

Department of Education, Office of Teacher Education, Staff Development and Certification, are courses taken from community colleges.

- Since most of the education majors are community college transfers, most of the general education course work is taught in community colleges.

Of the 255 programs reviewed by the colleges under their own Level II review processes in 1984-85, 176 were judged to merit continued support at present or higher levels and 45 programs were eliminated by local board action. Many other programs reviewed were not eliminated but were reorganized as parts of other programs.

Secondary and postsecondary vocational job preparatory programs are also reviewed by the Department of Education if the average placement rate is below sixty percent in any given year for any postsecondary or secondary job preparatory vocational program. Effective in 1987-88, any program with less than a seventy percent placement rate for the past three consecutive years will be ineligible for future state funding. The review covers the attainment of program goals and objectives, manpower needs and placement, productivity, cost-efficiency, and resource requirements. A graduate of a postsecondary job-preparatory program is considered a placement if the student has become employed in an occupation requiring the use of the competencies acquired in the vocational program, has entered the military service, or is continuing studies in postsecondary education. In 1983-84, the community colleges average placement rate of vocational program completers was seventy-three percent.

Another major success of the Community College System is the degree of articulation between community colleges, universities, and high schools. During 1983-84, the Articulation Coordinating Committee was expanded to include representatives from the public schools and vocational education sectors. Prior to this time, the Articulation Coordinating Committee was concerned mainly with the transfer of students from the community colleges to the universities. Increased attention to articulation between postsecondary and secondary education was highlighted in the RAISE Bill passed in 1983 and the Omnibus Bill passed in 1984. Concerns and activities related to dual enrollment agreements, common high school and college student transcripts, curriculum articulation in professional and para-professional programs all come under the purview of the Articulation Coordinating Committee. In addition, to help public schools learn how their graduates perform, community colleges and universities provide feedback information to high schools on the students' grades and grade point averages.

In addition to providing feedback to public schools, the community colleges have also been successful in providing college instruction to gifted high school students through the dual enrollment program. After declining for two consecutive years, the number of high school students enrolled in dual credit college courses

increased during 1985-86. The increase in dual credit enrollment is attributed to increased funding for both community colleges and high schools.

Other cooperative service efforts in which community colleges are involved include joint use facilities, where a community college and another agency engage in cooperative efforts or joint ventures to utilize the strengths of both agencies. Examples include the Life Long Learning Center which Brevard Community College and the University of Central Florida share, and the joint use of buildings, as is done between Edison Community College and the University of South Florida, Fort Myers campus, and between the Florida Keys Community College and the Monroe County School District. Further, the 1985 Legislature enacted the Sunshine State Skills Program, a program which makes available grants to community colleges for the purpose of providing instructional programs that coincide with targeted current and future employer requirements. The program acts as a catalyst to bring the colleges together with employers who have specific training needs related to new, expanding, or diversifying businesses.

In addition to the Sunshine State Skills Program, Florida's citizens and industries are actively involved in several other programs that benefit community college students. These include the following:

The Florida Academic Improvement Trust Fund for Community Colleges which was created by the 1983 Legislature and is designed to foster academic improvement and to stimulate private donations. This fund matches private contributions to colleges for academic improvement at the rate of four public dollars to every six private dollars. In 1983-84, private contributions pledged totaled \$1,547,500 and in 1984-85 private contributions pledged totaled \$1,516,407.

The Florida Endowment Fund for Higher Education was created by the 1984 Legislature. This endowment will eventually involve a state appropriation of \$5 million and will be matched by \$10 million from the McKnight Foundation. Funds will be used to enhance the quality of higher education opportunity for minority and economically disadvantaged students, with particular attention being devoted to blacks and women. While funds from the Florida Endowment for Higher Education will probably not be available before December 1987, the McKnight Foundation has already contributed \$230,000 to community colleges from 1984 to the present. Included in the \$230,000 is \$170,000 of the \$510,000 which the Foundation committed to community colleges for 1985-86.

The College Career Work Experience Program enables colleges to enter into contractual agreements with private or public employers for the purpose of introducing eligible students to work experiences in their major areas of study. The employer pays fifty percent of the students' wages and the participating college or university pays the remaining fifty percent. In 1984-85, College Career Work Experience Program funds were