
AVERAGE EARNINGS - ALL	<b>\$11,436</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,136</b>	<b>90%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,484</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>806</b>	<b>10%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,128</b>	<b>14%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,431</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,577</b>	<b>58%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>146</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>54</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,520</b>	<b>24%</b>
...IN DISTRICT POSTSECONDARY	<b>63</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,608</b>	<b>64%</b>
AA Program	286	18%
AS Program	111	7%
AAS Program	****	****
Adult Vocational Certificate	25	2%
Vocational Credit Certificate	15	1%
Other	1,164	72%
...IN STATE UNIVERSITY SYSTEM	<b>931</b>	<b>37%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>51</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,100</b>	<b>83%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>507</b>	<b>5%</b>
... & EMPLOYED	307	61%
RECEIVING TANF &or FOOD STAMPS	<b>507</b>	<b>5%</b>
... & EMPLOYED	307	61%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>21</b>	<b>0%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 25,279**

**TOTAL WITH OUTCOME DATA 20,155 80%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>16,133</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$6,420</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>10,197</b>	<b>63%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,913</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,936</b>	<b>37%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,920</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,718</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,559</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>243</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>285</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,375</b>	<b>17%</b>
...IN DISTRICT POSTSECONDARY	<b>448</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,912</b>	<b>44%</b>
AA Program	467	24%
AS Program	796	42%
AAS Program	24	1%
Adult Vocational Certificate	65	3%
Vocational Credit Certificate	16	1%
Other	544	28%
...IN STATE UNIVERSITY SYSTEM	<b>1,852</b>	<b>42%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>281</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,835</b>	<b>65%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>124</b>	<b>0%</b>
... & EMPLOYED	43	35%
RECEIVING FOOD STAMPS	<b>5,069</b>	<b>20%</b>
... & EMPLOYED	2,784	55%
RECEIVING TANF &or FOOD STAMPS	<b>5,073</b>	<b>20%</b>
... & EMPLOYED	2,786	55%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>56</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>362</b>	<b>1%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 22,391**

**TOTAL WITH OUTCOME DATA 17,540 78%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>13,828</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$7,190</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>9,660</b>	<b>70%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,353</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>4,168</b>	<b>30%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,297</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,639</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,724</b>	<b>20%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>233</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>386</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,610</b>	<b>21%</b>
...IN DISTRICT POSTSECONDARY	<b>318</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,858</b>	<b>62%</b>
AA Program	833	29%
AS Program	1,173	41%
AAS Program	37	1%
Adult Vocational Certificate	73	3%
Vocational Credit Certificate	60	2%
Other	682	24%
...IN STATE UNIVERSITY SYSTEM	<b>1,385</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>222</b>	<b>5%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>3,105</b>	<b>67%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>75</b>	<b>0%</b>
... & EMPLOYED	29	39%
RECEIVING FOOD STAMPS	<b>3,943</b>	<b>18%</b>
... & EMPLOYED	2,055	52%
RECEIVING TANF &or FOOD STAMPS	<b>3,944</b>	<b>18%</b>
... & EMPLOYED	2,056	52%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>69</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>284</b>	<b>1%</b>



## 2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN SCIENCE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 19,888**

**TOTAL WITH OUTCOME DATA 15,127 76%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>12,196</b>	<b>61%</b>
AVERAGE EARNINGS - ALL	<b>\$7,689</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,930</b>	<b>73%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,716</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,266</b>	<b>27%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,646</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,536</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,748</b>	<b>23%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>201</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>406</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>3,439</b>	<b>17%</b>
...IN DISTRICT POSTSECONDARY	<b>244</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,379</b>	<b>69%</b>
AA Program	732	31%
AS Program	819	34%
AAS Program	43	2%
Adult Vocational Certificate	63	3%
Vocational Credit Certificate	49	2%
Other	673	28%
...IN STATE UNIVERSITY SYSTEM	<b>794</b>	<b>23%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>128</b>	<b>4%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,404</b>	<b>70%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>72</b>	<b>0%</b>
... & EMPLOYED	33	46%
RECEIVING FOOD STAMPS	<b>3,184</b>	<b>16%</b>
... & EMPLOYED	1,707	54%
RECEIVING TANF &or FOOD STAMPS	<b>3,184</b>	<b>16%</b>
... & EMPLOYED	1,707	54%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>68</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>238</b>	<b>1%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 9,510**

**TOTAL WITH OUTCOME DATA 8,119 85%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>6,966</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$7,065</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,173</b>	<b>74%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,769</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,793</b>	<b>26%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,086</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,762</b>	<b>25%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,325</b>	<b>19%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>42</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>65</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,612</b>	<b>27%</b>
...IN DISTRICT POSTSECONDARY	<b>68</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,380</b>	<b>91%</b>
AA Program	585	25%
AS Program	426	18%
AAS Program	66	3%
Adult Vocational Certificate	180	8%
Vocational Credit Certificate	119	5%
Other	1,004	42%
...IN STATE UNIVERSITY SYSTEM	<b>188</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>40</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,954</b>	<b>75%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>23</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,396</b>	<b>15%</b>
... & EMPLOYED	841	60%
RECEIVING TANF &or FOOD STAMPS	<b>1,396</b>	<b>15%</b>
... & EMPLOYED	841	60%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>53</b>	<b>1%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 10,143**

**TOTAL WITH OUTCOME DATA 8,489 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>7,441</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$7,972</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,929</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,448</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,512</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,838</b>	<b>25%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,225</b>	<b>30%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,866</b>	<b>25%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>40</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>68</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,491</b>	<b>25%</b>
...IN DISTRICT POSTSECONDARY	<b>98</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,221</b>	<b>89%</b>
AA Program	587	26%
AS Program	338	15%
AAS Program	68	3%
Adult Vocational Certificate	114	5%
Vocational Credit Certificate	69	3%
Other	1,045	47%
...IN STATE UNIVERSITY SYSTEM	<b>215</b>	<b>9%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>48</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,966</b>	<b>79%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>22</b>	<b>0%</b>
... & EMPLOYED	11	50%
RECEIVING FOOD STAMPS	<b>1,282</b>	<b>13%</b>
... & EMPLOYED	728	57%
RECEIVING TANF &or FOOD STAMPS	<b>1,282</b>	<b>13%</b>
... & EMPLOYED	728	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>15</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>50</b>	<b>0%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 9,644**

**TOTAL WITH OUTCOME DATA 7,971 83%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>7,065</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$8,854</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,840</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,260</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,225</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,607</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,964</b>	<b>28%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,269</b>	<b>32%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>65</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>85</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,325</b>	<b>24%</b>
...IN DISTRICT POSTSECONDARY	<b>132</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,968</b>	<b>85%</b>
AA Program	468	24%
AS Program	286	15%
AAS Program	40	2%
Adult Vocational Certificate	79	4%
Vocational Credit Certificate	63	3%
Other	1,032	52%
...IN STATE UNIVERSITY SYSTEM	<b>282</b>	<b>12%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>52</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **1,913 82%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>16</b> ****	<b>0%</b> ****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>1,067</b> 623	<b>11%</b> 58%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>1,067</b> 623	<b>11%</b> 58%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>70</b>	<b>1%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 7,800**

**TOTAL WITH OUTCOME DATA 6,115 78%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>4,564</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$6,103</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,756</b>	<b>60%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,722</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,808</b>	<b>40%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,382</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>706</b>	<b>15%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>668</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>35</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>41</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>742</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>83</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>565</b>	<b>76%</b>
AA Program	67	12%
AS Program	33	6%
AAS Program	****	****
Adult Vocational Certificate	271	48%
Vocational Credit Certificate	****	****
Other	184	33%
...IN STATE UNIVERSITY SYSTEM	<b>81</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>20</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **464 63%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>54</b>	<b>1%</b>
... & EMPLOYED	22	41%
RECEIVING FOOD STAMPS	<b>2,284</b>	<b>29%</b>
... & EMPLOYED	1,072	47%
RECEIVING TANF &or FOOD STAMPS	<b>2,284</b>	<b>29%</b>
... & EMPLOYED	1,072	47%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>85</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>157</b>	<b>2%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 7,604**

**TOTAL WITH OUTCOME DATA 5,872 77%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>4,297</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$6,416</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,757</b>	<b>64%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,825</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,540</b>	<b>36%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,394</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>674</b>	<b>16%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>689</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>32</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>40</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>824</b>	<b>11%</b>
...IN DISTRICT POSTSECONDARY	<b>74</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>688</b>	<b>83%</b>
AA Program	132	19%
AS Program	55	8%
AAS Program	****	****
Adult Vocational Certificate	248	36%
Vocational Credit Certificate	23	3%
Other	222	32%
...IN STATE UNIVERSITY SYSTEM	<b>69</b>	<b>8%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>22</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **561 68%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>59</b>	<b>1%</b>
... & EMPLOYED	22	37%
RECEIVING FOOD STAMPS	<b>2,217</b>	<b>29%</b>
... & EMPLOYED	974	44%
RECEIVING TANF &or FOOD STAMPS	<b>2,217</b>	<b>29%</b>
... & EMPLOYED	974	44%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>89</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>197</b>	<b>3%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM POSTSECONDARY ADULT CTE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 7,961**

**TOTAL WITH OUTCOME DATA 6,043 76%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>4,470</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$6,925</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,035</b>	<b>68%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,212</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,435</b>	<b>32%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,411</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>801</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>823</b>	<b>18%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>43</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>77</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>824</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>56</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>711</b>	<b>86%</b>
AA Program	178	25%
AS Program	61	9%
AAS Program	****	****
Adult Vocational Certificate	157	22%
Vocational Credit Certificate	23	3%
Other	285	40%
...IN STATE UNIVERSITY SYSTEM	<b>59</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **556 67%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>62</b>	<b>1%</b>
... & EMPLOYED	17	27%
RECEIVING FOOD STAMPS	<b>2,165</b>	<b>27%</b>
... & EMPLOYED	966	45%
RECEIVING TANF &or FOOD STAMPS	<b>2,165</b>	<b>27%</b>
... & EMPLOYED	966	45%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>79</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>157</b>	<b>2%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 10,134**

**TOTAL WITH OUTCOME DATA 9,123 90%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>7,163</b>	<b>71%</b>
AVERAGE EARNINGS - ALL	<b>\$6,420</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,736</b>	<b>66%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,591</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>2,427</b>	<b>34%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,274</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,324</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,138</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>84</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>45</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>5,669</b>	<b>56%</b>
...IN DISTRICT POSTSECONDARY	<b>219</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>4,902</b>	<b>86%</b>
AA Program	1,174	24%
AS Program	1,734	35%
AAS Program	230	5%
Adult Vocational Certificate	148	3%
Vocational Credit Certificate	374	8%
Other	1,242	25%
...IN STATE UNIVERSITY SYSTEM	<b>722</b>	<b>13%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>61</b>	<b>1%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **3,971 70%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>13</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,203</b>	<b>12%</b>
... & EMPLOYED	683	57%
RECEIVING TANF &or FOOD STAMPS	<b>1,203</b>	<b>12%</b>
... & EMPLOYED	683	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>41</b>	<b>0%</b>



## 2010-11 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 9,230**

**TOTAL WITH OUTCOME DATA 7,952 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>6,643</b>	<b>72%</b>
AVERAGE EARNINGS - ALL	<b>\$7,425</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,916</b>	<b>74%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,265</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,727</b>	<b>26%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,000</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,472</b>	<b>22%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,444</b>	<b>22%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>74</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>67</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>3,788</b>	<b>41%</b>
...IN DISTRICT POSTSECONDARY	<b>204</b>	<b>5%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,919</b>	<b>77%</b>
AA Program	729	25%
AS Program	826	28%
AAS Program	115	4%
Adult Vocational Certificate	80	3%
Vocational Credit Certificate	175	6%
Other	994	34%
...IN STATE UNIVERSITY SYSTEM	<b>805</b>	<b>21%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>60</b>	<b>2%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **2,808 74%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>961</b>	<b>10%</b>
... & EMPLOYED	569	59%
RECEIVING TANF &or FOOD STAMPS	<b>961</b>	<b>10%</b>
... & EMPLOYED	569	59%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>47</b>	<b>1%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 7,703**

**TOTAL WITH OUTCOME DATA 6,458 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>5,546</b>	<b>72%</b>
AVERAGE EARNINGS - ALL	<b>\$8,577</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,418</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,194</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,128</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,525</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,281</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,612</b>	<b>29%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>79</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>73</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>2,565</b>	<b>33%</b>
...IN DISTRICT POSTSECONDARY	<b>146</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,792</b>	<b>70%</b>
AA Program	476	27%
AS Program	473	26%
AAS Program	53	3%
Adult Vocational Certificate	33	2%
Vocational Credit Certificate	79	4%
Other	678	38%
...IN STATE UNIVERSITY SYSTEM	<b>700</b>	<b>27%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>62</b>	<b>2%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **1,968 77%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>665</b>	<b>9%</b>
... & EMPLOYED	383	58%
RECEIVING TANF &or FOOD STAMPS	<b>665</b>	<b>9%</b>
... & EMPLOYED	383	58%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>37</b>	<b>0%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 4,993**

**TOTAL WITH OUTCOME DATA 3,930 79%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>3,265</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$7,570</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,238</b>	<b>69%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,055</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,027</b>	<b>31%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,005</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>589</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>644</b>	<b>20%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>34</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>53</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>581</b>	<b>12%</b>
...IN DISTRICT POSTSECONDARY	<b>106</b>	<b>18%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>286</b>	<b>49%</b>
AA Program	72	25%
AS Program	44	15%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	56	20%
Other	102	36%
...IN STATE UNIVERSITY SYSTEM	<b>173</b>	<b>30%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>32</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **385 66%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>22</b>	<b>0%</b>
... & EMPLOYED	12	55%
RECEIVING FOOD STAMPS	<b>893</b>	<b>18%</b>
... & EMPLOYED	473	53%
RECEIVING TANF &or FOOD STAMPS	<b>893</b>	<b>18%</b>
... & EMPLOYED	473	53%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>85</b>	<b>2%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 5,243**

**TOTAL WITH OUTCOME DATA 4,069 78%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>3,345</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$7,565</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,419</b>	<b>72%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,642</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>926</b>	<b>28%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,020</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>666</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>733</b>	<b>22%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>33</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>59</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>778</b>	<b>15%</b>
...IN DISTRICT POSTSECONDARY	<b>67</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>543</b>	<b>70%</b>
AA Program	110	20%
AS Program	73	13%
AAS Program	****	****
Adult Vocational Certificate	19	3%
Vocational Credit Certificate	126	23%
Other	207	38%
...IN STATE UNIVERSITY SYSTEM	<b>152</b>	<b>20%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>29</b>	<b>4%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>559</b>	<b>72%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>21</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>942</b>	<b>18%</b>
... & EMPLOYED	481	51%
RECEIVING TANF &or FOOD STAMPS	<b>942</b>	<b>18%</b>
... & EMPLOYED	481	51%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>15</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>58</b>	<b>1%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM CREDIT CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 4,247**

**TOTAL WITH OUTCOME DATA 3,180 75%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>2,564</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$8,052</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,938</b>	<b>76%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,949</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>626</b>	<b>24%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>746</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>541</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>651</b>	<b>25%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>51</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>62</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>574</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>42</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>419</b>	<b>73%</b>
AA Program	117	28%
AS Program	62	15%
AAS Program	****	****
Adult Vocational Certificate	16	4%
Vocational Credit Certificate	77	18%
Other	141	34%
...IN STATE UNIVERSITY SYSTEM	<b>111</b>	<b>19%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **426 74%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>719</b>	<b>17%</b>
... & EMPLOYED	330	46%
RECEIVING TANF &or FOOD STAMPS	<b>719</b>	<b>17%</b>
... & EMPLOYED	330	46%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>50</b>	<b>1%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,475**

**TOTAL WITH OUTCOME DATA 1,326 90%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,076</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$5,292</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>622</b>	<b>58%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,508</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>454</b>	<b>42%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>390</b>	<b>36%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>136</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>96</b>	<b>9%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>14</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>788</b>	<b>53%</b>
...IN DISTRICT POSTSECONDARY	<b>46</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>716</b>	<b>91%</b>
AA Program	166	23%
AS Program	122	17%
AAS Program	14	2%
Adult Vocational Certificate	50	7%
Vocational Credit Certificate	127	18%
Other	237	33%
...IN STATE UNIVERSITY SYSTEM	<b>57</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>567</b>	<b>72%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>153</b>	<b>10%</b>
... & EMPLOYED	98	64%
RECEIVING TANF &or FOOD STAMPS	<b>153</b>	<b>10%</b>
... & EMPLOYED	98	64%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2010-11 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,731**

**TOTAL WITH OUTCOME DATA 1,481 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,270</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$6,190</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>856</b>	<b>67%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,127</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>414</b>	<b>33%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>453</b>	<b>36%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>235</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>168</b>	<b>13%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>23</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>730</b>	<b>42%</b>
...IN DISTRICT POSTSECONDARY	<b>57</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>622</b>	<b>85%</b>
AA Program	145	23%
AS Program	123	20%
AAS Program	17	3%
Adult Vocational Certificate	28	5%
Vocational Credit Certificate	77	12%
Other	232	37%
...IN STATE UNIVERSITY SYSTEM	<b>80</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>13</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **577 79%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>145</b>	<b>8%</b>
... & EMPLOYED	92	63%
RECEIVING TANF &or FOOD STAMPS	<b>145</b>	<b>8%</b>
... & EMPLOYED	92	63%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>10</b>	<b>1%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,926**

**TOTAL WITH OUTCOME DATA 1,625 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,418</b>	<b>74%</b>
AVERAGE EARNINGS - ALL	<b>\$7,303</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,099</b>	<b>78%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,729</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>319</b>	<b>22%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>450</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>384</b>	<b>27%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>265</b>	<b>19%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>21</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>52</b>	<b>3%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>628</b>	<b>33%</b>
...IN DISTRICT POSTSECONDARY	<b>57</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>515</b>	<b>82%</b>
AA Program	120	23%
AS Program	104	20%
AAS Program	12	2%
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	53	10%
Other	212	41%
...IN STATE UNIVERSITY SYSTEM	<b>71</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>2%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **521 83%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>157</b>	<b>8%</b>
... & EMPLOYED	106	68%
RECEIVING TANF &or FOOD STAMPS	<b>157</b>	<b>8%</b>
... & EMPLOYED	106	68%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



## 2011-12 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 661**

**TOTAL WITH OUTCOME DATA 527 80%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>408</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$5,171</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>236</b>	<b>58%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,247</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>172</b>	<b>42%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>155</b>	<b>38%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>53</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>28</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>11</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>76</b>	<b>11%</b>
...IN DISTRICT POSTSECONDARY	<b>18</b>	<b>24%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>44</b>	<b>58%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	25	57%
...IN STATE UNIVERSITY SYSTEM	<b>14</b>	<b>18%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>42</b>	<b>55%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>158</b>	<b>24%</b>
... & EMPLOYED	81	51%
RECEIVING TANF &or FOOD STAMPS	<b>158</b>	<b>24%</b>
... & EMPLOYED	81	51%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>13</b>	<b>2%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 657**

**TOTAL WITH OUTCOME DATA 502 76%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>403</b>	<b>61%</b>
AVERAGE EARNINGS - ALL	<b>\$6,121</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>262</b>	<b>65%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,299</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>141</b>	<b>35%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>131</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>83</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>48</b>	<b>12%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>14</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>95</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>11</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>71</b>	<b>75%</b>
AA Program	15	21%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	39	55%
...IN STATE UNIVERSITY SYSTEM	<b>10</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **74 78%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>143</b>	<b>22%</b>
... & EMPLOYED	83	58%
RECEIVING TANF &or FOOD STAMPS	<b>143</b>	<b>22%</b>
... & EMPLOYED	83	58%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>11</b>	<b>2%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM APPLIED TECHNOLOGY DIPLOMA - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 749**

**TOTAL WITH OUTCOME DATA 579 77%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>475</b>	<b>63%</b>
AVERAGE EARNINGS - ALL	<b>\$6,776</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>329</b>	<b>69%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,750</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>146</b>	<b>31%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>149</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>102</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>78</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>19</b>	<b>3%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>108</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>16</b>	<b>15%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>81</b>	<b>75%</b>
AA Program	27	33%
AS Program	10	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	32	40%
...IN STATE UNIVERSITY SYSTEM	<b>12</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>84</b>	<b>78%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>134</b>	<b>18%</b>
... & EMPLOYED	78	58%
RECEIVING TANF &or FOOD STAMPS	<b>134</b>	<b>18%</b>
... & EMPLOYED	78	58%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>14</b>	<b>2%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 82**

**TOTAL WITH OUTCOME DATA 69 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>65</b>	<b>79%</b>
AVERAGE EARNINGS - ALL	<b>\$11,765</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>59</b>	<b>91%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,657</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>6</b>	<b>9%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>10</b>	<b>15%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>15</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>34</b>	<b>52%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>19</b>	<b>23%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>13</b>	<b>68%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>12</b>	<b>92%</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>16</b>	<b>84%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

**2010-11 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 98****TOTAL WITH OUTCOME DATA 77 79%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>73</b>	<b>74%</b>
AVERAGE EARNINGS - ALL	<b>\$11,593</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>68</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,299</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5</b>	<b>7%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>13</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>15</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>40</b>	<b>55%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>19</b>	<b>19%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>14</b>	<b>74%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>17</b>	<b>89%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2009-10 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - COMPLETERS - FALL 2012

**TOTAL INDIVIDUALS 165**

**TOTAL WITH OUTCOME DATA 132 80%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>120</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$11,881</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>111</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,695</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>9</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>14</b>	<b>12%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>21</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>76</b>	<b>63%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>17</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>13</b>	<b>76%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>10</b>	<b>77%</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **11 65%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2011-12 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 98**

**TOTAL WITH OUTCOME DATA 85 87%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>79</b>	<b>81%</b>
AVERAGE EARNINGS - ALL	<b>\$9,067</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>61</b>	<b>77%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,131</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>18</b>	<b>23%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>18</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>16</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>27</b>	<b>34%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>10</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>****</b>	<b>****</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2010-11 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 110**

**TOTAL WITH OUTCOME DATA 86 78%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>77</b>	<b>70%</b>
AVERAGE EARNINGS - ALL	<b>\$11,565</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>69</b>	<b>90%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,642</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>8</b>	<b>10%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>10</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>16</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>43</b>	<b>56%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>13</b>	<b>12%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>10</b>	<b>77%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>



## 2009-10 FLORIDA COLLEGE SYSTEM ADVANCED TECHNICAL CERTIFICATE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 111**

**TOTAL WITH OUTCOME DATA 89 80%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>81</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$11,411</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>66</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$13,511</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>15</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9</b>	<b>11%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>15</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>42</b>	<b>52%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>15</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>11</b>	<b>73%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>14</b>	<b>93%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,222**

**TOTAL WITH OUTCOME DATA 1,882 85%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,591</b>	<b>72%</b>
AVERAGE EARNINGS - ALL	<b>\$8,232</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,269</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,756</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>322</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>427</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>399</b>	<b>25%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>443</b>	<b>28%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>29</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>39</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>713</b>	<b>32%</b>
...IN DISTRICT POSTSECONDARY	<b>15</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>627</b>	<b>88%</b>
AA Program	146	23%
AS Program	56	9%
AAS Program	19	3%
Adult Vocational Certificate	10	2%
Vocational Credit Certificate	****	****
Other	389	62%
...IN STATE UNIVERSITY SYSTEM	<b>91</b>	<b>13%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>17</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **508 71%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>230</b>	<b>10%</b>
... & EMPLOYED	145	63%
RECEIVING TANF &or FOOD STAMPS	<b>230</b>	<b>10%</b>
... & EMPLOYED	145	63%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>12</b>	<b>1%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,323**

**TOTAL WITH OUTCOME DATA 1,953 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,671</b>	<b>72%</b>
AVERAGE EARNINGS - ALL	<b>\$9,382</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,407</b>	<b>84%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,718</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>264</b>	<b>16%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>392</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>377</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>638</b>	<b>38%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>53</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>49</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>593</b>	<b>26%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>456</b>	<b>77%</b>
AA Program	88	19%
AS Program	39	9%
AAS Program	10	2%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	313	69%
...IN STATE UNIVERSITY SYSTEM	<b>137</b>	<b>23%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>453</b>	<b>76%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>222</b>	<b>10%</b>
... & EMPLOYED	121	55%
RECEIVING TANF &or FOOD STAMPS	<b>222</b>	<b>10%</b>
... & EMPLOYED	121	55%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,255**

**TOTAL WITH OUTCOME DATA 1,829 81%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,525</b>	<b>68%</b>
AVERAGE EARNINGS - ALL	<b>\$10,472</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,320</b>	<b>87%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,777</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>205</b>	<b>13%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>328</b>	<b>22%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>342</b>	<b>22%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>650</b>	<b>43%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>64</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>81</b>	<b>4%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>428</b>	<b>19%</b>
...IN DISTRICT POSTSECONDARY	<b>10</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>296</b>	<b>69%</b>
AA Program	55	19%
AS Program	28	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	198	67%
...IN STATE UNIVERSITY SYSTEM	<b>135</b>	<b>32%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **308 72%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>163</b>	<b>7%</b>
... & EMPLOYED	83	51%
RECEIVING TANF &or FOOD STAMPS	<b>163</b>	<b>7%</b>
... & EMPLOYED	83	51%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 7,142**

**TOTAL WITH OUTCOME DATA 5,664 79%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>4,577</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$6,355</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,915</b>	<b>64%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,769</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,662</b>	<b>36%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,461</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>784</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>670</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>48</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>176</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>969</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>116</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>441</b>	<b>46%</b>
AA Program	130	29%
AS Program	58	13%
AAS Program	104	24%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	2%
Other	131	30%
...IN STATE UNIVERSITY SYSTEM	<b>380</b>	<b>39%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>52</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **642 66%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>34</b>	<b>0%</b>
... & EMPLOYED	15	44%
RECEIVING FOOD STAMPS	<b>1,342</b>	<b>19%</b>
... & EMPLOYED	744	55%
RECEIVING TANF &or FOOD STAMPS	<b>1,343</b>	<b>19%</b>
... & EMPLOYED	744	55%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>21</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>138</b>	<b>2%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 7,512**

**TOTAL WITH OUTCOME DATA 5,870 78%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>4,628</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$6,772</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,137</b>	<b>68%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,989</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,491</b>	<b>32%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,450</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>863</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>824</b>	<b>18%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>82</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>213</b>	<b>3%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,371</b>	<b>18%</b>
...IN DISTRICT POSTSECONDARY	<b>127</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>899</b>	<b>66%</b>
AA Program	303	34%
AS Program	144	16%
AAS Program	192	21%
Adult Vocational Certificate	20	2%
Vocational Credit Certificate	11	1%
Other	229	25%
...IN STATE UNIVERSITY SYSTEM	<b>326</b>	<b>24%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>52</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **979 71%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>42</b>	<b>1%</b>
... & EMPLOYED	18	43%
RECEIVING FOOD STAMPS	<b>1,426</b>	<b>19%</b>
... & EMPLOYED	792	56%
RECEIVING TANF &or FOOD STAMPS	<b>1,426</b>	<b>19%</b>
... & EMPLOYED	792	56%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>27</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>127</b>	<b>2%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN APPLIED SCIENCE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 6,827**

**TOTAL WITH OUTCOME DATA 5,226 77%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>4,145</b>	<b>61%</b>
AVERAGE EARNINGS - ALL	<b>\$7,463</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,019</b>	<b>73%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,430</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,126</b>	<b>27%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,268</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>845</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>906</b>	<b>22%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>69</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>226</b>	<b>3%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,098</b>	<b>16%</b>
...IN DISTRICT POSTSECONDARY	<b>69</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>799</b>	<b>73%</b>
AA Program	259	32%
AS Program	137	17%
AAS Program	146	18%
Adult Vocational Certificate	17	2%
Vocational Credit Certificate	14	2%
Other	226	28%
...IN STATE UNIVERSITY SYSTEM	<b>221</b>	<b>20%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>39</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **802 73%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>26</b>	<b>0%</b>
... & EMPLOYED	10	38%
RECEIVING FOOD STAMPS	<b>1,152</b>	<b>17%</b>
... & EMPLOYED	621	54%
RECEIVING TANF &or FOOD STAMPS	<b>1,152</b>	<b>17%</b>
... & EMPLOYED	621	54%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>22</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>123</b>	<b>2%</b>

## 2011-12 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012

**TOTAL INDIVIDUALS 30,338**

**TOTAL WITH OUTCOME DATA 26,240 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>18,331</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$4,929</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>9,966</b>	<b>54%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,319</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>8,365</b>	<b>46%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>6,106</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,577</b>	<b>14%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,283</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>64</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>93</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>12,722</b>	<b>42%</b>
...IN DISTRICT POSTSECONDARY	<b>9,368</b>	<b>74%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,675</b>	<b>29%</b>
AA Program	1,392	38%
AS Program	596	16%
AAS Program	52	1%
Adult Vocational Certificate	55	1%
Vocational Credit Certificate	117	3%
Other	1,463	40%
...IN STATE UNIVERSITY SYSTEM	<b>386</b>	<b>3%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>87</b>	<b>1%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **7,360 58%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>252</b>	<b>1%</b>
... & EMPLOYED	102	40%
RECEIVING FOOD STAMPS	<b>8,356</b>	<b>28%</b>
... & EMPLOYED	4,293	51%
RECEIVING TANF &or FOOD STAMPS	<b>8,359</b>	<b>28%</b>
... & EMPLOYED	4,294	51%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>98</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>538</b>	<b>2%</b>



## 2010-11 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012

**TOTAL INDIVIDUALS 34,699**

**TOTAL WITH OUTCOME DATA 28,395 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>21,877</b>	<b>63%</b>
AVERAGE EARNINGS - ALL	<b>\$5,743</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>14,071</b>	<b>64%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,727</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,806</b>	<b>36%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,846</b>	<b>36%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>4,050</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,175</b>	<b>10%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>98</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>195</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,462</b>	<b>22%</b>
...IN DISTRICT POSTSECONDARY	<b>2,601</b>	<b>35%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>4,576</b>	<b>61%</b>
AA Program	1,813	40%
AS Program	807	18%
AAS Program	88	2%
Adult Vocational Certificate	68	1%
Vocational Credit Certificate	147	3%
Other	1,653	36%
...IN STATE UNIVERSITY SYSTEM	<b>456</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>135</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

**OF TOTAL CONT. ED. THOSE FOUND EMPLOYED 5,048 68%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>185</b>	<b>1%</b>
... & EMPLOYED	79	43%
RECEIVING FOOD STAMPS	<b>8,732</b>	<b>25%</b>
... & EMPLOYED	4,386	50%
RECEIVING TANF &or FOOD STAMPS	<b>8,733</b>	<b>25%</b>
... & EMPLOYED	4,387	50%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>214</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>648</b>	<b>2%</b>

## 2009-10 DISTRICT POSTSECONDARY ADULT CTE - COMPLETERS EARNING AT LEAST ONE OCP - FALL 2012

**TOTAL INDIVIDUALS 34,994**

**TOTAL WITH OUTCOME DATA 27,814 79%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>21,686</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$6,159</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>14,638</b>	<b>67%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,075</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,048</b>	<b>33%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,502</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>4,256</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,880</b>	<b>13%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>94</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>263</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>6,235</b>	<b>18%</b>
...IN DISTRICT POSTSECONDARY	<b>1,385</b>	<b>22%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>4,328</b>	<b>69%</b>
AA Program	1,791	41%
AS Program	810	19%
AAS Program	75	2%
Adult Vocational Certificate	59	1%
Vocational Credit Certificate	108	2%
Other	1,485	34%
...IN STATE UNIVERSITY SYSTEM	<b>612</b>	<b>10%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>134</b>	<b>2%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

**OF TOTAL CONT. ED. THOSE FOUND EMPLOYED 4,399 71%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>177</b>	<b>1%</b>
... & EMPLOYED	65	37%
RECEIVING FOOD STAMPS	<b>8,433</b>	<b>24%</b>
... & EMPLOYED	4,202	50%
RECEIVING TANF &or FOOD STAMPS	<b>8,433</b>	<b>24%</b>
... & EMPLOYED	4,202	50%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>238</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>645</b>	<b>2%</b>

## 2011-12 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 21,802**

**TOTAL WITH OUTCOME DATA 18,518 85%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>14,198</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$5,730</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,774</b>	<b>62%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,940</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,424</b>	<b>38%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,794</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,349</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,631</b>	<b>11%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>44</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>59</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,121</b>	<b>33%</b>
...IN DISTRICT POSTSECONDARY	<b>4,416</b>	<b>62%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,669</b>	<b>37%</b>
AA Program	994	37%
AS Program	440	16%
AAS Program	43	2%
Adult Vocational Certificate	42	2%
Vocational Credit Certificate	107	4%
Other	1,043	39%
...IN STATE UNIVERSITY SYSTEM	<b>260</b>	<b>4%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>64</b>	<b>1%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,557</b>	<b>64%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>124</b>	<b>1%</b>
... & EMPLOYED	53	43%
RECEIVING FOOD STAMPS	<b>5,334</b>	<b>24%</b>
... & EMPLOYED	2,935	55%
RECEIVING TANF &or FOOD STAMPS	<b>5,335</b>	<b>24%</b>
... & EMPLOYED	2,935	55%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>34</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>306</b>	<b>1%</b>

## 2010-11 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 24,657**

**TOTAL WITH OUTCOME DATA 20,155 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>16,197</b>	<b>66%</b>
AVERAGE EARNINGS - ALL	<b>\$6,426</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>11,163</b>	<b>69%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,330</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,034</b>	<b>31%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,675</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>3,167</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,321</b>	<b>14%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>66</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>137</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,985</b>	<b>20%</b>
...IN DISTRICT POSTSECONDARY	<b>1,734</b>	<b>35%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,053</b>	<b>61%</b>
AA Program	1,247	41%
AS Program	528	17%
AAS Program	63	2%
Adult Vocational Certificate	44	1%
Vocational Credit Certificate	124	4%
Other	1,047	34%
...IN STATE UNIVERSITY SYSTEM	<b>274</b>	<b>5%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>86</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>3,531</b>	<b>71%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>95</b>	<b>0%</b>
... & EMPLOYED	39	41%
RECEIVING FOOD STAMPS	<b>5,490</b>	<b>22%</b>
... & EMPLOYED	2,852	52%
RECEIVING TANF &or FOOD STAMPS	<b>5,490</b>	<b>22%</b>
... & EMPLOYED	2,852	52%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>81</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>367</b>	<b>1%</b>

## 2009-10 DISTRICT POSTSECONDARY ADULT CTE - TERMINAL OCP - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 24,540**

**TOTAL WITH OUTCOME DATA 19,592 80%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>15,838</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$6,763</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>11,304</b>	<b>71%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,594</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>4,534</b>	<b>29%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,318</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>3,216</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,770</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>75</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>171</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>3,999</b>	<b>16%</b>
...IN DISTRICT POSTSECONDARY	<b>917</b>	<b>23%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,785</b>	<b>70%</b>
AA Program	1,112	40%
AS Program	494	18%
AAS Program	49	2%
Adult Vocational Certificate	36	1%
Vocational Credit Certificate	84	3%
Other	1,010	36%
...IN STATE UNIVERSITY SYSTEM	<b>375</b>	<b>9%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>88</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,974</b>	<b>74%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>105</b>	<b>0%</b>
... & EMPLOYED	41	39%
RECEIVING FOOD STAMPS	<b>5,416</b>	<b>22%</b>
... & EMPLOYED	2,777	51%
RECEIVING TANF &or FOOD STAMPS	<b>5,416</b>	<b>22%</b>
... & EMPLOYED	2,777	51%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>145</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>388</b>	<b>2%</b>

## 2011-12 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 18,290**

**TOTAL WITH OUTCOME DATA 13,779 75%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>11,032</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$5,434</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,059</b>	<b>64%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,295</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,973</b>	<b>36%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,455</b>	<b>40%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,834</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>770</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>55</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>73</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,299</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>110</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,116</b>	<b>86%</b>
AA Program	393	35%
AS Program	77	7%
AAS Program	10	1%
Adult Vocational Certificate	46	4%
Vocational Credit Certificate	14	1%
Other	576	52%
...IN STATE UNIVERSITY SYSTEM	<b>84</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>29</b>	<b>2%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>896</b>	<b>69%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>181</b>	<b>1%</b>
... & EMPLOYED	71	39%
RECEIVING FOOD STAMPS	<b>5,441</b>	<b>30%</b>
... & EMPLOYED	3,078	57%
RECEIVING TANF &or FOOD STAMPS	<b>5,443</b>	<b>30%</b>
... & EMPLOYED	3,079	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>11</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>183</b>	<b>1%</b>

## 2010-11 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 25,796**

**TOTAL WITH OUTCOME DATA 19,590 76%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>15,527</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$5,591</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>10,430</b>	<b>67%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,277</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,097</b>	<b>33%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>6,628</b>	<b>43%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,631</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,171</b>	<b>8%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>53</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>58</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,755</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>122</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,539</b>	<b>88%</b>
AA Program	600	39%
AS Program	122	8%
AAS Program	****	****
Adult Vocational Certificate	37	2%
Vocational Credit Certificate	11	1%
Other	764	50%
...IN STATE UNIVERSITY SYSTEM	<b>70</b>	<b>4%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>46</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **1,210 69%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>239</b>	<b>1%</b>
... & EMPLOYED	90	38%
RECEIVING FOOD STAMPS	<b>7,948</b>	<b>31%</b>
... & EMPLOYED	4,376	55%
RECEIVING TANF &or FOOD STAMPS	<b>7,952</b>	<b>31%</b>
... & EMPLOYED	4,376	55%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>36</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>347</b>	<b>1%</b>

## 2009-10 COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE GRADUATES - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 22,228**

**TOTAL WITH OUTCOME DATA 16,852 76%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>13,214</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$5,844</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>9,096</b>	<b>69%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,504</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>4,118</b>	<b>31%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,359</b>	<b>41%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,547</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,190</b>	<b>9%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>49</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>64</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,536</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>104</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,330</b>	<b>87%</b>
AA Program	539	41%
AS Program	94	7%
AAS Program	17	1%
Adult Vocational Certificate	28	2%
Vocational Credit Certificate	****	****
Other	647	49%
...IN STATE UNIVERSITY SYSTEM	<b>65</b>	<b>4%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>51</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,066</b>	<b>69%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>227</b>	<b>1%</b>
... & EMPLOYED	70	31%
RECEIVING FOOD STAMPS	<b>6,908</b>	<b>31%</b>
... & EMPLOYED	3,722	54%
RECEIVING TANF &or FOOD STAMPS	<b>6,908</b>	<b>31%</b>
... & EMPLOYED	3,722	54%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>29</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>335</b>	<b>2%</b>



## 2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 61,685**

**TOTAL WITH OUTCOME DATA 55,138 89%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>38,296</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$5,382</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>20,136</b>	<b>53%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,337</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>18,160</b>	<b>47%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>10,701</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,197</b>	<b>14%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,238</b>	<b>11%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>391</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>405</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>41,888</b>	<b>68%</b>
...IN DISTRICT POSTSECONDARY	<b>419</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>13,955</b>	<b>33%</b>
AA Program	396	3%
AS Program	2,995	21%
AAS Program	148	1%
Adult Vocational Certificate	307	2%
Vocational Credit Certificate	168	1%
Other	9,941	71%
...IN STATE UNIVERSITY SYSTEM	<b>28,540</b>	<b>68%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>2,036</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>26,339</b>	<b>63%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>69</b>	<b>0%</b>
... & EMPLOYED	19	28%
RECEIVING FOOD STAMPS	<b>5,637</b>	<b>9%</b>
... & EMPLOYED	3,206	57%
RECEIVING TANF &or FOOD STAMPS	<b>5,637</b>	<b>9%</b>
... & EMPLOYED	3,206	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>24</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>237</b>	<b>0%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 51,536**

**TOTAL WITH OUTCOME DATA 45,210 88%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>32,414</b>	<b>63%</b>
AVERAGE EARNINGS - ALL	<b>\$5,644</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>18,279</b>	<b>56%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,401</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>14,135</b>	<b>44%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9,391</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>4,973</b>	<b>15%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,915</b>	<b>12%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>366</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>454</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>32,247</b>	<b>63%</b>
...IN DISTRICT POSTSECONDARY	<b>302</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>8,859</b>	<b>27%</b>
AA Program	152	2%
AS Program	1,918	22%
AAS Program	123	1%
Adult Vocational Certificate	226	3%
Vocational Credit Certificate	135	2%
Other	6,305	71%
...IN STATE UNIVERSITY SYSTEM	<b>23,272</b>	<b>72%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,525</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **20,675 64%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>70</b>	<b>0%</b>
... & EMPLOYED	28	40%
RECEIVING FOOD STAMPS	<b>4,434</b>	<b>9%</b>
... & EMPLOYED	2,657	60%
RECEIVING TANF &or FOOD STAMPS	<b>4,434</b>	<b>9%</b>
... & EMPLOYED	2,657	60%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>22</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>168</b>	<b>0%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 47,877**

**TOTAL WITH OUTCOME DATA 39,282 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>31,139</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$6,724</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>21,281</b>	<b>68%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,859</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>9,858</b>	<b>32%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9,060</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>6,977</b>	<b>22%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,244</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>388</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>550</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>19,763</b>	<b>41%</b>
...IN DISTRICT POSTSECONDARY	<b>273</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>5,569</b>	<b>28%</b>
AA Program	76	1%
AS Program	1,109	20%
AAS Program	66	1%
Adult Vocational Certificate	177	3%
Vocational Credit Certificate	108	2%
Other	4,033	72%
...IN STATE UNIVERSITY SYSTEM	<b>14,000</b>	<b>71%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>788</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **13,150 67%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>53</b>	<b>0%</b>
... & EMPLOYED	24	45%
RECEIVING FOOD STAMPS	<b>3,616</b>	<b>8%</b>
... & EMPLOYED	2,203	61%
RECEIVING TANF &or FOOD STAMPS	<b>3,616</b>	<b>8%</b>
... & EMPLOYED	2,203	61%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>30</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>169</b>	<b>0%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 105,503**

**TOTAL WITH OUTCOME DATA 82,421 78%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>65,188</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$5,419</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>35,963</b>	<b>55%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,109</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>29,225</b>	<b>45%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>20,344</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>8,885</b>	<b>14%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>6,734</b>	<b>10%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>525</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>1,853</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>20,866</b>	<b>20%</b>
...IN DISTRICT POSTSECONDARY	<b>1,380</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>10,802</b>	<b>52%</b>
AA Program	7,454	69%
AS Program	683	6%
AAS Program	87	1%
Adult Vocational Certificate	157	1%
Vocational Credit Certificate	53	0%
Other	2,368	22%
...IN STATE UNIVERSITY SYSTEM	<b>7,813</b>	<b>37%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,503</b>	<b>7%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **12,493 60%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>359</b>	<b>0%</b>
... & EMPLOYED	141	39%
RECEIVING FOOD STAMPS	<b>17,797</b>	<b>17%</b>
... & EMPLOYED	10,206	57%
RECEIVING TANF &or FOOD STAMPS	<b>17,801</b>	<b>17%</b>
... & EMPLOYED	10,208	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>164</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,406</b>	<b>1%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 98,272**

**TOTAL WITH OUTCOME DATA 76,178 78%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>59,405</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$5,945</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>36,180</b>	<b>61%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,400</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>23,225</b>	<b>39%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>19,241</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>9,430</b>	<b>16%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>7,509</b>	<b>13%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>596</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>2,145</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>24,569</b>	<b>25%</b>
...IN DISTRICT POSTSECONDARY	<b>1,194</b>	<b>5%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>16,125</b>	<b>66%</b>
AA Program	11,422	71%
AS Program	1,149	7%
AAS Program	159	1%
Adult Vocational Certificate	255	2%
Vocational Credit Certificate	150	1%
Other	2,990	19%
...IN STATE UNIVERSITY SYSTEM	<b>6,867</b>	<b>28%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,252</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **16,106 66%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>342</b>	<b>0%</b>
... & EMPLOYED	148	43%
RECEIVING FOOD STAMPS	<b>15,463</b>	<b>16%</b>
... & EMPLOYED	8,732	56%
RECEIVING TANF &or FOOD STAMPS	<b>15,468</b>	<b>16%</b>
... & EMPLOYED	8,733	56%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>235</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,326</b>	<b>1%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM ASSOCIATE IN ARTS - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 88,892**

**TOTAL WITH OUTCOME DATA 67,379 76%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>52,901</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$6,523</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>34,939</b>	<b>66%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,774</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>17,962</b>	<b>34%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>17,266</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>9,557</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>8,116</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>587</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>2,324</b>	<b>3%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>20,245</b>	<b>23%</b>
...IN DISTRICT POSTSECONDARY	<b>852</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>12,866</b>	<b>64%</b>
AA Program	8,280	64%
AS Program	1,176	9%
AAS Program	162	1%
Adult Vocational Certificate	220	2%
Vocational Credit Certificate	181	1%
Other	2,847	22%
...IN STATE UNIVERSITY SYSTEM	<b>6,216</b>	<b>31%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>955</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **13,575 67%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>246</b>	<b>0%</b>
... & EMPLOYED	89	36%
RECEIVING FOOD STAMPS	<b>13,006</b>	<b>15%</b>
... & EMPLOYED	7,158	55%
RECEIVING TANF &or FOOD STAMPS	<b>13,008</b>	<b>15%</b>
... & EMPLOYED	7,159	55%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>251</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,232</b>	<b>1%</b>

## 2011-12 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 3,947**

**TOTAL WITH OUTCOME DATA 3,366 85%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>3,101</b>	<b>79%</b>
AVERAGE EARNINGS - ALL	<b>\$10,215</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,695</b>	<b>87%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,435</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>406</b>	<b>13%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>552</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>913</b>	<b>29%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,230</b>	<b>40%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>86</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>15</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>463</b>	<b>12%</b>
...IN DISTRICT POSTSECONDARY	<b>14</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>284</b>	<b>61%</b>
AA Program	****	****
AS Program	35	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	21	7%
Other	215	76%
...IN STATE UNIVERSITY SYSTEM	<b>178</b>	<b>38%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>365</b>	<b>79%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>319</b>	<b>8%</b>
... & EMPLOYED	210	66%
RECEIVING TANF &or FOOD STAMPS	<b>319</b>	<b>8%</b>
... & EMPLOYED	210	66%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>10</b>	<b>0%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,709**

**TOTAL WITH OUTCOME DATA 2,273 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>2,094</b>	<b>77%</b>
AVERAGE EARNINGS - ALL	<b>\$11,217</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,901</b>	<b>91%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,134</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>193</b>	<b>9%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>275</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>648</b>	<b>31%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>978</b>	<b>47%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>70</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>19</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>316</b>	<b>12%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>155</b>	<b>49%</b>
AA Program	****	****
AS Program	19	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	119	77%
...IN STATE UNIVERSITY SYSTEM	<b>166</b>	<b>53%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>258</b>	<b>82%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>149</b>	<b>6%</b>
... & EMPLOYED	94	63%
RECEIVING TANF &or FOOD STAMPS	<b>149</b>	<b>6%</b>
... & EMPLOYED	94	63%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



## 2009-10 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - COMPLETERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,592**

**TOTAL WITH OUTCOME DATA 1,304 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,189</b>	<b>75%</b>
AVERAGE EARNINGS - ALL	<b>\$11,734</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,092</b>	<b>92%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,614</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>97</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>138</b>	<b>12%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>371</b>	<b>31%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>583</b>	<b>49%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>49</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>163</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>82</b>	<b>50%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>11</b>	<b>13%</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>63</b>	<b>77%</b>
...IN STATE UNIVERSITY SYSTEM	<b>85</b>	<b>52%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>126</b>	<b>77%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>88</b>	<b>6%</b>
... & EMPLOYED	<b>54</b>	<b>61%</b>
RECEIVING TANF &or FOOD STAMPS	<b>88</b>	<b>6%</b>
... & EMPLOYED	<b>54</b>	<b>61%</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2011-12 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 5,238**

**TOTAL WITH OUTCOME DATA 4,343 83%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>3,698</b>	<b>71%</b>
AVERAGE EARNINGS - ALL	<b>\$9,687</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,994</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,480</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>704</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>797</b>	<b>22%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>765</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,432</b>	<b>39%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>77</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>32</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,122</b>	<b>21%</b>
...IN DISTRICT POSTSECONDARY	<b>34</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>522</b>	<b>47%</b>
AA Program	16	3%
AS Program	29	6%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	466	89%
...IN STATE UNIVERSITY SYSTEM	<b>533</b>	<b>48%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>68</b>	<b>6%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **785 70%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>12</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>620</b>	<b>12%</b>
... & EMPLOYED	332	54%
RECEIVING TANF &or FOOD STAMPS	<b>620</b>	<b>12%</b>
... & EMPLOYED	332	54%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>32</b>	<b>1%</b>

## 2010-11 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 3,323**

**TOTAL WITH OUTCOME DATA 2,705 81%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>2,302</b>	<b>69%</b>
AVERAGE EARNINGS - ALL	<b>\$10,113</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,926</b>	<b>84%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,708</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>376</b>	<b>16%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>473</b>	<b>21%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>486</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>967</b>	<b>42%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>67</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>24</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>827</b>	<b>25%</b>
...IN DISTRICT POSTSECONDARY	<b>18</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>515</b>	<b>62%</b>
AA Program	22	4%
AS Program	24	5%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	458	89%
...IN STATE UNIVERSITY SYSTEM	<b>292</b>	<b>35%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>27</b>	<b>3%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **606 73%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>336</b>	<b>10%</b>
... & EMPLOYED	187	56%
RECEIVING TANF &or FOOD STAMPS	<b>336</b>	<b>10%</b>
... & EMPLOYED	187	56%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>17</b>	<b>1%</b>

## 2009-10 FLORIDA COLLEGE SYSTEM BACHELOR'S DEGREE - LEAVERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,122**

**TOTAL WITH OUTCOME DATA 1,674 79%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,426</b>	<b>67%</b>
AVERAGE EARNINGS - ALL	<b>\$11,236</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,239</b>	<b>87%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,609</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>187</b>	<b>13%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>282</b>	<b>20%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>289</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>668</b>	<b>47%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>50</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>13</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>434</b>	<b>20%</b>
...IN DISTRICT POSTSECONDARY	<b>10</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>287</b>	<b>66%</b>
AA Program	11	4%
AS Program	16	6%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	254	89%
...IN STATE UNIVERSITY SYSTEM	<b>134</b>	<b>31%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>16</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>319</b>	<b>74%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>209</b>	<b>10%</b>
... & EMPLOYED	109	52%
RECEIVING TANF &or FOOD STAMPS	<b>209</b>	<b>10%</b>
... & EMPLOYED	109	52%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>21</b>	<b>1%</b>

## 2011-12 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 55,407**

**TOTAL WITH OUTCOME DATA 40,381 73%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>34,572</b>	<b>62%</b>
AVERAGE EARNINGS - ALL	<b>\$7,348</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>25,639</b>	<b>74%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,191</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>8,933</b>	<b>26%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9,314</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>8,999</b>	<b>26%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>7,326</b>	<b>21%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>358</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>530</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>10,192</b>	<b>18%</b>
...IN DISTRICT POSTSECONDARY	<b>133</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>2,210</b>	<b>22%</b>
AA Program	73	3%
AS Program	269	12%
AAS Program	25	1%
Adult Vocational Certificate	167	8%
Vocational Credit Certificate	68	3%
Other	1,608	73%
...IN STATE UNIVERSITY SYSTEM	<b>8,093</b>	<b>79%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>5,741</b>	<b>56%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>14</b> ****	<b>0%</b> ****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>2,459</b> 1,624	<b>4%</b> 66%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>2,459</b> 1,624	<b>4%</b> 66%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>15</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>100</b>	<b>0%</b>

## 2010-11 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 53,008**

**TOTAL WITH OUTCOME DATA 36,982 70%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>31,823</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$8,538</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>25,906</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,026</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,917</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,064</b>	<b>22%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>9,608</b>	<b>30%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>9,234</b>	<b>29%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>454</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>617</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>9,180</b>	<b>17%</b>
...IN DISTRICT POSTSECONDARY	<b>122</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,897</b>	<b>21%</b>
AA Program	52	3%
AS Program	335	18%
AAS Program	23	1%
Adult Vocational Certificate	110	6%
Vocational Credit Certificate	65	3%
Other	1,312	69%
...IN STATE UNIVERSITY SYSTEM	<b>7,338</b>	<b>80%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>5,418</b>	<b>59%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>14</b> ****	<b>0%</b> ****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>1,682</b> 1,041	<b>3%</b> 62%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>1,682</b> 1,041	<b>3%</b> 62%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>13</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>62</b>	<b>0%</b>

## 2009-10 STATE UNIVERSITY SYSTEM - BACHELOR'S DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 51,766**

**TOTAL WITH OUTCOME DATA 34,812 67%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>30,300</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$9,406</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>25,710</b>	<b>85%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,725</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>4,590</b>	<b>15%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,526</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>9,314</b>	<b>31%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>10,870</b>	<b>36%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>731</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>615</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,200</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	<b>119</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,620</b>	<b>23%</b>
AA Program	36	2%
AS Program	313	19%
AAS Program	19	1%
Adult Vocational Certificate	65	4%
Vocational Credit Certificate	62	4%
Other	1,125	69%
...IN STATE UNIVERSITY SYSTEM	<b>5,591</b>	<b>78%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,353</b>	<b>60%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF ... & EMPLOYED	<b>15</b> ****	<b>0%</b> ****
RECEIVING FOOD STAMPS ... & EMPLOYED	<b>1,417</b> 884	<b>3%</b> 62%
RECEIVING TANF &or FOOD STAMPS ... & EMPLOYED	<b>1,417</b> 884	<b>3%</b> 62%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>20</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>97</b>	<b>0%</b>

## 2011-12 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 16,055**

**TOTAL WITH OUTCOME DATA 11,033 69%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>9,548</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$13,006</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,705</b>	<b>91%</b>
AVERAGE FT/FQ EARNINGS	<b>\$14,072</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>843</b>	<b>9%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>979</b>	<b>10%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,163</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,563</b>	<b>58%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>354</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>135</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,603</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>12</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>204</b>	<b>13%</b>
AA Program	****	****
AS Program	11	5%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	5%
Other	169	83%
...IN STATE UNIVERSITY SYSTEM	<b>1,402</b>	<b>87%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>641</b>	<b>40%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>302</b>	<b>2%</b>
... & EMPLOYED	171	57%
RECEIVING TANF &or FOOD STAMPS	<b>302</b>	<b>2%</b>
... & EMPLOYED	171	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



## 2010-11 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 16,070**

**TOTAL WITH OUTCOME DATA 10,487 65%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>9,135</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$13,967</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,500</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$14,866</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>635</b>	<b>7%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>724</b>	<b>8%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,942</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,834</b>	<b>64%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>350</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>157</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,518</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>206</b>	<b>14%</b>
AA Program	****	****
AS Program	20	10%
AAS Program	****	****
Adult Vocational Certificate	11	5%
Vocational Credit Certificate	****	****
Other	164	80%
...IN STATE UNIVERSITY SYSTEM	<b>1,314</b>	<b>87%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>680</b>	<b>45%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>190</b>	<b>1%</b>
... & EMPLOYED	119	63%
RECEIVING TANF &or FOOD STAMPS	<b>190</b>	<b>1%</b>
... & EMPLOYED	119	63%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>13</b>	<b>0%</b>

## 2009-10 STATE UNIVERSITY SYSTEM - MASTER'S DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 14,922**

**TOTAL WITH OUTCOME DATA 9,617 64%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>8,355</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$14,897</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,851</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$15,730</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>504</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>519</b>	<b>6%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,574</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,758</b>	<b>69%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>405</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>128</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,374</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>15</b>	<b>1%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>187</b>	<b>14%</b>
AA Program	****	****
AS Program	17	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	154	82%
...IN STATE UNIVERSITY SYSTEM	<b>1,187</b>	<b>86%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>660</b>	<b>48%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>159</b>	<b>1%</b>
... & EMPLOYED	96	60%
RECEIVING TANF &or FOOD STAMPS	<b>159</b>	<b>1%</b>
... & EMPLOYED	96	60%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>19</b>	<b>0%</b>

## 2011-12 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,294**

**TOTAL WITH OUTCOME DATA 925 40%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>848</b>	<b>37%</b>
AVERAGE EARNINGS - ALL	<b>\$15,802</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>778</b>	<b>92%</b>
AVERAGE FT/FQ EARNINGS	<b>\$17,023</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>70</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>65</b>	<b>8%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>89</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>624</b>	<b>74%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>65</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>31</b>	<b>1%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>14</b>	<b>45%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>11</b>	<b>79%</b>
...IN STATE UNIVERSITY SYSTEM	<b>17</b>	<b>55%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>21</b>	<b>68%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>16</b>	<b>1%</b>
... & EMPLOYED	<b>12</b>	<b>75%</b>
RECEIVING TANF &or FOOD STAMPS	<b>16</b>	<b>1%</b>
... & EMPLOYED	<b>12</b>	<b>75%</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2010-11 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,362**

**TOTAL WITH OUTCOME DATA 928 39%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>835</b>	<b>35%</b>
AVERAGE EARNINGS - ALL	<b>\$17,601</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>783</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$18,650</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>52</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>45</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>60</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>678</b>	<b>81%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>81</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>16</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>26</b>	<b>1%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>11</b>	<b>42%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	11	100%
...IN STATE UNIVERSITY SYSTEM	<b>16</b>	<b>62%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>21</b>	<b>81%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	****	****
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	****	****
... & EMPLOYED	****	****

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2009-10 STATE UNIVERSITY SYSTEM - DOCTORAL DEGREE - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,163**

**TOTAL WITH OUTCOME DATA 763 35%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>654</b>	<b>30%</b>
AVERAGE EARNINGS - ALL	<b>\$17,148</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>618</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$18,017</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>36</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>48</b>	<b>7%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>39</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>531</b>	<b>81%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>103</b>	<b>5%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>18</b>	<b>1%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>12</b>	<b>67%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>11</b>	<b>61%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2011-12 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,357**

**TOTAL WITH OUTCOME DATA 1,438 61%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,316</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$15,601</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,186</b>	<b>90%</b>
AVERAGE FT/FQ EARNINGS	<b>\$17,116</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>130</b>	<b>10%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>87</b>	<b>7%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>197</b>	<b>15%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>902</b>	<b>69%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>47</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>25</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>120</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>14</b>	<b>12%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	11	79%
...IN STATE UNIVERSITY SYSTEM	<b>106</b>	<b>88%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>75</b>	<b>63%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>44</b>	<b>2%</b>
... & EMPLOYED	27	61%
RECEIVING TANF &or FOOD STAMPS	<b>44</b>	<b>2%</b>
... & EMPLOYED	27	61%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2010-11 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,435**

**TOTAL WITH OUTCOME DATA 1,530 63%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,434</b>	<b>59%</b>
AVERAGE EARNINGS - ALL	<b>\$18,512</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,377</b>	<b>96%</b>
AVERAGE FT/FQ EARNINGS	<b>\$19,200</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>57</b>	<b>4%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>43</b>	<b>3%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>152</b>	<b>11%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,182</b>	<b>82%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>39</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>28</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>85</b>	<b>3%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>22</b>	<b>26%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	19	86%
...IN STATE UNIVERSITY SYSTEM	<b>65</b>	<b>76%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>62</b>	<b>73%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>21</b>	<b>1%</b>
... & EMPLOYED	11	52%
RECEIVING TANF &or FOOD STAMPS	<b>21</b>	<b>1%</b>
... & EMPLOYED	11	52%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2009-10 STATE UNIVERSITY SYSTEM - OTHERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,305**

**TOTAL WITH OUTCOME DATA 1,420 62%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,307</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$20,345</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,249</b>	<b>96%</b>
AVERAGE FT/FQ EARNINGS	<b>\$21,199</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>58</b>	<b>4%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>37</b>	<b>3%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>82</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,130</b>	<b>86%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>60</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>30</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>76</b>	<b>3%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	<b>66</b>	<b>87%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>50</b>	<b>66%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>14</b>	<b>1%</b>
... & EMPLOYED	****	****
RECEIVING TANF &or FOOD STAMPS	<b>14</b>	<b>1%</b>
... & EMPLOYED	****	****

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



**2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,471****TOTAL WITH OUTCOME DATA 1,068 73%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>858</b>	<b>58%</b>
AVERAGE EARNINGS - ALL	<b>\$6,422</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>604</b>	<b>70%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,321</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>254</b>	<b>30%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>288</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>202</b>	<b>24%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>114</b>	<b>13%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>16</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>27</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>356</b>	<b>24%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>57</b>	<b>16%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	38	67%
...IN STATE UNIVERSITY SYSTEM	<b>73</b>	<b>21%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>236</b>	<b>66%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **242 68%****RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>216</b>	<b>15%</b>
... & EMPLOYED	137	63%
RECEIVING TANF &or FOOD STAMPS	<b>216</b>	<b>15%</b>
... & EMPLOYED	137	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

**2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 606****TOTAL WITH OUTCOME DATA 403 67%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>321</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$8,650</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>249</b>	<b>78%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,651</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>72</b>	<b>22%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>87</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>68</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>94</b>	<b>29%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>15</b>	<b>2%</b>
FOUND IN THE MILITARY	<b>25</b>	<b>4%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>84</b>	<b>14%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>23</b>	<b>27%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	14	61%
...IN STATE UNIVERSITY SYSTEM	<b>26</b>	<b>31%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>33</b>	<b>39%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>55</b>	<b>65%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>48</b>	<b>8%</b>
... & EMPLOYED	29	60%
RECEIVING TANF &or FOOD STAMPS	<b>48</b>	<b>8%</b>
... & EMPLOYED	29	60%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

**2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - ASSOCIATE IN ARTS - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 469****TOTAL WITH OUTCOME DATA 286 61%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>243</b>	<b>52%</b>
AVERAGE EARNINGS - ALL	<b>\$8,753</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>196</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,339</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>47</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>68</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>56</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>72</b>	<b>30%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>10</b>	<b>2%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>49</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>12</b>	<b>24%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>26</b>	<b>53%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>36</b>	<b>73%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>36</b>	<b>8%</b>
... & EMPLOYED	<b>26</b>	<b>72%</b>
RECEIVING TANF &or FOOD STAMPS	<b>36</b>	<b>8%</b>
... & EMPLOYED	<b>26</b>	<b>72%</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012

**TOTAL INDIVIDUALS 17,038**

**TOTAL WITH OUTCOME DATA 9,562 56%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>8,573</b>	<b>50%</b>
AVERAGE EARNINGS - ALL	<b>\$8,445</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,464</b>	<b>75%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,526</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>2,109</b>	<b>25%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,002</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,070</b>	<b>24%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,392</b>	<b>28%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>165</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>269</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>937</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>37</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>504</b>	<b>54%</b>
AA Program	36	7%
AS Program	42	8%
AAS Program	****	****
Adult Vocational Certificate	29	6%
Vocational Credit Certificate	16	3%
Other	378	75%
...IN STATE UNIVERSITY SYSTEM	<b>417</b>	<b>45%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **604 64%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>843</b>	<b>5%</b>
... & EMPLOYED	571	68%
RECEIVING TANF &or FOOD STAMPS	<b>843</b>	<b>5%</b>
... & EMPLOYED	571	68%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>31</b>	<b>0%</b>

## 2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012

**TOTAL INDIVIDUALS 15,901**

**TOTAL WITH OUTCOME DATA 8,567 54%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>7,568</b>	<b>48%</b>
AVERAGE EARNINGS - ALL	<b>\$9,771</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,309</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,313</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,259</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,491</b>	<b>20%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,040</b>	<b>27%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,778</b>	<b>37%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>183</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>294</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>929</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>19</b>	<b>2%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>399</b>	<b>43%</b>
AA Program	20	5%
AS Program	47	12%
AAS Program	****	****
Adult Vocational Certificate	26	7%
Vocational Credit Certificate	****	****
Other	293	73%
...IN STATE UNIVERSITY SYSTEM	<b>522</b>	<b>56%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **590 64%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>564</b>	<b>4%</b>
... & EMPLOYED	337	60%
RECEIVING TANF &or FOOD STAMPS	<b>564</b>	<b>4%</b>
... & EMPLOYED	337	60%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>23</b>	<b>0%</b>

## 2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - BACHELOR'S DEGREE - FALL 2012

**TOTAL INDIVIDUALS 15,783**

**TOTAL WITH OUTCOME DATA 8,552 54%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>7,577</b>	<b>48%</b>
AVERAGE EARNINGS - ALL	<b>\$10,527</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,531</b>	<b>86%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,885</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,046</b>	<b>14%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,272</b>	<b>17%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,110</b>	<b>28%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,149</b>	<b>42%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>215</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>306</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>913</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>31</b>	<b>3%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>358</b>	<b>39%</b>
AA Program	21	6%
AS Program	51	14%
AAS Program	****	****
Adult Vocational Certificate	25	7%
Vocational Credit Certificate	****	****
Other	254	71%
...IN STATE UNIVERSITY SYSTEM	<b>543</b>	<b>59%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>608</b>	<b>67%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>463</b>	<b>3%</b>
... & EMPLOYED	290	63%
RECEIVING TANF &or FOOD STAMPS	<b>463</b>	<b>3%</b>
... & EMPLOYED	290	63%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>26</b>	<b>0%</b>

**2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 9,302****TOTAL WITH OUTCOME DATA 5,442 59%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>5,014</b>	<b>54%</b>
AVERAGE EARNINGS - ALL	<b>\$14,091</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,592</b>	<b>92%</b>
AVERAGE FT/FQ EARNINGS	<b>\$15,202</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>422</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>483</b>	<b>10%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,034</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,075</b>	<b>61%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>243</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>59</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>198</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	<b>10</b>	<b>5%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>120</b>	<b>61%</b>
AA Program	10	8%
AS Program	16	13%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	88	73%
...IN STATE UNIVERSITY SYSTEM	<b>69</b>	<b>35%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **154 78%****RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>235</b>	<b>3%</b>
... & EMPLOYED	143	61%
RECEIVING TANF &or FOOD STAMPS	<b>235</b>	<b>3%</b>
... & EMPLOYED	143	61%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

**2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 8,734****TOTAL WITH OUTCOME DATA 5,114 59%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,635</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$15,242</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,363</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$16,069</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>272</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>316</b>	<b>7%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>877</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,170</b>	<b>68%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>307</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>75</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>190</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>109</b>	<b>57%</b>
AA Program	****	****
AS Program	19	17%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	77	71%
...IN STATE UNIVERSITY SYSTEM	<b>77</b>	<b>41%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **134 71%****RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>148</b>	<b>2%</b>
... & EMPLOYED	87	59%
RECEIVING TANF &or FOOD STAMPS	<b>148</b>	<b>2%</b>
... & EMPLOYED	87	59%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



**2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - MASTER'S DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 8,970****TOTAL WITH OUTCOME DATA 5,390 60%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>4,851</b>	<b>54%</b>
AVERAGE EARNINGS - ALL	<b>\$16,401</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,597</b>	<b>95%</b>
AVERAGE FT/FQ EARNINGS	<b>\$17,205</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>254</b>	<b>5%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>236</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>825</b>	<b>17%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,536</b>	<b>73%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>362</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>81</b>	<b>1%</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>215</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>112</b>	<b>52%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	89	79%
...IN STATE UNIVERSITY SYSTEM	<b>101</b>	<b>47%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>159</b>	<b>74%</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>150</b>	<b>2%</b>
... & EMPLOYED	95	63%
RECEIVING TANF &or FOOD STAMPS	<b>150</b>	<b>2%</b>
... & EMPLOYED	95	63%

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

**2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,024****TOTAL WITH OUTCOME DATA 439 43%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>394</b>	<b>38%</b>
AVERAGE EARNINGS - ALL	<b>\$15,523</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>359</b>	<b>91%</b>
AVERAGE FT/FQ EARNINGS	<b>\$16,834</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>35</b>	<b>9%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>31</b>	<b>8%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>38</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>290</b>	<b>74%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>37</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>11</b>	<b>1%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>10</b>	<b>91%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **11 100%****RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>10</b>	<b>1%</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>10</b>	<b>1%</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

**2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,020****TOTAL WITH OUTCOME DATA 398 39%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>362</b>	<b>35%</b>
AVERAGE EARNINGS - ALL	<b>\$19,050</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>341</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$20,097</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>21</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>18</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>24</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>299</b>	<b>83%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>32</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>****</b>	<b>****</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>****</b>	<b>****</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

**2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - DOCTORAL DEGREE - FALL 2012 FINDINGS****TOTAL INDIVIDUALS 1,090****TOTAL WITH OUTCOME DATA 394 36%****FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>341</b>	<b>31%</b>
AVERAGE EARNINGS - ALL	<b>\$18,467</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>316</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$19,762</b>	

*Percent working full qtr is of those employed.**\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)***EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>25</b>	<b>7%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>16</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>20</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>280</b>	<b>82%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)***FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>54</b>	<b>5%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

**FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>****</b>	<b>****</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>****</b>	<b>****</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>****</b>	<b>****</b>
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**RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING TANF &or FOOD STAMPS	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>

**FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2011-12 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 6,888**

**TOTAL WITH OUTCOME DATA 4,341 63%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>3,930</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$10,299</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,222</b>	<b>82%</b>
AVERAGE FT/FQ EARNINGS	<b>\$12,091</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>708</b>	<b>18%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>877</b>	<b>22%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>751</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,594</b>	<b>41%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>57</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>60</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>457</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>209</b>	<b>46%</b>
AA Program	65	31%
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	129	62%
...IN STATE UNIVERSITY SYSTEM	<b>108</b>	<b>24%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>149</b>	<b>33%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **337 74%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>554</b>	<b>8%</b>
... & EMPLOYED	347	63%
RECEIVING TANF &or FOOD STAMPS	<b>554</b>	<b>8%</b>
... & EMPLOYED	347	63%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>11</b>	<b>0%</b>

## 2010-11 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 3,363**

**TOTAL WITH OUTCOME DATA 1,936 58%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,838</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$16,399</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,718</b>	<b>93%</b>
AVERAGE FT/FQ EARNINGS	<b>\$17,398</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>120</b>	<b>7%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>95</b>	<b>5%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>229</b>	<b>12%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,394</b>	<b>76%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>34</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>35</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>74</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>40</b>	<b>54%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>32</b>	<b>80%</b>
...IN STATE UNIVERSITY SYSTEM	<b>34</b>	<b>46%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **59 80%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>36</b>	<b>1%</b>
... & EMPLOYED	<b>20</b>	<b>56%</b>
RECEIVING TANF &or FOOD STAMPS	<b>36</b>	<b>1%</b>
... & EMPLOYED	<b>20</b>	<b>56%</b>

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2009-10 INDEPENDENT COLLEGES AND UNIVERSITIES OF FLORIDA - OTHERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 3,695**

**TOTAL WITH OUTCOME DATA 1,936 52%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,842</b>	<b>50%</b>
AVERAGE EARNINGS - ALL	<b>\$18,411</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>1,772</b>	<b>96%</b>
AVERAGE FT/FQ EARNINGS	<b>\$19,049</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>70</b>	<b>4%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>80</b>	<b>4%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>163</b>	<b>9%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,529</b>	<b>83%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>28</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>47</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>62</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>32</b>	<b>52%</b>
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	27	84%
...IN STATE UNIVERSITY SYSTEM	<b>26</b>	<b>42%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>48</b>	<b>77%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>20</b>	<b>1%</b>
... & EMPLOYED	11	55%
RECEIVING TANF &or FOOD STAMPS	<b>20</b>	<b>1%</b>
... & EMPLOYED	11	55%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2011-12 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 8,431**

**TOTAL WITH OUTCOME DATA 6,704 80%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>5,693</b>	<b>68%</b>
AVERAGE EARNINGS - ALL	<b>\$6,566</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,117</b>	<b>72%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,229</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,576</b>	<b>28%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,114</b>	<b>37%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,083</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>920</b>	<b>16%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>48</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>24</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>465</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>35</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>326</b>	<b>70%</b>
AA Program	114	35%
AS Program	29	9%
AAS Program	****	****
Adult Vocational Certificate	19	6%
Vocational Credit Certificate	****	****
Other	158	48%
...IN STATE UNIVERSITY SYSTEM	<b>81</b>	<b>17%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>31</b>	<b>7%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **347 75%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>59</b>	<b>1%</b>
... & EMPLOYED	23	39%
RECEIVING FOOD STAMPS	<b>2,101</b>	<b>25%</b>
... & EMPLOYED	1,227	58%
RECEIVING TANF &or FOOD STAMPS	<b>2,101</b>	<b>25%</b>
... & EMPLOYED	1,227	58%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>60</b>	<b>1%</b>



## 2010-11 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 5,771**

**TOTAL WITH OUTCOME DATA 4,642 80%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>3,896</b>	<b>68%</b>
AVERAGE EARNINGS - ALL	<b>\$6,706</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,900</b>	<b>74%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,227</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>996</b>	<b>26%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,466</b>	<b>38%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>839</b>	<b>22%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>595</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>22</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>21</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>385</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>28</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>270</b>	<b>70%</b>
AA Program	116	43%
AS Program	19	7%
AAS Program	****	****
Adult Vocational Certificate	10	4%
Vocational Credit Certificate	****	****
Other	119	44%
...IN STATE UNIVERSITY SYSTEM	<b>62</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>31</b>	<b>8%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>282</b>	<b>73%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>28</b>	<b>0%</b>
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>1,462</b>	<b>25%</b>
... & EMPLOYED	830	57%
RECEIVING TANF &or FOOD STAMPS	<b>1,462</b>	<b>25%</b>
... & EMPLOYED	830	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>49</b>	<b>1%</b>

## 2009-10 COMMISSION FOR INDEPENDENT EDUCATION - DEGREE GRADUATES - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 7,550**

**TOTAL WITH OUTCOME DATA 5,926 78%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>5,112</b>	<b>68%</b>
AVERAGE EARNINGS - ALL	<b>\$7,626</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,096</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,978</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,016</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,779</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,155</b>	<b>23%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,162</b>	<b>23%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>61</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>28</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>676</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>27</b>	<b>4%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>440</b>	<b>65%</b>
AA Program	166	38%
AS Program	39	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	215	49%
...IN STATE UNIVERSITY SYSTEM	<b>126</b>	<b>19%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>105</b>	<b>16%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **511 76%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>30</b>	<b>0%</b>
... & EMPLOYED	13	43%
RECEIVING FOOD STAMPS	<b>1,488</b>	<b>20%</b>
... & EMPLOYED	862	58%
RECEIVING TANF &or FOOD STAMPS	<b>1,488</b>	<b>20%</b>
... & EMPLOYED	862	58%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>53</b>	<b>1%</b>

## 2011-12 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 832,026**

**TOTAL WITH OUTCOME DATA 626,725 75%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>456,910</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$5,795</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>273,858</b>	<b>60%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,307</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>183,052</b>	<b>40%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>145,350</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>74,145</b>	<b>16%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>54,363</b>	<b>12%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>3,118</b>	<b>0%</b>
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### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>67,222</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>6,434</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>49,803</b>	<b>74%</b>
AA Program	19,769	40%
AS Program	6,761	14%
AAS Program	1,073	2%
Adult Vocational Certificate	1,903	4%
Vocational Credit Certificate	953	2%
Other	19,344	39%
...IN STATE UNIVERSITY SYSTEM	<b>10,601</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>2,009</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>41,749</b>	<b>62%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>9,243</b>	<b>1%</b>
... & EMPLOYED	2,858	31%
RECEIVING FOOD STAMPS	<b>277,605</b>	<b>33%</b>
... & EMPLOYED	131,402	47%
RECEIVING TANF &or FOOD STAMPS	<b>277,705</b>	<b>33%</b>
... & EMPLOYED	131,421	47%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>3,390</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>20,516</b>	<b>2%</b>

## 2010-11 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 921,154**

**TOTAL WITH OUTCOME DATA 655,767 71%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>479,156</b>	<b>52%</b>
AVERAGE EARNINGS - ALL	<b>\$6,418</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>310,437</b>	<b>65%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,778</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>168,719</b>	<b>35%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>151,979</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>86,306</b>	<b>18%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>72,152</b>	<b>15%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>4,518</b>	<b>0%</b>
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### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>64,153</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>5,624</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>46,944</b>	<b>73%</b>
AA Program	18,353	39%
AS Program	6,876	15%
AAS Program	1,186	3%
Adult Vocational Certificate	1,757	4%
Vocational Credit Certificate	984	2%
Other	17,788	38%
...IN STATE UNIVERSITY SYSTEM	<b>11,292</b>	<b>18%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,925</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>40,719</b>	<b>63%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>7,471</b>	<b>1%</b>
... & EMPLOYED	2,367	32%
RECEIVING FOOD STAMPS	<b>271,639</b>	<b>29%</b>
... & EMPLOYED	122,181	45%
RECEIVING TANF &or FOOD STAMPS	<b>271,710</b>	<b>29%</b>
... & EMPLOYED	122,206	45%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>5,828</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>21,393</b>	<b>2%</b>

## 2009-10 WAGNER PEYSER - EXITERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 988,230**

**TOTAL WITH OUTCOME DATA 675,809 68%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>486,289</b>	<b>49%</b>
AVERAGE EARNINGS - ALL	<b>\$6,764</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>326,625</b>	<b>67%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,054</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>159,664</b>	<b>33%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>153,452</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>91,949</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>81,224</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>5,731</b>	<b>1%</b>
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### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>60,499</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>5,301</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>43,144</b>	<b>71%</b>
AA Program	16,243	38%
AS Program	6,673	15%
AAS Program	1,000	2%
Adult Vocational Certificate	1,416	3%
Vocational Credit Certificate	888	2%
Other	16,924	39%
...IN STATE UNIVERSITY SYSTEM	<b>11,687</b>	<b>19%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>1,824</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>38,142</b>	<b>63%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>6,888</b>	<b>1%</b>
... & EMPLOYED	2,068	30%
RECEIVING FOOD STAMPS	<b>278,166</b>	<b>28%</b>
... & EMPLOYED	117,542	42%
RECEIVING TANF &or FOOD STAMPS	<b>278,233</b>	<b>28%</b>
... & EMPLOYED	117,559	42%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>7,145</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>20,876</b>	<b>2%</b>

## 2011-12 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 57,652**

**TOTAL WITH OUTCOME DATA 37,862 66%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>27,825</b>	<b>48%</b>
AVERAGE EARNINGS - ALL	<b>\$7,060</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>19,010</b>	<b>68%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,396</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>8,815</b>	<b>32%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>8,055</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,650</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,305</b>	<b>19%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>1,374</b>	<b>2%</b>
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### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>5,325</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>598</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,964</b>	<b>74%</b>
AA Program	1,496	38%
AS Program	802	20%
AAS Program	158	4%
Adult Vocational Certificate	212	5%
Vocational Credit Certificate	110	3%
Other	1,186	30%
...IN STATE UNIVERSITY SYSTEM	<b>722</b>	<b>14%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>192</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,448</b>	<b>46%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>104</b>	<b>0%</b>
... & EMPLOYED	31	30%
RECEIVING FOOD STAMPS	<b>11,032</b>	<b>19%</b>
... & EMPLOYED	4,486	41%
RECEIVING TANF &or FOOD STAMPS	<b>11,033</b>	<b>19%</b>
... & EMPLOYED	4,487	41%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>145</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,008</b>	<b>2%</b>

## 2010-11 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 64,835**

**TOTAL WITH OUTCOME DATA 39,182 60%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>28,309</b>	<b>44%</b>
AVERAGE EARNINGS - ALL	<b>\$7,639</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>20,334</b>	<b>72%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,846</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,975</b>	<b>28%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,892</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,966</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>6,476</b>	<b>23%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>2,017</b>	<b>3%</b>
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### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,967</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>547</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,633</b>	<b>73%</b>
AA Program	1,268	35%
AS Program	778	21%
AAS Program	134	4%
Adult Vocational Certificate	173	5%
Vocational Credit Certificate	108	3%
Other	1,172	32%
...IN STATE UNIVERSITY SYSTEM	<b>755</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>189</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,255</b>	<b>45%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>63</b>	<b>0%</b>
... & EMPLOYED	16	25%
RECEIVING FOOD STAMPS	<b>10,625</b>	<b>16%</b>
... & EMPLOYED	3,934	37%
RECEIVING TANF &or FOOD STAMPS	<b>10,626</b>	<b>16%</b>
... & EMPLOYED	3,935	37%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>253</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,055</b>	<b>2%</b>

## 2009-10 WAGNER PEYSER - VETERANS EXITERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 71,042**

**TOTAL WITH OUTCOME DATA 41,283 58%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>28,757</b>	<b>40%</b>
AVERAGE EARNINGS - ALL	<b>\$8,050</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>21,099</b>	<b>73%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,247</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,658</b>	<b>27%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>7,734</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>6,166</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>7,199</b>	<b>25%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>2,868</b>	<b>4%</b>
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### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>4,749</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>489</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>3,331</b>	<b>70%</b>
AA Program	1,054	32%
AS Program	753	23%
AAS Program	125	4%
Adult Vocational Certificate	151	5%
Vocational Credit Certificate	102	3%
Other	1,146	34%
...IN STATE UNIVERSITY SYSTEM	<b>887</b>	<b>19%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>175</b>	<b>4%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>2,145</b>	<b>45%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>80</b>	<b>0%</b>
... & EMPLOYED	25	31%
RECEIVING FOOD STAMPS	<b>11,313</b>	<b>16%</b>
... & EMPLOYED	3,812	34%
RECEIVING TANF &or FOOD STAMPS	<b>11,314</b>	<b>16%</b>
... & EMPLOYED	3,813	34%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>337</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>1,070</b>	<b>2%</b>



## 2011-12 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 13,741**

**TOTAL WITH OUTCOME DATA**

**11,947 87%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>10,239</b>	<b>75%</b>
AVERAGE EARNINGS - ALL	<b>\$8,693</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,269</b>	<b>81%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,257</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,970</b>	<b>19%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,435</b>	<b>24%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,622</b>	<b>26%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,212</b>	<b>31%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>77</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>12</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,765</b>	<b>13%</b>
...IN DISTRICT POSTSECONDARY	<b>221</b>	<b>13%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,286</b>	<b>73%</b>
AA Program	375	29%
AS Program	186	14%
AAS Program	26	2%
Adult Vocational Certificate	24	2%
Vocational Credit Certificate	18	1%
Other	657	51%
...IN STATE UNIVERSITY SYSTEM	<b>258</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>41</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,397</b>	<b>79%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>118</b>	<b>1%</b>
... & EMPLOYED	46	39%
RECEIVING FOOD STAMPS	<b>3,213</b>	<b>23%</b>
... & EMPLOYED	1,842	57%
RECEIVING TANF &or FOOD STAMPS	<b>3,213</b>	<b>23%</b>
... & EMPLOYED	1,842	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>43</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>196</b>	<b>1%</b>

## 2010-11 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 12,647**

**TOTAL WITH OUTCOME DATA 10,380 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>8,865</b>	<b>70%</b>
AVERAGE EARNINGS - ALL	<b>\$9,722</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,295</b>	<b>82%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,371</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,570</b>	<b>18%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,033</b>	<b>23%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,896</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,366</b>	<b>38%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>69</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>19</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,281</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>103</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>956</b>	<b>75%</b>
AA Program	266	28%
AS Program	143	15%
AAS Program	19	2%
Adult Vocational Certificate	24	3%
Vocational Credit Certificate	24	3%
Other	480	50%
...IN STATE UNIVERSITY SYSTEM	<b>209</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>38</b>	<b>3%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>998</b>	<b>78%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>60</b>	<b>0%</b>
... & EMPLOYED	20	33%
RECEIVING FOOD STAMPS	<b>2,619</b>	<b>21%</b>
... & EMPLOYED	1,397	53%
RECEIVING TANF &or FOOD STAMPS	<b>2,619</b>	<b>21%</b>
... & EMPLOYED	1,397	53%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>48</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>169</b>	<b>1%</b>

## 2009-10 WORKFORCE INVESTMENT ACT - ADULTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 15,268**

**TOTAL WITH OUTCOME DATA 12,409 81%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>11,079</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$11,911</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>9,727</b>	<b>88%</b>
AVERAGE FT/FQ EARNINGS	<b>\$13,287</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,352</b>	<b>12%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,960</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,223</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,544</b>	<b>50%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>99</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>26</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,415</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>129</b>	<b>9%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,075</b>	<b>76%</b>
AA Program	324	30%
AS Program	145	13%
AAS Program	21	2%
Adult Vocational Certificate	24	2%
Vocational Credit Certificate	18	2%
Other	543	51%
...IN STATE UNIVERSITY SYSTEM	<b>217</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>25</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,160</b>	<b>82%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>53</b>	<b>0%</b>
... & EMPLOYED	15	28%
RECEIVING FOOD STAMPS	<b>2,210</b>	<b>14%</b>
... & EMPLOYED	1,198	54%
RECEIVING TANF &or FOOD STAMPS	<b>2,210</b>	<b>14%</b>
... & EMPLOYED	1,198	54%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>47</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>149</b>	<b>1%</b>

## 2011-12 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 8,291**

**TOTAL WITH OUTCOME DATA 6,788 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>6,016</b>	<b>73%</b>
AVERAGE EARNINGS - ALL	<b>\$7,674</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,799</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,068</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,217</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,026</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,520</b>	<b>25%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,253</b>	<b>21%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>42</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>673</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>65</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>508</b>	<b>75%</b>
AA Program	143	28%
AS Program	88	17%
AAS Program	14	3%
Adult Vocational Certificate	14	3%
Vocational Credit Certificate	17	3%
Other	232	46%
...IN STATE UNIVERSITY SYSTEM	<b>100</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>17</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **505 75%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>24</b>	<b>0%</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>1,652</b>	<b>20%</b>
... & EMPLOYED	1,017	62%
RECEIVING TANF &or FOOD STAMPS	<b>1,652</b>	<b>20%</b>
... & EMPLOYED	1,017	62%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>57</b>	<b>1%</b>

## 2010-11 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 6,997**

**TOTAL WITH OUTCOME DATA 5,500 79%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>4,876</b>	<b>70%</b>
AVERAGE EARNINGS - ALL	<b>\$8,561</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,044</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,878</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>832</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,504</b>	<b>31%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,297</b>	<b>27%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>1,243</b>	<b>25%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>46</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>475</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>62</b>	<b>13%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>345</b>	<b>73%</b>
AA Program	93	27%
AS Program	61	18%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	3%
Other	166	48%
...IN STATE UNIVERSITY SYSTEM	<b>62</b>	<b>13%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>15</b>	<b>3%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **361 76%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>24</b>	<b>0%</b>
... & EMPLOYED	10	42%
RECEIVING FOOD STAMPS	<b>1,170</b>	<b>17%</b>
... & EMPLOYED	684	58%
RECEIVING TANF &or FOOD STAMPS	<b>1,170</b>	<b>17%</b>
... & EMPLOYED	684	58%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>10</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>48</b>	<b>1%</b>

## 2009-10 WORKFORCE INVESTMENT ACT - DISLOCATED WORKER - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 3,661**

**TOTAL WITH OUTCOME DATA 2,746 75%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>2,429</b>	<b>66%</b>
AVERAGE EARNINGS - ALL	<b>\$9,303</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>2,056</b>	<b>85%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,599</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>373</b>	<b>15%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>665</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>648</b>	<b>27%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>743</b>	<b>31%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>33</b>	<b>1%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>234</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>23</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>180</b>	<b>77%</b>
AA Program	50	28%
AS Program	30	17%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	89	49%
...IN STATE UNIVERSITY SYSTEM	<b>31</b>	<b>13%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>177</b>	<b>76%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>515</b>	<b>14%</b>
... & EMPLOYED	286	56%
RECEIVING TANF &or FOOD STAMPS	<b>515</b>	<b>14%</b>
... & EMPLOYED	286	56%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>22</b>	<b>1%</b>

## 2011-12 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 2,305**

**TOTAL WITH OUTCOME DATA 2,018 88%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,212</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$3,333</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>424</b>	<b>35%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,765</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>788</b>	<b>65%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>359</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>54</b>	<b>4%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>11</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>12</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>361</b>	<b>16%</b>
...IN DISTRICT POSTSECONDARY	<b>50</b>	<b>14%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>283</b>	<b>78%</b>
AA Program	118	42%
AS Program	32	11%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	126	45%
...IN STATE UNIVERSITY SYSTEM	<b>20</b>	<b>6%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>13</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>205</b>	<b>57%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>57</b>	<b>2%</b>
... & EMPLOYED	17	30%
RECEIVING FOOD STAMPS	<b>1,322</b>	<b>57%</b>
... & EMPLOYED	643	49%
RECEIVING TANF &or FOOD STAMPS	<b>1,322</b>	<b>57%</b>
... & EMPLOYED	643	49%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>31</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>182</b>	<b>8%</b>

## 2010-11 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,909**

**TOTAL WITH OUTCOME DATA 1,648 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,033</b>	<b>54%</b>
AVERAGE EARNINGS - ALL	<b>\$3,601</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>383</b>	<b>37%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,402</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>650</b>	<b>63%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>290</b>	<b>28%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>71</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>22</b>	<b>2%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>11</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>321</b>	<b>17%</b>
...IN DISTRICT POSTSECONDARY	<b>39</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>247</b>	<b>77%</b>
AA Program	124	50%
AS Program	23	9%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	83	34%
...IN STATE UNIVERSITY SYSTEM	<b>34</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>212</b>	<b>66%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>51</b>	<b>3%</b>
... & EMPLOYED	19	37%
RECEIVING FOOD STAMPS	<b>1,037</b>	<b>54%</b>
... & EMPLOYED	526	51%
RECEIVING TANF &or FOOD STAMPS	<b>1,037</b>	<b>54%</b>
... & EMPLOYED	526	51%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>43</b>	<b>2%</b>
COMMUNITY SUPERVISION	<b>106</b>	<b>6%</b>



## 2009-10 WORKFORCE INVESTMENT ACT - OLDER YOUTH - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,683**

**TOTAL WITH OUTCOME DATA 1,400 83%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>927</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$4,021</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>405</b>	<b>44%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,641</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>522</b>	<b>56%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>304</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>61</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>40</b>	<b>4%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>10</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>253</b>	<b>15%</b>
...IN DISTRICT POSTSECONDARY	<b>28</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>181</b>	<b>72%</b>
AA Program	73	40%
AS Program	22	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	77	43%
...IN STATE UNIVERSITY SYSTEM	<b>38</b>	<b>15%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>12</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>171</b>	<b>68%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>52</b>	<b>3%</b>
... & EMPLOYED	16	31%
RECEIVING FOOD STAMPS	<b>852</b>	<b>51%</b>
... & EMPLOYED	449	53%
RECEIVING TANF &or FOOD STAMPS	<b>852</b>	<b>51%</b>
... & EMPLOYED	449	53%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>25</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>91</b>	<b>5%</b>

## 2011-12 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 3,530**

**TOTAL WITH OUTCOME DATA 3,033 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,715</b>	<b>49%</b>
AVERAGE EARNINGS - ALL	<b>\$2,664</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>359</b>	<b>21%</b>
AVERAGE FT/FQ EARNINGS	<b>\$5,707</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,356</b>	<b>79%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>304</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>41</b>	<b>2%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>14</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>57</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>980</b>	<b>28%</b>
...IN DISTRICT POSTSECONDARY	<b>57</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>780</b>	<b>80%</b>
AA Program	415	53%
AS Program	54	7%
AAS Program	****	****
Adult Vocational Certificate	13	2%
Vocational Credit Certificate	****	****
Other	282	36%
...IN STATE UNIVERSITY SYSTEM	<b>118</b>	<b>12%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>43</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>548</b>	<b>56%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>93</b>	<b>3%</b>
... & EMPLOYED	28	30%
RECEIVING FOOD STAMPS	<b>1,837</b>	<b>52%</b>
... & EMPLOYED	835	45%
RECEIVING TANF &or FOOD STAMPS	<b>1,845</b>	<b>52%</b>
... & EMPLOYED	839	45%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>27</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>109</b>	<b>3%</b>

## 2010-11 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 4,173**

**TOTAL WITH OUTCOME DATA 3,410 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,887</b>	<b>45%</b>
AVERAGE EARNINGS - ALL	<b>\$3,184</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>423</b>	<b>22%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,696</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,464</b>	<b>78%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>357</b>	<b>19%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>53</b>	<b>3%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>13</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>66</b>	<b>2%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,063</b>	<b>25%</b>
...IN DISTRICT POSTSECONDARY	<b>88</b>	<b>8%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>777</b>	<b>73%</b>
AA Program	432	56%
AS Program	70	9%
AAS Program	****	****
Adult Vocational Certificate	15	2%
Vocational Credit Certificate	****	****
Other	249	32%
...IN STATE UNIVERSITY SYSTEM	<b>172</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>59</b>	<b>6%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>609</b>	<b>57%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>74</b>	<b>2%</b>
... & EMPLOYED	23	31%
RECEIVING FOOD STAMPS	<b>1,974</b>	<b>47%</b>
... & EMPLOYED	850	43%
RECEIVING TANF &or FOOD STAMPS	<b>1,982</b>	<b>47%</b>
... & EMPLOYED	851	43%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>74</b>	<b>2%</b>
COMMUNITY SUPERVISION	<b>171</b>	<b>4%</b>

## 2009-10 WORKFORCE INVESTMENT ACT - YOUNGER YOUTH - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 3,078**

**TOTAL WITH OUTCOME DATA 2,587 84%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>1,559</b>	<b>51%</b>
AVERAGE EARNINGS - ALL	<b>\$3,455</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>540</b>	<b>35%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,144</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>1,019</b>	<b>65%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>421</b>	<b>27%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>97</b>	<b>6%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>22</b>	<b>1%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>46</b>	<b>1%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>706</b>	<b>23%</b>
...IN DISTRICT POSTSECONDARY	<b>36</b>	<b>5%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>502</b>	<b>71%</b>
AA Program	269	54%
AS Program	61	12%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	159	32%
...IN STATE UNIVERSITY SYSTEM	<b>150</b>	<b>21%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>36</b>	<b>5%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>437</b>	<b>62%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>45</b>	<b>1%</b>
... & EMPLOYED	19	42%
RECEIVING FOOD STAMPS	<b>1,380</b>	<b>45%</b>
... & EMPLOYED	649	47%
RECEIVING TANF &or FOOD STAMPS	<b>1,380</b>	<b>45%</b>
... & EMPLOYED	649	47%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>80</b>	<b>3%</b>
COMMUNITY SUPERVISION	<b>162</b>	<b>5%</b>

## 2011-12 INCUMBENT WORKER - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 10,397**

**TOTAL WITH OUTCOME DATA 9,421 91%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>9,201</b>	<b>88%</b>
AVERAGE EARNINGS - ALL	<b>\$16,851</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>8,501</b>	<b>92%</b>
AVERAGE FT/FQ EARNINGS	<b>\$18,072</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>700</b>	<b>8%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,218</b>	<b>13%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,794</b>	<b>19%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>5,489</b>	<b>60%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>416</b>	<b>4%</b>
...IN DISTRICT POSTSECONDARY	<b>23</b>	<b>6%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>295</b>	<b>71%</b>
AA Program	120	41%
AS Program	44	15%
AAS Program	10	3%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	107	36%
...IN STATE UNIVERSITY SYSTEM	<b>100</b>	<b>24%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **361 87%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>560</b>	<b>5%</b>
... & EMPLOYED	393	70%
RECEIVING TANF &or FOOD STAMPS	<b>560</b>	<b>5%</b>
... & EMPLOYED	393	70%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>35</b>	<b>0%</b>

## 2010-11 INCUMBENT WORKER - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 9,055**

**TOTAL WITH OUTCOME DATA 8,017 89%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>7,758</b>	<b>86%</b>
AVERAGE EARNINGS - ALL	<b>\$17,866</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,290</b>	<b>94%</b>
AVERAGE FT/FQ EARNINGS	<b>\$18,889</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>468</b>	<b>6%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>1,292</b>	<b>17%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,644</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>4,354</b>	<b>56%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>13</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>377</b>	<b>4%</b>
...IN DISTRICT POSTSECONDARY	<b>26</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>241</b>	<b>64%</b>
AA Program	76	32%
AS Program	40	17%
AAS Program	12	5%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	103	43%
...IN STATE UNIVERSITY SYSTEM	<b>103</b>	<b>27%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>12</b>	<b>3%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **320 85%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>590</b>	<b>7%</b>
... & EMPLOYED	392	66%
RECEIVING TANF &or FOOD STAMPS	<b>590</b>	<b>7%</b>
... & EMPLOYED	392	66%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>39</b>	<b>0%</b>

## 2009-10 INCUMBENT WORKER - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 6,586**

**TOTAL WITH OUTCOME DATA 5,609 85%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>5,417</b>	<b>82%</b>
AVERAGE EARNINGS - ALL	<b>\$15,507</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,159</b>	<b>95%</b>
AVERAGE FT/FQ EARNINGS	<b>\$16,169</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>258</b>	<b>5%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>977</b>	<b>18%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,119</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>3,063</b>	<b>57%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>11</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>163</b>	<b>2%</b>
...IN DISTRICT POSTSECONDARY	<b>11</b>	<b>7%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>120</b>	<b>74%</b>
AA Program	33	28%
AS Program	17	14%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	63	53%
...IN STATE UNIVERSITY SYSTEM	<b>34</b>	<b>21%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **134 82%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>357</b>	<b>5%</b>
... & EMPLOYED	204	57%
RECEIVING TANF &or FOOD STAMPS	<b>357</b>	<b>5%</b>
... & EMPLOYED	204	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	<b>32</b>	<b>0%</b>

## 2011-12 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 9,268**

**TOTAL WITH OUTCOME DATA 8,186 88%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>5,951</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$4,769</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>3,135</b>	<b>53%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,157</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>2,816</b>	<b>47%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,039</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>732</b>	<b>12%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>364</b>	<b>6%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	<b>13</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>615</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>89</b>	<b>14%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>419</b>	<b>68%</b>
AA Program	141	34%
AS Program	39	9%
AAS Program	10	2%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	10	2%
Other	212	51%
...IN STATE UNIVERSITY SYSTEM	<b>103</b>	<b>17%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>23</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **435 71%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>53</b>	<b>1%</b>
... & EMPLOYED	27	51%
RECEIVING FOOD STAMPS	<b>5,321</b>	<b>57%</b>
... & EMPLOYED	3,240	61%
RECEIVING TANF &or FOOD STAMPS	<b>5,321</b>	<b>57%</b>
... & EMPLOYED	3,240	61%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>34</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>322</b>	<b>3%</b>



## 2010-11 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 14,270**

**TOTAL WITH OUTCOME DATA 12,206 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>8,711</b>	<b>61%</b>
AVERAGE EARNINGS - ALL	<b>\$5,095</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,005</b>	<b>57%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,277</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,706</b>	<b>43%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,120</b>	<b>36%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,275</b>	<b>15%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>610</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>11</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>18</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>946</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>127</b>	<b>13%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>649</b>	<b>69%</b>
AA Program	238	37%
AS Program	58	9%
AAS Program	19	3%
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	320	49%
...IN STATE UNIVERSITY SYSTEM	<b>150</b>	<b>16%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>39</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>680</b>	<b>72%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>70</b>	<b>0%</b>
... & EMPLOYED	28	40%
RECEIVING FOOD STAMPS	<b>7,328</b>	<b>51%</b>
... & EMPLOYED	4,100	56%
RECEIVING TANF &or FOOD STAMPS	<b>7,328</b>	<b>51%</b>
... & EMPLOYED	4,100	56%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>78</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>509</b>	<b>4%</b>

## 2009-10 FOOD STAMP EMPLOYMENT AND TRAINING - PLACED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 14,231**

**TOTAL WITH OUTCOME DATA 11,610 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>7,330</b>	<b>52%</b>
AVERAGE EARNINGS - ALL	<b>\$5,004</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,120</b>	<b>56%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,247</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>3,210</b>	<b>44%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>2,676</b>	<b>37%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>966</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>478</b>	<b>7%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>17</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>18</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>870</b>	<b>6%</b>
...IN DISTRICT POSTSECONDARY	<b>116</b>	<b>13%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>632</b>	<b>73%</b>
AA Program	266	42%
AS Program	78	12%
AAS Program	10	2%
Adult Vocational Certificate	10	2%
Vocational Credit Certificate	11	2%
Other	257	41%
...IN STATE UNIVERSITY SYSTEM	<b>122</b>	<b>14%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>25</b>	<b>3%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **585 67%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>88</b>	<b>1%</b>
... & EMPLOYED	30	34%
RECEIVING FOOD STAMPS	<b>7,576</b>	<b>53%</b>
... & EMPLOYED	3,583	47%
RECEIVING TANF &or FOOD STAMPS	<b>7,577</b>	<b>53%</b>
... & EMPLOYED	3,584	47%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>106</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>418</b>	<b>3%</b>

## 2011-12 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 18,768**

**TOTAL WITH OUTCOME DATA 16,850 90%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>10,135</b>	<b>54%</b>
AVERAGE EARNINGS - ALL	<b>\$4,317</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,760</b>	<b>47%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,925</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,375</b>	<b>53%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,253</b>	<b>32%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,025</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>482</b>	<b>5%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>11</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>20</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,456</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>253</b>	<b>17%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,053</b>	<b>72%</b>
AA Program	336	32%
AS Program	125	12%
AAS Program	20	2%
Adult Vocational Certificate	23	2%
Vocational Credit Certificate	22	2%
Other	527	50%
...IN STATE UNIVERSITY SYSTEM	<b>145</b>	<b>10%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>41</b>	<b>3%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>828</b>	<b>57%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>156</b>	<b>1%</b>
... & EMPLOYED	60	38%
RECEIVING FOOD STAMPS	<b>12,618</b>	<b>67%</b>
... & EMPLOYED	6,212	49%
RECEIVING TANF &or FOOD STAMPS	<b>12,618</b>	<b>67%</b>
... & EMPLOYED	6,212	49%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>95</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>714</b>	<b>4%</b>

## 2010-11 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 23,574**

**TOTAL WITH OUTCOME DATA 20,169 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>12,541</b>	<b>53%</b>
AVERAGE EARNINGS - ALL	<b>\$4,773</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,711</b>	<b>54%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,106</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,830</b>	<b>46%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,382</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,583</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>746</b>	<b>6%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>18</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>28</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,581</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>239</b>	<b>15%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,126</b>	<b>71%</b>
AA Program	415	37%
AS Program	134	12%
AAS Program	27	2%
Adult Vocational Certificate	17	2%
Vocational Credit Certificate	17	2%
Other	516	46%
...IN STATE UNIVERSITY SYSTEM	<b>188</b>	<b>12%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>57</b>	<b>4%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **1,025 65%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>164</b>	<b>1%</b>
... & EMPLOYED	53	32%
RECEIVING FOOD STAMPS	<b>13,521</b>	<b>57%</b>
... & EMPLOYED	6,361	47%
RECEIVING TANF &or FOOD STAMPS	<b>13,521</b>	<b>57%</b>
... & EMPLOYED	6,361	47%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>175</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>829</b>	<b>4%</b>

## 2009-10 FOOD STAMP EMPLOYMENT AND TRAINING - SERVED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 39,134**

**TOTAL WITH OUTCOME DATA 32,068 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>15,323</b>	<b>39%</b>
AVERAGE EARNINGS - ALL	<b>\$4,457</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>7,649</b>	<b>50%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,916</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>7,674</b>	<b>50%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>5,273</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,654</b>	<b>11%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>722</b>	<b>5%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>48</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>37</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,985</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>310</b>	<b>16%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,462</b>	<b>74%</b>
AA Program	604	41%
AS Program	208	14%
AAS Program	29	2%
Adult Vocational Certificate	34	2%
Vocational Credit Certificate	31	2%
Other	556	38%
...IN STATE UNIVERSITY SYSTEM	<b>220</b>	<b>11%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>43</b>	<b>2%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,125</b>	<b>57%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>265</b>	<b>1%</b>
... & EMPLOYED	92	35%
RECEIVING FOOD STAMPS	<b>23,860</b>	<b>61%</b>
... & EMPLOYED	8,179	34%
RECEIVING TANF &or FOOD STAMPS	<b>23,862</b>	<b>61%</b>
... & EMPLOYED	8,181	34%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>674</b>	<b>2%</b>
COMMUNITY SUPERVISION	<b>1,485</b>	<b>4%</b>

## **2011-12 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS**

**TOTAL INDIVIDUALS 350**

**TOTAL WITH OUTCOME DATA 253 72%**

### **FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>222</b>	<b>63%</b>
AVERAGE EARNINGS - ALL	<b>\$8,362</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>172</b>	<b>77%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,109</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### **EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>50</b>	<b>23%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>65</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>54</b>	<b>24%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>53</b>	<b>24%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### **FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>****</b>	<b>****</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### **FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>18</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>13</b>	<b>72%</b>
AA Program	<b>****</b>	<b>****</b>
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	<b>****</b>	<b>****</b>
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **14 78%**

### **RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>54</b>	<b>15%</b>
... & EMPLOYED	<b>25</b>	<b>46%</b>
RECEIVING TANF &or FOOD STAMPS	<b>54</b>	<b>15%</b>
... & EMPLOYED	<b>25</b>	<b>46%</b>

### **FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## **2010-11 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS**

**TOTAL INDIVIDUALS 336**

**TOTAL WITH OUTCOME DATA 215 64%**

### **FLORIDA EMPLOYMENT DATA (4th QTR)**

FOUND EMPLOYED	<b>187</b>	<b>56%</b>
AVERAGE EARNINGS - ALL	<b>\$8,747</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>149</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$10,405</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### **EARNINGS BY LEVEL\***

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>38</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>54</b>	<b>29%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>54</b>	<b>29%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>41</b>	<b>22%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### **FEDERAL EMPLOYMENT DATA**

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### **FLORIDA CONTINUING EDUCATION DATA**

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>11</b>	<b>3%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	****	****
AA Program	****	****
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	****	****
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	****	****
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### **RECEIVING PUBLIC ASSISTANCE**

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>42</b>	<b>13%</b>
... & EMPLOYED	19	45%
RECEIVING TANF &or FOOD STAMPS	<b>42</b>	<b>13%</b>
... & EMPLOYED	19	45%

### **FLORIDA DEPARTMENT OF CORRECTIONS DATA**

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****

## 2009-10 TRADE ADJUSTMENT ASSISTANCE EXITERS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 955**

**TOTAL WITH OUTCOME DATA 615 64%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>487</b>	<b>51%</b>
AVERAGE EARNINGS - ALL	<b>\$7,595</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>373</b>	<b>77%</b>
AVERAGE FT/FQ EARNINGS	<b>\$9,219</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>114</b>	<b>23%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>170</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>104</b>	<b>21%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>99</b>	<b>20%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	****	****
FOUND IN THE MILITARY	****	****

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>64</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	****	****
...IN FLORIDA COLLEGE SYSTEM	<b>57</b>	<b>89%</b>
AA Program	14	25%
AS Program	17	30%
AAS Program	****	****
Adult Vocational Certificate	****	****
Vocational Credit Certificate	****	****
Other	20	35%
...IN STATE UNIVERSITY SYSTEM	****	****
...IN PRIVATE COLLEGE OR UNIVERSITY	****	****

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>31</b>	<b>48%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	****	****
... & EMPLOYED	****	****
RECEIVING FOOD STAMPS	<b>166</b>	<b>17%</b>
... & EMPLOYED	66	40%
RECEIVING TANF &or FOOD STAMPS	<b>166</b>	<b>17%</b>
... & EMPLOYED	66	40%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	****	****
COMMUNITY SUPERVISION	****	****



## 2011-12 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 1,304**

**TOTAL WITH OUTCOME DATA 964 74%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>853</b>	<b>65%</b>
AVERAGE EARNINGS - ALL	<b>\$10,031</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>705</b>	<b>83%</b>
AVERAGE FT/FQ EARNINGS	<b>\$11,668</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>148</b>	<b>17%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>218</b>	<b>26%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>171</b>	<b>20%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>316</b>	<b>37%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>34</b>	<b>3%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>124</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>86</b>	<b>69%</b>
AA Program	21	24%
AS Program	21	24%
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	32	37%
...IN STATE UNIVERSITY SYSTEM	<b>31</b>	<b>25%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>80</b>	<b>65%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>131</b>	<b>10%</b>
... & EMPLOYED	88	67%
RECEIVING TANF &or FOOD STAMPS	<b>131</b>	<b>10%</b>
... & EMPLOYED	88	67%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>15</b>	<b>1%</b>

## 2010-11 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 679**

**TOTAL WITH OUTCOME DATA 435 64%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>373</b>	<b>55%</b>
AVERAGE EARNINGS - ALL	<b>\$7,241</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>298</b>	<b>80%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,514</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>75</b>	<b>20%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>140</b>	<b>38%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>95</b>	<b>25%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>63</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>24</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>48</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>32</b>	<b>67%</b>
AA Program	11	34%
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	14	44%
...IN STATE UNIVERSITY SYSTEM	<b>12</b>	<b>25%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **31 65%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>77</b>	<b>11%</b>
... & EMPLOYED	52	68%
RECEIVING TANF &or FOOD STAMPS	<b>77</b>	<b>11%</b>
... & EMPLOYED	52	68%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2009-10 NATIONAL EMERGENCY GRANT RECIPIENTS - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 779**

**TOTAL WITH OUTCOME DATA 424 54%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>338</b>	<b>43%</b>
AVERAGE EARNINGS - ALL	<b>\$7,226</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>267</b>	<b>79%</b>
AVERAGE FT/FQ EARNINGS	<b>\$8,596</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>71</b>	<b>21%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>115</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>93</b>	<b>28%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>59</b>	<b>17%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>32</b>	<b>4%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>42</b>	<b>5%</b>
...IN DISTRICT POSTSECONDARY	<b>****</b>	<b>****</b>
...IN FLORIDA COLLEGE SYSTEM	<b>35</b>	<b>83%</b>
AA Program	10	29%
AS Program	<b>****</b>	<b>****</b>
AAS Program	<b>****</b>	<b>****</b>
Adult Vocational Certificate	<b>****</b>	<b>****</b>
Vocational Credit Certificate	<b>****</b>	<b>****</b>
Other	16	46%
...IN STATE UNIVERSITY SYSTEM	<b>****</b>	<b>****</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>****</b>	<b>****</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>31</b>	<b>74%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>****</b>	<b>****</b>
... & EMPLOYED	<b>****</b>	<b>****</b>
RECEIVING FOOD STAMPS	<b>79</b>	<b>10%</b>
... & EMPLOYED	35	44%
RECEIVING TANF &or FOOD STAMPS	<b>79</b>	<b>10%</b>
... & EMPLOYED	35	44%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>****</b>	<b>****</b>
COMMUNITY SUPERVISION	<b>****</b>	<b>****</b>

## 2011-12 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 15,062**

**TOTAL WITH OUTCOME DATA 13,984 93%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>9,634</b>	<b>64%</b>
AVERAGE EARNINGS - ALL	<b>\$3,828</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>4,042</b>	<b>42%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,221</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,592</b>	<b>58%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,133</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>715</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>194</b>	<b>2%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>11</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,696</b>	<b>11%</b>
...IN DISTRICT POSTSECONDARY	<b>195</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,367</b>	<b>81%</b>
AA Program	487	36%
AS Program	158	12%
AAS Program	24	2%
Adult Vocational Certificate	29	2%
Vocational Credit Certificate	18	1%
Other	651	48%
...IN STATE UNIVERSITY SYSTEM	<b>117</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>40</b>	<b>2%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,113</b>	<b>66%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>1,810</b>	<b>12%</b>
... & EMPLOYED	841	46%
RECEIVING FOOD STAMPS	<b>12,147</b>	<b>81%</b>
... & EMPLOYED	7,926	65%
RECEIVING TANF &or FOOD STAMPS	<b>12,156</b>	<b>81%</b>
... & EMPLOYED	7,927	65%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>37</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>458</b>	<b>3%</b>

## 2010-11 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 18,921**

**TOTAL WITH OUTCOME DATA 16,864 89%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>11,269</b>	<b>60%</b>
AVERAGE EARNINGS - ALL	<b>\$4,408</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>5,603</b>	<b>50%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,744</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,666</b>	<b>50%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>3,976</b>	<b>35%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,140</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>487</b>	<b>4%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>26</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>****</b>	<b>****</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,803</b>	<b>10%</b>
...IN DISTRICT POSTSECONDARY	<b>211</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,459</b>	<b>81%</b>
AA Program	550	38%
AS Program	173	12%
AAS Program	32	2%
Adult Vocational Certificate	44	3%
Vocational Credit Certificate	21	1%
Other	639	44%
...IN STATE UNIVERSITY SYSTEM	<b>124</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>42</b>	<b>2%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,168</b>	<b>65%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>1,484</b>	<b>8%</b>
... & EMPLOYED	596	40%
RECEIVING FOOD STAMPS	<b>13,550</b>	<b>72%</b>
... & EMPLOYED	8,177	60%
RECEIVING TANF &or FOOD STAMPS	<b>13,562</b>	<b>72%</b>
... & EMPLOYED	8,180	60%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>72</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>560</b>	<b>3%</b>

## 2009-10 WELFARE TRANSITION - PLACED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 21,654**

**TOTAL WITH OUTCOME DATA 18,622 86%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>12,279</b>	<b>57%</b>
AVERAGE EARNINGS - ALL	<b>\$4,821</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>6,801</b>	<b>55%</b>
AVERAGE FT/FQ EARNINGS	<b>\$7,005</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>5,478</b>	<b>45%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>4,605</b>	<b>38%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>1,591</b>	<b>13%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>605</b>	<b>5%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>32</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>12</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>1,974</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>191</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>1,606</b>	<b>81%</b>
AA Program	582	36%
AS Program	229	14%
AAS Program	33	2%
Adult Vocational Certificate	46	3%
Vocational Credit Certificate	21	1%
Other	695	43%
...IN STATE UNIVERSITY SYSTEM	<b>156</b>	<b>8%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>57</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>1,245</b>	<b>63%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>1,239</b>	<b>6%</b>
... & EMPLOYED	507	41%
RECEIVING FOOD STAMPS	<b>14,031</b>	<b>65%</b>
... & EMPLOYED	8,019	57%
RECEIVING TANF &or FOOD STAMPS	<b>14,039</b>	<b>65%</b>
... & EMPLOYED	8,023	57%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>108</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>701</b>	<b>3%</b>

## 2011-12 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 73,351**

**TOTAL WITH OUTCOME DATA 65,675 90%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>32,699</b>	<b>45%</b>
AVERAGE EARNINGS - ALL	<b>\$3,687</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>12,751</b>	<b>39%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,444</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>19,948</b>	<b>61%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>9,683</b>	<b>30%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>2,286</b>	<b>7%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>782</b>	<b>2%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>42</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>34</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>6,683</b>	<b>9%</b>
...IN DISTRICT POSTSECONDARY	<b>788</b>	<b>12%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>5,407</b>	<b>81%</b>
AA Program	1,932	36%
AS Program	716	13%
AAS Program	82	2%
Adult Vocational Certificate	178	3%
Vocational Credit Certificate	66	1%
Other	2,433	45%
...IN STATE UNIVERSITY SYSTEM	<b>443</b>	<b>7%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>168</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED **3,427 51%**

### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>12,834</b>	<b>17%</b>
... & EMPLOYED	3,847	30%
RECEIVING FOOD STAMPS	<b>58,327</b>	<b>80%</b>
... & EMPLOYED	26,244	45%
RECEIVING TANF &or FOOD STAMPS	<b>58,453</b>	<b>80%</b>
... & EMPLOYED	26,271	45%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>206</b>	<b>0%</b>
COMMUNITY SUPERVISION	<b>2,818</b>	<b>4%</b>

## 2010-11 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 97,259**

**TOTAL WITH OUTCOME DATA 82,754 85%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>44,708</b>	<b>46%</b>
AVERAGE EARNINGS - ALL	<b>\$4,362</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>21,414</b>	<b>48%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,933</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>23,294</b>	<b>52%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>14,761</b>	<b>33%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>4,652</b>	<b>10%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,001</b>	<b>4%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>102</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>66</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,706</b>	<b>8%</b>
...IN DISTRICT POSTSECONDARY	<b>829</b>	<b>11%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>6,217</b>	<b>81%</b>
AA Program	2,329	37%
AS Program	797	13%
AAS Program	116	2%
Adult Vocational Certificate	189	3%
Vocational Credit Certificate	84	1%
Other	2,702	43%
...IN STATE UNIVERSITY SYSTEM	<b>582</b>	<b>8%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>210</b>	<b>3%</b>

*Students may be in multiple settings, therefore, sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,227</b>	<b>55%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>8,292</b>	<b>9%</b>
... & EMPLOYED	2,354	28%
RECEIVING FOOD STAMPS	<b>66,885</b>	<b>69%</b>
... & EMPLOYED	30,440	46%
RECEIVING TANF &or FOOD STAMPS	<b>66,974</b>	<b>69%</b>
... & EMPLOYED	30,458	45%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>495</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>3,475</b>	<b>4%</b>



## 2009-10 WELFARE TRANSITION - SERVED - FALL 2012 FINDINGS

**TOTAL INDIVIDUALS 102,446**

**TOTAL WITH OUTCOME DATA 84,502 82%**

### FLORIDA EMPLOYMENT DATA (4th QTR)

FOUND EMPLOYED	<b>44,932</b>	<b>44%</b>
AVERAGE EARNINGS - ALL	<b>\$4,469</b>	
ESTIMATED FULL TIME/FULL QTR (FT/FQ)	<b>22,324</b>	<b>50%</b>
AVERAGE FT/FQ EARNINGS	<b>\$6,954</b>	

*Percent working full qtr is of those employed.*

*\* Est. Avg Full Qtr = earnings of at least \$3,988 per qtr (min. wage x 13 wks. x 40 hrs.)*

### EARNINGS BY LEVEL\*

Number of employed earning:

Less Than \$7.67 per hr (Qtrly Wages less than \$3,988)	<b>22,608</b>	<b>50%</b>
Wages Between \$7.67 and \$13.91 Inclusive (Qtrly Wages at least \$3,988 but less than \$7,235)	<b>15,159</b>	<b>34%</b>
Wages Between \$13.92 and \$20.15 Inclusive (Qtrly Wages at least \$7,235 but less than \$10,483)	<b>5,049</b>	<b>11%</b>
Wages at Least \$20.16 per hr. (Qtrly Wages at least \$10,483)	<b>2,116</b>	<b>5%</b>

*\*Levels determined by qtrly wage / 520 hrs. (40hrs. x 13 wks.)*

### FEDERAL EMPLOYMENT DATA

CIVILIAN EMPLOYMENT (U.S. Post Office, U.S. Civil Service)	<b>117</b>	<b>0%</b>
FOUND IN THE MILITARY	<b>97</b>	<b>0%</b>

### FLORIDA CONTINUING EDUCATION DATA

TOTAL CONT. THEIR EDUCATION (Unduplicated)	<b>7,493</b>	<b>7%</b>
...IN DISTRICT POSTSECONDARY	<b>729</b>	<b>10%</b>
...IN FLORIDA COLLEGE SYSTEM	<b>5,980</b>	<b>80%</b>
AA Program	2,236	37%
AS Program	796	13%
AAS Program	110	2%
Adult Vocational Certificate	181	3%
Vocational Credit Certificate	94	2%
Other	2,563	43%
...IN STATE UNIVERSITY SYSTEM	<b>703</b>	<b>9%</b>
...IN PRIVATE COLLEGE OR UNIVERSITY	<b>221</b>	<b>3%</b>

*Students may be in multiple settings, therefore,  
sum of detail may exceed total unduplicated count.*

OF TOTAL CONT. ED. THOSE FOUND EMPLOYED	<b>4,153</b>	<b>55%</b>
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### RECEIVING PUBLIC ASSISTANCE

Temporary Assistance to Needy Families (TANF), Food Stamps

RECEIVING TANF	<b>6,537</b>	<b>6%</b>
... & EMPLOYED	1,847	28%
RECEIVING FOOD STAMPS	<b>67,111</b>	<b>66%</b>
... & EMPLOYED	29,483	44%
RECEIVING TANF &or FOOD STAMPS	<b>67,179</b>	<b>66%</b>
... & EMPLOYED	29,493	44%

### FLORIDA DEPARTMENT OF CORRECTIONS DATA

INCARCERATED	<b>659</b>	<b>1%</b>
COMMUNITY SUPERVISION	<b>3,727</b>	<b>4%</b>

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The Florida Education and Training Placement Information Program (FETPIP), within the Division of Accountability, Research, and Measurement (ARM), is an interagency data collection system that obtains follow-up data on former students, program participants and other users of Florida's public education system. Authorized under current Florida Statute 1008.39, the program is designed to compile, maintain and disseminate employment, continuing education, military and other measures of information on these individuals. (The statute states that any project conducted by the Department of Education or the Workforce Development system requiring automated matching of administrative records for follow-up purposes, must use information provided through FETPIP). The programs and organizations for which FETPIP provides its follow-up data collection services are referred to as "applications".

These applications cover the K-20 system that includes all public school high school graduates and dropouts, all community college four year degree, associate degree and vocational students, all secondary and postsecondary vocational students, all state university system graduates, adult education and General Education Diploma (GED) students, a select number of private vocational schools, colleges and universities. Additionally, all Workforce Investment Act programs, Welfare Transition participants, Unemployment Insurance claimants, and smaller operations such as vocation rehabilitation, apprenticeship, certain longitudinal collections, and others are included as well.

The process begins when organizations representing each application provide FETPIP with individual student or participant files from their management information system units. The files include individual identifiers as well as demographic, socio-economic, and programmatic data. The data collected describe the employment, military service, incarceration, public assistance participation, and continuing education experience of the individuals being followed, and form an integral part of the K-20 accountability system used by public schools, vocational institutions, community colleges, and universities and other state agencies' consumer information systems. FETPIP accomplishes its data collection by electronically linking its student and participant files to the administrative records of the state and federal agencies listed below on an annual basis.

- **FLORIDA DEPARTMENT OF CORRECTIONS:** The data represent individuals incarcerated in the state's prisons or under Department of Corrections supervision.
- **FLORIDA DEPARTMENT OF EDUCATION:** The data include fall and preliminary winter enrollment records from four separate Management Information System units within the Department. The databases maintained by the State University System, Community Colleges, District Public Schools and the Office of Student Financial Aid (OSFA), form part of Florida's K-20 Information Accountability system.
- **THE FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES:** The data include the amount of Temporary Assistance to Needy Families (TANF) and/or Food Stamp assistance received.
- **THE FLORIDA AGENCY FOR WORKFORCE INNOVATION:** The data include the employer's name, address, and North American Industry Classification System (NAICS) code, the total number of employees in that establishment for the reporting period, and their reported earnings for the period. The files that are accessed here are a part of the wage report system that is used to manage the state Unemployment Compensation program. These wage records are taken from the fourth quarter (October - December) employer payrolls from throughout Florida.
- **THE U.S. DEPARTMENT OF DEFENSE:** The data include the person's rank, and primary Defense Occupation Code.
- **THE U.S. OFFICE OF PERSONNEL MANAGEMENT:** The data indicate former students/trainees in the employ of the federal government. Data include branch of government and location.
- **THE U.S. POSTAL SERVICE:** The data indicate former students/trainees in the employ of the United States Postal Service.

Once data are collected and reviewed, a variety of reports and files are provided to the organizations represented by the applications. A more detailed account of reporting procedures and data availability can be found on the FETPIP website.

## APPENDIX B

### Additional Follow-up Reports

The following reports can be obtained from the FETPIP office.

BLIND SERVICES  
COMMISSION FOR INDEPENDENT EDUCATION - DEGREE WITHDRAWALS  
COMMISSION FOR INDEPENDENT EDUCATION - NON-DEGREE WITHDRAWALS  
DEPARTMENT OF CORRECTIONS - COMMUNITY SUPERVISION  
DEPARTMENT OF CORRECTIONS - RELEASES  
DISTRICT ADULT GED  
DISTRICT ADULT GENERAL EDUCATION - COMPLETERS W/ LCP  
DISTRICT ADULT STANDARD DIPLOMA  
DISTRICT APPRENTICESHIP  
DIVISION OF VOCATIONAL REHABILITATION - CLOSURES  
DIVISION OF WORKERS COMPENSATION, RE-EMPLOYMENT SERVICES - OUTCOMES  
DROPOUT PREVENTION ALL - DROPOUTS  
DROPOUT PREVENTION ALL - GRADUATES  
DROPOUT PREVENTION ALTERNATIVE TO EXPULSION - DROPOUTS  
DROPOUT PREVENTION ALTERNATIVE TO EXPULSION - GRADUATES  
DROPOUT PREVENTION DISCIPLINARY PROGRAMS - DROPOUTS  
DROPOUT PREVENTION DISCIPLINARY PROGRAMS - GRADUATES  
DROPOUT PREVENTION DJJ PROGRAMS - DROPOUTS  
DROPOUT PREVENTION DJJ PROGRAMS - GRADUATES  
DROPOUT PREVENTION DROPOUT RETRIEVAL - DROPOUTS  
DROPOUT PREVENTION DROPOUT RETRIEVAL - GRADUATES  
DROPOUT PREVENTION EDUCATION ALT - DROPOUTS  
DROPOUT PREVENTION EDUCATION ALT - GRADUATES  
DROPOUT PREVENTION GED EXIT OPTION - DROPOUTS  
DROPOUT PREVENTION GED EXIT OPTION - GRADUATES  
DROPOUT PREVENTION TEEN PARENT - DROPOUTS  
DROPOUT PREVENTION TEEN PARENT - GRADUATES  
FARMWORKER JOBS AND EDUCATION  
FLORIDA COLLEGE SYSTEM APPRENTICESHIP PROGRAM - COMPLETERS  
FLORIDA COLLEGE SYSTEM APPRENTICESHIP PROGRAM - LEAVERS  
GIFTED - DROPOUTS  
GIFTED - EXITERS  
GIFTED - GRADUATES  
GIFTED - NON-DIPLOMA COMPLETERS  
PRISON INDUSTRIES  
PUBLIC HIGH SCHOOL GRADUATES  
PUBLIC HIGH SCHOOL GRADUATES - ALTERNATE ASSESSMENT  
PUBLIC HIGH SCHOOL GRADUATES - CERTIFICATE OF COMPLETION (W8A)  
PUBLIC HIGH SCHOOL GRADUATES - FCAT WAIVER  
PUBLIC HIGH SCHOOL GRADUATES - GED & GRADUATION TEST  
PUBLIC HIGH SCHOOL GRADUATES - SPECIAL DIPLOMA (OPTION 2)  
PUBLIC HIGH SCHOOL GRADUATES - STATE OF FLORIDA DIPLOMA (GED ONLY)  
QUICK RESPONSE - TRAINING  
STUDENTS WITH DISABILITIES - DROPOUTS  
STUDENTS WITH DISABILITIES - EXITERS  
STUDENTS WITH DISABILITIES - GRADUATES  
STUDENTS WITH DISABILITIES - NON-DIPLOMA COMPLETERS  
TAKE STOCK IN CHILDREN  
TECH PREP - GRADUATES  
TEMPORARY ASSISTANCE FOR NEEDY FAMILIES - PROGRAM PARTICIPANTS

Comments regarding this publication may be sent by e-mail: [FETPIP@fldoe.org](mailto:FETPIP@fldoe.org)

# NEWS

F R O M   T H E   N A T I O N A L   A C A D E M Y

NATIONAL ACADEMY OF SCIENCES  
NATIONAL ACADEMY OF ARTS AND LETTERS  
INSTITUTE OF MEDICINE AND BIOLOGICAL SCIENCES  
NATIONAL RESEARCH COUNCIL ON ENGINEERING AND TECHNOLOGY

Date: Feb. 15, 2008  
Contact: Randy Atkins, Media Relations Officer  
National Academy of Engineering  
202-334-1508; e-mail <atkins@nae.edu>

FOR IMMEDIATE RELEASE

Leading Engineers and Scientists Identify Advances That Could Improve Quality of Life Around the World

21 Century's Grand Engineering Challenges Unveiled

WASHINGTON -- The U.S. National Academy of Engineering (NAE) today announced the grand challenges for engineering in the 21st century. A diverse committee of experts from around the world, convened at the request of the U.S. National Science Foundation, revealed 14 challenges that, if met, would improve how we live.

"Tremendous advances in quality of life have come from improved technology in areas such as farming and manufacturing," said committee member and Google co-founder Larry Page. "If we focus our effort on the important grand challenges of our age, we can hugely improve the future."

The panel, some of the most accomplished engineers and scientists of their generation, was established in 2006 and met several times to discuss and develop the list of challenges. Through an interactive Web site, the effort received worldwide input from prominent engineers and scientists, as well as from the general public, over a one-year period. The panel's conclusions were reviewed by more than 50 subject-matter experts.

The final choices fall into four themes that are essential for humanity to flourish -- sustainability, health, reducing vulnerability, and joy of living. The committee did not attempt to include every important challenge, nor did it endorse particular approaches to meeting those selected. Rather than focusing on predictions or gee-whiz gadgets, the goal was to identify what needs to be done to help people and the planet thrive.

"We chose engineering challenges that we feel can, through creativity and commitment, be realistically met, most of them early in this century," said committee chair and former U.S. Secretary of Defense William J. Perry. "Some can be, and should be, achieved as soon as possible."

The committee decided not to rank the challenges. NAE is offering the public an opportunity to vote on which one they think is most important and to provide comments at the project Web site -- <[www.engineeringchallenges.org](http://www.engineeringchallenges.org)>.

The Grand Challenges site features a five-minute video overview of the project along with committee member interview excerpts. A podcast of the news conference announcing the

challenges will also be available on the site starting next week.

"Meeting these challenges would be 'game changing,'" said NAE president Charles M. Vest. "Success with any one of them could dramatically improve life for everyone."

#### The Challenges

- ◆ Make solar energy affordable
- ◆ Provide energy from fusion
- ◆ Develop carbon sequestration methods
- ◆ Manage the nitrogen cycle
- ◆ Provide access to clean water
- ◆ Restore and improve urban infrastructure
- ◆ Advance health informatics
- ◆ Engineer better medicines
- ◆ Reverse-engineer the brain
- ◆ Prevent nuclear terror
- ◆ Secure cyberspace
- ◆ Enhance virtual reality
- ◆ Advance personalized learning
- ◆ Engineer the tools for scientific discovery

#### The Committee

William Perry (committee chair), former secretary of defense, U.S. Department of Defense, and Michael and Barbara Berberian Professor and professor of engineering, Stanford University

Alec Broers, chairman, Science and Technology Select Committee, United Kingdom House of Lords

Farouk El-Baz, research professor and director, Center for Remote Sensing, Boston University

Wesley Harris, department head and Charles Stark Draper Professor of Aeronautics and Astronautics, Massachusetts Institute of Technology

Bernadine Healy, former director, U.S. National Institutes of Health, and health editor and columnist, U.S. News & World Report

W. Daniel Hillis, chairman and co-founder, Applied Minds Inc.

Calestous Juma, professor of the practice of international development, Harvard University

Dean Kamen, founder and president, DEKA Research and Development Corp.

Raymond Kurzweil, chairman and chief executive officer, Kurzweil Technologies Inc.

Robert Langer, Institute Professor, Massachusetts Institute of Technology

Jaime Lerner, architect and urban planner, Instituto Jaime Lerner

Bindu Lohani, director general and chief compliance officer, Asian Development Bank

Jane Lubchenco, Wayne and Gladys Valley Professor of Marine Biology and Distinguished

Professor of Zoology, Oregon State University

Mario Molína, Nobel laureate and professor of chemistry and biochemistry, University of California, San Diego

Larry Page, co-founder and president of products, Google Inc.

Robert Socolow, professor of mechanical and aerospace engineering, Princeton University Environmental Institute

J. Craig Venter, president, The J. Craig Venter Institute

Jackie Ying, executive director, Institute of Bioengineering and Nanotechnology

The National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council make up the U.S. National Academies. They are private, nonprofit institutions that provide science, technology, and health policy advice under a congressional charter.

# # #

[ This news release is available at <http://national-academies.org> ]

Pasted from <<http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=02152008>>

## Engineering Research Centers\*

### Manufacturing

Center	Lead Institution	Year Founded
ERC for Compact and Efficient Fluid Power (CCEFP)	<a href="#">University of Minnesota</a>	2006
ERC for Structured Organic Particulate Systems, (C-SOPS)	<a href="#">Rutgers University</a>	2006
Synthetic Biology ERC (SynBERC)	<a href="#">University of California at Berkeley</a>	2006
Center for Biorenewable Chemicals (CBIRC)	<a href="#">Iowa State University</a>	2008

### Biotechnology and health care

Center	Lead Institution	Year Founded
Biomimetic MicroElectronic Systems (BMES) ERC	<a href="#">University of Southern California</a>	2003
Quality of Life ERC (QoLT)	<a href="#">Carnegie Mellon University</a>	2006
ERC for Revolutionizing Metallic Biomaterials (RMB)	<a href="#">North Carolina A&amp;T University</a>	2008
Engineering Research Center for Sensorimotor Neural Engineering (CSNE)	<a href="#">University of Washington</a>	2011

### Energy, sustainability, and infrastructure

Center	Lead Institution	Year Founded
Future Renewable Electric Energy Delivery and Management (FREEDM) Systems Center	<a href="#">North Carolina State University</a>	2008
Smart Lighting ERC	<a href="#">Rensselaer Polytechnic Institute</a>	2008
ERC for Quantum Energy and Sustainable Solar Technologies (QESST)	<a href="#">Arizona State University</a>	2011
ERC for Re-Inventing America's Urban Water Infrastructure (ReNUWit)	<a href="#">Stanford University</a>	2011
ERC for Ultra-wide Area Resilient Electric Energy Transmission Networks (CURENT)	<a href="#">University of Tennessee–Knoxville</a>	2011

### Microelectronics, sensing, and information technology

Center	Lead Institution	Year Founded
ERC for Collaborative Adaptive Sensing of the Atmosphere (CASA)	<a href="#">University of Massachusetts Amherst</a>	2003
ERC for Extreme Ultraviolet Science and Technology (EUV ERC)	<a href="#">CSU / Colorado at Boulder / California at Berkeley / Lawrence Berkeley National Laboratory <sup>(17)</sup></a>	2003
ERC on Mid-Infrared Technologies for Health and the Environment (MIRTHE)	<a href="#">Princeton University</a>	2006
Center for Integrated Access Networks (CIAN)	<a href="#">University of Arizona</a>	2008

## Past (graduated) centers

The following centers no longer receive funding from the National Science Foundation. Centers founded in or after 1994 are second generation ERCs. Centers founded before 1994 are first generation.

### Manufacturing

Center	Lead Institution	Year Founded	Year of Graduation
Systems Research Center	<a href="#">University of Maryland</a>	1985/1994	1997
Engineering Design Research Center	<a href="#">Carnegie Mellon University</a>	1986	1997
ERC for Net Shape Manufacturing	<a href="#">Ohio State University</a>	1986	1997
Center for Interfacial Engineering	<a href="#">University of Minnesota</a>	1988	1999
Particle Engineering Research Center	<a href="#">University of Florida</a>	1995	2006
ERC for Environmentally Benign Semiconductor Manufacturing	<a href="#">University of Arizona</a>	1996	2006
ERC for Reconfigurable Manufacturing Systems	<a href="#">University of Michigan</a>	1996	2007
Center for Advanced Engineering of Fibers and Films	<a href="#">Clemson University</a>	1998	2008
Gordon ERC for Subsurface Sensing and Imaging Systems	<a href="#">Northeastern University</a>	2000	2010
ERC for Wireless Integrated MicroSystems	<a href="#">University of Michigan</a>	2000	2010

### Biotechnology and health care

Center	Lead Institution	Year Founded	Year of Graduation
Biotechnology Process Engineering Center	<a href="#">Massachusetts Institute of Technology</a>	1985/1995	2005
Center for Biofilm Engineering	<a href="#">Montana State University</a>	1990	2001
Engineered Biomaterials ERC	<a href="#">University of Washington</a>	1996	2007
ERC for Computer-Integrated Surgical Systems and Technology	<a href="#">Johns Hopkins University</a>	1998	2008
ERC for the Engineering of Living Tissues	<a href="#">Georgia Institute of Technology</a>	1998	2008
VaNTH ERC for Bioengineering Educational Technologies	<a href="#">Vanderbilt University</a>	1999	2007

### Energy, sustainability, and infrastructure

Center	Lead Institution	Year Founded	Year of Graduation
Advanced Combustion Engineering Research Center	<a href="#">BYU/University of Utah</a>	1986	1997
ERC for Advanced Technology for Large Structural Systems	<a href="#">Lehigh University</a>	1986	1997
Mid-America Earthquake Center	<a href="#">University of Illinois at Urbana-Champaign</a>	1997	2007
Multidisciplinary Center for Earthquake Engineering Research	<a href="#">The University at Buffalo</a>	1997	2007
Pacific Earthquake Engineering Research Center	<a href="#">University of California at Berkeley</a>	1997	2007
Offshore Technology Research Center	<a href="#">Texas A&amp;M/University of Texas</a>	1988	1999

### Microelectronics, sensing, and information technology

ERC	Lead Institution	Year Founded	Year of Graduation
ERC for Compound Semiconductor Microelectronics	<a href="#">University of Illinois</a>	1986	1997
Data Storage Systems Center	<a href="#">Carnegie Mellon University</a>	1990	2001
ERC for Computational Field Simulation	<a href="#">Mississippi State University</a>	1990	2001
ERC for Neuromorphic Systems Engineering	<a href="#">California Institute of Technology</a>	1995	2006
Microelectronics Packaging Research Center	<a href="#">Georgia Institute of Technology</a>	1995	2006
Integrated Media Systems Center	<a href="#">University of Southern California</a>	1996	2007
ERC for Power Electronics Systems	<a href="#">VPISU</a>	1998	2008

\* [http://en.wikipedia.org/wiki/Engineering\\_Research\\_Centers](http://en.wikipedia.org/wiki/Engineering_Research_Centers)



## Engineering Research Centers: Linking Discovery to Innovation

*Driving the discovery, dissemination, and deployment of transformational knowledge and technologies and a new generation of graduates in service to industry and the Nation*

The Engineering Research Centers (ERC) program was created in 1984 to bring technology-based industry and universities together in an effort to strengthen the competitive position of American industry in the global marketplace. These partnerships established cross-disciplinary centers focused on advancing fundamental engineering knowledge and engineered systems technology while exposing students to the integrative aspects of engineered systems and industrial practice. As a result, over the past quarter century this partnership has produced a wide range of engineered systems and other technologies aimed at spawning whole new industries or radically transforming the product lines, processes, and practices of current industries. At the same time it has produced a new generation of engineering graduates who are highly innovative, diverse, globally engaged, and effective as technology leaders in industry.

NSF has continually refined the goals and purposes of the ERC program to meet the needs of industry in an increasingly global economy where the U.S. competitive advantage lies in its capacity to innovate. The goal of today's ERCs is to create a culture that actively stimulates technological innovation through partnerships with industry in research to accelerate technology transfer to member firms and in translational research to explore commercialization of high-risk technologies with small firms, and with organizations devoted to entrepreneurship. Given this evolving and outward-looking program management, current and future ERCs will continue to advance transformational engineered systems and produce graduates who will be creative innovators in the global economy.

To achieve this goal, ERCs have the following key features:

- A guiding **strategic vision** for a transformational engineered system and the development of an innovative, globally competitive engineering workforce
- A strategically planned, systems-motivated cross-disciplinary **research program** spanning from fundamental research to proof-of-concept systems testbeds
- **Education programs** strategically designed to produce creative, innovative engineers by engaging students in all phases of the research and innovation process
- **Partnerships with middle and high schools** aimed at bringing engineering concepts to the classroom and attracting young students to college-level engineering degree programs and into engineering careers
- **Partnerships with industry, local government agencies, and local-level organizations** devoted to accelerating technology transfer, translational research, and innovation.

From their inception the ERCs have embodied NSF's strategic interests in the integration of research and education, the integration of science and engineering disciplines, partnerships between academe and industry, and strengthening the engineering workforce to meet the nation's needs in a global economy. In many ways the program has redefined the concept of an academic research center, serving as a model for the development of other Centers programs in the U.S. and around the world.

Each ERC is established as a 3-way partnership involving academe, industry, and NSF (in some cases with the participation of state, local, and/or other Federal government agencies). In FY 2012, total annual funding from all sources provided directly to each Center ranged from \$3.5 to \$10.0 million, with NSF's contribution ranging from \$2.7 million (for centers in their phase-down period prior to graduation from NSF support) to \$3.25 to \$4.2 million per year for ongoing centers.<sup>1</sup>

NSF funds each ERC for up to 10 years. Since 1985, a total of 61 ERCs and 3 Earthquake ERCs<sup>2</sup> have been formed across the United States, with 20 ERCs currently in operation. Surveys of industry employers have shown that ERC graduates are viewed by 80% of their supervisors as being more productive than their peers because, through their ERC experience, they know how to integrate knowledge across disciplines and manage teams to advance technology. A 2010 study of the impacts of ERC-generated technologies found that the economic value of products and processes deriving from the ERCs was already in the tens of billions of dollars, with some centers having had a transformational impact on their field of engineering and technology.

<sup>1</sup> NSF funding ramps down in the last two years of a Center's life as an ERC..

<sup>2</sup> Three Earthquake Engineering Research Centers were funded in 1997 with funds outside of the ERC Program but were managed by the ERC Program from 1999 through their graduation from NSF support.

**The major technological areas upon which current ERCs focus are:**

- Manufacturing
- Biotechnology and Health Care
- Energy, Sustainability, and Infrastructure
- Microelectronics, Sensing, and IT

## **MANUFACTURING**

**Synthetic Biology ERC** (Class of 2006)  
University of California at Berkeley, CA (lead institution) in partnership with Harvard University, the Massachusetts Institute of Technology, Prairie View A&M University, and the University of California at San Francisco

**ERC for Biorenewable Chemicals** (Class of 2008)  
Iowa State University (lead institution) in partnership with the University of California, Irvine, the University of New Mexico, Rice University, the University of Virginia, and the University of Wisconsin-Madison

**ERC in Compact and Efficient Fluid Power** (Class of 2006)  
University of Minnesota, Minneapolis, MN (lead institution) in partnership with Georgia Institute of Technology, Purdue University, the University of Illinois at Urbana-Champaign, and Vanderbilt University

**Center for Structured Organic Particulate Systems** (Class of 2006)  
Rutgers University, New Brunswick, NJ (lead institution) in partnership with Purdue University, New Jersey Institute of Technology, and the University of Puerto Rico at Mayagüez

**Nanosystems ERC for Nanomanufacturing Systems for Mobile Computing and Mobile Energy Technologies** (Class of 2012)  
The University of Texas at Austin (lead institution) in partnership with the University of New Mexico and the University of California, Berkeley

## **BIOTECHNOLOGY AND HEALTH CARE**

**Quality of Life Technology ERC** (Class of 2006)  
Carnegie Mellon University, Pittsburgh, PA (lead institution) in partnership with the University of Pittsburgh

**ERC for Revolutionizing Metallic Biomaterials** (Class of 2008)  
North Carolina A&T State University (lead institution) in partnership with the University of Cincinnati and the University of Pittsburgh

**Nanosystems ERC for Advanced Self-Powered Systems of Integrated Sensors and Technologies** (Class of 2012)  
North Carolina State University (lead institution) in partnership with Pennsylvania State University, Florida International University, University of North Carolina at Chapel Hill, and University of Virginia

**ERC for Biomimetic MicroElectronic Systems** (Class of 2003)  
University of Southern California - Keck School of Medicine and Viterbi School of Engineering, Los Angeles, CA (lead institution) in partnership with California Institute of Technology and the University of California, Santa Cruz

**NSF Engineering Research Center for Sensorimotor Neural Engineering** (Class of 2011)  
University of Washington in partnership with the Massachusetts Institute of Technology and San Diego State University

## **ENERGY, SUSTAINABILITY, AND INFRASTRUCTURE**

**ERC for Quantum Energy and Sustainable Solar Technologies** (Class of 2011)  
Arizona State University (lead institution) in partnership with the California Institute of Technology, the University of Delaware, the Massachusetts Institute of Technology, and the University of New Mexico (co-funded with DOE)

**ERC for Future Renewable Electric Energy Delivery and Management Systems** (Class of 2008)  
North Carolina State University (lead institution) in partnership with Arizona State University, Florida A&M University, Florida State University, Missouri University of Science and Technology

**Smart Lighting ERC** (Class of 2008)  
Rensselaer Polytechnic Institute (lead institution) in partnership with Boston University and the University of New Mexico

**ERC for Re-Inventing America's Urban Water Infrastructure** (Class of 2011)  
Stanford University (lead institution) in partnership with the University of California, Berkeley, Colorado School of Mines, and New Mexico State University

**ERC for Ultra-wide Area Resilient Electric Energy Transmission Networks** (Class of 2011)  
University of Tennessee-Knoxville (lead institution) in partnership with Northeastern University, Rensselaer Polytechnic Institute, and Tuskegee University (co-funded with DOE)

## **MICROELECTRONICS, SENSING, AND IT**

### **ERC for Integrated Access Networks (Class of 2008)**

**University of Arizona** (lead institution) in partnership with the California Institute of Technology, Columbia University, Norfolk State University, Stanford University, Tuskegee University, the Universities of California at Berkeley, San Diego, and Los Angeles, and the University of Southern California

### **ERC for Extreme Ultraviolet Science & Technology** (Class of 2003)

Colorado State University, Fort Collins, CO (lead institution) in partnership with the University of Colorado at Boulder and the University of California at Berkeley

### **Nanosystems ERC for Translational Applications of Nanoscale Multiferroic Systems** (Class of 2012)

University of California, Los Angeles (lead institution) in partnership with Cornell University, the University of California, Berkeley, and California State University, Northridge

### **ERC for Collaborative Adaptive Sensing of the Atmosphere** (Class of 2003)

University of Massachusetts, Amherst, MA (lead institution) in partnership with Colorado State University, University of Oklahoma, and University of Puerto Rico at Mayagüez

### **ERC on Mid-Infrared Technologies for Health and the Environment** (Class of 2006)

Princeton University, Princeton, NJ (lead institution) in partnership with the City University of New York, the Johns Hopkins University, Texas A&M University, the University of Maryland–Baltimore County, and Rice University

*At the end of their ten-year life-cycle as NSF-supported Engineering Research Centers, most ERCs graduate from NSF support and become self-sustaining. Currently there are 31 graduated ERCs and 3 graduated Earthquake ERCs:*

## **Manufacturing**

### **ERC for Environmentally Benign Semiconductor**

**Manufacturing** — University of Arizona, Tucson, AZ (lead institution) in partnership with Arizona State University, the University of California at Berkeley, Cornell University, MIT, and Stanford University (this ERC was jointly funded by the Semiconductor Research Corporation) (established in 1996, graduated in 2006)

**ERC for Engineering Design** (now the Institute for Complex Engineered Systems) — Carnegie Mellon University (established in 1986, graduated in 1997)

**Center for Advanced Engineering of Fibers and Films** — Clemson University, Clemson, SC (lead institution) in partnership with MIT (established in 1998, graduated in 2008)

**ERC for Particle Science and Technology** — University of Florida, Gainesville, FL (established in 1995, graduated in 2005)

**Systems Research Center** (now the Institute for Systems Research) — University of Maryland/Harvard University (established in 1985, graduated in 1994)

**Center for Reconfigurable Machining Systems** — University of Michigan, Ann Arbor, MI (established in 1996, graduated in 2007)

**Center for Interfacial Engineering** (now the Industrial Partnership for Research in Interfacial and Materials Engineering, or iPrime) — University of Minnesota (established in 1988, graduated in 1999)

**ERC for Net Shape Manufacturing** — Ohio State University (established in 1986, graduated in 1997)

**Center for Intelligent Manufactured Systems** — Purdue University (established in 1985, graduated in 1994)

## **Biotechnology and Health Care**

**ERC for Emerging Cardiovascular Technologies** — Duke University & other North Carolina Institutions (established in 1987, graduated in 1998)

**ERC for the Engineering of Living Tissues** (now the Regenerative Engineering and Medicine Research Center) — Georgia Institute of Technology, Atlanta, GA (lead institution) in partnership with Emory University (established in 1998, graduated in 2008)

**Center for Computer-Integrated Surgical Systems and Technology** — Johns Hopkins University, Baltimore, MD (lead institution) in partnership with the Brigham and Women's Hospital, Carnegie Mellon University, the Johns Hopkins University Hospital, MIT, and Shady Side Hospital (established in 1998, graduated in 2008)

**Bioprocess Engineering Research Center** — Massachusetts Institute of Technology, Cambridge, MA (established in 1985, graduated in 1994)

**Biotechnology Process Engineering Center** — Massachusetts Institute of Technology, Cambridge, MA (BPEC recompeted and was reestablished in 1994, graduating in 2005)

**Center for Biofilm Engineering** — Montana State University, Bozeman, MO (established in 1990, graduated in 2001)

**VaNTH ERC for Bioengineering Educational Technologies** — Vanderbilt University, Nashville, TN (lead institution) in partnership with Northwestern University, the Harvard University-MIT Division of Health Sciences and Technology, and the University of Texas at Austin (established in 1999, graduated in 2007)

**Engineered Biomaterials Engineering Research Center** — University of Washington, Seattle, WA (established in 1996, graduated in 2007)

### **Energy, Environment, and Infrastructure**

**Advanced Combustion Engineering Research Center** — Brigham Young University/University of Utah (established in 1986, graduated in 1997)

**Multidisciplinary Center for Earthquake Engineering Research** — University at Buffalo (lead institution) in partnership with Cornell University, University of Delaware, University of Nevada at Reno, and University of Southern California, as well as other collaborating institutions and private entities throughout the U.S. (established in 1997, graduated in 2007)

**Center for Advanced Technology for Large Structural Systems** — Lehigh University (established in 1986, graduated in 1997)

**Pacific Earthquake Engineering Research Center** — University of California at Berkeley, CA (lead institution) in partnership with California Institute of Technology, Stanford University, University of California at Davis, University of California at Irvine, University of California at Los Angeles, University of California at San Diego, the University of Southern California, the University of Washington, and nine affiliate institutions (established in 1997, graduated in 2007)

**Mid-America Earthquake Center** — University of Illinois at Urbana-Champaign, IL (lead institution) in partnership with Georgia Institute of Technology, the University of Memphis, MIT, St. Louis University, Texas A&M University, and Washington University (established in 1997, graduated in 2008)

**Offshore Technology Research Center** — Texas A&M University/University of Texas (established in 1988, graduated in 1999)

### **Micro/Optoelectronics, Sensing, and IT**

**Center for Neuromorphic Systems Engineering** — California Institute of Technology, Pasadena, CA (established in 1995, graduated in 2005)

**Data Storage Systems Center** — Carnegie Mellon University, Pittsburgh, PA (established in 1990, graduated in 2001)

**Optoelectronic Computing Systems Center** — University of Colorado/Colorado State University (established in 1987, graduated in 1998)

**Center for Telecommunications Research** — Columbia University (established in 1985, graduated in 1996)

**Packaging Research Center** (now the 3D Systems Packaging Research Center) — Georgia Institute of Technology, Atlanta, GA (established in 1995, graduated in 2005)

**Center for Compound Semiconductor Microelectronics** — University of Illinois at Urbana-Champaign (established in 1986, graduated in 1997)

**Center for Computational Field Simulation** — Mississippi State University, Mississippi State, MS (established in 1990, graduated in 2001)

**Center for Advanced Electronic Materials Processing** — North Carolina State University & other North Carolina Institutions (established in 1988, graduated in 1999)

**Center for Wireless Integrated MicroSystems** — University of Michigan (lead institution) in partnership with Michigan State University and Michigan Technological University (established in 2000, graduated in 2010)

**Center for Subsurface Sensing and Imaging Systems** — Northeastern University (lead institution) in partnership with Boston University, Rensselaer Polytechnic Institute, University of Puerto Rico at Mayagüez, Brigham and Women's Hospital, Lawrence Livermore National Laboratory, Massachusetts General Hospital, and Woods Hole Oceanographic Institution (established in 2000, graduated in 2010)

**Integrated Media Systems Center** — University of Southern California, Los Angeles, CA (established in 1996, graduated in 2007)

**Center for Power Electronics Systems** — Virginia Polytechnic Institute & State University, Blacksburg, VA (lead institution) in partnership with North Carolina A&T State University, University of Puerto Rico at Mayagüez, Rensselaer Polytechnic Institute, and University of Wisconsin at Madison (established in 1998, graduated in 2008)

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Fax: (703) 292-9051  
TDD: (703) 292-5090  
Division: <http://www.nsf.gov/div/index.jsp?div=EEC>  
ERC Association: <http://www.erc-assoc.org>

**STATE OF FLORIDA**  
**BOARD OF GOVERNORS**  
**Request for Proposal**  
**Intent To Submit Proposal**

\*\*\*\*\*  
**COMPLETE AND RETURN THIS FORM**  
\*\*\*\*\*

Proposal Number: RFP 2015-03

Title: FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY

Date & Time Proposal Due: JUNE 5, 2014 @ 2:00 PM Eastern Time (ET)

Potential Proposers should notify the Board of Governors via the Florida Department of Education, Bureau of Contracts, Grants and Procurement Management Services by returning this Intent to Submit Proposal Form as soon as possible after downloading. Complete the information below and send **this sheet only** to fax number (850) 245-0719, mail to 332 Turlington Building, 325 West Gaines Street, Tallahassee, Florida 32399-0400 or e-mail it to the below contact.

Company Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Telephone: ( ) \_\_\_\_\_ Fax Number: ( ) \_\_\_\_\_

Internet E-Mail Address: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Department of Education contact person: Fran Shewan, [fran.shewan@fldoe.org](mailto:fran.shewan@fldoe.org), (850) 245-9884.

(Revised 02/06/2012)

**State of Florida  
Board of Governors**

**REQUEST FOR PROPOSAL**

**FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY**

**BID NUMBER: RFP 2015-03**

DEADLINE FOR TECHNICAL QUESTIONS: MAY 16, 2014 by 12:00 P.M. EST  
(There is no deadline for administrative questions)

**PROPOSALS ARE DUE BY: 2:00 P.M. EST on JUNE 5, 2014**

**ANTICIPATED POSTING OF INTENDED AWARD BEGINS  
June 16, 2014 and ENDS June 19, 2014**

**MAIL OR DELIVER PROPOSALS TO:**

Florida Department of Education  
Bureau of Contracts, Grants and Procurement  
Management Services  
325 West Gaines Street  
332 Turlington Building  
Tallahassee, Florida 32399-0400  
Attention: Fran Shewan  
Phone: (850) 245-9884

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**REQUEST FOR PROPOSAL  
STATE OF FLORIDA, BOARD OF GOVERNORS**

**FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY**

**BID NUMBER: RFP 2015-03**

**SECTION 1 –INSTRUCTIONS**

**1.0 GENERAL INSTRUCTIONS TO PROPOSER**

This section contains instructions explaining the solicitation process and the actions necessary to respond. General Instructions to Respondent (Form PUR 1001 – incorporated herein by reference) is a downloadable document which must be downloaded for review. This document need not be returned with the Proposer's Proposal. Form PUR 1001 may be accessed at [http://dms.myflorida.com/business\\_operations/state\\_purchasing](http://dms.myflorida.com/business_operations/state_purchasing) under "Documents, Forms, References and Resources".

In the event of any conflict between Form PUR 1001 and other instructions provided in this document, the additional instructions in this document shall take precedence over the Form PUR 1001 unless the conflicting term is required by any section of the Florida Statutes (F.S.), in which case the statutory requirements shall take precedence.

**SECTION 2 – CONTRACT CONDITIONS**

**2.0 GENERAL CONTRACT CONDITIONS**

Standard terms and conditions that will apply to the contract which results from the solicitation event are provided in this section. General Contract Conditions (Form PUR 1000 – incorporated herein by reference) is a downloadable document which must be downloaded for review. This document need not be returned with the Proposer's Proposal. Form PUR 1000 may be accessed at [http://dms.myflorida.com/business\\_operations/state\\_purchasing](http://dms.myflorida.com/business_operations/state_purchasing) under "Documents, Forms, References and Resources".

In the event of any conflict between the PUR 1000 form and any other Special Conditions, the Special Conditions shall take precedence over the PUR 1000 form unless the conflicting term in the PUR form is required by any section of the F.S., in which case the statutory requirements shall take precedence.

**SECTION 3 - INTRODUCTION**

**3.0 INTENT**

The Board of Governors (hereinafter referred to as the "Board") is soliciting written Proposals from qualified Proposers to establish a term contract of which the term is anticipated to begin upon execution of the contract and be effective for nine (9) months thereafter. Award will be made to the responsible and responsive vendor that the Board determines will provide what is most advantageous to the state, taking into consideration price and other criteria set forth in this document.

The resulting contract may not be renewed.

### 3.1 PURPOSE

The Board is seeking to obtain the services of an independent non-Florida based educational consultant to conduct an academic feasibility study of the Florida Agricultural and Mechanical University/Florida State University Joint College of Engineering (Joint College) that will analyze the pros and cons of maintaining the status quo collaboration that currently exists between the two universities with respect to the College of Engineering, including an examination of the original mission of the Joint College, and the pros and cons of developing differentiated engineering programs at each university. The study shall include a cost-benefit analysis of each option, analyzed in the context of Title VI of the Civil Rights Act of 1964 and with the goal of achieving world class engineering opportunities for students at both universities. The study shall also include an analysis of statewide public and private postsecondary engineering program offerings and workforce demand for engineering degrees at the baccalaureate and graduate levels.

### 3.2 BACKGROUND

The Joint College was created by the Florida Board of Regents (the predecessor to the Board) in 1982 to meet the increasing demand for engineering graduates, to enhance the racial diversity of each university, and to address the underrepresentation of blacks and women in the field of engineering. The Joint College operates as a single college between the two universities pursuant to a Memorandum of Agreement (MOA). The MOA established a Joint Management Council consisting of the presidents, provosts/vice presidents for academic affairs and vice presidents for administration of the two universities. The Joint Management Council serves as the policy-making body for the Joint College. There is a single dean for the Joint College who reports through the two academic vice presidents to the Joint Management Council. Faculty members are employed by each university but are designated as "Joint College" faculty such that they are considered a faculty member of both universities for purposes of teaching, research and service, but not for tenure and promotion. Students are admitted to, and graduate, from their respective universities.

There is a common engineering curriculum at the Joint College specific to each engineering sub-field, including civil, mechanical, computer and other engineering specialties. All undergraduate degree programs meet the requirements for ABET accreditation. The establishment of new degree programs or termination of existing degree programs must be approved by the Board of Trustees of both universities, and doctoral programs must be approved by the Board of Governors.

Each university has responsibility for and obligations to support and maintain the operation of the Joint College, which uses business and support services of both universities. The Joint College is housed in a facility located in between the two main campuses of the universities in Tallahassee, Florida.

During the 2014 legislative session, an amendment was filed to the General Appropriations Act that, if enacted, would have provided funds to Florida State University (FSU) to establish a separate college of engineering. The Interim President of FSU expressed support for the proposal and the President of Florida Agricultural and Mechanical University expressed desire for the Joint College to remain intact. In lieu of the amendment, funds were appropriated to the Board to engage an independent non-Florida based organization to conduct as study as outlined above in Section 3.1.

### 3.3 DEFINITIONS

After the award, said Proposer will be referred to as the "Contractor". For the purpose of this document, the term "Proposer" means a potential Contractor acting on its own behalf and on behalf of those individuals, partnerships, firms, or corporations comprising the Proposer's team. The term "Proposal" means the complete response of the Proposer to the RFP, including properly completed forms and supporting documentation. The term "contract" refers to the agreement between the Board and the Contractor resulting from this RFP. A "responsive bid" is a Proposal submitted by a responsive and responsible vendor which conforms in all material respects to the solicitation.

“Deliverable” means a tangible, specific, quantifiable and measurable event or item that must be produced to complete a project or part of a project directly related to the scope of services.

### 3.4 SCHEDULE OF EVENTS

EVENT	DATE
Request for Proposal released	May 9, 2014
Questions due from prospective Proposers [Fax & E-mail (preferred) acceptable]	May 16, 2014 by 12:00 p.m.
Responses to questions due from the Board (date is on or about)	May 20, 2014
<b>PROPOSALS DUE (FAX &amp; E-MAIL NOT ACCEPTABLE)</b>	June 5, 2014 @ 2:00 p.m.
<b>TECHNICAL PROPOSALS OPENED</b>	June 5, 2014 @ 2:15 p.m.
Price Replies will be evaluated by the Bureau of Contracts, Grants and Procurement Management Services/Board of Governor’s staff during the evaluation stage.	
The Evaluation Committee will evaluate the Technical Replies in Room 1605 Turlington Building	June 13, 2014 @ a time to be publically noticed on the Board of Governors website
Anticipated Posting of Intended Award (date is on or about)	June 16, 2014
Anticipated beginning of work	July 1, 2014

## SECTION 4 – SPECIAL INSTRUCTIONS

### 4.0 PRE-SOLICITATION CONFERENCE: A PRE-SOLICITATION CONFERENCE WILL NOT BE HELD.

### 4.1 SITE INSPECTION: A SITE INSPECTION WILL NOT BE HELD.

### 4.2 VISITOR’S PASS TO THE TURLINGTON BUILDING

Each visitor to the Turlington Building is required to sign in and obtain a Visitor's Pass at the security desk in the main lobby. Please allow at least 15 minutes prior to Proposal due time if hand-delivering the Proposal to the Bureau of Contracts, Grants and Procurement Management Services.

### 4.3 PROPOSAL QUESTIONS & ANSWERS

Any technical questions arising from this RFP must be forwarded, in writing, to the purchasing agent identified below. The Board's written response to written inquiries submitted timely by Proposers will be posted on the Florida Vendor Bid System (VBS) at [www.myflorida.com](http://www.myflorida.com) (click on Business, then click on Doing Business with the state, under Everything for Vendors and Customers, click on the Vendor Bid System, then Search Advertisement; select the Department of Education in the Agency drop down window and initiate search), under this Proposal number. It is the responsibility of all potential Proposers to monitor this site for any changing information prior to submitting a Proposal.

Only written inquiries from Proposers, which are submitted by the company’s authorized representative, will be recognized by the Board as duly authorized expressions on behalf of the Proposers.

#### **WRITTEN QUESTIONS should be submitted to:**

Board of Governors via Florida Department of Education  
 c/o Bureau of Contract, Grants and Procurement Management Services  
 Attn: Fran Shewan

#### **4.4 PROCUREMENT PROTESTS / NOTICE OF RIGHTS**

Pursuant to F.S., Section 120.57(3) (b):

Any person who is adversely affected by the agency decision or intended decision shall file with the agency a notice of protest in writing within 72 hours after the posting of the notice of decision or intended decision. With respect to a protest of the terms, conditions, and specifications contained in a solicitation, including any provisions governing the methods for ranking bids, proposals, or replies, awarding contracts, reserving rights of further negotiation, or modifying or amending any contract, the notice of protest shall be filed in writing within 72 hours after the posting of the solicitation. The formal written protest shall be filed within ten (10) days after the date the notice of protest is filed. Failure to file a notice of protest or failure to file a formal written protest shall constitute a waiver of proceedings under this chapter. The formal written protest shall state with particularity the facts and law upon which the protest is based. Saturdays, Sundays, and state holidays shall be excluded in the computation of the 72-hour time periods provided by this paragraph.

Section 120.57(3)(a) provides:

Failure to file a protest within the time prescribed in section 120.57(3), F.S., or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, F.S."

Florida Administrative Code (F.A.C.) Rule 28-110.002(2) defines the term "decision or intended decision," and includes the solicitation terms (and any addenda), the award of the contract, and a rejection of all bids.

At the time of filing the Formal Written Protest, the protestor must also file a Protest Bond payable to the Board in an amount equal to 1 percent of the estimated contract amount. Section 287.042(2) (c), Florida Statutes, and F.A.C. Rule 28-110.005 contain further terms relating to the Protest Bond, including how to determine the estimated contract amount. In lieu of a Protest Bond, the Board will accept cashier's checks, official bank checks or money orders. The bond shall be conditioned upon the payment of all costs and charges that are adjudged against the protestor in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding.

The Notice of Protest, Formal Written Protest, and Protest Bond shall be filed with the issuing office as defined in **SECTION 4.3** above.

#### **4.5 ORAL INSTRUCTIONS / CHANGES TO THE REQUEST FOR PROPOSAL (ADDENDA)**

No negotiations, decisions, or actions will be initiated or executed by a Proposer as a result of any oral discussions with a state employee. Only those communications which are in writing from the Board will be considered as a duly authorized expression on behalf of the Board.

Notice of changes (addenda) will be posted on the VBS, under this Proposal number. It is the responsibility of all potential Proposers to monitor this site for any changing information prior to submitting a Proposal.

#### **4.6 MODIFICATIONS, RESUBMITTAL AND WITHDRAWAL**

Proposers may modify submitted Proposals at any time prior to the Proposal due date. Requests for modification of a submitted Proposal shall be in writing and must be signed by an authorized representative of the Proposer. Upon

receipt and acceptance of such a request, the entire Proposal will be returned to the Proposer and not considered unless resubmitted by the due date and time. Proposers may also send a change in a sealed envelope to be opened at the same time as the Proposal. The RFP number, opening date and time should appear on the envelope of the modified Proposal.

Unless specifically requested by the Board, any amendments, revisions, or alterations to Proposals will not be accepted after the closing for the receipt of Proposals.

#### **4.7 RESTRICTIONS ON COMMUNICATIONS WITH BOARD AND DEPARTMENT STAFF**

Proposers shall not communicate with any Board or Department staff concerning this RFP except for the Department contact person identified in **SECTION 4.3 PROPOSAL QUESTIONS AND ANSWERS** of this RFP. Only those communications which are in writing from the Board shall be considered as a duly authorized response on behalf of the Board. For violation of this provision, the Board reserves the right to reject a Proposer's Proposal.

Respondents to this solicitation or persons acting on their behalf may not contact, between the release of the solicitation and the end of the 72-hour period following the agency posting the notice of intended award, excluding Saturdays, Sundays, and state holidays, any employee or officer of the executive or legislative branch concerning any aspect of this solicitation, except in writing to the procurement officer or as provided in the solicitation documents. Violation of this provision may be grounds for rejecting a Proposal.

#### **4.8 CONFIDENTIAL, PROPRIETARY, OR TRADE SECRET MATERIAL**

The Board takes its public records responsibilities as provided under Chapter 119, F.S., and Article I, Section 24 of the Florida Constitution, very seriously. If Proposer considers any portion of the documents, data or records submitted in response to this solicitation to be confidential, trade secret or otherwise not subject to disclosure pursuant to Chapter 119, F.S., the Florida Constitution or other authority, Proposer must clearly mark and identify in its Proposal those portions which are confidential, trade secret or otherwise exempt. Proposer must also simultaneously provide the Board with a separate redacted copy of its Proposal. This redacted copy shall contain the Board's solicitation name, number, and the name of the Proposer on the cover, and shall be clearly titled "Redacted Copy." The Redacted Copy shall be provided to the Board at the same time Proposer submits its Proposal to the solicitation and must only exclude or obliterate those exact portions which are claimed confidential, proprietary, or trade secret, or otherwise exempt. **The Proposer shall also provide one (1) electronic copy (compact disc (CD), flash drive, etc.) of their Redacted Copy.**

Proposer shall be responsible for defending its determination that the redacted portions of its Proposal are confidential, trade secret or otherwise not subject to disclosure. Further, Proposer shall protect, defend, and indemnify the Board for any and all claims arising from or relating to Proposers' determination that the redacted portions of its Proposal are confidential, proprietary, trade secret or otherwise not subject to disclosure.

If Proposer fails to submit a Redacted Copy with its Proposal, the Board is authorized to produce the entire documents, data or records submitted by Proposer in answer to a public records request for these records.

#### **4.9 WITHDRAWAL OF A PROPOSAL**

A Proposer may withdraw a Proposal by written notice to the Board via the Department on or before the deadline specified for the receipt of Proposals in **SECTION 3.4 SCHEDULE OF EVENTS** of this RFP. Such written notice is to be submitted to the Issuing Office at the address specified in **SECTION 4.3 PROPOSAL QUESTIONS AND ANSWERS** of this RFP.

#### 4.10 CONDITIONS TO THE PROPOSAL

No conditions may be applied to any aspect of the RFP by the prospective Proposer. Any conditions placed on any aspect of the Proposal documents by the prospective Proposer may result in the Proposal being rejected as a conditional Proposal (see "RESPONSIVENESS OF PROPOSALS"). DO NOT WRITE IN CHANGES ON ANY RFP SHEET. The only recognized changes to the RFP prior to Proposal opening will be a written addenda issued by the Board.

#### 4.11 AWARD

As in the best interest of the state, the right is reserved to award based on **all or none, groups of services, or any combination** thereof, to a responsive, responsible Proposer. As in the best interest of the state, the right is reserved to reject any and/or all Proposals or to waive any minor irregularity in Proposals received. Conditions which may cause rejection of Proposals include, without limitation, evidence of collusion among Proposers, obvious lack of experience or expertise to perform the required work, failure to perform, or meet financial obligations on previous contracts.

### SECTION 5 – SPECIAL INSTRUCTIONS – PROPOSAL FORMAT & CONTENT

#### 5.0 PROPOSAL SUBMISSION

By submitting a Proposal, the Proposer represents that it understands and accepts the terms and conditions to be met and the character, quality and scope of services to be provided.

All Proposals and associated forms must be signed and dated in ink by a duly authorized representative of the Proposer.

Each Proposer must fully acquaint itself with the conditions relating to the performance of services under the conditions of this RFP.

All Proposal prices are to be submitted on the forms provided in this RFP. All Proposal prices must remain firm for thirty (30) days from date of Proposal Opening.

All Proposals and related documents submitted in response to this RFP shall become the property of the state.

#### 5.1 MAIL OR DELIVER PROPOSALS TO: (Do Not Fax or E-Mail)

Board of Governors via Florida Department of Education  
Bureau of Contracts, Grants and Procurement Management Services  
Attn: Fran Shewan  
325 West Gaines Street  
332 Turlington Building  
Tallahassee, Florida 32399-0400

#### 5.2 PRELIMINARY SUBMITTAL DOCUMENTS

**The absence of any of these documents may result in a determination that the Proposal is non-responsive and the Proposal may not be evaluated.** The Proposal forms furnished must be used when submitting the Proposal. Forms are to be filled out in ink or typewritten. **Submittal information shall consist of the following:**

**TRANSMITTAL LETTER (ON COMPANY LETTERHEAD)**

**WORK REFERENCES: (ATTACHMENT 5)**

**DISCLOSURE STATEMENT: (ATTACHMENT 3)**

**SIGNED ADDENDUM(S), IF APPLICABLE**

**PRICE SHEET: (ATTACHMENT 1)**

If applicable, a copy of the Certified small, minority-, women-, and service-disabled veteran business enterprise certificate from the Department of Management Services, Office of Supplier Diversity should be enclosed. Certification must be current at the time of the Proposal opening.

**5.3 TRANSMITTAL LETTER**

The Proposer shall provide a Transmittal Letter (on Company Letterhead) that contains the following:

- a statement certifying that the person signing the Proposal is authorized to represent the Proposer and bind the Proposer relative to all matters contained in the Proposer's Proposal
- the company's federal tax identification number
- a statement certifying that the Proposer has read, understands, and agrees to comply with all provisions of this RFP
- a statement certifying that the Proposer is authorized to conduct business in Florida in accordance with the provisions of Chapter 607, F.S. In lieu of such statement, the Proposer alternatively must certify that authorization to do business in Florida will be secured prior to the award of the contract.
- a statement certifying that the Proposer is registered on the MyFloridaMarketPlace website in accordance with the provisions by the state of Florida. In lieu of such statement, the Proposer must alternatively certify that such registration authorization will be completed prior to the award of the contract.
- a statement certifying that the Proposer has electronically registered a valid W-9 with the Department of Financial Services (DFS). DFS is ready to assist any vendors with questions, and vendors must submit their W-9 forms electronically at <https://flvendor.myfloridacfo.com>. Contact the DFS Customer Service Desk at (850) 413-5519 or [FLW9@myfloridacfo.com](mailto:FLW9@myfloridacfo.com) with any questions.

Failure of a Proposer to provide the above may result in a non-responsive determination by the Board. Proposals found to be non-responsive will not be considered, unless the non-compliance is waived, in the Board's discretion, as a minor irregularity.

**5.4 PROPOSAL FORMAT INSTRUCTIONS**

This section contains instructions that describe the required format for the Proposal. All Proposals submitted shall contain two parts and be marked as follows:

**PART I TECHNICAL PROPOSAL NUMBER RFP 2015-03  
(One Separately Sealed Package for Technical)**

**PART II PRICE PROPOSAL NUMBER RFP 2015-03  
(One Separately Sealed Package for Price)**

**THE SEPARATELY SEALED PACKAGES MAY BE MAILED TOGETHER IN ONE ENVELOPE OR BOX.**

**5.4.1 Technical Proposal (Part I) (7 hard copies)  
(Do not include price information in Part I)**

The Proposer must submit **two (2) originals in hard copy, five (5) hard copies and five (5) in electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Word 5.0 or higher, or Adobe Acrobat** of the Proposal which is to be divided into the sections described below. **SECTION 5.2 PRELIMINARY SUBMITTAL DOCUMENTS** must be included in the Technical Proposal portion of the Proposal. Since the Board will expect all Technical Proposals to be in this format, **failure of the Proposer to follow this outline may result in the rejection of**



the Technical Proposal. Technical Proposal must be submitted in a separate sealed package marked "TECHNICAL PROPOSAL NUMBER RFP 2015-03 ".

## 1. EXECUTIVE SUMMARY

The Proposer shall provide an Executive Summary to be written in non-technical language to summarize the Proposer's overall capabilities and approaches for accomplishing the services specified herein. The Proposer is encouraged to limit the summary to no more than two (2) pages.

## 2. PROPOSER'S MANAGEMENT PLAN

The Proposer shall provide a management plan which describes administration, management, key personnel and experience in conducting similar studies.

### a. Administration and Management

The Proposer should include a description of the organizational structure and management style established and the methodology to be used to control costs, services reliability and to maintain schedules; as well as the means of coordination and communication between the organization and the Board Office. The Management Plan should also address the relevant experience in conducting studies similar to that sought in the Scope of Services described below in Section 7.0.

### b. Identification of Key Personnel

The Proposer should provide the names of key personnel on the Proposer's team, as well as a resume for each individual proposed and a description of the functions and responsibilities of each key person relative to the task(s) to be performed. The approximate percent of time to be devoted exclusively for this project and to the assigned tasks should also be indicated. The Contractor must use the key personnel submitted in its Proposal. Changing key personnel without the Board's prior consent, which may be refused in its discretion, will be deemed a breach of the resulting agreement.

## 3. PROPOSER'S TECHNICAL PLAN

The Proposer shall provide a technical plan which explains technical approach and facility capabilities.

### a. Technical Approach

The Proposer should explain the approach, capabilities, and means to be used in accomplishing the tasks in the Scope of Services, and where significant development difficulties may be anticipated and resolved. Any specific techniques to be used should also be addressed.

### b. Facility Capabilities

The Proposer should provide a description and location of the Proposer's facilities as they currently exist and as they will be employed for the purpose of this work.

## 4. WORK PLAN

The Proposer shall provide a Work Plan which sets forth on an average the estimated staff-hours for each skill classification that will be utilized to perform the work required.

#### 5.4.2 Price Proposal (Part II) (7 hard copies)

The Proposer must submit **two (2) originals hard copy, five (5) hard copies, and five (5) electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Excel 5.0 or higher.** The Price Proposal information shall be submitted on the forms provided in the RFP. The Price Proposal information is to be submitted in a separate sealed package marked "PRICE PROPOSAL NUMBER RFP 2015-03 ".

#### **Presenting the Proposal**

The Proposal shall be limited to a page size of eight and one-half by eleven inches (8½" x 11"). Type size shall not be less than a 12 point font. The Proposal shall contain a table of contents, be typed single-spaced and have separate parts, each clearly labeled including page numbers. The information to be contained in each part is described in the above sections. The absence of information or the organization of information in a manner inconsistent with the requirements of this RFP may result in the rejection of the Proposal. Bindings and covers will be at the Proposer's discretion; however, **elaborate notebooks/hard back binders are discouraged.**

Unnecessarily elaborate brochures, artwork, expensive paper and expensive visual and other presentation aids are neither necessary nor desired. The overall response must be written in a concise manner, which is conducive to effective evaluation and product selection.

All proposed materials must be packaged so that each box of materials shipped to the Board does not exceed 25 pounds.

### SECTION 6 – SPECIAL CONDITIONS

#### 6.0 **AUTHORIZED TO DO BUSINESS IN THE STATE OF FLORIDA**

Foreign corporations and foreign limited partnerships must be authorized to do business in the state of Florida. Such authorization and status should be obtained by the Proposal due date and time, but in any case, must be obtained prior to posting of the intended award. For authorization, contact:

Florida Department of State  
Tallahassee, Florida 32399  
(850) 245-6053

#### 6.1 **LICENSED TO CONDUCT SERVICES IN THE STATE OF FLORIDA**

If the services being provided require that individuals be licensed by the Florida Department of Business and Professional Regulation or any other state or federal agency, such licenses should be obtained by the Proposal due date and time, but in any case, must be obtained prior to posting of the intended award. State licensing is not applicable for this solicitation.

#### 6.2 **OTHER CONDITIONS**

Other conditions which may cause rejection of Proposals include, without limitation, evidence of collusion among Proposers, obvious lack of experience or expertise to perform the required work, failure to perform or meet financial obligations on previous contracts, failure to meet the requirement for the Contractor to be a non-Florida based entity, or information indicative of a past or present association with the Joint College or either university that could result in the inability to perform an independent, objective study.

### **6.3 IDENTICAL EVALUATION OF PROPOSALS**

Whenever two (2) or more Proposals which are equal with respect to price, quality, and service are received, the Board will determine the order of award using the criteria established in 60A-1.011, F.A.C. The "Drug-Free Workplace Program Certification" can be found as Attachment '2'.

### **6.4 DISCLOSURE STATEMENT**

The Disclosure Statement Form (Attachment '3') must be signed and submitted with the Proposal response.

### **6.5 DIVERSITY IN CONTRACTING**

The state of Florida is committed to supporting its diverse business industry and population through ensuring participation by minority-, women-, and service-disabled veteran business enterprises in the economic life of the state. The state of Florida Mentor Protégé Program connects minority-, women-, and service-disabled veteran business enterprises with private corporations for business development mentoring. We strongly encourage firms doing business with the state of Florida to consider this initiative. For more information on the Mentor Protégé Program, please contact the Office of Supplier Diversity at (850) 487-0915.

The state is dedicated to fostering the continued development and economic growth of small, minority-, women-, and service-disabled veteran business enterprises. Participation by a diverse group of Vendors doing business with the state is central to this effort. To this end, small, minority-, women-, and service-disabled veteran business enterprises are encouraged to participate in the state's procurement process as both Contractors and sub-contractors in this solicitation.

Information on Certified Minority Business Enterprises (CMBE) and Certified Service-Disabled Veteran Business Enterprises (CSDVBE) is available from the Office of Supplier Diversity at [http://dms.myflorida.com/other\\_programs/office\\_of\\_supplier\\_diversity/osd/](http://dms.myflorida.com/other_programs/office_of_supplier_diversity/osd/).

### **6.6 CONTRACTUAL OBLIGATIONS**

The Board's Contract Standard Terms and Conditions are incorporated in this RFP as Attachment '6' and will govern the relationship between the Board and the Contractor. Proposal(s) submitted by the successful Proposer(s) shall be incorporated into the final contract(s).

### **6.7 METHOD OF PAYMENT**

Compensation and payment will be made in accordance with the terms and conditions of the contract. Travel expenses shall be reimbursed as part of the contract but are limited to the rates and conditions as authorized by Section 112.061, Florida Statutes.

### **6.8 SUSPENDED VENDOR LIST**

A company placed on the Suspended Vendor List may not submit a Proposal or be awarded a contract to provide any goods or services pursuant to Rule 60A-1.006 F.A.C. The "Suspended Vendor List" is published at [www.myflorida.com](http://www.myflorida.com) under the category Business then Doing Business with the state.

### **6.9 SUB-CONTRACTING**

This contract or any portion thereof, shall not be sub-contracted without the prior written approval of the Board. No sub-contract shall, under any circumstances, relieve the Contractor of their liability and obligation under this contract; and despite any such sub-contracting the Board shall deal through the Contractor, which shall retain the legal responsibility for performing the Contractor's obligations. All subcontractors must be identified in the Proposal, together with a description of the scope of services to be performed by such subcontractors.

The Contractor shall report any small, minority-, women-, and service-disabled veteran business enterprise Subcontractors who may be utilized in connection with this solicitation, identifying the Name, Address, Type of Certification and Dollar Amount on the Utilization Summary form, attached as Attachment "4". The contractor shall provide a list of subcontractors to the Board's contract manager upon execution of the Contract. If the Contractor does utilize any small, minority-, women-, and service-disabled veteran business enterprise Subcontractors, the Contractor shall provide the Utilization Summary form with each invoice submitted for payment. The form must be submitted with all invoices, regardless if funds have not been spent with a small, minority-, women-, and service-disabled veteran business enterprise Subcontractor for the period covered by the invoice. The DMS Office of Supplier Diversity will assist in furnishing names of qualified small, minority-, women-, and service-disabled veteran business enterprises. The Office of Supplier Diversity can be reached at (850) 487-0915; the Internet Web address is [http://dms.myflorida.com/other\\_programs/office\\_of\\_supplier\\_diversity\\_osd/](http://dms.myflorida.com/other_programs/office_of_supplier_diversity_osd/)

**6.10 SUBMISSION OF PROPOSALS BY SUBSIDIARIES OR AFFILIATES**

A Proposer, its subsidiaries, affiliates, or related entities shall be limited to one Proposal. Submission of more than one Proposal per activity by a Proposer will cause the rejection of all Proposals submitted by the Proposer. A subsidiary or affiliate of a prime Proposer may also be included as a subcontractor in another Proposer's Proposal.

**6.11 COSTS INCURRED IN RESPONDING**

This RFP does not commit the Board or any other public agency to pay any costs incurred by the Proposer in the submission of a Proposal or to make necessary studies or designs for the preparation thereof, nor to procure or contract for any articles or services.

**6.12 PROHIBITION OF GRATUITIES**

By submission of a Proposal, the Proposer certifies that no elected or appointed official or employee of the state of Florida has or will benefit financially or materially from this procurement. Any contract arising from this procurement may be terminated by the Board if it is determined that gratuities of any kind were either offered to or received by any of the aforementioned officials or employees from the Proposer or its agents or employees.

**6.13 INDEPENDENT PRICE DETERMINATION**

A Proposer shall not collude, consult, communicate, or agree with any other Proposer regarding this procurement as to any matter relating to the Proposer's Proposal.

**6.14 PERFORMANCE BOND**

A Performance Bond is not required for this project.

**6.15 PARTICIPATION IN FUTURE STAGES OF THIS PROJECT**

As stated in Chapter 287.057, F.S.

(18) A person who receives a contract that has not been procured pursuant to subsections (1) through (5) to perform a feasibility study of the potential implementation of a subsequent contract, who participates in the drafting of a solicitation or who develops a program for future implementation, is not eligible to contract with the agency for any other contracts dealing with that specific subject matter, and any firm in which such person has any interest is not eligible to receive such contract. However, this prohibition does not prevent a vendor who responds to a request for information from being eligible to contract with an agency.

## 6.16 ACCESSIBLE ELECTRONIC INFORMATION TECHNOLOGY

Proposers submitting Proposals to this solicitation must provide electronic and information technology resources in complete compliance with the accessibility standards provided in Sections 282.601-282.606, F.S., and Rule 60-8.002, F.A.C. These standards establish a minimum level of accessibility.

## SECTION 7 – SCOPE OF SERVICES

### 7.0 SCOPE OF SERVICES

The Board is seeking to obtain the services of an independent non-Florida based consultant to analyze the pros and cons of maintaining the status quo collaboration that currently exists between the two universities with respect to the Joint College, including an examination of the original mission of the Joint College, and the pros and cons of developing differentiated engineering programs at each university. The study shall include a cost-benefit analysis of each option, analyzed in the context of Title VI of the Civil Rights Act of 1964 and with the goal of achieving world class engineering opportunities for students at both universities. For each option, the study shall include, but not be limited to an analysis of:

- statewide engineering public and private postsecondary program offerings and workforce demand for engineering degrees at the baccalaureate and graduate levels, within the national context of trends in engineering and its various sub-fields,
  - necessary faculty resources and personnel,
  - the level of existing research and potential for future research,
  - research revenues and expenditures,
  - student admission requirements,
  - existing student enrollment and projected enrollments for each option,
  - student graduation rates and time-to-degree outcomes by enrolled institution compared to peer institutions,
  - current and future infrastructure and facilities needs, including ancillary needs,
  - operating budgetary projections for the next 10 years,
  - capital budgetary projections for the next 10 years, and
  - professional engineering accreditation and licensure concerns, including an estimate of the time required to gain any new accreditation.
1. An analysis of existing public and private postsecondary engineering program offerings at the baccalaureate and graduate levels in Florida and workforce demand, within the national context of trends in engineering and its various subfields:

Specifications: The report must include, but not be limited to:

- A description of undergraduate and graduate engineering program offerings for each institution within the State University System and for those institutions who are members of the Independent Colleges and Universities of Florida, or are licensed by the Commission on Independent Education, and current student enrollment for undergraduate and graduate level programs by race and gender.
- A determination of workforce demand in Florida for graduates of engineering programs at the undergraduate and graduate levels in light of current degree production and current employment opportunities.
- The identification of existing or emerging engineering program offerings not currently being offered by public or private postsecondary institutions in Florida.
- A description of the current national context for engineering, from the perspective of the demand for existing, evolving and emerging specialties and sub-fields, including multi- or inter-disciplinary fields, and

an identification of sub-fields or multi/interdisciplinary areas that can be reasonably expected to maintain or increase in demand over the next 10 years.

2. An analysis of the pros and cons of maintaining the Joint College as a single engineering college shared by the two universities:

Specifications: The report must include, but not be limited to:

- An examination of the original mission of the Joint College and whether the Joint College is fulfilling its mission and, if not, strategies that could be utilized to assist the Joint College in fulfilling its mission and an estimate of the associated costs to fulfill and enhance that mission.
- The number of faculty and administrative support personnel hired by each university for the Joint College for the preceding 10 years and the associated costs incurred by each university.
- The number of current faculty and administrative support personnel vacancies by university and anticipated associated costs.
- Student enrollments for undergraduate and graduate level programs, by race and gender for: the preceding 10 years; the 2014-2015 academic year, and as projected through the 2019-2020 academic year.
- A description of the student admission requirements for undergraduate and graduate level programs.
- A description of the student and faculty recruitment processes and efforts undertaken by each university over the preceding 10 years, and associated costs to recruit students and faculty.
- The level of existing research within the Joint College attributable to each university and the potential for future research.
- The level of research revenues and expenditures attributable to each university over the preceding 10 years.
- An analysis of current student graduation rates and time-to-degree outcomes by each university compared to peer institutions, as well as a reporting of trends in graduation rates and time-to-degree outcomes by each university over the past decade.
- A description of the current operating, capital infrastructure, and ancillary services costs attributable to each university.
- A projection of the operating, capital infrastructure, and ancillary services costs for the next 10 years.
- The number of graduates from each university that have passed the licensure examination administered by the Florida Board of Professional Engineers over the preceding 10 years.
- An explanation of any accreditation concerns associated with the Joint College.

3. An analysis of the pros and cons of developing differentiated engineering programs at each university;

Specifications: The report must include, but not be limited to:

- Whether, based upon the results of the workforce demand analysis described above, there is sufficient workforce need and student demand for the creation of two separate engineering colleges at the two universities.
- If workforce need and student demand exists, an analysis of the impact of separating the Joint College from the standpoint of accreditation with ABET and the Southern Association of Colleges and Schools, the impact on the students currently enrolled by each university in the Joint College, the impact on current faculty who have joint appointments, the impact on the ability of each university to provide a high quality

engineering education, the impact on utilization of the current facilities by each university, and the impact on the universities' recruitment efforts through the Challenger Learning Center and the continuation or discontinuation of that program.

- An estimate of the time required for each university to gain accreditation if discrete engineering programs are developed at each university.
- Identification of differentiated engineering programs that could be offered by each university, both undergraduate and graduate and whether such differential would be permissible under Title VI of the Civil Rights Act of 1964 and Supreme Court opinions interpreting that Act.
- An estimate of the costs associated with developing separate engineering colleges at the two universities. The estimate must include costs for faculty, administrative personnel, student support services, technology needs, capital infrastructure needs, ancillary services and any other operating expenses. The cost estimate should be projected for a 10-year period.
- A projected timeline and schedule of tasks or activities that would have to be completed in order to separate the existing Joint College and to establish two new colleges.

## **7.1 DELIVERABLES**

The consultant will be required to meet with representatives of the Board of Governors, FAMU, FSU, and, if necessary, the United States Department of Education Office for Civil Rights, as part of the information-gathering process for conducting the analysis. This phase of the project, including the collection of all relevant information necessary to the analysis, should be accomplished by September 30, 2014. A draft study report is due to the Board of Governors by November 19, 2014, and the consultant will meet with representatives of the Board of Governors, FAMU, FSU, and, if necessary, the United States Department of Education Office for Civil Rights, to provide an opportunity for review and comment to the draft report. The final written report is due to the Board of Governors by December 19, 2014, and should be delivered electronically and also in hard-copy in the form of two (2) bound reports.

The consultant will be required to make a presentation on the report to the Board of Governors at a meeting to be held in January or February 2015. The consultant will also be required to make up to five (5) presentations on the report to the Florida Legislature prior to and/or during the 2015 legislative session.

Bi-weekly until completion of the project, the consultant will submit to the Contract Manager a description of activities accomplished during the prior two-week period and activities planned for the upcoming two weeks, and documentary evidence to support the work performed. The consultant will also hold, at a minimum, bi-weekly telephone calls with the Contract Manager and other Board staff as directed by the Contract Manager.

## **7.2 FINANCIAL CONSEQUENCES**

The Contract Manager shall periodically review the progress made on the activities and deliverables listed above. If the contractor fails to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or towards the deliverables and they are not resolved within two weeks of notification, the contract manager may approve a reduced number of hours for payment and or may contact the contractor for a replacement or terminate the contract.

## SECTION 8 – OPENING, EVALUATION AND AWARD

### 8.0 PROPOSAL OPENING

TECHNICAL PROPOSALS WILL BE OPENED BY THE BOARD via the DEPARTMENT'S BUREAU OF CONTRACTS, GRANTS AND PROCUREMENT MANAGEMENT SERVICES PERSONNEL AT 325 WEST GAINES STREET, 332 TURLINGTON BUILDING, TALLAHASSEE, FLORIDA, AS SPECIFIED IN SECTION 3.4 SCHEDULE OF EVENTS.

PRICE PROPOSALS (which have corresponding responsive Technical Proposals) WILL BE OPENED AS SPECIFIED IN SECTION 3.4 SCHEDULE OF EVENTS at 325 WEST GAINES STREET, 332 TURLINGTON BUILDING, TALLAHASSEE, FLORIDA.

### 8.1 EVALUATION PROCESS

An Evaluation Committee, hereinafter referred to as the "Committee", will be established to review and evaluate each Proposal submitted in response to this RFP. However, Proposals rejected due to non-compliance with terms and conditions of this RFP will not be evaluated. The Committee will be comprised of at least three persons with knowledge, background, experience, and/or professional credentials in relative service areas.

Each member of the Committee will be provided a copy of each Technical Proposal. Proposals will be evaluated on the criteria established in the section below entitled "Criteria for Evaluation" in order to assure that Proposals are uniformly rated. The Committee will assign points, utilizing the technical evaluation criteria identified herein and the Bureau of Contracts, Grants and Procurement Management Services will complete a technical summary. **Proposing firms must attain a score of seventy-two (72) points or higher on the Technical Proposal to be considered responsive. Should a Proposer receive fewer than seventy-two (72) points for their Technical Proposal score, the Price Proposal will not be opened.**

**The Bureau of Contracts, Grants and Procurement Management Services will open Price Proposals in accordance with Section 8.0, Proposal Openings.** The Project Manager/Committee will review and evaluate the Price Proposals and prepare a summary of its price evaluation. Points will be assigned based on price evaluation criteria identified herein.

During the process of evaluation, the Bureau of Contracts, Grants and Procurement Management Services will conduct examinations of Proposals for responsiveness to requirements of the RFP. Those determined to be non-responsive will be automatically rejected.

#### 8.1.1 Criteria for Evaluation

Proposals will be evaluated and graded in accordance with the criteria detailed below.

##### a. Technical Proposal (90 Points)

Technical evaluation is the process of reviewing the Proposer's Executive Summary, Management Plan, Technical Plan and Work Plan for understanding of project, qualifications, approach and capabilities, to assure a quality product.

The following point system is established for scoring the Proposals:

The following criteria will be used to evaluate and rank Replies.



A) Executive Summary	N/A
B) Management Plan	20 points
C) Technical Plan	45 points
D) Work Plan	<u>25 points</u>
<b>Total</b>	<b>90 points</b>
E) Price	<u>10 points</u>
<b>Total</b>	<b>10 points</b>

Price analysis is conducted through the comparison of price quotations submitted.

The criteria for price evaluation shall be based upon the following formula:

$$\underline{(\text{Low Price/Proposer's Price}) \times \text{Price Points} = \text{Proposer's Awarded Points}}$$

The total maximum number of points that can be earned in the evaluation process is 100 points.

The contract shall be awarded to the responsible and responsive vendor whose Proposal is determined in writing to be the most advantageous to the state, taking into consideration the price and the other criteria set forth in this RFP.

## 8.2 POSTING OF PROPOSAL TABULATION

The Proposal Tabulation will be posted at the Board via the Florida Department of Education, 325 West Gaines Street, 332 Turlington Building, Tallahassee, Florida and on the Florida Vendor Bid System at [http://fcn.state.fl.us/owa\\_vbs/owa/vbs\\_www.search.criteria\\_form](http://fcn.state.fl.us/owa_vbs/owa/vbs_www.search.criteria_form) as specified in **SECTION 3.4 SCHEDULE OF EVENTS**, and will remain posted for a period of seventy-two (72) hours.

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK.

**Attachment '1'**  
**PROPOSER'S PRICE REPLY**

We propose to provide the services being solicited within the specifications of RFP 2015-03. All work shall be performed in accordance with this RFP, which has been reviewed and understood. **The below prices are all inclusive. Payment for services will be made based on the deliverables and dates specified. There shall be no additional costs charged for work performed under this RFP.**

**DESCRIPTION**

**Based on the Scope of Work being proposed, provide established deliverables, including evidence that will be provided to "prove" the deliverable was successfully completed. Note: Reports are not acceptable deliverables, however, they may be used as "proof" that the deliverable was successfully completed. If used, details of what report will contain must be provided.**

**YEAR 1**

<b>DELIVERABLE</b>	<b>EVIDENCE OF COMPLETION</b>	<b>DELIVERABLE COMPLETION DATE</b>	<b>PRICE</b>
July 15, 2014: Update on activities accomplished since contract signed, and plans specified for upcoming two weeks; July 29, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written page report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	7/29/2014	\$
August 12, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; August 26, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	8/26/2014	\$
September 9, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; September 23, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	9/23/2014	\$
October 7, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; October 21, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc.) submitted to the Contract Manager	10/21/2014	\$
November 4, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; November 19, 2014: Draft Online University Study and plans specified for upcoming two weeks.	Written report with supporting documentation to substantiate progress (e.g. research, meeting notes, analyses, emails, correspondence, etc. Draft Study Report submitted to the Contract Manager and written report indicating plans for upcoming two weeks	11/19/2014	
December 2, 2014: Update on activities accomplished in last two weeks, and plans specified for upcoming two weeks; December 19, 2014: Final Study Report	Final Study Report submitted to the Contract Manager	12/19/2014	\$

**Attachment '1'**  
**PROPOSER'S PRICE REPLY**

Presentation to the Board of Governors	Presentation of Final Report to Board of Governors at either the January or February 2015 board meeting.	January or February 2015	\$
Up to five presentations to the Florida Legislature	Presentation of Final Report to legislative committees and staff prior to and/or during the 2015 legislation session.	Through March 2015	\$
<b>* TOTAL COST</b>			\$

\* POINTS AWARDED WILL BE BASED ON THIS PRICE

**SIGN BELOW. UNSIGNED OFFERS WILL NOT BE CONSIDERED.**

**VENDOR NAME:** \_\_\_\_\_

**MAILING ADDRESS:** \_\_\_\_\_

**CITY/STATE/ZIP:** \_\_\_\_\_

**AUTHORIZED AGENT (typed):** \_\_\_\_\_

**AUTHORIZED AGENT (manual):** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **TELEPHONE:** \_\_\_\_\_ **FAX:** \_\_\_\_\_

**E-MAIL ADDRESS:** \_\_\_\_\_

## ATTACHMENT '2'

### DRUG-FREE WORKPLACE

**(will be considered in case of identical tie Proposals)**

Preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids which are equal with respect to price, quality, and service are received by the state or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

- 1) Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
- 2) Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
- 3) Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
- 4) In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
- 5) Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
- 6) Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

---

Vendor's Signature

**ATTACHMENT '3'**  
**DISCLOSURE STATEMENT**

---

**PARTNERSHIP OR INDIVIDUAL**

I hereby certify that I, if an individual, or each of us, if a partnership, doing business as \_\_\_\_\_  
(Name of Individual or Partnership)

(am)(is) not now involved in nor have I ever engaged in any private business venture or enterprise, directly or indirectly, with any current member of the Board of Governors, the Chancellor of the State University System, any Vice Chancellor, or any Associate Vice Chancellor within the Board of Governors.

I further certify that neither I, nor any partner, if a partnership, nor anyone acting in my or our behalf has requested that any of the above designated persons or any other employee of the Board of Governors exert any influence to secure the appointment of \_\_\_\_\_  
\_\_\_\_\_ under this proposed agreement.

(Name of Individual or Partnership)

(1) \_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

(1) If partnership, each partner must sign and execute.

---

**COMPANY OR CORPORATION**

I hereby certify that neither I nor any owner, officer, director, or shareholder of \_\_\_\_\_, a  
(Name of Corporation/Company)

\_\_\_\_\_ (1) corporation, authorized to do business in Florida, is presently involved in or has been (Name of State of Inc.)

engaged in any private business venture or enterprise, directly, or indirectly, with any current member of the Board of Governors, the Chancellor of the State University System, any Vice Chancellor, or any Associate Chancellor within the Board of Governors.

I further certify that neither I nor any owner, officer, director, or shareholder of this corporation or anyone acting on behalf of this corporation or any of its owners, officers, directors, or shareholders has requested that any of the above designated persons or any other employee of the Board of Governors exert any influence to secure the appointment of \_\_\_\_\_  
\_\_\_\_\_ under this proposed agreement.

(Company)

(Corporation)

(2) \_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

(1) If company is not incorporated, insert "not incorporated" in this space.

(2) If incorporated, this statement is to be executed by same person who will execute contract, if awarded.

**ATTACHMENT '4'**

**STATE OF FLORIDA BOARD OF GOVERNORS**

**SUBCONTRACTORS UTILIZATION SUMMARY**

The Board's Supplier Diversity initiative strives to ensure the promise of Florida's future is shared by all of its residents, regardless of race, ethnicity, disability, neighborhood or background. To that end, the Board is dedicated to support, track and increase its small, minority-, women-, and service-disabled veteran business enterprise spending with contractors and subcontractors. This form was developed to assist in these efforts.

The Contractor shall report all small, minority-, women-, and service-disabled veteran business enterprise Subcontractors that may be utilized in connection with this solicitation, identifying the Name, Address, Type of Certification and Dollar Amount on the form below. The Contractor shall submit this form with each invoice submitted for payment, whether or not funds have been spent with a small, minority-, women-, and service-disabled veteran business enterprise subcontractor for the period covered by the invoice. The Office of Supplier Diversity, Florida Department of Management Services will assist in furnishing names of qualified minorities. The Office of Supplier Diversity can be reached at (850) 487-0915; the Internet Web address is [http://dms.myflorida.com/other\\_programs/office\\_of\\_supplier\\_diversity\\_osd](http://dms.myflorida.com/other_programs/office_of_supplier_diversity_osd).

CONTRACTOR: \_\_\_\_\_

CONTRACT NO.: \_\_\_\_\_

CONTRACT TITLE: \_\_\_\_\_

<b>SUBCONTRACTORS Full Name, Address, Telephone Number</b>	<b>State Certified</b>	<b>Non- Certified</b>	<b>Non- Profit</b>	<b>Dollar Amount</b>

Total Amount \$ \_\_\_\_\_

Certified True and Correct by:

\_\_\_\_\_  
Contractor

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Submit Report to:

Mrs. Janice Brown  
Bureau of Contracts, Grants and  
Procurement Management Services  
325 West Gaines Street  
332 Turlington Bldg.  
Tallahassee, FL 32399-0400

For additional information, you may call Mrs. Brown at (850) 245-0819, or e-mail [Janice.Brown@fldoe.org](mailto:Janice.Brown@fldoe.org).

**ATTACHMENT '5'**

**REFERENCES for \_\_\_\_\_  
RESPONDENT NAME**

**PROVIDE THE FOLLOWING REFERENCE INFORMATION FOR A MINIMUM OF THREE (3) BUSINESSES WHERE SERVICES OF SIMILAR SIZE AND SCOPE HAVE BEEN COMPLETED**

BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	
<b>_____</b>	
BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	
<b>_____</b>	
BUSINESS NAME:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	

## ATTACHMENT '6'

### STATE OF FLORIDA BOARD OF GOVERNORS

#### CONTRACT STANDARD TERMS AND CONDITIONS

- I. Pursuant to S. 287.058(1), Florida Statutes ("F.S.):
- A. Bills for fees or other compensation for services or expenses shall be submitted in detail sufficient for a proper preaudit and postaudit thereof.
  - B. Travel expenses will be reimbursed only if expressly authorized by the terms of the Contract. Bills for any travel expenses shall be submitted in accordance with s. 112.061, F.S.
  - C. The Board may unilaterally cancel this Contract if the Contractor refuses to allow access by members of the public to all documents, papers, letters and materials made or received in conjunction with the Contract that are subject to Chapter 119, F.S., and are not exempt from public inspection by s. 119.071, F.S., or by other provisions of general or special law.
  - D. The Deliverables specified in the Contract must be received and accepted in writing by the Board's Contract Manager before Contractor is entitled to payment.
  - E. To complete this Contract, all services must be performed and/or goods received on or before the date(s) specified in the Contract.
  - F. If this Contract is expressly renewable, it may be renewed for a period that may not exceed three years or the term of the original contract, whichever is longer. The renewal price for the contracted service is set forth in the bid, proposal, reply. Cost for renewal shall not be changed. Renewals shall be contingent on satisfactory performance evaluations by the Board and subject to the availability of funds. Exceptional purchase contracts pursuant to s. 287.057(3)(a) and (c), F.S., may not be renewed.
- II. The Contractor shall prepare an invoice for the amount due and mail it to the Board of Governors Comptroller after having delivered the products and services required under this Contract to the Contract Manager. The invoice shall set forth details sufficient for a proper pre-audit and post-audit including, where applicable, the products and services delivered and completion dates. Upon receipt of the invoice, the Board of Governors Comptroller will request confirmation from the Contract Manager that the delivered products and services are satisfactory and payment is due. If for any reason they are not satisfactory, payment will be withheld until the unsatisfactory condition or conditions are corrected. Upon receipt of the Contract Manager's approval, the Board of Governors Comptroller shall process each invoice in accordance with the provisions of s. 215.422, F.S.
- A. Contractor agrees to submit invoice within thirty (30) days of the Board's acceptance of deliverables. It is understood that should Contractor fail to submit invoice within thirty (30) days following the Board's acceptance of the deliverables, the Board shall not be responsible for payment thereof under this contract or quantum meruit.
- III. Section 215.422, F.S., provides that agencies have five (5) working days to inspect and approve goods and services, unless bid specifications or the Contract specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within forty (40) days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to s. 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Department of Education's Fiscal s. at 850/245-0401 or Purchasing Office at 850/245-0483. Payments to health care providers for hospitals, medical, or other health care services, shall be made not more than thirty-five (35) days from the date of eligibility for payment is determined, and the daily interest rate is .02740 percent. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at 866/352-3776 or by calling the Chief Financial Officer's Hotline, 800/342-2762.
- IV. As used in this Contract, the term "Deliverable" refers to tangible "commodities", as defined in s. 287.012(5), F.S., which the Contractor provides pursuant to the Contract and to reports or other tangible or documentary evidence which demonstrate that the Contractor has performed the services required by the Contract. The following provisions govern Deliverables, as applicable:
- A. Each Deliverable must be physically delivered to the Board's Contract Manager, or to a person designated by the Contact Manager. If delivery is made to a designee, the Contractor shall give written notice to the Contract Manager of the delivery. A Deliverable is not received until the Contract Manager has physical control of deliveries or has written notice that the designee has physical control.
  - B. In each case in which the approval of a Deliverable is dependent upon tests being conducted by the Board or Contractor, independently or jointly, the Board's inspection and approval of the Deliverable shall not be subject to the five (5) day provision in s. 215.422, F.S., but shall be governed by the terms and conditions of the acceptance testing plan as stated in Attachment A, until approved in accordance with the plan.
  - C. In each case of a Deliverable of information technology, as defined at s. 287.012(14), F.S., unless specified otherwise in Attachment A, the acceptance testing plan is deemed to include as a minimum the reliable performance of the information technology in accordance with its design specifications in:
    - 1. a test environment that simulates the production environment as much as is reasonably possible; and
    - 2. the production environment for which it is intended for a period of time sufficient for the information technology to have experienced the major foreseeable exigencies of the production functions.
  - D. The Board's inspection, including testing when applicable, shall determine whether or not the Deliverables appear to be in compliance with the Contract. The Contractor shall be notified in writing of any apparent deficiency. The written notice shall detail the specific action required by the Contractor to correct the deficiency. The Contractor shall timely correct such deficiency and resubmit the deliverable for acceptance.
- V. The Contractor represents and agrees that information submitted in support of its requests for payment is the basis of payment and is true and accurate to the best of knowledge of the responsible signatory. A violation of this provision shall subject the violator to the provisions of s. 68.082, F.S., pertaining to false claims against the State, and/or s. 837.06, F.S., pertaining to false official statements.
- VI. This paragraph applies if this Contract expires in a fiscal year subsequent to the fiscal year in which the Contract is entered. The State of Florida's fiscal year comprises July 1 through June 30. The Board's and State of Florida's performance and obligation to pay under this Contract is contingent upon an annual appropriation by the Legislature. If the Legislature fails to make the necessary appropriation, the Board will determine if there are other unencumbered funds which are available and which can be lawfully expended to pay for the Board's obligations hereunder. If the Board determines that



- there are no such funds, the Board shall promptly notify the Contractor. The giving of notice shall be deemed to have cancelled this Contract by mutual consent, with the date of notice being the date of cancellation.
- VII. Notwithstanding anything to the contrary contained in a State Term Contract, Contractor warrants that all commodities, as defined in s. 287.012, F.S., shall meet the specifications of the Contract and shall be merchantable and fit for the particular purposes intended by the Contract.
- VIII. The Contractor further warrants that as to each Deliverable produced pursuant to this Contract, Contractor's production of the Deliverable, and the Board's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S.C. Section 106. In furtherance of this provision the Contractor additionally warrants that:
- A. As to each work of software or other "information technology", as defined in s. 287.012(15), F.S., in which copyrights subsist, the Contractor has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverable;
  - B. As to each image and sound recording incorporated into a Deliverable, the Contractor has acquired the necessary rights, releases, and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual work or sound recording from which the included image or sound recording was taken.
- IX. The Contractor further warrants that the Contractor shall not disclose to any third party, without the express, prior, written approval of the Board, any personally identifiable information about any student. This applies to information which came from any record or report of a Florida public education institution or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g and s. 1006.52, F.S. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).
- X. In the event that the Governor and Cabinet are required to impose a mandatory reserve on appropriations, the Board shall amend this Contract to place in reserve the amount determined by the Board to be necessary because of the mandatory reserve. Such amendments may provide for adjustments in the Deliverable products and services as may be necessary.
- XI. Intellectual property is subject to following additional provisions:
- A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this Contract shall become the exclusive property of the of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Contractor nor any individual employed under this Contract shall have any proprietary interest in the product.
  - B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Board on behalf the State of Florida.
  - C. In the event it is determined as a matter of law that any such work is not a "work for hire", Contractor shall immediately assign to the Board all copyrights subsisting therein for the consideration set forth in the Contract and with no additional compensation.
  - D. The foregoing shall not apply to any preexisting software, or other work of authorship used by Contractor, to create a Deliverable but which exists as a work independently of the Deliverable, unless the preexisting software or work was developed by Contractor pursuant to a previous Contract with the Board or a purchase by the Board under a State Term Contract.
  - E. The Board shall have full and complete ownership of all software developed pursuant to the Contract including without limitation:
    1. The written source code;
    2. The source code files;
    3. The executable code;
    4. The executable code files;
    5. The data dictionary;
    6. The data flow diagram;
    7. The work flow diagram;
    8. The entity relationship diagram; and
    9. All other documentation needed to enable the Board to support, recreate, revise, repair, or otherwise make use of the software.
- XII. The Board reserves the right, at its option, to issue a change order to delete work tasks reducing the total Contract amount by up to 10%. An addition of work tasks within the scope of the Contract, an increase in the total Contract amount, or a decrease of more than 10% of the total Contract amount, shall be implemented only by a Contract amendment signed by both the Board and the Contractor.
- XIII. Pursuant to s. 216.347, F.S., no funds awarded under this Contract may be used for the purpose of lobbying the Legislature, the judicial branch, or a State agency.
- XIV. The Contractor shall grant access to all records pertaining to the Contract to the Board's Inspector General, General Counsel and other agency representatives, the State Auditor General, the Office of Program Policy and Government Accountability, and the Chief Financial Officer.
- XV. The Contractor agrees to permit onsite visits by designated Board employees or agents to conduct audits to ensure compliance with Section 20.055, Florida Statutes. These audits may require Board access to records and data, computers and communications devices, and other materials whether owned or operated by the Contractor. Access may include, but is not limited to, user level and/or system level access to any computing or communications device; access to information (electronic, hardcopy, etc) that may be produced, transmitted or stored on the Contractor's equipment or premises; access to work areas; and access to interactively monitor and log traffic on the Contractor's networks.
- XVI. The Contractor must carry general liability insurance, which shall include errors and omissions coverage. The amount of coverage shall be a minimum of \$1,000,000 or the aggregate total of all contractual agreements between the Contractor and the agencies and political subdivisions of the State of Florida, whichever is greater. The Contractor shall add the Board as an additional insured on the general liability coverage. The insurance shall cover all of the Contractor's operations under this Contract and shall be effective throughout the Term of this Contract, as well as any renewals or extensions thereto. It is not the intent of this Contract to limit the types of insurance otherwise required by this Contract or that the Contractor may desire to obtain or be required to obtain by law. The Contractor must submit a Certificate of Insurance indicating coverage for general liability purposes and additional insured coverage, and shall maintain and pay for same throughout the Term of this Contract. A Certificate of Insurance indicating adequate coverage shall be submitted to the Board prior to the time the Contract is entered. Any and all insurance policies shall be through insurers qualified to do business in Florida.
- XVII. The Contractor may not assign or subcontract all or any portion of this Contract without the advance written consent of the Board.
- XVIII. In all cases in which the Contractor, with the advance written consent of the Board, assigns or subcontracts, all or any portion of the Contract:

- A. The Contractor shall monitor the subcontractor or assignee and establish controls to avoid or mitigate risks identified by the Board or the Contractor; and
  - B. The Contractor shall allow the Board to monitor subcontractor or assignee activity and compliance, and the Contractor shall require the subcontractor or assignee to promptly submit to the Board, at the Board's request, complete and accurate documentation pertaining to the subcontract or the Contract.
- XIX. The Contractor shall coordinate with and assist the Board's Contract Manager in the performance of the latter's responsibilities, which include without limitation:
- A. Monitoring the activities of the Contractor;
  - B. Receiving and reviewing the reports of the Contractor to determine whether the objectives of the Contract are being accomplished;
  - C. Receiving and reviewing the invoices for payment of funds to assure that the requirements of the Contract have been met and that payment is appropriate;
  - D. Evaluating the process used by the Contractor to monitor the activities of any subcontractor or assignee; and
  - E. Accessing, directly, the subcontractors and assignees, as the Contract Manager deems necessary.
- XX. This Contract may not be modified unless in writing signed by the Board and the Contractor.
- XXI. The Board and the Contractor waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this Contract is their joint product.
- XXII. The Board and the Contractor acknowledge that they have had their respective attorneys review and approve this Contract or that they have had the opportunity to do so.
- XXIII. This Contract shall be governed by the laws of the State of Florida, and venue for purposes of any action brought to enforce or construe the Contract shall lie in Leon County, Florida.
- XXIV. Failure of the Board to declare any default immediately upon the occurrence or knowledge thereof, or delay in taking any action in connection therewith, does not waive such default. The Board shall have the right to declare any such default at any time and take such action as might be lawful or authorized under the Contract, at law, or in equity. No Board waiver of any term, provision, condition or covenant of the Contract shall be deemed to imply or constitute a further Board waiver of any other term, provision, condition or covenant of the Contract, and no payment by the Board shall be deemed a waiver of any default under the Contract.
- XXV. Time is of the essence with regard to each and every obligation of the Contractor contained in the Contract. Each such obligation is deemed material, and a breach of any such obligation (including a breach resulting from the untimely performance thereof) shall constitute a material breach.
- XXVI. The Contractor shall indemnify and hold harmless the Board, its attorneys, agents and employees, from and against any and all third party claims, suits, debts, damages, and causes of action, whatsoever, whether arising in law or in equity, arising out of or relating to Contractor performance or failure to perform under this Contract. The indemnification shall include reasonable attorney fees and costs incurred by the Board, its attorneys, agents and employees, in the defense of any such claim, suits or causes of action, as aforesaid.
- XXVII. This Contract may be cancelled by written agreement of the Board and the Contractor specifically referencing this Contract. Such agreement shall specify the remaining measures necessary to be taken by each party.
- XXVIII. The Board reserves the right to cancel this contract without cause by giving the Contractor thirty (30) days written notice.
- XXIX. Should Contractor fail to perform to Contract terms and conditions, Contractor shall be notified in writing, stating the nature of the failure to perform and providing a time certain (which shall be not less than ten (10) days following receipt of such notice) for correcting the failure. Such failure to perform shall otherwise be dealt within accordance with Rule 60A-1.006, F.A.C.
- XXX. A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in s. 287.017, F.S., for CATEGORY TWO for a period of thirty-six (36) months from the date of being placed on the convicted vendor list.
- XXXI. The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of (a) all persons employed during the Contract term by the Contractor to perform employment duties within Florida; and, (b) all persons (including subcontractors) assigned by the Contractor to perform work pursuant to this Contract.
- XXXII. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- A. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
  - B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. The Board may cancel this contract if an attached explanation is not acceptable to the Board or the Federal government.
- XXXIII. MyFloridaMarketPlace
- A. MyFloridaMarketplace Vendor Registration  
Each Vendor doing business with the State of Florida for the sale of commodities or contractual services as defined in section 287.012, Florida Statutes, shall register in MyFloridaMarketPlace, in compliance with Rule 60A-1.030, Florida Administrative Code, unless exempt under Rule 60A-1.030(3) Florida Administrative Code.
  - B. MyFloridaMarketplace Transaction Fee  
The State of Florida, through the Department of Management Services, has instituted MyFloridaMarketPlace, a statewide eProcurement system. Pursuant to section 287.057(23), Florida Statutes (2010), all payments for commodities and/or contractual services as defined in Section 287.012, Florida Statutes, shall be assessed a Transaction Fee of one percent (1.0%), which the Vendor shall pay to the State, unless exempt under Rule 60A-1.032, Florida Administrative Code. Notwithstanding the provisions of Rule 60A-1.030, et seq., the assessment of a transaction fee shall be contingent upon Federal approval of the transaction fee assessment program and continued payment of applicable federal matching funds.  
For payments within the State accounting system (FLAIR or its successor), the Transaction Fee shall, when possible, be automatically deducted from payments to the Vendor. If automatic deduction is not possible, the Vendor shall pay the Transaction Fee pursuant to Rule 60A-1.031(2), Florida

Administrative Code. By submission of these reports and corresponding payments, Vendor certifies their correctness. All such reports and payments shall be subject to audit by the State or its designee.

The Vendor shall receive a credit for any Transaction Fee paid by the Vendor for the purchase of any item(s) if such item(s) are returned to the Vendor through no fault, act, or omission of the Vendor. Notwithstanding the foregoing, a Transaction Fee is non-refundable when an item is rejected or returned, or declined, due to the Vendor's failure to perform or comply with specifications or requirements of the agreement.

Failure to comply with these requirements shall constitute grounds for declaring the Vendor in default and recovering reprocurement costs from the Vendor in addition to all outstanding fees. VENDORS DELINQUENT IN PAYING TRANSACTION FEES MAY BE EXCLUDED FROM CONDUCTING FUTURE BUSINESS WITH THE STATE.

## PROPOSAL CHECKLIST

### (DOES NOT NEED TO BE RETURNED WITH THE PROPOSAL)

This Checklist is provided as a **guideline only**, to assist Vendors in the preparation of their Proposal. Included are some important matters that the Proposer should check. This checklist is just a guideline, and is not intended to include all matters required by the RFP. Proposers are responsible to read and comply with the RFP in its entirety.

Check off each the following:

- 1. The Scope of Services has been thoroughly reviewed for compliance to the Proposal requirements.
- 2. The [www.myflorida.com](http://www.myflorida.com) website has been checked and any Addenda posted have been completed, signed, and included in the Proposal.
- 3. The Price Proposal has been reviewed for accuracy and all price corrections have been initialed in ink.
- 4. The "Transmittal Letter" (on Company Letterhead) has been completed, signed, and enclosed in the Proposal.
- 5. The "Work References" form has been completed, and enclosed in the Proposal.
- 6. The "Disclosure Statement" has been read, completed, and enclosed in the Proposal.
- 7. The "Drug-Free Workplace Program Certification" form has been read, signed, and enclosed in the Proposal, if applicable
- 8. The "Minority Business Enterprise (MBE) Certification" attached, if applicable
- 9. On the Lower Left Hand Corner of the Envelope transmitting the Proposal, write in the following information:

Proposal No.: RFP 2015-03

Title: FAMU-FSU JOINT COLLEGE OF ENGINEERING STUDY

Due Date & Time: JUNE 5, 2014, @ 2:00 P.M.