



UNIVERSITY OF CENTRAL FLORIDA

Board of Trustees Meeting
Educational Programs Committee
May 16, 2019
8:30 a.m. – 9:30 a.m.
Upon Adjournment of Previous Meeting
FAIRWINDS Alumni Center
Conference call in phone number 800-442-5794, passcode 463796

AGENDA

I. CALL TO ORDER

Robert Garvy
Chair, Educational Programs Committee

II. ROLL CALL

Gwen Ransom
*Administrative Assistant to
Dr. Paige Borden*

III. MEETING MINUTES

Robert Garvy

- [Approval of March 21, 2019](#)
Educational Programs Committee
meeting minutes

IV. NEW BUSINESS

- 2019 Tenure Recommendations
([EPC-1](#)) Elizabeth A. Dooley
*Provost and Vice President for Academic Affairs
Professor, College of Community Innovation and Education*
- Tenure with Hire ([EPC-2](#)) Elizabeth A. Dooley
- New Degree Programs ([EPC-3](#)) Elizabeth A. Dooley
 - Master of Public Policy
- Degree Program Termination Elizabeth A. Dooley
 - Bachelor of Science in
Athletic Training ([EPC-4](#))

- Agreement between Department of the Air Force 159th AFROTC Cadet Wing and University of Central Florida ([EPC-5](#)) Elizabeth A. Dooley

- Florida Department of Education Notices of Intent ([INFO-1](#)) Elizabeth A. Dooley
 - St. Petersburg College
Bachelor of Applied Science in Cybersecurity

 - Daytona State College
Bachelor of Science in Accounting

 - Lake-Sumter State College
Bachelor of Science in Secondary Education

 - Palm Beach State College
Bachelor of Science in Human Services

 - College of Central Florida
Bachelor of Science in Secondary Education
Bachelor of Science in Elementary Education

Provost Update:

- Academic Spotlight: Elizabeth A. Dooley
 - Research at UCF ([INFO-2](#)) Elizabeth A. Dooley

 - REAL Courses ([INFO-3](#)) Elizabeth A. Dooley

V. OTHER BUSINESS

VI. CLOSING COMMENTS



UNIVERSITY OF CENTRAL FLORIDA

MINUTES
Board of Trustees
Educational Programs Committee
March 21, 2019
Fairwinds Alumni Center

CALL TO ORDER

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 10:00 a.m. Committee members Vice Chair Beverly Seay, Trustee Joshua Boloña, Trustee Ken Bradley, Trustee Danny Gaekwad and Trustee Self were present. Trustees Joseph Conte, John Lord, Alex Martins, David Walsh, and William Yeargin were also present. Trustee John Sprouls was available via teleconference.

MEETING MINUTES

The January 24, 2019, meeting minutes were approved as submitted.

NEW BUSINESS

Conferral of Degrees (EPC-1)

Provost Elizabeth Dooley submitted for approval Spring 2019 anticipated degrees. A total of 8,512 baccalaureate, master's, and doctoral degrees are slated for conferral. Dooley advised the board that UCF will award the 50,000th degree as part of the Direct Connect program. Trustee Bradley made a motion to approve, and Trustee Self seconded. The committee unanimously approved Spring 2019 Conferral of Degrees.

Tenure with Hire (EPC-2)

Provost Dooley submitted one faculty member for "Tenure with Hire" for approval. The newly hired faculty member was deemed eligible for tenure based on UCF's requirements. Department faculty and the university administrative officers have approved granting tenure to this faculty member. Trustee Bradley made a motion to approve and Vice Chair Seay seconded. The committee unanimously approved Tenure with Hire.

New Degree Programs (EPC-3)

Bachelor of Science in Senior Living Management (EPC-3a)

Dr. Melody Bowdon, Interim Dean, College of Undergraduate Studies, submitted the Bachelor of Science in Senior Living Management for approval. The proposed 120-credit hour degree program located at Rosen College of Hospitality Management is an interdisciplinary program that merges hospitality, gerontology and healthcare services, anticipated to have 50 students enrolled in year one growing to 100 students by year five. This program will provide undergraduate students with the appropriate competitive skillset to acquire a managerial position in various types of senior living facilities. Trustee Bradley made a motion to approve, and Trustee Gaekwad seconded. The committee unanimously approved the Bachelor of Science new degree program.

Master of Science in Systems Engineering (EPC-3b)

Dr. Elizabeth Klonoff, Dean, College of Graduate Studies, submitted the Master of Science in Systems Engineering for approval. The 30-credit hour, online program located in the College of Engineering and Computer Science is an online program integrating human, financial, operational, and other knowledge to design and manage complex, interdisciplinary systems. This program expands upon an existing graduate certificate and anticipates enrollment of 25-30 students per year. There is high demand among central Florida industry and government partners. Trustee Gaekwad made a motion to approve and Trustee Boloña seconded. The committee unanimously approved the Master of Science in Systems Engineering new degree program

2019 Accountability Plan (EPC-4)

Dr. Paige Borden, Associate Provost for Academic Program Quality, and Associate Vice President for Institutional Knowledge Management submitted UCF's 2019 Accountability Plan. Dr. Borden explained this is the 2nd year with the newly combined format and design, which closely aligns with the Board of Governor's 2025 System Strategic Plan. Borden further explained that the Accountability Plan presents the strategic direction of the institution, tracks metrics, including UCF's performance-based funding, preeminence, and other key performance indicators. She advised that the plan also details the enrollment plan and highlights future academic program development. Trustee Boloña made a motion to approve and Trustee Bradley seconded. The committee unanimously approved the UCF 2019 Accountability Plan

Provost's Update:

Florida Keys Community College – Notice of Intent (INFO-1)

Provost Dooley presented the formal Notice of Intent that Florida Keys Community College plans to develop a Bachelor of Applied Science degree in Marine Resource Management. Under Florida Statute, Section 1007.33, universities are required to inform their Board of Trustees they have 60 days to submit objections or an alternative proposal. After review by the college and academic affairs, Dooley informed the board that UCF does not object to the Florida Keys Community College's program.

Florida Gateway College – Notice of Intent (INFO-2)

Provost Dooley presented the formal Notice of Intent that Florida Gateway College plans to develop a Bachelor of Science in Elementary Education. After review by the college and academic affairs, Dooley informed the board that UCF does not object to the Florida Gateway College's program.

Chair Garvy adjourned the Educational Programs Committee meeting at 11:15 a.m.

Reviewed by:

Robert A. Garvy
Chair, Educational Programs Committee

Date

Submitted by:

Grant J. Heston
Associate Corporate Secretary

Date

ITEM: EPC-1

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
May 16, 2019**

Title: 2019 Tenure Recommendations

Background:

The UCF tenure process requires that tenure-earning faculty members not in the College of Medicine seek tenure by the end of their sixth year of employment. Tenure-earning faculty members in the College of Medicine must seek tenure by the end of their eighth year of employment. The tenure procedure requires review by the department promotion and tenure committee, the department chair, the college promotion and tenure committee, the dean of the college, the university promotion and tenure committee, the provost, and the president. Tenure becomes official with final approval of the University of Central Florida Board of Trustees. If approved, tenure will become effective on August 8, 2019.

The recommendation of a faculty member for tenure shall signify that the president and the Board of Trustees believe that the employee will continue to make significant and sustained professional contributions to the university and the academic community.

The primary purpose of tenure is to protect academic freedom. The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Issues to be Considered:

Please refer to the Attachment A – 2019 Tenure Recommendations

Alternatives to Decision:

Not approve the award of tenure to any or all the faculty members listed on Attachment A.

Fiscal Impact and Source of Funding:

Faculty are considered employees of the university and like other employees, compensation is negotiated during the hiring process. Recommendations for tenure are considered independently from compensation. Faculty who are awarded tenure will have annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Recommended Action:

The Provost and Interim President support and recommend Board of Trustees approval of the 2019 Tenure Recommendations.

Authority for Board of Trustees Action:

UCF Regulation 3.015(4)(a)1 – Promotion and Tenure of Tenured and Tenure-earning Faculty

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Jana L. Jasinski, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

Supporting Documentation:

Attachment A - 2019 Tenure Recommendations

Facilitator:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Attachment A

**University of Central Florida
2019 Tenure Recommendations**

Name	Current Rank	College/Unit	Department/Unit
Thaddeus Anderson	Assistant Professor	Arts and Humanities	Music
Dana Joseph	Assistant Professor	Business Administration	Management
Dalena Taylor	Assistant Professor	Community Innovation and Education	Counselor Education and School Psychology
William Moreto	Assistant Professor	Community Innovation and Education	Criminal Justice
Matthew Matusiak	Assistant Professor	Community Innovation and Education	Criminal Justice
Latarsha Chisholm	Assistant Professor	Community Innovation and Education	Health Management and Informatics
Varadraj Gurupur	Assistant Professor	Community Innovation and Education	Health Management and Informatics
Christopher Emrich	Associate Professor	Community Innovation and Education	School of Public Administration
Michele Regalla	Assistant Professor	Community Innovation and Education	School of Teacher Education
Elsie Olan	Assistant Professor	Community Innovation and Education	School of Teacher Education
Woo Hyoung Lee	Assistant Professor	Engineering and Computer Science	Civil, Environmental, & Construction Engineering
Abedelaziz Mohaisen	Associate Professor	Engineering and Computer Science	Computer Science
Hansen Mansy	Associate Professor	Engineering and Computer Science	Mechanical and Aerospace Engineering
Matthew Stock	Assistant Professor	Health Professions and Sciences	School of Kinesiology and Physical Therapy
Michal Masternak	Associate Professor of Medicine	Medicine	Burnett School of Biomedical Sciences
Magdalena Pasarica	Associate Professor of Medicine	Medicine	Medical Education
Susan Quelly	Assistant Professor	Nursing	Nursing Systems
Rodrigo Amezcua Correa	Assistant Professor	Optics and Photonics	
Scott Branting	Assistant Professor	Sciences	Anthropology
Barbara Sharanowski	Associate Professor	Sciences	Biology
Fernando Uribe Romo	Assistant Professor	Sciences	Chemistry
Laurene Tetard	Assistant Professor	Sciences	Physics
Daniel Paulson	Assistant Professor	Sciences	Psychology
Robert Dvorak	Assistant Professor	Sciences	Psychology
Yingru Li	Assistant Professor	Sciences	Sociology
Timothy Hawthorne	Assistant Professor	Sciences	Sociology
Cynthia Mejia	Assistant Professor	Rosen College of Hospitality Management	Foodservice and Lodging Management
Juhee Kang	Assistant Professor	Rosen College of Hospitality Management	Hospitality Services
Murat Kizildag	Assistant Professor	Rosen College of Hospitality Management	Hospitality Services

ITEM: EPC-2

**UCF BOARD OF TRUSTEES
Educational Programs Committee
May 16, 2019**

Title: Tenure with Hire

Background:

New faculty members are hired each year with tenure. Normally, such faculty members have earned tenure at their previous institution and meet UCF's requirements for tenure. For others, tenure is part of the hiring package when senior faculty members are hired for administrative positions. Department faculty members and the university's administrative officers have approved granting tenure to these faculty members.

The recommendation of a faculty member for tenure shall signify that the president and the Board of Trustees believe that the employee will continue to make significant and sustained professional contributions to the university and the academic community.

The primary purpose of tenure is to protect academic freedom. The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Issues to be Considered:

Please refer to the Attachment A - Tenure with Hire justification.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

Faculty are considered employees of the university and like other employees, compensation is negotiated during the hiring process. Recommendations for tenure are considered independently from compensation. Faculty who are awarded tenure will have annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Recommended Action:

The department, college and Provost support and recommend Board of Trustees approval of Tenure with Hire.

Authority for Board of Trustees Action:

UCF Regulation 3.015(4)(a)5 – Promotion and Tenure of Tenured and Tenure-earning Faculty

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Jana L. Jasinski, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

Supporting Documentation:

Attachment A: Tenure Justification

Facilitator:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Attachment A

**Tenure with Hire Justification
Board of Trustees Meeting
May 16, 2019**

**Dane P. Blevins, Associate Professor
College of Business Administration, Department of Management**

Dr. Dane P. Blevins received his Ph.D. in business administration from the University of Texas. He comes to UCF from Bryan School of Business and Economics at the University of North Carolina at Greensboro, where he was an assistant professor of strategy. Dr. Blevins previously held assistant professor positions at Clemson University and Binghamton University. He has published a number of peer-refereed journal articles in top management journals. In addition, he has several papers under review, and has presented at numerous national and international conferences. Dr. Blevins has teaching experience at the graduate and undergraduate levels, and was the recipient of the Teaching Excellence Award at Binghamton University. While at Binghamton University, he served on the School of Management Restructuring Taskforce, for which he was one of two assistant professors appointed to help lead significant changes within the School. Dr. Blevin's record of accomplishment surpasses the standard for tenure at any university that UCF might reasonably call a peer or aspirant school. The Department of Management and the College of Business Administration support the recommendation for tenure with hire.

**Daniel W. Eadens, Associate Professor
College of Community Innovation and Education, Department of Educational Leadership
and Higher Education**

Dr. Daniel W. Eadens received his Ed.D. in educational leadership and policy studies from the University of South Florida. He comes to UCF from Northern Arizona University, where he was a tenured associate professor of educational leadership. While at Northern Arizona University, Dr. Eadens served as an assistant department chair and an abroad coordinator. He is a former assistant professor of educational leadership at the University of Southern Mississippi. He has further served as a school administrator and teacher within Florida for sixteen years. Dr. Eadens has numerous scholarly publications that include peer-reviewed articles and book chapters that present his approach to teaching and learning. He has presented at national and international conferences. He has extensive teaching experience at the graduate and undergraduate levels and has served on many dissertation committees as a chair, co-chair, or member. He has the experience necessary for collaborative endeavors and advancing the program rank and stature nationally and internationally. The Department of Educational Leadership and Higher Education and the College of Community Innovation and Education support the recommendation for tenure with hire.

Gail P.A. Kauwell, Professor

College of Health Professions and Sciences, Department of Health Sciences

Dr. Gail P.A. Kauwell received her Ph.D. in food science and human nutrition from the University of Florida. She comes to UCF from the University of Florida, where she was a tenured professor and Distinguished Teaching Scholar. Dr. Kauwell has served as a program director of the Master of Science-Dietetics Internship Program at the University of Florida, and has served in multiple roles on the National Dietetics Association and other national nutrition organizations. She has also served as president of the Florida State Dietetics Association, among many roles at the state level. Dr. Kauwell has received approximately \$3.8 million in research funding during her career. Her research has been published in highly ranked nutrition journals, she has authored several book chapters and she has presented at many regional, national and international conferences. She has extensive creative scholarly accomplishments and has been the recipient of college, university, state, and national level awards, that include Graduate Teacher/Advisor of the Year and NACTA (North American Colleges and Teachers of Agriculture) Teacher Fellow. The Department of Health Sciences and the College of Health Professions and Sciences support the recommendation for tenure with hire.

Young-joo Lee, Associate Professor

College of Community Innovation and Education, School of Public Administration

Dr. Young-joo Lee received her Ph.D. in public administration and policy from the University of Georgia. She comes to UCF from the University of Texas at Dallas, where she was a tenured associate professor and Ph.D. advisor for the Public and Nonprofit Management Program. Dr. Lee has an excellent research record, with multiple peer-reviewed articles in top journals in her field, such as *Public Administration Review*, *the American Review of Public Administration*, and *Nonprofit and Voluntary Sector Quarterly*. She has presented at numerous conferences and invited lectures regionally, nationally and internationally. Dr. Lee has strong teaching qualifications and has taught undergraduate and graduate courses. She serves as *Public Administration Review* associate editor and on editorial boards for *Nonprofit Management and Leadership* and *International Review on Public and Nonprofit Sector Marketing*, among many other service activities in the profession, college, and university. Dr. Lee will enhance the School of Public Administration's visibility nationally and internationally with her quality scholarship. The School of Public Administration and the College of Community Innovation and Education support the recommendation for tenure with hire.

John L. Solow, Professor

College of Business Administration, Department of Economics

Dr. John L. Solow received his Ph.D. in economics from Stanford University. He comes to UCF from the University of Iowa, where he was a tenured professor of economics. While at the University of Iowa, he held major departmental service positions, including director of undergraduate studies, director of graduate studies, and department chair. Dr. Solow initially conducted research on the economics of energy, then moved to industrial organization and law and economics, and presently conducts research on the economics of sports. He has published in, and refereed for, top journals of the profession, including *American Economic Review*, *International Journal of Industrial Organization*, and *Journal of Sports Economics*. Dr. Solow is a coauthor of one of the top *Principles of Economics* textbooks. He has presented at numerous regional and national conferences. He has extensive teaching experience at the undergraduate, masters and Ph.D. levels, with distinction. Dr. Solow is a distinguished member of the National Society of Collegiate Scholars and a recipient of the University of Iowa Collegiate Teaching Award and Tippie College of Business Dean's Teaching Award. The Department of Economics and the College of Business Administration support the recommendation for tenure with hire.

ITEM: EPC-3

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
May 16, 2019**

Title: Approval of New Degree Program – Master of Public Policy

Background:

All graduate degree programs utilizing a new CIP Code are required to be reviewed and approved by the Board of Trustees. The College of Community Innovation and Education is proposing a new degree program for CIP Code 44.0501 (Public Policy Analysis, General).

Issues to be Considered:

- **Program Description:**
The Master of Public Policy (MPP) degree is an extension of the existing graduate certificate of Public Policy Analysis. The program will engage students across a range of policy domains such as urban, environmental, transportation, economic development, international/global, disaster, and homeland security. The MPP emphasizes policy research and evaluation, and evidence-based decision making.
- **Benefits:**
Currently, there is only one small master's program in public policy in Florida, which is offered by Jacksonville University. Students in the UCF program will master core competencies in public policy and governance, economic principles, research methods, policy and program analysis and evaluation, public leadership and decision-making processes. The downtown Orlando location will provide easy access to city, county, and other government agencies, nonprofit organizations, and internship opportunities.
- **Career/Workforce Needs:**
Job titles of MPP graduates include policy analyst, public policy specialist, public policy manager, nonprofit chief operating officer, budget analyst, and budget director. The annual salary range derived from recent advertisements for these positions is from \$58,000 to over \$130,000. Surveys by the USC Sol Price School of Public Policy and American University show 92% employment in the public policy field of MPP graduates within six months. From the accreditation agency, Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 23% of MPP graduates work for a domestic non-profit organization, 20% are in the private consulting sector, 15% work for a state/regional government, 11% work for the federal government, and 7% work in local government.

Alternatives to Decision:

There is no obvious alternative if this degree program is not approved.

Fiscal Impact and Source of Funding:

No new funds are requested. E&G reallocation is from within the UCF School of Public Administration.

Recommended Action:

The Provost's office recommends Board of Trustees approval of the new degree program. It meets three of the eight BOG criteria with strength and meets the expectations of the remaining five criteria.

Authority for Board of Trustees Action:

BOG Regulation 8.011 – Authorization of New Academic Degree Programs and Other Curricular Offerings.

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Supporting Documentation:

Attachment A - Analysis Summary for New Degree Authorization

Facilitator:

Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies

Attachment A

**Analysis Summary for New Degree Authorization
Program Name: Master of Public Policy**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.	<p>Met</p> <p>The Master of Public Policy (MPP) will support UCF’s mission by developing partnerships with government and industry. The program will be housed at the new UCF Downtown Campus increasing the program’s impact to the community. The program will provide strong candidates for jobs in government, nonprofit, and the private sector industries. Furthermore, the MPP will develop students with strong research skill capable of contributing to the university’s goal of research scholarship and productivity. Finally, the MPP will offer students the opportunity to address diverse and complex societal issues and contribute to a more vibrant global community.</p>
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	<p>Met</p> <p>The discipline has had several recent accreditation activities. The related Master in Public Administration (MPA) program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the Commission on Peer Review and Accreditation (COPRA). The MPP will address the suggestion of the most recent accreditation to increase diversity through student recruitment and retention. The MPP will further develop curriculum addressing the topic of ethics.</p>
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor’s or master’s level programs, evidence is provided that the programs are accredited, or a rationale is provided as to the lack of accreditation.	<p>Met</p> <p>The proposed MPP outlines the sequence of courses to be taken by students. The curriculum incorporates existing courses taught by the School of Public Administration and includes one new capstone course. The courses cover appropriate topic areas relevant to the MPP degree. Detailed syllabi for each course are included in the proposal. The proposal provides information about the accreditation of two of SPA’s master’s level programs-Master of Public Administration and Master of Nonprofit Management (the first degree program in the world accredited by NASPAA).</p>
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	<p>Met with Strength</p> <p>The School of Public Administration has a sufficient number of highly productive faculty who are teaching the existing courses in the curriculum. Over last few years, the School has hired ten new faculty with specializations that focus on public policy and related fields.</p>

	Criteria	Proposal Response to Criteria
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	<p>Met with Strength</p> <p>Current space and resources are adequate. The program’s primary classroom space will be located at the new UCF Downtown Campus. The School has plans to generate fellowships through new enrollment growth, contracts and grants, and philanthropic funds. The program will benefit from funding sources from the Center for Public and Nonprofit Management. The School is expected to be named after a prominent leader which may yield additional funds from donors.</p>
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	<p>Met</p> <p>The proposal includes an abundance of letters of support from a variety of stakeholders. The program also included an extensive list of companies that will provide students with internship opportunities. Current students in the MPA program expressed that if available they would have applied for the MPP. There may be some movement of current students from the MPA to the MPP, but the MPA has a large student population and the impact should be insignificant. Furthermore, there has been several inquiries about the MPP program from international students as well as US-based think tanks.</p>
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	<p>Met</p> <p>The reallocation of funds for this program is relatively small. The program proposes a small amount of C&G funding which would help to fund assistantships. The MPP does not necessitate the hiring of new faculty; the current faculty resources will be enough to offer the MPP program. In addition, no new courses except for the capstone course, needed to be developed.</p>
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<p>Met with Strength</p> <p>Faculty in the School of Public Administration have won UCF’s Teaching Incentive Program (TIP) Award and their College’s Excellence Awards for Undergraduate and Graduate Teaching. In addition, two faculty members have been named recipients of UCF Luminary Awards in 2017 and 2018, and one is a Fulbright scholar. The School also has a UCF Pegasus Professor and a fellow of the National Academy of Public Administration (NAPA). The faculty serve on editorial boards of premier journals and maintain leadership roles in professional societies.</p>

ITEM: EPC-4

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
May 16, 2019**

Title: Academic Degree Program Termination: Bachelor of Science in Athletic Training

Background:

Mandated by the Commission on Accreditation of Athletic Training Education (CAATE), all professional athletic training degrees must be delivered at the graduate level. Students may not be admitted into baccalaureate level programs after the start of the fall term 2022. UCF's Athletic Training program faculty responded to this change by creating a new and challenging Master of Athletic Training (MAT) degree program that includes curriculum that prepares students to play an integral role as healthcare providers in a rapidly evolving healthcare system. The MAT received Board of Trustees approval in July 2017 to begin operations in Summer 2019.

Issues to be Considered:

The University of Central Florida seeks to terminate the Bachelor of Science in Athletic Training program effective Spring 2021. The program will complete an undergraduate teach-out plan through Spring 2020. The additional time to full termination allows for students completing practicum or independent study coursework to graduate through Fall 2020.

Alternatives to Decision:

The bachelor's program will remain on the Board of Governors Degree Inventory for UCF, even though the program is no longer offered by the university.

Fiscal Impact and Source of Funding:

The fiscal impact of this decision is revenue neutral. Subsequent to the Spring 2020 teach out plan there will be no additional undergraduate courses offered. Graduate level activity associated with the MAT program will continue.

Recommended Action:

Board of Trustees approval to terminate the Bachelor of Science in Athletic Training

Authority for Board of Trustees Action:

BOG Regulation 8.012 – Academic Program Termination and Temporary Suspension of New Enrollments

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

M. Paige Borden, Associate Provost, Academic Program Quality and
Associate Vice President, Institutional Knowledge Management

Supporting Documentation:

Attachment A – Academic Degree Program Termination Form

Facilitator:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: Athletic Training

DEGREE LEVEL(S): B
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 51.0913
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2020
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2021
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

Due to a mandate from the Commission on Accreditation of Athletic Training Education (CAATE), all professional athletic training degrees must be delivered at the graduate level. Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022. The University of Central Florida currently offers a Bachelor of Science in Athletic Training that requires students complete 62 credits in the "professional phase" of the program. The Athletic Training Program faculty used this mandate as an opportunity to create a new and challenging

Revised 12/2016

Master of Athletic Training (MAT) degree (entry-level clinical degree) that includes a curriculum that will prepare students to play an integral role as healthcare providers in a rapidly evolving healthcare system. The MAT has received Board of Governors approval to begin operation effective Summer of 2019.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The Athletic Training (BSAT) program is offered on the UCF main campus. The students in the BS in AT are a cohort, and all students who are in good standing will be able to complete the degree. The majority of BSAT students will phase out upon their graduation in May of 2020.

Resources associated with the BSAT will be redirected to the MAT.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

We will not be offering didactic courses for the BSAT after the spring of 2020. All student will complete the course sequence and graduated in May 2020. There may be a need to keep a student in this major (finishing a practicum or independent study) through fall 2020.

The teach-out plan has not been submitted to SACSCOC yet.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

Students: UCF's Institutional Knowledge Management unit reflects Fall 2018 BSAT enrollment of 50 students with a gender breakdown of 70% female and 30% male. As for ethnicity, the Fall 2018 enrollment was 40% white, 34% Hispanic, 20% African-American, and 2% each for American-Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander.

Faculty: N/A. Faculty have transferred to the new MAT program.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

National level data for graduate programs, as well as initial admissions cycle data for the new MAT program, reflects a decrease in representation of males

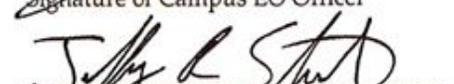
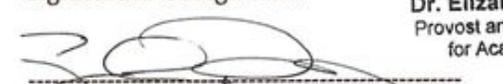
Revised 12/2016

and minority students. The faculty are developing a recruitment plan to encourage matriculation of students who are male and/or represent minority groups.

Faculty: N/A Faculty have transferred to the new MAT program.

6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.

Any students interested in the BSAT program would have seen an alert on our website before fall 2016. The information about the degree transition and timeline was posted in advance of any freshman who could have been in the final Class of 2020. In addition, because this is a degree change occurring at the national level and mandated by the Commission on Accreditation of Athletic Training, any investigation into the career by a student would have resulted in an understanding that all athletic training degree programs were making this degree change.

 ----- Signature of Requestor/Initiator	<u>4/10/19</u> ----- Date
 ----- Signature of Campus EO Officer	<u>4-15-19</u> ----- Date
 ----- Signature of College Dean	<u>4-10-19</u> ----- Date
 ----- Signature of President or Vice President for Academic Affairs	<u>4/17/19</u> ----- Date

Dr. Elizabeth A. Dooley
Provost and Vice President
for Academic Affairs

----- Date Approved by the Board of Trustees	----- Date
---	---------------

----- Signature of the Chair of the Board of Trustees	----- Date
--	---------------

ITEM: EPC-5

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
May 16, 2019**

**Title: Agreement between Department of the Air Force 159th AFROTC Cadet
Wing and University of Central Florida**

Background:

The office of the Secretary of Defense has directed that all military services standardize and update their current ROTC contract with host universities to eliminate old and outdated language. The new contract would replace the existing agreement on file, originally signed in July 21, 1995. The updated contracts will be the same at all host universities for all ROTC units.

Issues to be Considered:

The original contract is 24 years old; the new contract is updated to reflect current operational procedures within AFROTC and ensures all host universities follow the same guidance and procedures. There are no significant changes from the original contract.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

Recommend Board of Trustees approve the new contract. This is a standardized contract across all 145 AFROTC detachments in the United States to ensure continuity of operations, conduct and training across AFROTC

Authority for Board of Trustees Action:

USAF Regulation – AFROTCI 36-2010 and OPLAN 14-02

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Heather L. McGee, Colonel, United States Air Force, Commander, Professor and Chair of Aerospace Studies AFROTC Detachment 159, University of Central Florida

Supporting Documentation:

Attachment A: Letter to Interim President Thaddeus Seymour

Attachment B: Updated agreement between Department of the Air Force 159th AFROTC Cadet Wing and University of Central Florida

Attachment C: Existing agreement between Department of the Air Force 159th AFROTC Cadet Wing and University of Central Florida dated July 21, 1995

Facilitator:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education



Attachment A

**DEPARTMENT OF THE AIR FORCE
159th AFROTC Cadet Wing (AETC)
University of Central Florida
Orlando, FL 32816**

15 March 2019

Office of the President
University of Central Florida
PO Box 1600002
Orlando FL 32816-0002

Dear President Seymour,

This letter is to respectfully request your signature on the updated agreement between Air Force Reserve Officer Training Corps (AFROTC) Detachment 159 and the University of Central Florida (attachment 1). The Office of the Secretary of Defense (OSD) has directed that all the military services standardize and update their current ROTC contract with host universities to eliminate old and outdated language (attachment 2). The new contract would replace the existing agreement on file, originally signed in 1995 (attachment 3). In order to support OSD direction, the office of the Secretary of the Air Force developed a standardized contract based on strict guidance from OSD which includes mandatory verbiage as seen in attachment 1. The updated contracts will be the same at all host universities for all ROTC units – any deviations will need to be approved by the Assistant Secretary of the Air Force, Manpower and Reserve Affairs (SAF/MR).

Detachment 159 at the University of Central Florida (UCF) is one of the largest AFROTC detachments in the nation, with over 250 active cadets – 95% of those cadets are full-time students at UCF. Detachment 159 was activated in the Fall of 1972, and since that time, over 1000 Air Force officers have been commissioned from UCF. We have a very active detachment within the University and the community, providing support to athletic events, humanitarian efforts, veterans' activities, and local events within and around Central Florida. The updated contract will help ensure Detachment 159 remains a prominent organization within the UCF community, and we greatly appreciate the continued support from UCF and the Central Florida area.

If you have any questions about the new contract or would like to discuss to details please feel free to contact me at (407) 823-2572 or at heather.mcgee@ucf.edu. I greatly appreciate your continued support for the AFROTC program at the University of Central Florida.

Sincerely,

A handwritten signature in black ink, appearing to read "Heather L. McGee".

HEATHER L. MCGEE, Col, USAF, DBA
Commander AFROTC Detachment 159
Chair and Professor of Aerospace Studies
University of Central Florida

- 3 Attachments:
1. Updated AFROTC and Host University Contract Letter (for signature)
 2. AFROTC CC MFR for standardized contracts
 3. 1995 Contract with UCF (AF Form 1268)

Attachment B

AGREEMENT FOR ESTABLISHMENT AND MAINTENANCE OF AN AIR FORCE SENIOR RESERVE OFFICERS' TRAINING CORPS UNIT

1. The Secretary of the Air Force having approved the application for the establishment of an Air Force Senior Reserve Officers' Training Corps (SROTC) Unit executed by

_____ Dr. Thad Seymour Jr., Interim President _____ of
(Name and Title)

____ University of Central Florida _____ on ____ 15 May 2019 _____ agrees as follows:
(Institution) (Date)

- a. To establish and maintain a unit of the Air Force SROTC of the above named school.
- b. To assign military personnel as the Secretary of the Air Force deems necessary for the proper administration and conduct of the Air Force SROTC unit and to pay the statutory compensation to such personnel from the Department of the Air Force funds.
- c. To provide for use by the Air Force SROTC unit available government property that is authorized by law. To pay at the expense of the government the costs of normal maintenance of property (exclusive of utilities costs) involved in the storage of such property at the school.
- d. To pay at the government's expense subsistence allowance at a prescribed rate to enrolled members in the Advanced SROTC course and to participants in the SROTC Financial Assistance Program.
- e. To issue at the government's expense uniform clothing for members of the SROTC unit.
- f. To arrange the accounting procedures with designated fiscal officer when providing financial assistance to specifically selected members under the provisions of Title 10, U.S. Code 2107 and 2107a.
- g. To relieve this school of the accountability and responsibility for the U. S. property provided for the Air Force SROTC unit on completion of a satisfactory accounting and inventory.
- h. To appoint an active duty officer or civilian employee of the Air Force who has been assigned to duty at the school as the Air Force SROTC Responsible Officer. They will have the authority to requisition, receive, store, and account for Air Force Property. The appointee will also be responsible for all property matters and will act in behalf of the Air Force.
- i. To return to the school the accountability and responsibility for the issue, care, use, safekeeping and accounting for the U.S. property used and required in the Air Force SROTC unit should the school request this action in writing.

Attachment B

2. The governing authorities of this school agree as follows:

a. To establish and maintain a Department of Aerospace Studies as an integral department of the school and to adopt as part of its curriculum prescribed and conducted as agreed upon by the school and the Secretary of the Air Force.

b. To require each student enrolled in the Air Force SROTC unit to devote the number of hours to the aerospace studies curriculum as agreed to by the school and the Secretary of the Air Force.

c. To grant degree credit for SROTC courses and to list SROTC course grades on student transcripts. Credit for SROTC courses will be reviewed on the same basis as other institutional courses. If applicable credit is in question, the institution will recommend adjustments to ensure such courses are granted credit.

d. To arrange for the scheduling of classes within the military curriculum so that they will be just as convenient for the student to attend as other courses at the same educational level.

e. To include a representative of the Department of Aerospace Studies on all faculty committees that directly affect the Department of Aerospace Studies.

f. To provide a full-time school employee under the supervision of the Department of Aerospace Studies to serve as liaison for the SROTC unit regarding administration of the SROTC program.

g. To provide at no cost to the U.S. Air Force, the necessary and adequate classrooms, administrative offices and equipment, areas for computers and printing equipment with secure storage space, access to gymnasium and fitness facilities, physical training field, storage area and other required facilities.

h. To provide janitorial and grounds upkeep, parking space for government and staff vehicles, and other required support in the same manner and measure that is provided to the other departments of the school.

i. To provide printing and publication support, information technology equipment/support and information assurance support services that ensures protection of the data and systems. To provide unrestricted access to government networks or systems in support of the SROTC mission.

j. To meet or exceed Department of Defense viability requirements (implemented in DoD Instruction 1215.08, Air Force Instruction 36-2011, or other applicable statutes, regulations or policies) for continuation of status as a unit.

k. To provide without expense to the U.S. Air Force, adequate storage facilities for all U.S. property provided for the Air Force SROTC program. It is agreed that such facilities will be

Attachment B

separate and apart from those occupied by any other department of the school or government agency and satisfy Air Force security requirements per Air Force Instruction 31-101.

1. To take reasonable measures, to include withholding transcripts, grades, and/or certificates of graduation when requested by the Professor of Aerospace Studies (PAS), to recover government property that is improperly in the hands of students or former students.

3. It is mutually understood and agreed as follows:

a. This agreement is effective upon official signature of the authorized representative for the school and the Secretary of the Air Force.

b. This agreement will be reviewed and renewed in ten (10) years to ensure compliance by both the Department of the Air Force and the school.

c. This agreement may be terminated by either party after giving one academic year's notice.

d. Officers will not be assigned to the Department of Aerospace Studies without prior approval of this school. The Secretary of the Air Force or designee will have the right at any time to remove from duty any military or civilian who the Air Force has assigned to the school. The school reserves the right to request removal of Air Force personnel for good cause.

e. That no SROTC unit will be established or maintained at a school that unlawfully discriminates with respect to admission or subsequent treatment of students in a manner prohibited under applicable state and/or federal law, and applicable federal regulations and other policies.

f. That the school will comply with applicable federal and state law and Department of Defense (DoD) policy prohibiting discrimination based upon race, color, religion, sex (including gender identity), sexual orientation and/or national origin. No ROTC unit will be established or maintained at a school that unlawfully discriminates in a manner prohibited under applicable federal and state laws and DoD policy with respect to assignment of Military Service members and federal employee civilian staff to the ROTC unit; this prohibition applies to any requirements regarding the status, privileges or benefits accorded to such persons under law, DoD policy, state policy or school policy.

g. That no SROTC unit will be established or maintained unless the senior commissioned officer assigned to the school:

(1) Is designated the Head of the Department of Aerospace Studies.

(2) Is given a status over the Department of Aerospace Studies and within the school which is consistent with that given to academic department heads.

Attachment B

(3) Is given an academic rank and title comparable to the ranks and titles awarded to other school faculty of professional status, and is accorded all the privileges of those who hold the academic rank of professor.

(4) Is given voting rights on all matters concerning Air Force SROTC and on such additional matters the school may elect.

4. This agreement supersedes all existing agreements between the Department of the Air Force and the school pertaining to this matter.

Air Force Signature Block

School Signature Block

**Thaddeus Seymour Jr., PhD.
Interim President
University of Central Florida**

W1 trace

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Attachment C

APPLICATION AND AGREEMENT FOR THE ESTABLISHMENT OF A SENIOR AIR FORCE RESERVE OFFICERS' TRAINING CORPS DETACHMENT

SUBJECT: Application for the Establishment of a Senior Air Force Reserve Officers' Training Corps Detachment
TO: Commandant, AFROTC, Maxwell AFB AL 36112-6663
 Chief of Staff, United States Air Force, Wash DC 20330-2000
 Secretary of the Air Force, Wash DC 20330-1000

APPLICATION

By direction of the governing authorities of the University of Central Florida

I, John C. Hitt

(Name of Institution)
 President

(Name)

(Title)

hereby submit application for the establishment of a Senior Air Force Reserve Officers' Training Corps Detachment under the provisions of Section 2102, Title 10, United States Code, as amended.

1. Contingent upon the acceptance of this application and upon the initial and continuing fulfillment of all the conditions enumerated in paragraph 2 following, the Secretary of the Air Force agrees:

a. To establish and maintain a Senior Air Force Reserve Officers' Training Corps detachment at the institution named in the foregoing application.

b. To assign such Air force personnel as may be deemed necessary for the proper administration and conduct of the program at the above named institution, and to pay the statutory compensation of such personnel.

c. To pay, subject to laws and regulations, subsistence allowance at the prescribed rate to cadets who are enlisted in the Obligated Reserve Section of the Air Force Reserve and selected for the Professional Officer Course (POC), and those cadets who are enlisted in the Obligated Reserve Section of the Air Force Reserve and selected for the AFROTC scholarship program.

d. To pay authorized expenses of cadets who are enlisted in the Obligated Reserve Section of the Air Force Reserve and selected for the AFROTC scholarship program, to include tuition, fees, books, and laboratory expenses where applicable.

e. To pay to the institution commutation in lieu of issue uniforms, at currently prescribed rates, in behalf of General Military Course (GMC) and/or Professional Officer Course (POC) cadets, if that procedure is elected by the institution.

f. To assume custodial responsibility for authorized items of uniform clothing issued to the Professor of Aerospace Studies under the Issue-In-Kind Uniform System and to pay all costs incident to the transportation, packing, crating, alteration, and disposition of such uniforms if the Issue-In-Kind Uniform System is elected by the institution.

g. To assume custodial responsibility for all items of Air Force equipment issued to the Professor of Aerospace Studies as authorized by applicable Tables of Allowances, and to pay all costs incident to the transportation, packing, crating, and normal maintenance of such property.

h. To ensure that assigned Air Force members are available for faculty and administrative committees on the same basis as other faculty members.

2. Contingent upon the acceptance of this application and upon the fulfillment of the conditions enumerated in paragraph 1 above, the governing authorities of this institution agree:

a. To establish a Department of Aerospace Studies as an integral academic department of the institution, with all the administrative and associated privileges enjoyed by other departments of the institution. The Secretary of the Air Force will prescribe the course content, conduct of the courses, and provide the support literature for the following curriculum(s) which the institution adopts:

(1) A 4-year course of Aerospace Studies covering the General Military Course (GMC) and the Professional Officer Course (POC) NOTE: If this is the only option selected, then enrollment in the first two years, known as the General Military Course, will be compulsory; or

(2) A 2-year course of Aerospace Studies covering the Professional Officer Course; or,

(3) Both of the above.

b. To require each student enrolled in any of the programs to devote the number of class hours to aerospace studies prescribed by the Secretary of the Air Force.

c. To grant appropriate academic credit, either to meet specific degree requirements or as free electives, for successful completion of courses offered by the Department of Aerospace Studies. Appropriate academic credit will be determined by the institution on a basis equitable with the award of credit for other institutional courses requiring similar expenditures of student time and effort. If credit is questioned, the institution shall recommend changes to make the courses more compatible with degree and graduation requirements.

d. To arrange for the scheduling of aerospace studies classes to make it equally convenient for students to participate in the academic offerings of the Air Force Reserve Officers' Training Corps program as in other courses at the same educational level.

e. To confer the rank of Professor on the senior Air Force officer assigned to the AFROTC detachment, as is required by law, and the rank of Associate or Assistant Professor on all other officer personnel assigned to the detachment.

f. To make available to the Department of Aerospace Studies, without charge, the necessary classrooms, administrative offices, storage space, government vehicle parking space, staff parking space, and other required facilities in the same manner and at the same level as is provided to other departments within the institution.

g. To provide adequate secretarial, janitorial, and communication services; printing and publications, building maintenance, utilities, and grounds upkeep to the Department of Aerospace Studies on the same basis as is provided to other departments within the institution.

h. To elect the uniform commutation system in lieu of Issue in Kind Uniform System for the GMC , POC , and to assume responsibility for the procurement, receipt, storage, maintenance, issue, and disposition of uniform items by appointing a civilian institutional official empowered to perform the administrative and custodian function incident to these uniforms.

i. To elect the Issue-In-Kind Uniform System for the GMC , POC , and to provide a separate storage facility for issue-in-kind uniforms where both issue-in-kind and commutation systems are elected.

j. To conform to the applicable regulations of the Secretary of the Air Force pertaining to the administration and operation of the Air Force ROTC program. Public Law, Department of Defense Directives, and Air Force policies and regulations shall be the sole determinants of who is eligible for enlistment and commissioning.

k. That the institution is accredited to award baccalaureate degrees by:

Southern Association of Colleges and Schools

(Name of accreditation agency)

3. It is mutually understood and agreed.

a. That this agreement shall become effective when the authorities of the Institution have been notified officially that the Secretary of the Air Force has approved the establishment of the Air Force Reserve Officers' Training Corps detachment cited herein, and on the date specified.

b. That this agreement may be terminated at the completion of any school year by either party by giving at least 1 year notice or sooner by mutual agreement.

c. That no Air Force officer will be assigned to the Department of Aerospace Studies without the prior approval of the authorities of the Institution and no Air Force member will be continued on assignment after the authorities have requested the officer's relief.

d. That the Air Force shall have the right at any time to relieve any Air Force member assigned to the Institution.

e. That AFROTC or other equivalent peacetime programs will be the officer candidate program conducted in colleges and universities during a national emergency.

4. When preferred, institutions may use the terminology "Air Force Aerospace Studies" rather than "Aerospace Studies" as titles of the department and Visiting or Adjunct Professor as titles for Air Force officer faculty members in lieu of Professor.

5. The Institution may charge tuition fees for aerospace studies courses on the same basis as it charges for other courses at the Institution. The Institution may not charge tuition for aerospace studies courses for which no academic credit is granted.

6. For good and valid mutual consideration, and as a condition precedent to acceptance and continuance of this agreement, the Institution warrants and represents that it does not, and will not, discriminate in any way with respect to the admission or subsequent treatment of students on the basis of race, color, sex, or national origin. It is further mutually agreed that a violation of this covenant, as determined by the Secretary or a designee, may be regarded as a breach of this agreement, justifying termination thereof, at no cost to the government, by the Secretary or the designee.

7. This agreement supersedes all existing agreements between the Secretary of the Air Force and the Institution pertaining to their establishment of an Air Force Reserve Officers' Training Corps detachment.

ADDENDUM

FOR THE INSTITUTION		
DATE	TYPED NAME AND TITLE	SIGNATURE
July 21, 1995	JOHN C. HITT, PRESIDENT	<i>John C. Hitt</i>
	APPROVED BY <i>[Signature]</i> DATE 7/20/95	
FOR THE SECRETARY OF THE AIR FORCE		
DATE	TYPED NAME AND TITLE	SIGNATURE
1 Oct 95	RUBY B. DEMESME Deputy Assistant Secretary	<i>Ruby B. Demesme</i>

ITEM: INFO-1

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
May 16, 2019**

Title: Florida Department of Education – Notices of Intent:

St. Petersburg College	Bachelor of Applied Science in Cybersecurity
Daytona State College	Bachelor of Science in Accounting
Lake-Sumter State College	Bachelor of Science in Secondary Education
Palm Beach State College	Bachelor of Science in Human Services
College of Central Florida	Bachelor of Science in Secondary Education Bachelor of Science in Elementary Education

Background:

In accordance with Florida Statute, Section 1007.33, the State Board of Education is required to notify state universities and regionally accredited independent colleges and universities upon receipt of a Letter of Intent from an institution in the Florida College System. From the time the Board of Governors office receives a copy of the Letter of Intent, universities have 60 days to submit objections to the proposed new program or to submit an alternative proposal. Objections or an alternative proposal will be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

Issues to be Considered:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

None

Recommended Action:

N/A – UCF has no concerns or objections

Authority for Board of Trustees Action:

Florida Statute, Section 1007.33

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Marshall M. Criser III, Chancellor, Florida Department of Education

Supporting Documentation:

Attachment A: Florida Department of Education – Notices of Intent Memo

Attachment B: Florida Department of Education – College Notice of Intent

Facilitator:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

**State Board of Education**

Marva Johnson, *Chair*
 Andy Tuck, *Vice Chair*
Members
 Ben Gibson
 Tom Grady
 Michael Olenick
 Joe York

Richard Corcoran
 Commissioner of Education

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
 State University System of Florida

Dr. Ed Moore, President
 Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
 Commission for Independent Education

FROM: Kathryn S. Hebda, Chancellor 
 Florida College System

DATE: April 15, 2019

SUBJECT: **Notice of Intent from St. Petersburg College for a Bachelor of Applied Science in Cybersecurity**

The purpose of this correspondence is to inform you the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on April 3, 2019, from St. Petersburg College (SPC) to develop a Bachelor of Applied Science in Cybersecurity. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60-day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/ceh

Attachment

cc: Dr. Tonjua Williams, President, SPC
 Dr. Anne Cooper, Senior Vice President, Instructional & Academic Programs, SPC
 Djuan Fox, Director of Academic Services, SPC

KATHRYN S. HEBDA
 FLORIDA COLLEGE SYSTEM CHANCELLOR

www.fldoe.org

325 W. Gaines Street - Suite 1244 | Tallahassee, FL 32399-0400 | 850-245-0407



State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Ben Gibson
Tom Grady
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Joe York

Richard Corcoran
Commissioner of Education

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Kathryn S. Hebda, Chancellor 
Florida College System

DATE: April 24, 2019

SUBJECT: Notice of Intent from Daytona State College for a Bachelor of Science in Accounting

The purpose of this correspondence is to inform you the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on April 22, 2019, from Daytona State College (DSC) to develop a Bachelor of Science in Accounting. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60-day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/ceh

Attachment

cc: Dr. Thomas LoBasso, President, DSC
Dr. Amy Locklear, Provost, DSC

KATHRYN S. HEBDA
FLORIDA COLLEGE SYSTEM CHANCELLOR

www.fldoe.org

325 W. Gaines Street - Suite 1244 | Tallahassee, FL 32399-0400 | 850-245-0407



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Richard Corcoran
Commissioner of Education

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Kathryn S. Hebda, Chancellor 
Florida College System

DATE: April 15, 2019

SUBJECT: **Notice of Intent from Lake-Sumter State College for a Bachelor of Science in Secondary Education**

The purpose of this correspondence is to inform you the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on April 1, 2019, from Lake-Sumter State College (LSSC) to develop a Bachelor of Science in Secondary Education. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60 day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/ceh

Attachment

cc: Dr. Stanley Sidor, President, LSSC
Dr. Douglas Wymer, Vice President, Academic Affairs, LSSC

KATHRYN S. HEBDA
CHANCELLOR, DIVISION OF FLORIDA COLLEGES



State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Ben Gibson
Tom Grady
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Joe York

Richard Corcoran
Commissioner of Education

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Kathryn S. Hebda, Chancellor 
Florida College System

DATE: April 26, 2019

SUBJECT: **Notice of Intent from Palm Beach State College for a Bachelor of Science in Human Services**

The purpose of this correspondence is to inform you the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on April 23, 2019, from Palm Beach State College (PBSC) to develop a Bachelor of Science in Human Services. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60-day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/ceh

Attachment

cc: Ms. Ava Parker, President, PBSC
Dr. Roger Yohe, Vice President of Academic Affairs, PBSC
Dr. Velmarie Albertini, Dean of Curriculum, PBSC
Ms. Christi White, Academic Coordinator, PBSC

KATHRYN S. HEBDA
FLORIDA COLLEGE SYSTEM CHANCELLOR



State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Ben Gibson
Tom Grady
Michael Olenick
Joe York

Richard Corcoran
Commissioner of Education

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Kathryn S. Hebda, Chancellor 
Florida College System

DATE: April 26, 2019

SUBJECT: **Notice of Intent from College of Central Florida for a Bachelor of Science in Secondary Education-Mathematics**

The purpose of this correspondence is to inform you the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on April 23, 2019, from College of Central Florida (CF) to develop a Bachelor of Science in Secondary Education-Mathematics. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60-day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/ceh

Attachment

cc: Dr. James Henningsen, President, CF
Dr. Mark Paugh, Vice President, Academic Affairs, CF
Dr. Jennifer Fryns, Associate Vice President, Career and Professional Programs, CF

KATHRYN S. HEBDA
FLORIDA COLLEGE SYSTEM CHANCELLOR

www.fldoe.org

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Commissioner of Education

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Kathryn S. Hebda, Chancellor 
Florida College System

DATE: April 26, 2019

SUBJECT: **Notice of Intent from College of Central Florida for a Bachelor of Science in Elementary Education**

The purpose of this correspondence is to inform you the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on April 23, 2019, from College of Central Florida (CF) to develop a Bachelor of Science in Elementary Education. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60-day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/ceh

Attachment

cc: Dr. James Henningsen, President, CF
Dr. Mark Paugh, Vice President, Academic Affairs, CF
Dr. Jennifer Fryns, Associate Vice President, Career and Professional Programs, CF

KATHRYN S. HEBDA
FLORIDA COLLEGE SYSTEM CHANCELLOR



**NOTICE OF INTENT
Form No. BAAC-01**

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name: St. Petersburg College
 Florida College System Institution President: Dr. Tonjua Williams

PROGRAM SUMMARY	
1.1	Program Name: <u>Cybersecurity</u>
1.2	Degree type: <input type="checkbox"/> Bachelor of Science <input checked="" type="checkbox"/> Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply): <input type="checkbox"/> On-Campus Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Both
1.4	List the counties in the college's service district: <u>Pinellas County</u>
1.5	Degree CIP code (4 or 6 digit): <u>11.1003</u>
1.6	Anticipated program implementation date: <u>August 2020</u>
1.7	What is the primary associate degree pathway for admission to the program? Associate of Science Degrees in: <ul style="list-style-type: none"> •Cybersecurity •Digital Forensics and Computer Investigations •Computer Networking •Computer Information Technology
1.8	Is the degree a STEM focus area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.9	List program concentration(s) (if applicable): <ul style="list-style-type: none"> • Cybersecurity • Information Assurance • Cybersecurity Engineering

1.10	Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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PROGRAM DESCRIPTION

2.1 Describe the program.
 The Bachelor of Applied Science in Cybersecurity is a professional workforce degree program serving several technologies and practices designed to protect computers, networks, programs and data from damage or unauthorized access. In a computing framework the term security indicates cybersecurity. This degree will offer Pinellas County residents the opportunity to earn a Bachelor of Applied Science in Cybersecurity, a degree that compliments the traditional workforce emphasis of baccalaureate programs in state colleges and will offer the opportunity for two-year graduates of St Petersburg College’s computer technology and forensics A.S. degrees to move into leadership roles and/or to further their education in cybersecurity master’s degree programs and certificates throughout the state. The opportunity exists also to further the student’s technical career skills by obtaining higher-level security industry certifications.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

This proposed BAS degree in Cybersecurity would prepare students for a ‘real world’ experience as the designed career path would include multiple industry certifications in the technology field of security and forensics. Industry certification is a certificate that validates a student’s skills and knowledge in a specific area of study. Industry certificates are awarded by a professional group or a vendor and in many cases require periodic renewal making aligning curriculum to industry certifications a way for keeping the curriculum current with technical workforce skills that align with workforce practices. This BAS degree program would build upon students' core knowledge in the technology areas such as computers, computer networks, digital forensics, and computer security with an upper division curriculum focusing on application secure coding security, information security, risk assessment, disaster planning and recovery, cyber security software engineering, and information assurance

The graduates of this proposed BAS program would also be prepared for jobs such as Information Security Analysts, Information Technology Specialists, Digital Forensics Analysts, Cybersecurity Forensic Analysts, Information Security Officers, Information Security Specialists, Information Systems Security Analysts, Computer Security Specialists, Information Security Managers, Director Information Security, Chief Information Security Officer and Principle Cybersecurity Practice who would also be more knowledgeable of the evolving issues in the field of cybersecurity providing opportunities for sustainable employment in the workplace.

- 3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

According to CompTIA's *Trends in Information Security* study that included insights from nearly 1,000 business and technology professionals, cybersecurity is becoming its own discipline and not an embedded function under IT in many organizations. The prediction is that 75% of cybersecurity roles will report to the CEO by 2018. And, although the number of jobs is not currently as high as other technical fields, it has the greatest growth across all of Burning Glass's categories. In fact, the Bureau of Labor Statistics predicts that Information Security Analysts (SOC 15-1122) will be the fastest growing job category, with about 20% overall growth through 2025.

<https://www.comptia.org/resources/trends-in-information-security-study>

The Tampa Bay Technology Task Force (TBTF) in a 2015 Tampa Bay IT Workforce Analysis study reported the majority of respondents (62%) selected a bachelor degree as the minimum requirement for hire. Also in the study TBTF reported the Economic Modeling Specialists, Inc. (EMSI) projections for Information Security Analysts (SOC 15-1122) alone will see a double digit growth 2015-2020. <http://tampabaygapanalysis.com/it.html>.

The data gathered for Appendix Table A.1.1 and A.1.3 for the number of cybersecurity-related employment statistics represented the county and region data from the Bureau Labor of Statistics and Florida Department of Economic Opportunity labor statistics for the base year 2018 to the projected year 2026. The Information Security Analysts includes forensics (SOC 15-1122), and Computer Systems Analyst (SOC 15-1121) is reporting 1,191 base year, 1,407 projected years, and the total number of job openings will be 119 with an hourly average wage of \$50.08, and the educational level is PSAV or Associates degree.

Employment data for the cluster Computer User Support (SOC 15-1151), Computer Network Specialist (SOC 11-1152), Network & Computer System Administrators (SOC15-1142) and Computer Network Architects (SOC 15-1143) are reporting the number of jobs to be 6,168 base year, 6,990 projected years,

the total of job openings will be 549 with an hourly wage of \$32.13 and education level PSAV.

Computer and Information Systems Managers (SOC 11-3021) is showing 834 base year, 955 projected year, total job openings 80 and an average hourly wage at \$60.25. This occupation also shows a need for bachelor graduates to fill-in the employment demands represented for this occupational cluster. Overall, employment in the cybersecurity field is projected to steadily increase in a majority of occupations correlated to the proposed BAS Cybersecurity program.

-
- 3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

(Insert Text Here)

Cybercrime costs the U.S. approximately \$2 trillion per year, with some estimates as high \$3 trillion through 2021

(<https://www.forbes.com/site/stevemorgan/2016/01/17/cyber-crime-costs-projected-to-reach-2-trillion-by-2019/#25f928eb3a91>). The Tampa Bay of region of Florida ranks as the states leading tech hub

(<http://www.tampabay.com/news/business/stem-jobs-tampa-bay=leads-florida-but-can-it-become-a-bigger-tech-player/2248874>), and is home to 19 global corporate headquarters, four major military installations, and thousands of corporations and infrastructure agencies, all of which are vulnerable to cyberattack. A recent report lists the Tampa Bay metro area as the 10th most cyber insecure community in the U.S. due in part to the large presence of defense and financial service firms, as well as an above average aging population (<https://www.bizjournals.com/tampabay/news/2018/05/22/where-tampa-ranks-among-the-cities-most-vulnerable.html>).

Beyond financial and technology institutions, societal infrastructure systems such as public safety, transportation, and medical facilities also face their own weaknesses related to cyberterrorism and hacking. These agencies must be able to weather cyber threats as well. Former U.S. Secretary of Defense Leon Panetta has warned that a cyber-Pearl Harbor, in which extremist groups take over public networks to cause mass destruction may be only a matter of time (nytimes.com/2012/10/12/world/panetta-warns-of-dire-threat-of-cyberattack.html).

A well-prepared workforce is vital to meet these encroaching threats. Not only must cybersecurity employees understand the nature of the job, they must also remain flexible and keep their training up to speed in a rapidly-evolving field.

The U.S. Department of Labor designates Florida as the fourth-largest cyber employment market behind only California, Virginia, and Texas (<http://www.careerinfonet.org>) and projects a 28% increase in employment of information security analysts through 2026 (<https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6>). A Florida Center for Cybersecurity report states: *“Even when compared with other high-demand IT jobs, demand for cybersecurity jobs (in Tampa Bay) is growing more than three times faster. Business leaders say they can’t hire skilled cybersecurity workers fast enough.”* (<https://www.usf.edu/pdfs/final-cybersecurity-report.pdf>). Experts have also noted a global shortage of cybersecurity skills. It’s estimated that the current global job market will have more than 3.5 million job openings for cybersecurity professionals by 2021 (www.aami-bit.org/doi/10.2345/0899-8205-50.5.381), with some fields showing a ratio as high as 3:1 of job openings to qualified applicants (<https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6>). According to Cyberseek, there were 13,504 cybersecurity job openings in Florida alone in August 2018 (<https://www.cyberseek.org/heatmap.html>).

-
- 3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor’s degree, provide justification for the inclusion of that occupation in the analysis.

The A.S. degrees in the various Information technology and digital forensic disciplines that would articulate into this BAS program each qualify graduates for entry-level employment into fields such as Information Security Analysts, includes forensics (SOC 15-1122), Computer User Support (SOC 15-1151), Computer Network Specialist (SOC 15-1152), Network & Computer System Administrators (SOC 15-1142), Computer Network Architects, and Computer System Analysts (SOC 15-1121).

The curriculum in the computer technology and forensics A.S. programs at St Petersburg College are aligned with entry level industry certifications such as CompTIA A+, CompTIA Net+, CompTIA Security+ and EC-Council’s Certified Ethical Hacking that provide students a pathway of milestone opportunities in the field of cybersecurity. Industry certifications are an important component of Florida's public education system. The Florida Department of Economic Opportunity (DEO) defines industry certification as follows:

A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the

workforce system's targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need.

<http://www.fldoe.org/academics/career-adult-edu/industry-certification>

This proposed BAS degree in Cybersecurity would permit students to not only enter the workforce in their respective core areas but to have the opportunity to be awarded additional industry certifications from accrediting bodies such as CompTIA, EC-Council, (ISC)², ISACA, and GIAC. BAS Cybersecurity graduates would also be qualified for advancement in their careers, able to take on project management responsibilities, and compete at a higher level for jobs requiring them to interface with professionals from other IT technology fields.

PLANNING PROCESS

4.1 Summarize the internal planning process.

St. Petersburg College had the privilege of being the first of the state's community colleges to begin offering Baccalaureate degrees. The college was accredited as a Level II institution by the Southern Association of Colleges and Schools to offer four-year degrees in December 2001.

Since that time, the ability to offer these higher-level degrees has been a critical part of the college's mission. It has been an on-going strategic priority to provide workforce programs at the baccalaureate level in order to meet the needs of the local community. The Baccalaureate program enrollment at the college has grown dramatically since its inception. While currently the largest of the 28 state colleges in terms of Baccalaureate enrollment and graduates, this new Baccalaureate proposal represents the college's second proposal in the last 7 years. Much of the last five years had been spent on integrating the administrative components of the lower and upper division in to a seamless, 'One College' model in order to better serve the educational needs of students and to provide students career and academic pathways.

St Petersburg College continues to identify potential areas for program development at the college where discussions focus on academic areas, community's needs and proposed various Baccalaureate programs. At this time cybersecurity is being recognized due to the \$71 billion IT security field that grows more critical as companies increase their reliance on digital processes, and all the associated risks involved. Long term workforce trends indicate that Florida will experience one of the worst 'boomer drains' in the nation as baby boomer retirements increase and CompTIA reports that one of the top industry skills gap concerns are cybersecurity. <https://www.comptia.org/resources/trends-in-information-security-study>

The Computer Information Technology, IT Security and Computer Networking A.S. degrees have been in place for several years. In 2007 St Petersburg College received a National Science Foundation grant to create a subplan in Information Security Assurance in the then BAS Technology Management degree. In August 2014 St Petersburg College implemented a change to the BAS Technology Management degree by changing the title to BAS Technology Development and Management and provide a subplan for Software Development. The Information Security Assurance subplan was renamed Cybersecurity and additional courses were added to the subplan to provide multiple topics in the security discipline. This has proved to be a good decision as enrollment in the Cybersecurity subplan has continued to grow and this demonstrates the need for the BAS in Cybersecurity to become its own entity.

4.2 Summarize the external planning process.

St Petersburg College has strong relationships with Pinellas County Schools (PCS). Many of these relationships have been developed through the technology academies in the PCS. Currently fulltime faculty teaching in the computer technology A.S. degrees serve as liaisons to the PCS technology academies and work to provide articulation agreements by aligning major learning outcomes. In many cases PCS students hold industry certifications that are articulated for credit into the designated A.S. degrees that again provide a pathway to the BAS Cybersecurity program.

St. Petersburg College has also developed strong working relationships with information technology companies in the Tampa Bay Area through the IT Advisory Committee. The function of the St Petersburg College's IT Advisory Committee is to make recommendations to assist program administrators and faculty in developing and improving program effectiveness and following are the responsibilities of the committee:

- Assessing how the program meets the current occupational and technology needs of employers;
- Reviewing and making recommendations on equipment and the program curriculum;
- Providing input to help prepare students for work in the technology field;
- Assisting in recruiting, providing internships and in placing qualified graduates in appropriate jobs;
- Expanding and enhancing St. Petersburg College's reputation in the community by fostering positive community relationships.

Among the responsibilities of the IT Advisory Committee is providing internships. All students in technology A.S. degree programs at SPC are required to enroll in an Internship course. The course is designed to give the student involvement with a major-related, supervised and evaluated practical work experience. The Internship program allows students to work with local industry, and can be used to validate the outcomes and quality of the program. Students work with the faculty to develop the learning outcomes of the program, and then have the opportunity to test and validate those learning outcomes in a real world experience. The number of Internships in the fields of computer support, cybersecurity and networking at the A.S. level is 298 in the five years the requirement has been in place. These Internships continue to offer 'real world' experience and along with industry certifications would offer milestones to the proposed BAS Cybersecurity.

On October 23, 2018 St Petersburg College held its annual Technology Career Summit. KnowBe4, PODS, Geographic Solutions, NetWolves, and Vology were just a few of the companies represented. The summit featured Cybersecurity professional, Derrick Thomas who discussed the information technology field and disproved the fallacy that you don't need post-secondary education to get into and be successful in the field. The summit also held breakout sessions that allowed participants the opportunity to hear from professionals what's required to break into the computer programming, networking, and cybersecurity fields. Other breakout sessions discussed how to network, stand out in a crowd to IT Talent Acquisition specialists, and the importance of GitHub and industry certifications.

On January 29, 2019 St. Petersburg College conducted a Developing a Curriculum (DACUM) at the collaborative lab facility on the EPI Center campus. The purpose of the DACUM was to elicit input from industry subject matter experts that would inform and direct the development of a new Bachelors of Applied Science program in Cybersecurity. A group of senior, cybersecurity professionals participated in the event. This group included representatives from local employers including KnowBe4, CITI, Honeywell, AMGEN, the City of St. Petersburg, the City of Largo, JPMorgan Chase, the Dellbridge Group, PSCU, and Sofia.

During this facilitated session the group was asked to identify and prioritize specializations and core knowledge that graduates of a BAS program should study and understand in order to be ready for employment in cybersecurity related positions. The group was also asked to identify specific work roles as described in the NICE (National Institute for Cybersecurity Education) Cybersecurity Workforce Framework. The group identified and prioritized five NICE work roles. There were: Security Systems Analyst, Security Control Assessor, Vulnerability Assessment Analyst, Cyber Defense Analyst, and Security

Architect. The curriculum development team is using this information as the basis for program and course development.

St. Petersburg College values its educational partnerships and understands the importance of being part of an educational ecosystem within the community. This proposed Cybersecurity program will provide students opportunity in terms of employment and for furthering their education with our educational partners.

- 4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

	Date(s)	Institution	Description of activity
APPRiSe	3/20/19	St. Petersburg College	Submitted program description into APPRiSe system.
Public universities in college's service district	1/24/19	University of South Florida	President Williams (SPC) and President Genshaft (USF) discussed proposed new program offerings in which Dr. Genshaft offered full support.
Regionally accredited institutions in the college's service district	2/25/19	Eckerd College	Potential program ideas discussed with Eckerd College leadership via email on 2/25/19.
Local Business and Industry	1/29/19	Business Leaders' Convening	Facilitated session with a group of industry experts where they were asked to identify and prioritize specializations and core knowledge that graduates of a BAS program should study and understand in order to be ready for employment in cybersecurity related positions.

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program’s CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college’s service district for each SOC code associated with the proposed program’s CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS										
A.1.1	Occupation			Number of Jobs				Salary		Education Level
	Name/Title	SOC Code	County/Region	Base Year	Projected Year	Level Change	Total Job Openings (divided by 8)	Avg. Hourly Wage	Annualized Salary	
	Computer and Information Systems Managers	11-3021	14	834	955	121	80	\$60.25	\$125,320	Bachelor’s
	Information Security Analysts	15-1122	14	357	452	95	39	\$39.90	\$82,992	Postsecondary Vocational
	Database Administrators	15-1141	14	542	628	86	47	\$41.74	\$86,819	Associate’s
	Network and Computer Systems Administrators	15-1142	14	1328	1452	125	100	\$36.41	\$75,733	Associate’s
	Computer Network Architects	15-1143	14	1,171	1,299	128	94	\$41.63	\$86,590	Postsecondary Vocational
	Computer Network Support Specialists	15-1152	14	808	925	117	77	\$27.62	\$57,449	Postsecondary Vocational
	Computer User Support	15-1151	14	2,861	3,314	453	278	\$22.85	\$47,528	Postsecondary Vocational
							Total	715	\$38.63	\$85,817

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the “Total” row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED					
A.1.3	DEMAND	SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
Total	715	0	0	715	715



**NOTICE OF INTENT
Form No. BAAC-01**

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name: Daytona State College
 Florida College System Institution President: Dr. Tom LoBasso

PROGRAM SUMMARY	
1.1 Program Name:	<u>Bachelor of Science in Accounting</u>
1.2 Degree Type:	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3 How will the program be delivered (check all that apply):	<input type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online only
1.4 List the counties in the college's service district:	<u>Volusia, Flagler</u>
1.5 Degree CIP code (4 or 6 digit):	<u>52.03 or 52.0301 Accounting</u>
1.6 Anticipated program implementation date:	<u>Fall 2019</u>
1.7 What is the primary associate degree pathway for admission to the program?	<u>Associate of Arts, Associate of Science in Accounting Technology, or Associate of Science in Business Administration</u>
1.8 Is the degree a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.9 List program concentration(s) (if applicable):	<u></u>
1.10 Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2.1 Describe the program.

In the Bachelor of Science in Accounting program, students will learn accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and applications to specific for-profit, public, and non-profit organizations.

3.1 Describe the career path and potential employment opportunities for graduates of the program.

Students can begin with an 18-credit AS Certificate in Accounting Technology Operations-Tax Preparation. This certificate is embedded in the next level, the 27-credit AS Certificate in Accounting Technology Management. Students can use all of those credits in obtaining the AS in Accounting Technology, a 60-credit degree. The BS in Accounting would be the next step. Graduates of the BS in Accounting degree can choose career paths in two main fields: public accounting and corporate accounting. Public accounting involves working for a company that provides accounting services. Typical job titles include Auditor, Revenue Tax Accountant, Forensic Accountant and Financial Accountant. This path leads to the attainment of the Certified Public Accountant (CPA) license, which in Florida requires a bachelor's degree and 150 hours of coursework. Professionals in the corporate accounting pathway work within a company preparing and analyzing reports of business operations. Typical job titles include Accounting Officer, Business Analyst, Cost Accountant, Financial Reporting Accountant and Internal Auditor. Government accounting and non-profit accounting are another area of practice that requires specialized knowledge of the laws that regulate these entities. In each of the above fields there is strong demand for qualified applicants with a solid foundation in accounting and finance.

Another pathway would be to start with an AS certificate in Business Entrepreneurship, 18 credits, or an AS certificate in Business Management, 24 credits; both certificates lead to the AS degree in Business Administration which provides the pre-requisites for a BS in Accounting. For either pathway, DSC has strong enrollment as shown in the table below. This will ensure a healthy pipeline into our new BS in Accounting.

Once this BS degree is established, DSC will monitor the enrollment growth and the job market to determine if there is sufficient demand to develop concentrations within this degree.

Headcount of Student Majors, 2012-2017

Major	2012-13	2013-14	2014-15	2015-16	2016-17
0817 -MARKETING, SALES,SER ENT 12 cr		1	1	2	7
0913 -BUSINESS OPER/ENTREPREN 18 cr	6	8	5	10	18
0916 -BUSINESS MANAGEMENT 24 cr	44	41	57	36	84
2059 -BUSINESS ADMINISTRATION AS	243	277	349	332	315
0935 -ACCOUNTING OPER-TAX PREP 18 cr	4	6	4	6	13
0943 -ACCOUNTING TECH MGMT 27 cr	24	25	21	20	30
2084 -ACCOUNTING TECHNOLOGY AS	120	102	104	104	79

-
- 3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

To assess the workforce demand we retrieved data from our service area, Flagler and Volusia counties. The Department of Economic Opportunity growth projection for accountants for 2017-2025 is 13.2% for the Flagler/Volusia region. The number of projected annual openings is 1,326 by the year 2025, with an average of 126 per year. We surveyed the supply of accounting graduates from the major providers in the area (Table A.1.2). The latest data available is for the year 2015-16 with a combined total of 32 graduates; the 5-year average is also 32 graduates. When this supply figure is compared against the demand of 126 annual openings (Table A.1.1) there is a gap of 94 unfilled jobs. This gap is significantly large and supports the addition of a local BS in Accounting program. We have also received strong support from local chambers of commerce and accounting employers to offer the BS in Accounting.

-
- 3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

We also looked to other sources of labor market information to verify the occupation trends discussed in the previous item. According to the Bureau of Labor Statistics, "Employment of accountants and auditors is projected to grow 10 percent from 2016 to 2026, faster than the average

for all occupations.” (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6>). The August Employment Figures report from the FL Department of Economic Opportunity (DEO) indicate a 7.4% annual growth in employment for Accounting, Tax Preparation, and Bookkeeping occupations (<http://lmsresources.labormarketinfo.com/library/press/release.pdf>). Another qualitative measure of the strength of the demand is the Non-Agricultural Gains and Losses report from the DEO, which shows the Professional and Business Services sector gaining 28,400 jobs over a year as of August 2018; of this total, about 4,500 are accounting jobs. (http://lmsresources.labormarketinfo.com/charts/nonag_employment_industry.asp).

Additionally, we conducted a local survey of employers through a direct marketing company, DME, which targeted small businesses, government organizations, tax and law firms in our service area. The project consisted of an email announcement and a survey web page <http://accounting.daytonastate.edu/>. The email went out to over 3,800 business contacts in Volusia and Flagler counties; 157 people visited the web site and 57 submitted responses. The response rate is 3.9%, which is typical for this type of campaign. The survey posed 13 questions, listed below, to the respondents.

1. How would you describe your current uses of accountants/bookkeepers? (6 options, including “currently employ an in-house CPA”, “Use an outside CPA firm,” etc.)
2. Please indicate the accounting software that you currently use.
3. Do you have current or past employees who are/were students at Daytona State College?
4. Are you interested in participating in a Daytona State College internship program?
5. Are you interested in becoming a member of the Accounting Advisory Board?
6. Would a seminar or workshop on sales tax, business tax, employee benefits or income tax offered at Daytona State College be of interest to you?
7. Does your company offer tuition reimbursement to your employees?
8. Would you be interested in making a presentation to a class or other group about opportunities at your company?
9. Do you have a training program for new employees?
10. Please provide us with your thoughts of how the Daytona State College accounting program can better meet your employee needs.
11. Do you see a market within Volusia/Flagler County for students earning the Enrolled Agent certification?
12. What level of education do you require of your accounting personnel? (5 options from high school through master’s degree).
13. Please indicate areas you identified as needing improvement. (4 options: accounting knowledge, technical skills, interpersonal skills, other).

Of 54 responses to the question of what level of education is required for positions in accounting in their firms, 46% indicated they sought a bachelor’s degree.

In addition, we surveyed the members of the School of Business Advisory Board. Of the 20 active members, 12 responded to the survey. All 12 responded affirmatively to the question of whether there is regional demand for graduates with a bachelor of science in Accounting.

In addition we received 11 letters of support from community firms and chambers of commerce, including: the VMA, representing almost 200 manufacturing firms in Volusia and Flagler counties; Team Volusia Economic Development Corporation; James Moore Certified Public Accounting and Consulting, a statewide accounting firm with offices in Daytona Beach; and Brown & Brown Insurance, the sixth largest independent insurance intermediary in the US, headquartered in Daytona Beach (see complete list below).

Brown & Brown Insurance recently announced the creation of a new headquarters in downtown Daytona Beach that will bring over 600 new jobs to the area, many of them requiring bachelor's degrees in accounting and related fields.

Organization	Signatory	Position
Team Volusia	Keith A. Norden	President/CEO
VMA	Jayne C. Fifer	President/CEO
Brown & Brown	J. Hyatt Brown	Chairman
Rice Law Firm	Patty Humphreys	Legal Administrator
Flagler Chamber	Jorge Luis Gutierrez	President/CEO
Daytona Chamber	Skip Lilly	Chairman of the Board
Top Build	Ninette Turay Lewis	Director of Internal Audit
James Moore Certified Public Accounting and Consulting (4 letters)	James A. Halleran	Partner
	Michael J. Sibley	Partner
	Suzanne E. Forbes	Partner
	Zach A. Chalifour	Partner

All of the above represent state and regional trends showing strong growth in the industry sector that includes accounting. These trends coupled with a positive economic outlook point to a continued gap in the supply of accountants and the addition of a new program addressing this need.

- 3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

N/A

PLANNING PROCESS

- 4.1 Summarize the internal planning process.

Daytona State College's internal planning process for curriculum development of bachelor, associate, and occupational certificate programs is established in the College's Policy 4.02 and coordinated by the Office of Academic Affairs. In sum, it is a one-year process requiring multiple tiers of internal review and approval. The particular steps and approval timeline are detailed in the *Curriculum*

Development: Steps in the Process document made available on the College's intranet. Faculty and administrators must submit a curriculum development proposal to the Office of Academic Affairs to initiate the process. All proposals must be approved by the Provost, the college-wide Curriculum Committee, College President and Board of Trustees.

Prior to submission, the faculty and/or administrator consults with the Office of Academic Affairs and non-academic departments across the College to evaluate viability of the proposed changes. The faculty/administrator must also obtain academic department approval from the chair and associate vice president. After submission, the Provost conducts a review of the proposal. If no issues are found, the proposal is then forwarded to the Curriculum Committee for its review and approval. The Committee, which is made up of 14 faculty representing each academic college at DSC, then reviews the proposal to ensure internal consistency within curriculum development proposals and to uphold high standards and quality of education. If approved, proposals are forwarded to the Provost, College President and subsequently, the Board of Trustees for recommendation to approve and implement.

The changes within the approved proposal are effective for the upcoming academic year. The Office of Academic Affairs coordinates with staff in the enrollment management and academic service departments on implementing the approved curriculum changes. These departments are also included throughout the curriculum development process.

4.2 Summarize the external planning process.

The external planning process include consultation with the members of the industry Advisory Committee for the School of Business. Through the discussions at the regular meetings and also through the interaction between the faculty and local businesses, the need for bachelor's degree accountants was identified. The most recent advisory board meeting took place on March 26, 2018 during which Brown & Brown Insurance briefed the group on the addition of 600+ new positions coming to Daytona Beach through the construction of their new headquarters building, and on the need for employees in the areas of insurance and accounting. In addition, an online survey was conducted among the members of the School of Business Advisory Board, representing the firms listed below. Of the 20 active members, 12 responded to the survey. All 12 responded affirmatively to the question of whether there is regional demand for graduates with a bachelor of science in Accounting.

Bon Fleur, Erik	Boston Whaler
Capote, Charlotte	Fairwinds Credit Union
Coleman, Rob	Coleman Goodemote Construction
Edghill, Kadir	Brown & Brown Insurance
Fifer, Jayne	VMA
Halter, Kathryn	Randstad
Howe, Dean	Career Center, Daytona State College
Humphreys, Patti	Rice & Rose Law Firm
Kenyon, Lee	Associate Professor, School of Business Administration
Manley, Kevin	Manley Strategic
Marotti, Joseph A.	Economic Opportunity AC

Meeks, Grady	Associate Professor, School of Business Administration
Mills, Nancy	Workforce Development Board of Volusia & Flagler- Center for Business Excellence
Mueller, Justyna	James Moore Certified Public Accounting and Consulting
Musyimi, Jackson	Professor, School of Business Administration
Reynolds, Stephanie	Community Insurance Services, A Division of Brown & Brown Insurance
Norden, Keith	Team Volusia Economic Development Corporation
Sarjeant, Amanda	City of Port Orange
Thomas, Stephen C.	(formerly) Flagler College
Wells, Mary	Oasis Outsourcing

The School of Business conducted a survey inclusive of all accounting firms in Volusia County to identify the skills needed and the demand for bachelor’s level training in this profession. The survey was conducted through a direct marketing company, DME, which targeted small businesses, government organizations, tax and law firms in our service area. (If only accounting companies had been targeted the College would have been limited to the 200 plus companies in our area, which would have likely yielded only 7 or 8 respondents. Including other businesses that also employ accounting services allowed us to gather better information.) The project consisted of an email announcement and a survey web page <http://accounting.daytonastate.edu/>. The email went out to over 3,800 business contacts in Volusia and Flagler counties; 157 people visited the web site and 57 submitted responses. The response rate is 3.9%, which is typical for this type of campaign. The survey posed 13 questions, detailed in Section 3.3, to the respondents.

Results from this survey indicate that 46% of respondents require a Bachelor degree for their accounting openings.

We have also received 11 letters of support from community firms and chambers of commerce, detailed in Section 3.3 of this document.

4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

	Date(s)	Institution	Description of activity
APPRiSe	July 25, 2018	Daytona State College	Entered into APPRiSe
Public universities in college’s service district	July 16, 2018	University of Central Florida	Email from President LoBasso (DSC) to President Whittaker (UCF); summary and description of program sent to Dr. Pam Cavanaugh, Associate Vice Provost (UCF) from Dr. Amy Locklear, Provost (DSC). President Whittaker acknowledged receipt with no objection.

	Date(s)	Institution	Description of activity
Regionally accredited institutions in the college's service district	July 16, 2018	Bethune-Cookman University	Email communication between President LoBasso (DSC) and President Grimes (BCU). President Grimes acknowledged receipt of communication with no objection.
	July 16, 2018	Stetson University	Email communication between President LoBasso (DSC) and President Libby (Stetson). President Libby acknowledged receipt of communication and suggested exploration of an articulation agreement between DSC's BS in Accounting and Stetson's Master's in Accounting.
	July 17, 2018	Embry-Riddle Aeronautical University	Email communication between President LoBasso (DSC) and President Butler (ERAU). President Butler acknowledged receipt of the communication with no objection.
	July 17, 2018	Keiser University	Email communication between President LoBasso (DSC) and President Champlin (KU). President Champlin acknowledged receipt of the communication with no objection.
Additional meetings:	August 10, 2019	Brown & Brown Insurance, Hyatt Brown, CEO	Meeting between President LoBasso and CEO Hyatt Brown to discuss new opportunities for employment in the area as a result of 600+ new jobs associated with construction of Brown & Brown Headquarters in Daytona Beach.
	March 26, 2018, 5:30-7:00 PM, News-Journal Center, Daytona Beach, FL	School of Business Advisory Board meeting	Discussion of new job growth (600+) in area of insurance and accounting as a result of new Brown & Brown headquarters located in Daytona Beach. Brown & Brown representative discussed workforce needs with the group.

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program’s CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college’s service district for each SOC code associated with the proposed program’s CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS											
A.1.1	Occupation			Number of Jobs			Salary		Education Level		
Name/Title	SOC Code	County/ Region	Base Year 2017	Projected Year 2025	Level Change	Total Job Openings (divided by 8)	Avg. Hourly Wage	Annualized Salary	Minimum FL†	Typical BLS†	
Appendix A.1.1: CIP to SOC Crosswalk from DEO/LMI											
Accountants and Auditors	132011	Volusia/ Flagler	1,171	1,326	155	126	\$30.31	\$63,044	B	B	

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college’s service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM								
A.1. 2	Program: Accounting		Number of Degrees Awarded					5-year average or average of years available if less than 5 years
	Institution Name	CIP Code	Prior Year 4 2012/13	Prior Year 3 2013/14	Prior Year 2 2014/15	Prior Year 1 2015/16	Most Recent Year 2016/17	
			IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	
	Bethune-Cookman University	52.0301	10	9	15	25	11	14
	Stetson University	52.0301	11	15	15	28	21	18
						Total	32	32

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the “Total” row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED							
A.1.3		DEMAND		SUPPLY		RANGE OF ESTIMATED UNMET NEED	
		(A)	(B)	(C)	(A-B)	(A-C)	
		Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference	
Total	DEO A.1.1	126	32	32	94	94	

Attachment A



NOTICE OF INTENT

for

BACHELOR'S DEGREE
IN SECONDARY EDUCATION
(BSE)



NOTICE OF INTENT
Form No. BAAC-OI

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process ■ Appendix table

Florida College System Institution Name: Lake-Sumter State College
 Florida College System Institution President: Dr. Stanley Sidor

PROGRAM SUMMARY

1.1 Program Name	Secondary Education
1.2 Degree type:	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor or Applied Science
1.3 How will the program be delivered (check all that apply):	<input checked="" type="checkbox"/> Face-to-Face <input checked="" type="checkbox"/> Hybrid only <input checked="" type="checkbox"/> Online
1.4 List the counties in the college's service district:	Lake County, Sumter County
1.5 Degree CIP code (6 digit):	13.1205
1.6 Anticipated program implementation date:	August 2020
1.7 What is the primary associate degree pathway for admission to the program?	Associate in Arts
1.8 Is the degree a STEM focus area?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.9 List program concentration(s) (if applicable):	STEM
1.10 Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

PROGRAM DESCRIPTION

2.1 Describe the program.

The proposed Bachelor of Science in Secondary Education (BSE) degree at Lake-Sumter State College (LSSC) is for a student who has completed an Associates in Arts degree and is designed for students who reside in the LSSC service area of Lake and Sumter Counties. The baccalaureate-level education and subject area curricula complements the associate-level course work, providing a seamless and efficient pathway to the BSE degree. Students will have the opportunity to become certified in two subject areas such as Math and Physics.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

The BSE degree will create credentialed classroom teachers in critical shortage areas currently being unmet in Lake and Sumter Counties. This will result in immediate employment for our graduates with partner school districts.

In the "Teacher Shortage Areas Nationwide Listing" published by the U.S. Department of Education, the Sciences are identified in the state of Florida as a subject area with an acute shortage of qualified teachers available for the 2016-17 school year (Appendix A). According to Leslie Postal of the Orlando Sentinel, the teacher shortage is statewide with Florida public schools starting the 2018-2019 academic year with 4,000 openings (Appendix B). Sumter County School Superintendent Richard Shirley has asserted they are having difficulty recruiting teachers in Science and Math disciplines (Appendix C). Based on historical data, Sumter County Schools projects that approximately 11 of their 70 new hires for the 2019-2020 academic year will be math and science faculty (Appendix D). The Florida Department of Economic Opportunity supports this claim by projecting a shortfall of 82 teachers annually in the Lake-Sumter service area, many of which are in the STEM fields (Appendix E).

Both Lake and Sumter County School Systems experience considerable attrition each year. Lake County Schools lose more than 400 total teachers each year dating back to 2014 (Appendix F). Sumter County Schools lost an average of ten teachers annually specifically from science and math over the same time period (Appendix D). This puts added pressure on postsecondary institutions to increase the education program graduates to meet district needs. The Florida Education Association legislative specialist states the union is "very concerned about the growing teacher shortage" (Appendix G).

While not in the LSSC service area, Orange County Public Schools is struggling to resolve a historic teacher shortage, with a deficiency of classroom teachers at the start of the 2016-17 school year, and another shortfall to start the 2017-18 school year. The perennial teacher shortage means that this struggle to meet demand in Orange County will continue (Appendix H). Demand in Orange County Public Schools (OCPS) directly impacts Lake County because they share a common county line and the possibility of recruiting from the LSSC service area into OCPS is ongoing. Close proximity and higher teacher salaries in OCPS entice many Lake County instructors to leave the district, exacerbating the attrition rate in Lake County (Appendix I). The easiest way for OCPS to meet their demand is to encourage teachers who are already certified and experienced to commute across the county line. This means that Lake and Sumter district schools, who are already in a teacher shortage, are losing potential faculty to neighboring districts who may offer benefits not available in smaller counties (Appendices J and K). An example of this strategy is the financial incentives offered to existing teachers to teach at Carver Middle School in Orlando. Pay bonuses totaling \$70,000 over

three years to "effective" or "highly effective" instructors drain the teacher hiring pool in neighboring counties and targets the best, highest performing teachers in the area (Fox 35 News, Orlando, May 2017) – (Appendix L). The problem is no less acute in neighboring, Osceola and Seminole Counties, where districts are attempting to lure highly qualified educators from other school systems by holding their own job fairs and even calling retired teachers asking for class coverage. Districts are being forced to find new and creative ways to staff classrooms with highly qualified educators.

According to the Orlando Sentinel, Florida Universities have struggled to meet demand. Graduates from Florida Universities holding K-12 education degrees have fallen by 5,000 over the last ten years, while school enrollment has grown to almost 3 million. This continued unmet demand statewide, especially in the neighboring districts of Orange, Osceola, and Seminole, will continue to increase the difficulty of Lake and Sumter Counties to have an adequate supply of teachers in our service area (Orlando Sentinel, Leslie Postal, 2/10/2017) – (Appendix M).

In reporting on the national teacher shortage, Education World identifies Florida as one of the three states with particularly severe needs (Appendix N). School districts like Sumter County, in the Lake-Sumter State College service area, are forced to travel to Michigan and other northern states looking for teachers to recruit. The Tampa Bay Times reports Hernando County has also begun funding recruiting trips to New York (March 4, 2015) (Appendix O).

3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

As indicated in Tables A.1.1 and A.1.3, DEO predicts a demand for 82 secondary teachers in the Lake-Sumter State College service area. However, based on a review of faculty rosters available on the individual school web pages, the Lake County School District currently employs 520 math, biology, chemistry, and physics teachers in grades 6-12. The school district loses approximately 13% of their teaching faculty each year (based on several years of data) so by applying the historical attrition rate, this represents approximately 67 new secondary STEM teachers every year. By 2030, with the anticipated increase in population, Lake County Schools will likely need as many as 95 new stem teachers each school year (Appendices F and P). This is in addition to the need for 11 secondary stem teachers each year in the Sumter County School District referenced above. Our numbers indicate a need that is much larger than indicated by the DEO numbers.

This is intensified by the needs of neighboring, higher paying local districts (Appendix K).

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A. 1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

The current demand for secondary teachers, particularly in STEM areas, is not being met in the Lake-Sumter State College service area. Current DEO projections on the need for a specific number of new teachers does not reflect the number of teachers currently in STEM positions who are teaching out-of-field. These positions will also need qualified teachers, but do not currently appear as openings. In 2018-19, Sumter County Schools have 11 teaching out of field (Appendix Q) and Lake County Schools has 32 teaching out-of-field (Appendix R).

3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.I.I is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

N/A

PLANNING PROCESS

4.1 Summarize the internal planning process.

Date	Institution	Description of Activity
3-1-17	LSSC	Inception Discussion Dr. Douglas Wymer, Vice President of Academic Affairs Dr. Mark A. Thompson, Coordinator of Academic Assessment
4-12-17	LSSC	Work Planning Dr. Mark A. Thompson, Coordinator of Academic Assessment Nicole Duslak, Director of Outreach
5-3-17	LSSC	Progress Update Dr. Douglas Wymer, Vice President of Academic Affairs Dr. Mark A. Thompson, Coordinator of Academic Assessment
5-16-17	LSSC	Fiscal Planning Dr. Mark A. Thompson, Coordinator of Academic Assessment Douglas Guiler, Chief Information Officer Tammy Castello, Data & Process Improvement Analyst
8-30-17	LSSC	Notice of Intent Work Session Dr. Mark A. Thompson, Coordinator of Academic Assessment Nicole Duslak, Director of Outreach
9-21-17	LSSC	Admissions Planning Dr. Mark A. Thompson, Coordinator of Academic Assessment Jenni Kotowski, Director of Enrollment Management, Admissions Danielle Orlovic, Admissions Specialist
9-27-17	LSSC	Proposal Input Discussions Dr. Mark A. Thompson, Coordinator of Academic Assessment Cynthia Nash, Biology Professor Brenda Skoczelas, Physics Professor Amber Karlins, English Instructor
10-5-17	LSSC	Fiscal Performance Review Dr. Mark A. Thompson, Coordinator of Academic Assessment Tammy Castello, Data & Process Improvement Analyst
10-6-17	LSSC	Partnership Discussion Dr. Mark A. Thompson, Coordinator of Academic Assessment Robin Winship, Nursing Instructor Nicole Tinny, Nursing Professor Dr. Ryan Tomasiewicz, Director of Health Sciences Collegiate Academy
10-12-17	LSSC	Notice of Intent Work Session Dr. Mark A. Thompson, Coordinator of Academic Assessment Nicole Duslak, Director of Outreach
4-10-18	LSSC	Program Briefing & Work Group Dr. Mark A. Thompson, Coordinator of Academic Assessment Thom Kieft, Associate Vice President of General Education Karen Hogans, Dean of Mathematics

Educational Programs Committee Meeting - New Business

Date	Institution	Description of Activity
6-4-18	LSSC	Initial Funding Discussion Dr. Mark A. Thompson, Coordinator of Academic Assessment Dr. Laura Byrd, Associate Vice President, Director of LSSC Foundation
6-18-18	LSSC	BSE Program Briefing & Work Group Dr. Mark A. Thompson, Coordinator of Academic Assessment Thom Kieft, Associate Vice President of General Education Karen Hogans, Dean of Mathematics
6-25-18	LSSC	Progress Update Dr. Douglas Wymer, Vice President of Academic Affairs Dr. Mark A. Thompson, Coordinator of Academic Assessment
10-10-18	LSSC	Planning for Advisory Council Meeting Dr. Mark A. Thompson, Coordinator of Academic Assessment Claudia Morris, Senior Administrative Assistant to the President
10-17-18	LSSC	Program Exploration Approval LSSC Board of Trustees (Appendix S, p7)
10-18-18	LSSC	Update on Plans for Advisory Council Meeting Dr. Douglas Wymer, Vice President of Academic Affairs Dr. Mark A. Thompson, Coordinator of Academic Assessment
11-14-18	LSSC	NOI Writing Meeting Dr. Mark A. Thompson, Coordinator of Academic Assessment Luana Diamand, Instructional Reference Librarian Nicole Tinny, Nursing Professor
11-28-18	LSSC	NOI Writing Meeting Dr. Mark A. Thompson, Coordinator of Academic Assessment Luana Diamand, Instructional Reference Librarian Nicole Tinny, Nursing Professor
12-5-18	LSSC	NOI Writing Meeting Dr. Mark A. Thompson, Coordinator of Academic Assessment Luana Diamand, Instructional Reference Librarian
12-12-18	LSSC	NOI Writing Meeting Dr. Mark A. Thompson, Coordinator of Academic Assessment Luana Diamand, Instructional Reference Librarian
1-14-19	LSSC	Progress Update Dr. Douglas Wymer, Vice President of Academic Affairs Dr. Mark A. Thompson, Coordinator of Academic Assessment
3-25-19	LSSC	NOI Writing Meeting Dr. Douglas Wymer, Vice President of Academic Affairs Dr. Mark A. Thompson, Coordinator of Academic Assessment Dr. Amy Albee-Levine, Dean of Workforce Education
3-26-19	LSSC	NOI Writing Meeting Dr. Douglas Wymer, Vice President of Academic Affairs Dr. Mark A. Thompson, Coordinator of Academic Assessment Dr. Amy Albee-Levine, Dean of Workforce Education

4.2 Summarize the external planning process.

Date	Institution	Description of Activity
3-29-18	LSSC, LCS, SCS	Inception Discussion Dr. Stanley Sidor, President of LSSC Dr. Douglas Wymer, Vice President of Academic Affairs, LSSC Dr. Mark A. Thompson, Coordinator of Academic Assessment, LSSC Superintendent Richard Shirley, Sumter County Schools Superintendent Diane Kornegay, Lake County Schools Location: LSSC Leesburg Campus, President’s Office
5-16-18	LSSC, CCF	Education Programming Brainstorming Dr. Mark A. Thompson, Coordinator of Academic Assessment, LSSC Kim Sellers, College of Central Florida Location: CCF Learning Lab School, Ocala Campus
10-24-18	Multiple	Advisory Council Inaugural Meeting (Roster – Appendix T, Agenda – Appendix U) Location: Eisenhower Center, The Villages, Sumter County
3-25-2019	LSSC, LCS	FLITE/PD Coordination Discussion Dr. Mark A. Thompson, Coordinator of Academic Assessment, LSSC Amy Cockroft, Director of Curriculum and Instruction, Lake County Schools

4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

	Date(s)	Institution	Description of activity
APPRiSe	26 Oct 2018	UNF	See APPRiSe comment and response below.
		UCF	See APPRiSe comment and response below.
Public universities in college's service district	27 Feb 2019	UCF	Phone communication from Pam Cavanaugh regarding UCF’s support of this program.
	13 March 2019	UCF	Communication from Pam Cavanaugh indicating CACC clearance to submit NOI. (Appendix V)
Regionally accredited institutions in the college's service district	27 March 2019	Beacon College	Letter of support from Dr. George Hagerty, President of Beacon College. (Appendix W)

Response to APPRiSe comments.

University of North Florida

UNF restates their belief that state colleges should not offer 4-year degree programs. We appreciate their concern. We are not in the University of North Florida service area, we believe that the current teacher shortage is proof that current program offers by higher education institutions in Florida are not meeting the need, and we are making our application for program creation as allowed by Florida Administrative Rule 6A-14.095.

University of Central Florida

UCF states they have questions and will resolve them through our local consortium. UCF continues to be a valuable partner of Lake-Sumter State College and we look forward to continued dialog with them. As indicated above, UCF has since communicated their support of this program at LSSC.

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program’s CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college’s service district for each SOC code associated with the proposed program’s CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52.

A.1.1	Occupation			Number of Jobs				Salary		Education Level
	Name/Title	SOC Code	County/Region	Base Year	Projected Year	Level Change	Total Job Openings (divided by 8)	Avg. Hourly Wage	Annualized Salary	
	Secondary Education Teacher	25-2031	Lake-Sumter	966	1068	102	82	None Given	None Given	Bachelors
	Total						82	-	-	

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college’s service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

A.1.2	Program		Number of Degrees Awarded					5-year average or average of years available if less than 5 years
	Institution Name	CIP Code	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Most Recent Year	
	No institutions in the Lake-Sumter State College service area offer a BS degree in education.	13.1205	0	0	0	0	0	0
Total							0	0

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the “Total” row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

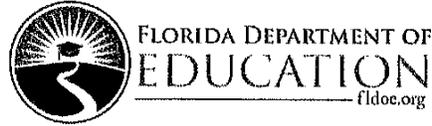
A.1.3	DEMAND	SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A) Total Job Openings (divided by 8)	(B) Most Recent Year	(C) 5-year average or average of years available if less than 5 years	(A-B) Difference	(A-C) Difference
Total	82	0	0	82	82



APPENDIX DOCUMENTS

APPENDIX A

Critical Teacher Shortage Report Florida Department of Education



Identification of Critical Teacher Shortage Areas

Recommended Critical Teacher Shortage Areas

This report identifies which certification areas represent the greatest need among teachers statewide. Using the information provided below, the recommended critical teacher shortage areas for the 2016-17 school year are as follows:

- Science-General
- Science-Physical
- English
- Mathematics
- English to Speakers of Other Languages (ESOL)
- Reading
- Exceptional Student Education (ESE)

The shortage areas above represent certification areas where substantial proportions of teachers who are not certified in the appropriate field are being hired to teach such courses, where significant vacancies exist and where postsecondary institutions do not produce enough graduates to meet the needs of Florida's K-12 student population. This information can be used to determine the current and projected needs of classroom teachers for specific subject areas in the upcoming school year. The process used to determine these critical teacher shortage areas is presented below.

Background

Section 1012.07, F.S., requires the State Board of Education to annually identify critical teacher shortage areas based on the recommendations of the Commissioner of Education. This statute is accompanied by SBE Rule 6A-20.0131, Florida Administrative Code, which specifies that the list of shortage areas identify high-need content areas and high-priority location areas using the following information:

1. The number and percentage of positions in each discipline filled by teachers not certified in the appropriate field;
2. The annual supply of graduates of state-approved Florida teacher education programs for each discipline;
3. The number and percentage of vacant positions in each teaching discipline; and
4. Critical teacher shortage areas which may be identified pursuant to rules adopted by district school boards. These areas shall be identified based on consideration of at least the information specified in items 1 through 3 above and submitted to the Department no later than June 1st of each year.

Additionally, sections 1012.22(1)(c)4.b., F.S., and 1012.22(1)(c)5.c.l., F.S., include provisions requiring local school districts to incorporate critical teacher shortage areas into both their grandfathered and performance salary schedules.



Determining Shortage Areas

The critical teacher shortage areas for 2016-17 were determined using information provided in Exhibits 3 through 5 below. The Department used the information in each of the exhibits to create rankings for each measure in Exhibit 1.¹ Rankings were then averaged across all measures to produce the final rankings.

In Exhibit 1 below, the shaded and bolded subject fields indicate the recommended 2016-17 Critical Teacher Shortage areas. The final column in Exhibit 1, "Final Rank," shows that Science-General and Science-Physical tied for first place, with an average rank of 7.33. These two certification areas are followed by English, Mathematics, English to Speakers of Other Languages (ESOL), Reading, and Exceptional Student Education (ESE) as critical teacher shortage areas.

Exhibit 1 – Summary of Critical Teacher Shortage Rankings for 2016-17.

Certification Areas	Rank Based on % of Courses Taught by Teachers Not Certified in the Appropriate Field for the Course (as reported by school districts)	Rank Based on Projected Vacancies (as reported by school districts)	Rank Based on % of Completers (as reported by teacher preparation programs)	Average Rank	Rank	Final Rank
Science-General*	4	7	11	7.33	1	1
Science-Physical*	6	8	8	7.33	1	1
English	1	4	19	8.00	3	3
Mathematics	3	3	18	8.00	3	3
ESOL*	7	14	5	8.67	5	5
Reading*	2	6	20	9.33	6	6
ESE*	5	2	23	10.00	7	7
Science-Biology	9	11	15	11.67	8	N/A
Social Sciences	10	9	21	13.33	9	N/A
Educational Media Specialist	15	23	9	15.67	10	N/A
Computer Science	18	26	3	15.67	10	N/A
Foreign Languages-Other	19	28	1	16.00	12	N/A
Foreign Languages-Spanish	25	17	6	16.00	12	N/A
Pre-K/Primary Education	21	5	22	16.00	12	N/A
Physical Education	24	15	13	17.33	15	N/A
Elementary Education	28	1	24	17.67	16	N/A
Agriculture	17	31	7	18.33	17	N/A
Foreign Languages-French	22	33	1	18.67	18	N/A
Drama	23	30	3	18.67	18	N/A
Art	26	19	12	19.00	20	N/A
Music	27	16	17	20.00	21	N/A

Notes: Certification areas that were missing data in one or more of the measures examined were excluded from the exhibit. Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

¹ The rankings order the data with 1 being the subject area that shows the most need for additional teachers. For example, when looking at Exhibit 5, the subject area with the fewest program completers would be ranked as number 1, but for Exhibit 4 the subject area with the most vacancies would be ranked as number 1.



* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL include both the certification and the endorsement.

Information on Critical Teacher Shortage Areas

Data on teachers currently in the workforce and their areas of certification are presented below to provide context for the recommended critical teacher shortage areas. This information covers the following: certification areas in which the majority of teachers are currently certified; the number of courses taught by teachers who were not appropriately certified for the courses they are teaching; the projected number of teacher vacancies as reported by school districts; and the number of recent completers of state-approved teacher preparation programs in Florida. Additional information is provided on the number of courses being taught by teachers who were not certified in the appropriate field for the courses they were teaching in high-priority locations.² The following exhibits provide information on teacher supply and demand:

- Exhibit 2 – Number of Teacher Certifications Held by Certification Area during 2014-15
- Exhibit 3 – Number of Courses Taught by Teachers Not Certified in the Appropriate Field, by Certification Area during 2014-15
- Exhibit 4 – Number of Current and Projected Vacancies by Certification Area for 2014-15
- Exhibit 5 – Number of Students Completing Teacher Education Programs during 2013-14
- Exhibit 6 – High-Priority School Locations and Courses Taught by Appropriately Certified Teachers in 2014-15

It is important to note and emphasize that all data are as reported by school districts or teacher preparation programs.

² Section 1012.07, F.S., defines high-priority locations as high-density, low-economic urban schools; low-density, low-economic urban schools; low-density, low-economic rural schools; and schools that earned a grade of "F" or three consecutive grades of "D" pursuant to s. 1008.34, F.S.



Exhibit 2 provides the total number of certifications held by teachers in 2014-15 by certification area, as reported by school districts. If a teacher held multiple certifications, each certification was included. The most common teacher certification area for the 2014-15 school year was Elementary Education, making up 23.30% of all certifications. This was closely followed by ESOL at 20.32%. Shortage areas for 2016-17 are shaded and bolded in the exhibit below. Following Elementary Education and ESOL, the numbers drop off with ESE making up 10.82% of certifications and reading and English making up 6.27% and 4.84% of certifications, respectively. The seven recommended critical teacher shortage areas account for about 48.8% of all certifications (n=193,225). The complete crosswalk of Certification Subject Codes to Certification Areas can be found in Appendix C.

Exhibit 2 – Number of Teacher Certifications Held by Certification Area - Top Areas for 2014-15

Certification Areas	Total Number of Certifications	Percentage of Certifications
Elementary Education	92,242	23.30%
ESOL*	80,418	20.32%
ESE*	42,833	10.82%
Reading*	24,838	6.27%
English	19,151	4.84%
Pre-K/Primary Education	18,753	4.74%
Social Sciences	17,708	4.47%
Mathematics	16,867	4.26%
Gifted	10,909	2.76%
Physical Education	10,399	2.63%
Guidance	6,300	1.59%
Science-General*	6,158	1.56%
Science-Biology	6,123	1.55%
Early Childhood/Preschool	4,875	1.23%
Foreign Languages-Spanish	4,817	1.22%
Music	4,410	1.11%
Business Education	4,198	1.06%
Art	4,028	1.02%
Educational Media Specialist	3,659	0.92%
Health	3,191	0.81%
Science-Physical*	2,960	0.75%
Science-Earth & Space	1,598	0.40%
School Psychologist	1,456	0.37%
School Social Worker	1,355	0.34%
Family And Consumer Sciences	1,346	0.34%
Tech Education	961	0.24%
Foreign Languages-French	915	0.23%
Driver Education	915	0.23%
Drama	790	0.20%
Computer Science	593	0.15%
Agriculture	576	0.15%
Foreign Languages-Other	509	0.13%
Statewide Total	395,851	100.00%



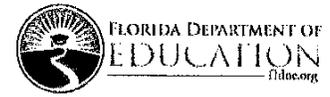
Note: Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL include both the certification and the endorsement.

Districts prefer to hire teachers certified in the appropriate field(s) for the courses they teach when possible to ensure children are taught the Florida Standards at the level of rigor required. Exhibit 3 provides the total number and percentage of courses taught in each certification area statewide, as well as the total number and percentage of courses taught in each certification area by teachers who were not certified in the appropriate field, as reported by school districts for the 2014-15 school year. The difference between the percentage of total courses the certification area represents and the percentage of courses being taught out-of-field the certification area represents is computed. When this number is negative, it indicates the certification area is over-represented among courses taught by teachers not certified in the appropriate field when compared to the proportion of courses requiring the certification area represented overall. This information provides detail on the certification areas that are currently in demand across all school districts based on how frequently courses are being taught by teachers without the required certification relative to those courses' prevalence among course offerings in Florida. English had the highest percentage of courses taught by teachers without the required certification relative to its prevalence among course offerings in Florida.

Exhibit 3 – Number of Courses Taught by Teachers Not Certified in the Appropriate Field, by Certification Area during 2014-15.

Certification Areas	Total Number of Courses Reported Statewide	Percentage of Total Courses Reported Statewide	Total Number of Courses Taught by Teachers Not Certified in Appropriate Field Reported Statewide	Percentage of Total Courses Taught by Teachers Not Certified in Appropriate Field Reported Statewide	Difference	Rank Based on Difference
English	33,371	6.22%	3,343	12.62%	-6.40%	1
Reading*	11,116	2.07%	1,718	6.48%	-4.41%	2
Math	34,721	6.47%	1,997	7.54%	-1.07%	3
Science-General*	9,615	1.79%	736	2.78%	-0.99%	4
ESE*	41,965	7.82%	2,205	8.32%	-0.50%	5
Science-Physical*	6,350	1.18%	432	1.63%	-0.45%	6
ESOL*	2,483	0.46%	237	0.89%	-0.43%	7
Science-Earth & Space	3,131	0.58%	266	1.00%	-0.42%	8
Science-Biology	7,093	1.32%	421	1.59%	-0.27%	9
Social Sciences	26,390	4.92%	1,360	5.13%	-0.21%	10
Gifted	884	0.16%	100	0.38%	-0.21%	10
Business Education	1,021	0.19%	88	0.33%	-0.14%	12
Family And Consumer Sciences	879	0.16%	73	0.28%	-0.11%	13



Certification Areas	Total Number of Courses Reported Statewide	Percentage of Total Courses Reported Statewide	Total Number of Courses Taught by Teachers Not Certified in Appropriate Field Reported Statewide	Percentage of Total Courses Taught by Teachers Not Certified in Appropriate Field Reported Statewide	Difference	Rank Based on Difference
Health	694	0.13%	62	0.23%	-0.10%	14
Educational Media Specialist	168	0.03%	16	0.06%	-0.03%	15
Tech Education	175	0.03%	15	0.06%	-0.02%	16
Agriculture	390	0.07%	21	0.08%	-0.01%	17
Computer Science	139	0.03%	8	0.03%	0.00%	18
Foreign Languages-Other	912	0.17%	31	0.12%	0.05%	19
Driver Education	275	0.05%	1	0.00%	0.05%	19
Pre-K/Primary Education	1,508	0.28%	37	0.14%	0.14%	21
Foreign Languages-French	1,432	0.27%	21	0.08%	0.19%	22
Drama	2,854	0.53%	67	0.25%	0.28%	23
Physical Education	5,645	1.05%	153	0.58%	0.47%	24
Foreign Languages-Spanish	5,155	0.96%	100	0.38%	0.58%	25
Art	15,689	2.92%	444	1.68%	1.25%	26
Music	22,687	4.23%	580	2.19%	2.04%	27
Elementary Education	299,929	55.89%	11,968	45.16%	10.72%	28
Statewide Total	536,671	100%	26,500	100%		

Note: Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL include both the certification and the endorsement.

Most of the recommended critical teacher shortage areas for 2016-17 are among those with the highest projected vacancies and the highest number of current vacancies for 2014-15 (all but one are within the top 10 vacancies). Exhibit 4 provides the total number of current vacancies for the 2014-15 school year and the total number of projected vacancies for the 2014-15 school year by certification area. This information is typically used to plan recruitment efforts, including The Great Florida Teach-In held annually. This highlights the anticipated subject areas of teacher demand seen across all school districts.

Exhibit 4 – Number of Current and Projected Vacancies by Certification Area

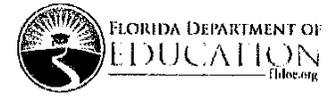
Certification Areas	Current Number of Vacancies Reported for 2014-15	Percentage of Current Vacancies Reported for 2014-15	Projected Number of Vacancies Reported for 2014-15	Percentage of Projected Vacancies Reported for 2014-15	Rank Based on Projected Vacancies Reported
Elementary Education	485	24.05%	1,673	27.68%	1



Certification Areas	Current Number of Vacancies Reported for 2014-15	Percentage of Current Vacancies Reported for 2014-15	Projected Number of Vacancies Reported for 2014-15	Percentage of Projected Vacancies Reported for 2014-15	Rank Based on Projected Vacancies Reported
ESE*	406	20.13%	645	10.67%	2
Mathematics	151	7.49%	421	6.97%	3
English	148	7.34%	362	5.99%	4
Pre-K/Primary Education	95	4.71%	317	5.24%	5
Reading*	88	4.36%	302	5.00%	6
Science-General*	50	2.48%	244	4.04%	7
Science-Physical*	32	1.59%	237	3.92%	8
Social Sciences	62	3.07%	233	3.86%	9
Speech Language Pathologist	73	3.62%	232	3.84%	10
Science-Biology	22	1.09%	188	3.11%	11
Guidance	100	4.96%	170	2.81%	12
Science-Earth & Space	14	0.69%	104	1.72%	13
ESOL*	20	0.99%	100	1.65%	14
Physical Education	28	1.39%	97	1.60%	15
Music	41	2.03%	95	1.57%	16
Foreign Languages-Spanish	25	1.24%	78	1.29%	17
Gifted	30	1.49%	76	1.26%	18
Art	21	1.04%	74	1.22%	19
School Psychologist	13	0.64%	49	0.81%	20
Early Childhood/Preschool	8	0.40%	46	0.76%	21
Tech Education	28	1.39%	45	0.74%	22
Educational Media Specialist	10	0.50%	44	0.73%	23
Business Education	18	0.89%	39	0.65%	24
School Social Worker	11	0.55%	38	0.63%	25
Health	5	0.25%	24	0.40%	26
Computer Science	4	0.20%	24	0.40%	26
Foreign Languages-Other	5	0.25%	21	0.35%	28
Family And Consumer Sciences	7	0.35%	20	0.33%	29
Drama	4	0.20%	19	0.31%	30
Agriculture	4	0.20%	12	0.20%	31
Driver Education	5	0.25%	8	0.13%	32
Foreign Languages-French	4	0.20%	7	0.12%	33
Statewide Total	2,017	100.00%	6,044	100.00%	

Note: Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) Includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL include both the certification and the endorsement.



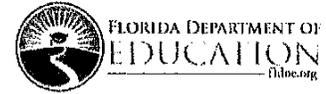
The number of students earning a certification in a particular content area in Florida gives an estimate of the number of new teachers available to fill vacancies in the state. Exhibit 5 presents the most recent information on new completers reported by teacher education programs across Florida.

Exhibit 5 – Number of Students Completing Teacher Education Programs in 2013-14

Certification Areas	Number and Percentage of Completers Reported		Rank Based on Percentage of Completers Reported
Foreign Languages-Other	1	0.02%	1
Foreign Languages-French	1	0.02%	1
Computer Science	2	0.04%	3
Drama	2	0.04%	3
ESOL*	3	0.06%	5
Foreign Languages-Spanish	10	0.19%	6
Agriculture	16	0.30%	7
Science-Physical*	17	0.32%	8
Educational Media Specialist	20	0.37%	9
Early Childhood/Preschool	20	0.37%	9
Science-General*	34	0.63%	11
Art	38	0.71%	12
Physical Education	56	1.04%	13
School Psychologist	69	1.28%	14
Science-Biology	108	2.01%	15
Guidance	109	2.03%	16
Music	167	3.11%	17
Mathematics	198	3.68%	18
English	206	3.83%	19
Reading*	213	3.96%	20
Social Sciences	239	4.44%	21
Pre-K/Primary Education	341	6.34%	22
ESE*	808	15.03%	23
Elementary Education	2,699	50.20%	24
Statewide Total	5,377	100.00%	

Note: Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL here only include the certification and not the endorsement.



Schools considered persistently low performing and schools serving a high proportion of students who receive free or reduced lunch have a higher proportion of courses taught by teachers that districts report as not being certified in the appropriate field for the courses they are teaching. Schools receiving an informational baseline grade of “F” experience the largest proportion of teachers not certified in the appropriate field for the courses they teach. This information provides the context of high-need schools experiencing higher numbers of courses being taught by teachers that are not certified to teach the subject. The complete list of high priority school locations can be found in Appendix A and Appendix B.

A larger percentage of courses are being taught by teachers not certified in the appropriate field for the courses they teach in the high-priority school locations compared to the statewide total. Exhibit 6 provides information on the number of high-priority school locations and the proportion of courses at those locations being taught by teachers who were not certified in the appropriate field for the courses they teach (out-of-field) and teachers who were certified in the appropriate field for the courses they teach (in-field). The statewide percentage of courses taught by out-of-field teachers for all schools that received an informational baseline grade in 2014-15 is 4.35 percent. Schools that received an informational baseline grade of “F” had the largest percentage of courses being taught out-of-field at 7.98 percent. Schools that had received a combination of “D” or “F” ratings in the past three years have 6.70 percent of courses being taught out-of-field, while 5.38 percent of courses at Urban/Low-Economic Schools and 4.44 percent of courses at rural/low-economic schools are being taught out-of-field. Consistent with Florida Statute we have identified high-priority locations as high-density, low-economic urban schools, low-density, low-economic rural schools, and schools that earned an informational baseline grade of “F” or three consecutive grades of “D” or below. Low-economic schools are those that have 75 percent or more students who qualify for free or reduced price lunch. Urban and rural school distinctions are based on the National Center for Education Statistics (NCES) locale codes which are a measure of geographic status on an urban continuum that ranges from “large city” to “rural” based on the standards used by the Census.

**Exhibit 6 – High-Priority School Locations and Courses Taught by Appropriately Certified Teachers
Among Schools that Received an Informational Baseline School Grade**

High-Priority School Locations ¹	Number of Schools	Total Number of Courses	Number and Percentage of Courses In-Field		Number and Percentage of Courses Out-of-Field	
			Number	Percentage	Number	Percentage
D Schools ² (3 Consecutive Years)	108	17,888	16,690	93.30%	1,198	6.70%
F Schools (Current Year)	184	24,272	22,336	92.02%	1,936	7.98%
Urban/Low-Economic Schools	253	45,352	42,914	94.62%	2,438	5.38%
Rural/Low-Economic Schools	72	12,900	12,327	95.56%	573	4.44%
Statewide Totals- All Schools	3,219	597,796	571,819	95.65%	25,977	4.35%

¹The list of high-priority school locations can be found in Appendix A and Appendix B attached.

²Per section 1012.07, F.S., in order to be a high-priority location area, a school must have earned three consecutive “D” ratings. For the purposes of this analysis, we have also included schools that earned a “D” for the current year and either a “D” or an “F” for both of the prior two years, considering this situation to be functionally equivalent with the intent of the statute.



Appendix A – Low Performing Schools

District Number	District Name	School Number	School Name	Informational Baseline School Grade
1	ALACHUA	21	CHARLES W. DUVAL ELEMENTARY SCHOOL	F
1	ALACHUA	71	LAKE FOREST ELEMENTARY SCHOOL	F
1	ALACHUA	81	SIDNEY LANIER CENTER	F
1	ALACHUA	201	HAWTHORNE MIDDLE/HIGH SCHOOL	D
1	ALACHUA	341	MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL	F
3	BAY	91	CEDAR GROVE ELEMENTARY SCHOOL	D
3	BAY	191	OAKLAND TERRACE SCHOOL FOR THE VISUAL AND PERFORMING ARTS	F
3	BAY	291	OSCAR PATTERSON ELEMENTARY MAGNET	D
3	BAY	7006	BAY VIRTUAL INSTRUCTION (COURSE OFFERINGS)	F
4	BRADFORD	51	STARKE ELEMENTARY SCHOOL	F
5	BREVARD	1051	ENDEAVOUR ELEMENTARY MAGNET	D
5	BREVARD	6515	IMAGINE SCHOOLS AT WEST MELBOURNE	F
5	BREVARD	6523	EMMA JEWEL CHARTER ACADEMY	F
6	BROWARD	41	NORTH SIDE ELEMENTARY SCHOOL	F
6	BROWARD	231	COLBERT ELEMENTARY SCHOOL	D
6	BROWARD	271	DILLARD ELEMENTARY SCHOOL	F
6	BROWARD	321	WALKER ELEMENTARY SCHOOL (MAGNET)	F
6	BROWARD	461	OAKRIDGE ELEMENTARY SCHOOL	D
6	BROWARD	501	BROWARD ESTATES ELEMENTARY SCHOOL	F
6	BROWARD	511	WATKINS ELEMENTARY SCHOOL	D
6	BROWARD	571	TEDDER ELEMENTARY SCHOOL	D
6	BROWARD	611	SUNLAND PARK ACADEMY	F
6	BROWARD	621	LARKDALE ELEMENTARY SCHOOL	F
6	BROWARD	631	WESTWOOD HEIGHTS ELEMENTARY SCHOOL	F
6	BROWARD	751	POMPANO BEACH ELEMENTARY SCHOOL	F
6	BROWARD	831	LAKE FOREST ELEMENTARY SCHOOL	F
6	BROWARD	941	PLANTATION ELEMENTARY SCHOOL	F
6	BROWARD	1191	NORTH FORK ELEMENTARY SCHOOL	F
6	BROWARD	1391	LAUDERHILL 6-12	D
6	BROWARD	1461	CASTLE HILL ELEMENTARY SCHOOL	D
6	BROWARD	1611	MARTIN LUTHER KING ELEMENTARY SCHOOL	F
6	BROWARD	1621	VILLAGE ELEMENTARY SCHOOL	F
6	BROWARD	1671	C. ROBERT MARKHAM ELEMENTARY	D
6	BROWARD	1701	LAUDERDALE LAKES MIDDLE SCHOOL	D
6	BROWARD	1781	CYPRESS ELEMENTARY SCHOOL	F
6	BROWARD	1831	ORIOLE ELEMENTARY SCHOOL	F
6	BROWARD	1851	ROYAL PALM ELEMENTARY SCHOOL	F
6	BROWARD	1951	PARK RIDGE ELEMENTARY SCHOOL	F
6	BROWARD	2691	MORROW ELEMENTARY SCHOOL	F
6	BROWARD	2811	PINEWOOD ELEMENTARY SCHOOL	D



District Number	District Name	School Number	School Name	Informational Baseline School Grade
6	BROWARD	3221	CHARLES DREW ELEMENTARY SCHOOL	F
6	BROWARD	3291	THURGOOD MARSHALL ELEMENTARY SCHOOL	F
6	BROWARD	3301	ENDEAVOUR PRIMARY LEARNING CENTER	F
6	BROWARD	3701	ROCK ISLAND ELEMENTARY SCHOOL	F
6	BROWARD	5025	BEN GAMLA CHARTER SCHOOL HALLANDALE	F
6	BROWARD	5201	CHARTER SCHOOL OF EXCELLENCE TAMARAC 1	F
6	BROWARD	5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL	F
6	BROWARD	5372	PATHWAYS ACADEMY K-8 CENTER	F
6	BROWARD	5387	SOMERSET ACADEMY HOLLYWOOD	F
6	BROWARD	5412	DISCOVERY MIDDLE CHARTER SCHOOL	F
6	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	F
10	CLAY	20	FLORIDA YOUTH CHALLENGE ACADEMY	F
11	COLLIER	161	PINECREST ELEMENTARY SCHOOL	F
11	COLLIER	181	HIGHLANDS ELEMENTARY SCHOOL	F
11	COLLIER	341	VILLAGE OAKS ELEMENTARY SCHOOL	D
11	COLLIER	631	EDEN PARK ELEMENTARY SCHOOL	D
13	DADE	73	MANDARIN LAKES K-8 ACADEMY	D
13	DADE	101	ARCOLA LAKE ELEMENTARY SCHOOL	F
13	DADE	521	BROADMOOR ELEMENTARY SCHOOL	D
13	DADE	681	CAROL CITY ELEMENTARY SCHOOL	D
13	DADE	1361	FREDERICK R. DOUGLASS ELEMENTARY	D
13	DADE	1441	PAUL LAURENCE DUNBAR K-8 CENTER	D
13	DADE	1561	EARLINGTON HEIGHTS ELEMENTARY SCHOOL	F
13	DADE	2060	THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL	F
13	DADE	2161	GOLDEN GLADES ELEMENTARY SCHOOL	F
13	DADE	2501	HOLMES ELEMENTARY SCHOOL	F
13	DADE	2941	LAURA C. SAUNDERS ELEMENTARY SCHOOL	F
13	DADE	2981	LIBERTY CITY ELEMENTARY SCHOOL	F
13	DADE	3021	JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL	F
13	DADE	3032	PALM GLADES PREPARATORY ACADEMY	D
13	DADE	3051	TOUSSAINT L'OUVERTURE ELEMENTARY	F
13	DADE	4121	DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY SCHOOL	F
13	DADE	4341	PARKWAY ELEMENTARY SCHOOL	D
13	DADE	4501	POINCIANA PARK ELEMENTARY SCHOOL	D
13	DADE	4651	ETHEL F. BECKFORD/RICHMOND ELEMENTARY SCHOOL	D
13	DADE	4961	SHADOWLAWN ELEMENTARY SCHOOL	F
13	DADE	5029	EXCELSIOR LANGUAGE ACADEMY OF HIALEAH	F
13	DADE	5032	EXCELSIOR CHARTER ACADEMY	F
13	DADE	5410	ALPHA CHARTER OF EXCELLENCE	F
13	DADE	5971	NATHAN B. YOUNG ELEMENTARY SCHOOL	D
13	DADE	6011	ALLAPATTAH MIDDLE SCHOOL	D
13	DADE	6020	ASPIRA RAUL ARNALDO MARTINEZ CHARTER SCHOOL	D



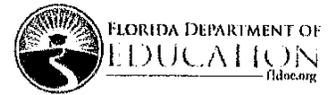
District Number	District Name	School Number	School Name	Informational Baseline School Grade
13	DADE	6031	BROWNSVILLE MIDDLE SCHOOL	F
13	DADE	6051	CAROL CITY MIDDLE SCHOOL	F
13	DADE	6091	CITRUS GROVE MIDDLE SCHOOL	F
13	DADE	6111	CUTLER BAY MIDDLE	D
13	DADE	6361	JOSE DE DIEGO MIDDLE SCHOOL	F
13	DADE	6391	MADISON MIDDLE SCHOOL	D
13	DADE	6411	HORACE MANN MIDDLE SCHOOL	D
13	DADE	6571	NORLAND MIDDLE SCHOOL	D
13	DADE	6591	NORTH DADE MIDDLE SCHOOL	F
13	DADE	6761	REDLAND MIDDLE SCHOOL	F
14	DESOTO	61	WEST ELEMENTARY SCHOOL	D
14	DESOTO	81	MEMORIAL ELEMENTARY SCHOOL	D
14	DESOTO	161	DESOTO MIDDLE SCHOOL	D
14	DESOTO	181	NOCATEE ELEMENTARY SCHOOL	F
16	DUVAL	151	BRENTWOOD ELEMENTARY SCHOOL	F
16	DUVAL	211	ANNIE R. MORGAN ELEMENTARY SCHOOL	F
16	DUVAL	461	ARLINGTON ELEMENTARY SCHOOL	F
16	DUVAL	731	JOHN LOVE ELEMENTARY SCHOOL	F
16	DUVAL	741	LAKE FOREST ELEMENTARY SCHOOL	D
16	DUVAL	771	HYDE PARK ELEMENTARY SCHOOL	D
16	DUVAL	921	EUGENE BUTLER MIDDLE SCHOOL	F
16	DUVAL	1061	LONG BRANCH ELEMENTARY SCHOOL	F
16	DUVAL	1131	WAYMAN ACADEMY OF THE ARTS	D
16	DUVAL	1161	SADIE T. TILLIS ELEMENTARY SCHOOL	F
16	DUVAL	1381	SOMERSET EAGLE HIGH SCHOOL	F
16	DUVAL	1431	WEST JACKSONVILLE ELEMENTARY SCHOOL	F
16	DUVAL	1461	MATTHEW W. GILBERT MIDDLE SCHOOL	F
16	DUVAL	1481	RICHARD L. BROWN ELEMENTARY SCHOOL	F
16	DUVAL	1491	SMART POPE LIVINGSTON ELEMENTARY	F
16	DUVAL	1581	GEORGE WASHINGTON CARVER ELEMENTARY	F
16	DUVAL	1631	RUFUS E. PAYNE ELEMENTARY SCHOOL	F
16	DUVAL	2072	J. E. B. STUART MIDDLE SCHOOL	F
16	DUVAL	2101	OAK HILL ELEMENTARY SCHOOL	F
16	DUVAL	2111	SOUTHSIDE MIDDLE SCHOOL	F
16	DUVAL	2121	JEAN RIBAUT MIDDLE SCHOOL	D
16	DUVAL	2141	HYDE GROVE ELEMENTARY SCHOOL	F
16	DUVAL	2161	JEFFERSON DAVIS MIDDLE SCHOOL	F
16	DUVAL	2191	JOSEPH STILWELL MIDDLE SCHOOL	D
16	DUVAL	2211	NORMANDY VILLAGE ELEMENTARY SCHOOL	D
16	DUVAL	2441	HIGHLANDS MIDDLE SCHOOL	F
16	DUVAL	2501	PINE ESTATES ELEMENTARY SCHOOL	D
16	DUVAL	2621	ANDREW A. ROBINSON ELEMENTARY SCHOOL	D



District Number	District Name	School Number	School Name	Informational Baseline School Grade
16	DUVAL	5541	VALOR ACADEMY OF LEADERSHIP-HIGH SCHOOL	F
17	ESCAMBIA	361	MONTCLAIR ELEMENTARY SCHOOL	F
17	ESCAMBIA	471	O. J. SEMMES ELEMENTARY SCHOOL	F
17	ESCAMBIA	561	WARRINGTON MIDDLE SCHOOL	D
17	ESCAMBIA	572	C. A. WEIS ELEMENTARY SCHOOL	F
17	ESCAMBIA	933	HOSPITAL & HOMEBOUND	F
17	ESCAMBIA	962	COUNTY ADMINISTRATIVE ANNEX	F
17	ESCAMBIA	2151	FIVE FLAGS ACADEMY	F
20	GADSDEN	41	GEORGE W. MUNROE ELEMENTARY SCHOOL	F
20	GADSDEN	91	HAVANA ELEMENTARY SCHOOL	D
20	GADSDEN	211	JAMES A. SHANKS MIDDLE SCHOOL	D
24	HAMILTON	31	CENTRAL HAMILTON ELEMENTARY SCHOOL	D
27	HERNANDO	332	HERNANDO COUNTY JAIL	F
29	HILLSBOROUGH	42	FOREST HILLS ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	51	SHEEHY ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	120	KIMBELL ELEMENTARY	F
29	HILLSBOROUGH	125	THOMPSON ELEMENTARY	F
29	HILLSBOROUGH	282	JUST ELEMENTARY	F
29	HILLSBOROUGH	441	BROWARD ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	521	BRYAN ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	682	VAN BUREN MIDDLE SCHOOL	D
29	HILLSBOROUGH	962	LOCKHART ELEMENTARY MAGNET SCHOOL	D
29	HILLSBOROUGH	1081	DESOTO ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	1361	EDISON ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	1481	FOSTER ELEMENTARY SCHOOL	D
29	HILLSBOROUGH	1482	SLIGH MIDDLE SCHOOL	D
29	HILLSBOROUGH	1601	GIBSONTON ELEMENTARY SCHOOL	D
29	HILLSBOROUGH	1951	IPPOLITO ELEMENTARY SCHOOL	D
29	HILLSBOROUGH	2042	JENNINGS MIDDLE SCHOOL	D
29	HILLSBOROUGH	2882	MEMORIAL MIDDLE SCHOOL	D
29	HILLSBOROUGH	3041	MILES ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	3121	MORT ELEMENTARY SCHOOL	D
29	HILLSBOROUGH	3201	OAK PARK ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	3281	PALM RIVER ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	3521	POTTER ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	3841	RUSKIN ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	3951	SHAW ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	4201	SULPHUR SPRINGS ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	4281	TEMPLE TERRACE ELEMENTARY SCHOOL	D
29	HILLSBOROUGH	4601	WASHINGTON ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	4722	WEST TAMPA ELEMENTARY SCHOOL	F
29	HILLSBOROUGH	6601	RICHARDSON MONTESSORI ACADEMY	F



District Number	District Name	School Number	School Name	Informational Baseline School Grade
29	HILLSBOROUGH	6608	VILLAGE OF EXCELLENCE ACADEMY	F
29	HILLSBOROUGH	6621	LEGACY PREPARATORY ACADEMY	F
29	HILLSBOROUGH	6643	COMMUNITY CHARTER SCHOOL OF EXCELLENCE	F
29	HILLSBOROUGH	6666	KINGS KIDS ACADEMY OF HEALTH SCIENCES	F
29	HILLSBOROUGH	7675	BRIDGEPREP ACADEMY OF TAMPA	F
29	HILLSBOROUGH	7680	VILLAGE OF EXCELLENCE ACADEMY MIDDLE SCHOOL	F
31	INDIAN RIVER	151	DODGERTOWN ELEMENTARY SCHOOL	D
31	INDIAN RIVER	221	INDIAN RIVER ACADEMY	F
33	JEFFERSON	111	JEFFERSON COUNTY ELEMENTARY SCHOOL	D
35	LAKE	31	BEVERLY SHORES ELEMENTARY SCHOOL	D
35	LAKE	251	OAK PARK MIDDLE SCHOOL	D
35	LAKE	291	LEESBURG ELEMENTARY SCHOOL	F
35	LAKE	9020	HUMANITIES AND FINE ARTS CHARTER SCHOOL	F
35	LAKE	9029	MILESTONES COMMUNITY SCHOOL OF LAKE COUNTY, INC.	D
36	LEE	251	FRANKLIN PARK ELEMENTARY SCHOOL	D
36	LEE	592	JAMES STEPHENS INTERNATIONAL ACADEMY	D
36	LEE	597	TORTUGA PRESERVE ELEMENTARY SCHOOL	D
36	LEE	763	MANATEE ELEMENTARY SCHOOL	D
36	LEE	781	COLONIAL ELEMENTARY SCHOOL	F
36	LEE	4241	FORT MYERS PREPARATORY AND FITNESS ACADEMY	F
37	LEON	171	OAK RIDGE ELEMENTARY SCHOOL	F
37	LEON	1181	BOND ELEMENTARY SCHOOL	F
40	MADISON	41	MADISON COUNTY CENTRAL SCHOOL	D
40	MADISON	91	GREENVILLE ELEMENTARY SCHOOL	F
41	MANATEE	151	MANATEE ELEMENTARY SCHOOL	D
41	MANATEE	271	ORANGE RIDGE-BULLOCK ELEMENTARY	F
41	MANATEE	281	PALM VIEW ELEMENTARY SCHOOL	F
41	MANATEE	301	PALMETTO ELEMENTARY SCHOOL	F
41	MANATEE	421	SAMOSET ELEMENTARY SCHOOL	D
41	MANATEE	521	JAMES TILLMAN ELEMENTARY MAGNET SCHOOL	F
41	MANATEE	541	BLACKBURN ELEMENTARY SCHOOL	D
41	MANATEE	581	W. D. SUGG MIDDLE SCHOOL	D
41	MANATEE	591	SARA SCOTT HARLLEE MIDDLE SCHOOL	F
41	MANATEE	831	G.D. ROGERS GARDEN ELEMENTARY	F
41	MANATEE	2151	JUST FOR GIRLS ACADEMY	F
41	MANATEE	2161	VISIBLE MEN ACADEMY	F
42	MARION	281	LAKE WEIR MIDDLE SCHOOL	D
42	MARION	561	EMERALD SHORES ELEMENTARY SCHOOL	D
42	MARION	571	SUNRISE ELEMENTARY SCHOOL	D
42	MARION	581	EVERGREEN ELEMENTARY SCHOOL	D
42	MARION	9690	FRANCIS MARION MILITARY ACADEMY	D
48	ORANGE	163	ASPIRE ACADEMY CHARTER	F



District Number	District Name	School Number	School Name	Informational Baseline School Grade
48	ORANGE	203	PINECREST CREEK CHARTER	F
48	ORANGE	271	ORLO VISTA ELEMENTARY	F
48	ORANGE	401	PINEWOOD ELEMENTARY	D
48	ORANGE	621	PINE HILLS ELEMENTARY	F
48	ORANGE	791	MOLLIE RAY ELEMENTARY	D
48	ORANGE	851	LANCASTER ELEMENTARY	D
48	ORANGE	861	ROLLING HILLS ELEMENTARY	F
48	ORANGE	1241	MEADOWBROOK MIDDLE	D
48	ORANGE	1421	IVEY LANE ELEMENTARY	F
48	ORANGE	1621	SHINGLE CREEK ELEMENTARY	D
48	ORANGE	5841	ECCLESTON ELEMENTARY	F
48	ORANGE	5861	WASHINGTON SHORES ELEMENTARY	F
48	ORANGE	5871	CARVER MIDDLE	D
49	OSCEOLA	151	ACCLAIM ACADEMY OF FLORIDA INC	F
50	PALM BEACH	211	LINCOLN ELEMENTARY SCHOOL	F
50	PALM BEACH	271	NORTHMORE ELEMENTARY SCHOOL	F
50	PALM BEACH	341	ROOSEVELT ELEMENTARY SCHOOL	F
50	PALM BEACH	642	DAYSTAR ACADEMY OF EXCELLENCE CHARTER SCHOOL	F
50	PALM BEACH	1232	LAKE SHORE MIDDLE SCHOOL	F
50	PALM BEACH	1401	WEST RIVIERA ELEMENTARY SCHOOL	F
50	PALM BEACH	1641	GOLD COAST COMMUNITY SCHOOL	F
50	PALM BEACH	1831	K. E. CUNNINGHAM/CANAL POINT ELEMENTARY	F
50	PALM BEACH	2371	PIONEER PARK ELEMENTARY SCHOOL	D
50	PALM BEACH	2401	BELLE GLADE ELEMENTARY SCHOOL	F
50	PALM BEACH	2491	DR. MARY MCLEOD BETHUNE ELEMENTARY	F
50	PALM BEACH	2641	LAKESIDE ACADEMY	F
50	PALM BEACH	3002	PALM BEACH COUNTY JAIL	F
50	PALM BEACH	3044	NORTH AREA ELEMENTARY TRANSITION SCHOOL	F
50	PALM BEACH	3347	LEADERSHIP ACADEMY WEST	F
50	PALM BEACH	3355	RIVIERA BEACH PREPARATORY & ACHIEVEMENT ACADEMY	F
50	PALM BEACH	4010	BELLE GLADE EXCEL CHARTER SCHOOL	F
50	PALM BEACH	4037	LEARNING PATH ACADEMY	F
51	PASCO	21	RODNEY B. COX ELEMENTARY SCHOOL	F
51	PASCO	61	PASCO ELEMENTARY SCHOOL	D
51	PASCO	83	GULF HIGHLANDS ELEMENTARY SCHOOL	D
51	PASCO	301	HUDSON ELEMENTARY SCHOOL	F
51	PASCO	321	LACOOCHEE ELEMENTARY SCHOOL	F
51	PASCO	911	GULFSIDE ELEMENTARY SCHOOL	D
52	PINELLAS	121	AZALEA MIDDLE SCHOOL	D
52	PINELLAS	271	BEAR CREEK ELEMENTARY SCHOOL	D
52	PINELLAS	481	CAMPBELL PARK ELEMENTARY SCHOOL	F
52	PINELLAS	1211	FAIRMOUNT PARK ELEMENTARY SCHOOL	F

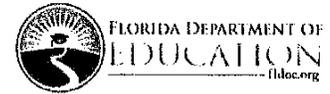


District Number	District Name	School Number	School Name	Informational Baseline School Grade
52	PINELLAS	1691	GULFPORT MONTESSOURI ELEMENTARY SCHOOL	D
52	PINELLAS	1811	HIGH POINT ELEMENTARY SCHOOL	F
52	PINELLAS	2021	LAKEWOOD ELEMENTARY SCHOOL	F
52	PINELLAS	2141	LEALMAN AVENUE ELEMENTARY SCHOOL	D
52	PINELLAS	2281	MAXIMO ELEMENTARY SCHOOL	F
52	PINELLAS	2371	MELROSE ELEMENTARY SCHOOL	F
52	PINELLAS	3461	PONCE DE LEON ELEMENTARY SCHOOL	D
52	PINELLAS	3871	SANDY LANE ELEMENTARY SCHOOL	F
53	POLK	91	COMBEE ELEMENTARY SCHOOL	F
53	POLK	101	CRYSTAL LAKE ELEMENTARY SCHOOL	F
53	POLK	321	SHELLEY S. BOONE MIDDLE SCHOOL	D
53	POLK	361	EASTSIDE ELEMENTARY SCHOOL	F
53	POLK	491	DENISON MIDDLE SCHOOL	D
53	POLK	571	WESTWOOD MIDDLE SCHOOL	D
53	POLK	601	FRED G. GARNER ELEMENTARY SCHOOL	D
53	POLK	802	LEWIS ANNA WOODBURY ELEMENTARY SCHOOL	D
53	POLK	931	BARTOW MIDDLE SCHOOL	D
53	POLK	1191	KATHLEEN MIDDLE SCHOOL	F
53	POLK	1231	GRIFFIN ELEMENTARY SCHOOL	D
53	POLK	1241	JESSE KEEN ELEMENTARY SCHOOL	D
53	POLK	1501	CRYSTAL LAKE MIDDLE SCHOOL	D
53	POLK	1662	LAKE ALFRED-ADDAIR MIDDLE SCHOOL	F
53	POLK	1701	EAGLE LAKE ELEMENTARY SCHOOL	D
53	POLK	1702	PALMETTO ELEMENTARY SCHOOL	D
53	POLK	1831	LAKE MARION CREEK MIDDLE SCHOOL	F
54	PUTNAM	91	MELLON ELEMENTARY SCHOOL	F
54	PUTNAM	351	WILLIAM D. MOSELEY ELEMENTARY SCHOOL	F
55	ST. JOHNS	13	ST. PAUL SCHOOL OF EXCELLENCE (SPSE)	F
56	ST. LUCIE	71	ST. LUCIE ELEMENTARY SCHOOL	F
56	ST. LUCIE	72	DAN MCCARTY MIDDLE SCHOOL	D
56	ST. LUCIE	111	CHESTER A. MOORE ELEMENTARY SCHOOL	F
56	ST. LUCIE	141	SAMUEL S. GAINES ACADEMY K-8	D
56	ST. LUCIE	231	LAKEWOOD PARK ELEMENTARY SCHOOL	D
59	SEMINOLE	141	PINE CREST ELEMENTARY SCHOOL	D
59	SEMINOLE	281	HOPPER CENTER	F
59	SEMINOLE	301	MIDWAY ELEMENTARY SCHOOL	D
60	SUMTER	3001	SUMTER ALTERNATIVES	F
64	VOLUSIA	745	CAMPBELL MIDDLE SCHOOL	D
64	VOLUSIA	2721	HOLLY HILL SCHOOL	D
64	VOLUSIA	6441	EDITH I. STARKE ELEMENTARY SCHOOL	F
64	VOLUSIA	9810	ELEARNING EAST	F
64	VOLUSIA	9821	ELEARNING WEST	F



Appendix B – Urban or Rural Low-Economic Schools

District Number	District Name	School Number	School Name	Locale
1	ALACHUA	21	CHARLES W. DUVAL ELEM SCHOOL	Urban
1	ALACHUA	101	W. A. METCALFE ELEMENTARY SCHO	Urban
1	ALACHUA	341	MARJORIE KINNAN RAWLINGS ELEM	Urban
1	ALACHUA	953	CARING & SHARING LEARNING SCHO	Urban
1	ALACHUA	958	GENESIS PREPARATORY SCHOOL	Urban
1	ALACHUA	961	MICANOPY MIDDLE SCHOOL, INC.	Rural
3	BAY	111	MERRIAM CHERRY STREET ELEM.	Urban
3	BAY	131	LUCILLE MOORE ELEMENTARY SCHL	Urban
3	BAY	191	OAKLAND TERRACE SCHL FOR VIS	Urban
3	BAY	251	WALLER ELEMENTARY SCHOOL	Rural
3	BAY	291	OSCAR PATTERSON ELEM MAGNET	Urban
3	BAY	471	NORTHSIDE ELEMENTARY SCHOOL	Urban
5	BREVARD	91	COQUINA ELEMENTARY SCHOOL	Urban
5	BREVARD	2051	UNIVERSITY PARK ELEMENTARY SCH	Urban
5	BREVARD	2081	PALM BAY ELEMENTARY SCHOOL	Urban
5	BREVARD	2121	JOHN F. TURNER, SR. ELEMENTARY	Urban
5	BREVARD	2131	COLUMBIA ELEMENTARY SCHOOL	Urban
5	BREVARD	2151	DISCOVERY ELEMENTARY SCHOOL	Urban
5	BREVARD	2171	RIVIERA ELEMENTARY SCHOOL	Urban
5	BREVARD	2191	JUPITER ELEMENTARY SCHOOL	Urban
5	BREVARD	3061	HARBOR CITY ELEMENTARY SCHOOL	Urban
5	BREVARD	6501	PALM BAY ACADEMY CHARTER SCHOO	Urban
5	BREVARD	6541	ODYSSEY PREPARATORY CHARTER AC	Urban
6	BROWARD	11	DEERFIELD BEACH ELEMENTARY SCH	Urban
6	BROWARD	21	POMPANO BEACH MIDDLE SCHOOL	Urban
6	BROWARD	41	NORTH SIDE ELEMENTARY SCHOOL	Urban
6	BROWARD	151	RIVERLAND ELEMENTARY SCHOOL	Urban
6	BROWARD	201	BENNETT ELEMENTARY SCHOOL	Urban
6	BROWARD	211	STRANAHAN HIGH SCHOOL	Urban
6	BROWARD	221	CROISSANT PARK ELEMENTARY SCHO	Urban
6	BROWARD	271	DILLARD ELEMENTARY SCHOOL	Urban
6	BROWARD	321	WALKER ELEMENTARY (MAGNET)	Urban
6	BROWARD	361	BLANCHE ELY HIGH SCHOOL	Urban
6	BROWARD	371	DILLARD 6-12	Urban
6	BROWARD	391	DEERFIELD PARK ELEMENTARY SCHL	Urban
6	BROWARD	571	TEDDER ELEMENTARY SCHOOL	Urban
6	BROWARD	611	SUNLAND PARK ACADEMY	Urban
6	BROWARD	631	WESTWOOD HEIGHTS ELEMENTARY	Urban
6	BROWARD	751	POMPANO BEACH ELEMENTARY SCHOO	Urban
6	BROWARD	881	NEW RIVER MIDDLE SCHOOL	Urban
6	BROWARD	891	SANDERS PARK ELEMENTARY SCHOOL	Urban
6	BROWARD	901	CRESTHAVEN ELEMENTARY SCHOOL	Urban
6	BROWARD	911	DEERFIELD BEACH MIDDLE SCHOOL	Urban



District Number	District Name	School Number	School Name	Locale
6	BROWARD	921	STEPHEN FOSTER ELEMENTARY SCHL	Urban
6	BROWARD	1071	WILLIAM DANDY MIDDLE SCHOOL	Urban
6	BROWARD	1131	PALMVIEW ELEMENTARY SCHOOL	Urban
6	BROWARD	1191	NORTH FORK ELEMENTARY SCHOOL	Urban
6	BROWARD	1671	C. ROBERT MARKHAM ELEMENTARY	Urban
6	BROWARD	1781	CYPRESS ELEMENTARY SCHOOL	Urban
6	BROWARD	1871	CRYSTAL LAKE COMMUNITY MIDDLE	Urban
6	BROWARD	1951	PARK RIDGE ELEMENTARY SCHOOL	Urban
6	BROWARD	3221	CHARLES DREW ELEMENTARY SCHOOL	Urban
6	BROWARD	3291	THURGOOD MARSHALL ELEM. SCHOOL	Urban
6	BROWARD	3701	ROCK ISLAND ELEMENTARY SCHOOL	Urban
6	BROWARD	5031	CHARTER SCHOOL OF EXCELLENCE	Urban
6	BROWARD	5388	SOMERSET ACADEMY POMPANO (K-5)	Urban
6	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE	Urban
9	CITRUS	71	HOMOSASSA ELEMENTARY SCHOOL	Rural
10	CLAY	491	J.L. WILKINSON ELEMENTARY SCHL	Rural
11	COLLIER	201	AVALON ELEMENTARY SCHOOL	Rural
11	COLLIER	341	VILLAGE OAKS ELEMENTARY SCHOOL	Rural
11	COLLIER	631	EDEN PARK ELEMENTARY SCHOOL	Rural
12	COLUMBIA	121	FORT WHITE ELEMENTARY SCHOOL	Rural
13	DADE	81	LENORA BRAYNON SMITH ELEMENTAR	Urban
13	DADE	111	MAYA ANGELOU ELEMENTARY SCHOOL	Urban
13	DADE	121	AUBURNDALE ELEMENTARY SCHOOL	Urban
13	DADE	321	BISCAYNE ELEMENTARY SCHOOL	Urban
13	DADE	761	FIENBERG/FISHER K-8 CENTER	Urban
13	DADE	801	CITRUS GROVE ELEMENTARY SCHOOL	Urban
13	DADE	881	COMSTOCK ELEMENTARY SCHOOL	Urban
13	DADE	1361	FREDERICK R. DOUGLASS ELEM.	Urban
13	DADE	1441	PAUL LAURENCE DUNBAR K-8 CENTE	Urban
13	DADE	1601	EDISON PARK K-8 CENTER	Urban
13	DADE	1801	FAIRLAWN ELEMENTARY SCHOOL	Urban
13	DADE	1881	HENRY M. FLAGLER ELEM. SCHOOL	Urban
13	DADE	2351	ENEIDA M. HARTNER ELEM. SCHOOL	Urban
13	DADE	2661	KENSINGTON PARK ELEM. SCHOOL	Urban
13	DADE	2781	KINLOCH PARK ELEMENTARY SCHOOL	Urban
13	DADE	3021	JESSE J. MCCRARY, JR. ELEMENTA	Urban
13	DADE	3051	TOUSSAINT L'OUVERTURE ELEM.	Urban
13	DADE	3431	PHYLLIS R. MILLER ELEM. SCHOOL	Urban
13	DADE	3501	MORNINGSIDE K-8 ACADEMY	Urban
13	DADE	4171	ORCHARD VILLA ELEMENTARY SCHL	Urban
13	DADE	4581	REDLAND ELEMENTARY SCHOOL	Rural
13	DADE	4681	RIVERSIDE ELEM.COMMUN.SCHL.	Urban
13	DADE	4841	SANTA CLARA ELEMENTARY SCHOOL	Urban
13	DADE	4961	SHADOWLAWN ELEMENTARY SCHOOL	Urban
13	DADE	5001	SHENANDOAH ELEMENTARY SCHOOL	Urban
13	DADE	5003	SOUTH DADE MIDDLE SCHOOL	Rural



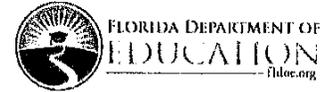
District Number	District Name	School Number	School Name	Locale
13	DADE	5041	SILVER BLUFF ELEMENTARY SCHOOL	Urban
13	DADE	5561	FRANCES S. TUCKER ELEM. SCHOOL	Urban
13	DADE	5931	PHYLLIS WHEATLEY ELEM. SCHOOL	Urban
13	DADE	6011	ALLAPATTAH MIDDLE SCHOOL	Urban
13	DADE	6091	CITRUS GROVE MIDDLE SCHOOL	Urban
13	DADE	6331	KINLOCH PARK MIDDLE SCHOOL	Urban
13	DADE	6361	JOSE DE DIEGO MIDDLE SCHOOL	Urban
13	DADE	6761	REDLAND MIDDLE SCHOOL	Rural
13	DADE	6841	SHENANDOAH MIDDLE SCHOOL	Urban
13	DADE	7033	LAW ENFORCEMENT OFFICERS MEMOR	Urban
13	DADE	7056	YOUNG MEN'S PREPARATORY ACADEM	Urban
13	DADE	7301	MIAMI EDISON SENIOR HIGH SCHL	Urban
13	DADE	7341	MIAMI JACKSON SENIOR HIGH SCHL	Urban
13	DADE	7461	MIAMI SENIOR HIGH SCHOOL	Urban
13	DADE	7791	BOOKER T. WASHINGTON SR HIGH	Urban
15	DIXIE	41	OLD TOWN ELEMENTARY SCHOOL	Rural
15	DIXIE	111	RUTH RAINS MIDDLE SCHOOL	Rural
16	DUVAL	701	NORTH SHORE ELEMENTARY	Urban
16	DUVAL	731	JOHN LOVE ELEMENTARY SCHOOL	Urban
16	DUVAL	791	RAMONA BOULEVARD ELEMENTARY SC	Urban
16	DUVAL	921	EUGENE BUTLER MIDDLE SCHOOL	Urban
16	DUVAL	951	RUTLEDGE H. PEARSON ELEMENTARY	Urban
16	DUVAL	1061	LONG BRANCH ELEMENTARY SCHOOL	Urban
16	DUVAL	1241	SAINT CLAIR EVANS ACADEMY	Urban
16	DUVAL	1461	MATTHEW W. GILBERT MIDDLE SCHO	Urban
16	DUVAL	1491	SMART POPE LIVINGSTON ELEM.	Urban
16	DUVAL	1581	GEORGE WASHINGTON CARVER ELEM.	Urban
16	DUVAL	1661	CARTER G. WOODSON ELEM. SCHOOL	Urban
16	DUVAL	2621	ANDREW A. ROBINSON ELEMENTARY	Urban
17	ESCAMBIA	111	BRENTWOOD ELEMENTARY SCHOOL	Urban
17	ESCAMBIA	291	FERRY PASS ELEMENTARY SCHOOL	Urban
17	ESCAMBIA	361	MONTCLAIR ELEMENTARY SCHOOL	Urban
17	ESCAMBIA	471	O. J. SEMMES ELEMENTARY SCHOOL	Urban
17	ESCAMBIA	602	REINHARDT HOLM ELEMENTARY SCHO	Urban
17	ESCAMBIA	852	WOODHAM MIDDLE SCHOOL	Urban
17	ESCAMBIA	1281	GLOBAL LEARNING ACADEMY	Urban
20	GADSDEN	141	GREENSBORO ELEMENTARY SCHOOL	Rural
20	GADSDEN	151	CHATTAHOOCHEE ELEMENTARY SCHL	Rural
20	GADSDEN	171	GRETNA ELEMENTARY SCHOOL	Rural
20	GADSDEN	191	ST. JOHNS ELEMENTARY SCHOOL	Rural
27	HERNANDO	171	EASTSIDE ELEMENTARY SCHOOL	Rural
27	HERNANDO	252	PINE GROVE ELEMENTARY SCHOOL	Rural
27	HERNANDO	271	MOTON ELEMENTARY SCHOOL	Rural
28	HIGHLANDS	15	MEMORIAL ELEMENTARY SCHOOL	Rural
28	HIGHLANDS	31	LAKE COUNTRY ELEMENTARY SCHOOL	Rural
28	HIGHLANDS	51	WOODLAWN ELEMENTARY SCHOOL	Urban



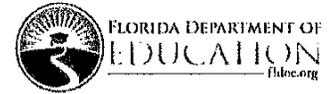
District Number	District Name	School Number	School Name	Locale
29	HILLSBOROUGH	41	ADAMS MIDDLE SCHOOL	Urban
29	HILLSBOROUGH	42	FOREST HILLS ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	51	SHEEHY ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	55	SHIELDS MIDDLE SCHOOL	Rural
29	HILLSBOROUGH	81	ALEXANDER ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	110	REDDICK ELEMENTARY SCHOOL	Rural
29	HILLSBOROUGH	119	MOSI PARTNERSHIP ELEMENTARY	Urban
29	HILLSBOROUGH	120	KIMBELL ELEMENTARY	Urban
29	HILLSBOROUGH	123	METROPOLITAN MINISTRIES PARTNE	Urban
29	HILLSBOROUGH	261	BING ELEMENTARY SCHOOL	Rural
29	HILLSBOROUGH	282	JUST ELEMENTARY	Urban
29	HILLSBOROUGH	441	BROWARD ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	681	CAHOON ELEMENTARY MAGNET SCHOO	Urban
29	HILLSBOROUGH	682	VAN BUREN MIDDLE SCHOOL	Urban
29	HILLSBOROUGH	761	CHAMBERLAIN HIGH SCHOOL	Urban
29	HILLSBOROUGH	881	CLEVELAND ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	962	LOCKHART ELEMENTARY MAGNET SCH	Urban
29	HILLSBOROUGH	1051	CYPRESS CREEK ELEMENTARY SCHL	Rural
29	HILLSBOROUGH	1081	DESOTO ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	1281	DUNBAR ELEMENTARY MAGNET SCHOO	Urban
29	HILLSBOROUGH	1361	EDISON ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	1481	FOSTER ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	1482	SLIGH MIDDLE SCHOOL	Urban
29	HILLSBOROUGH	1761	GRAHAM ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	2291	KNIGHTS ELEMENTARY SCHOOL	Rural
29	HILLSBOROUGH	2361	LANIER ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	2362	MONROE MIDDLE SCHOOL	Urban
29	HILLSBOROUGH	2401	LEE ELEMENTARY MAGNET SCHOOL	Urban
29	HILLSBOROUGH	2651	MADISON MIDDLE SCHOOL	Urban
29	HILLSBOROUGH	2871	MCDONALD ELEMENTARY SCHOOL	Rural
29	HILLSBOROUGH	2882	MEMORIAL MIDDLE SCHOOL	Urban
29	HILLSBOROUGH	2961	MENDENHALL ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	3001	FERRELL MIDDLE MAGNET SCHOOL	Urban
29	HILLSBOROUGH	3161	OAK GROVE ELEMENTARY SCHL	Urban
29	HILLSBOROUGH	3201	OAK PARK ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	3381	PIZZO ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	3521	POTTER ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	3784	JEFFERSON HIGH SCHOOL	Urban
29	HILLSBOROUGH	3921	SEMINOLE ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	3951	SHAW ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	3961	SHORE ELEMENTARY MAGNET SCHOOL	Urban
29	HILLSBOROUGH	4161	SPRINGHEAD ELEMENTARY SCHOOL	Rural
29	HILLSBOROUGH	4201	SULPHUR SPRINGS ELEM. SCHOOL	Urban
29	HILLSBOROUGH	4241	TAMPA BAY BOULEVARD ELEM. SCHL	Urban
29	HILLSBOROUGH	4601	WASHINGTON ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	4681	WEST SHORE ELEMENTARY SCHOOL	Urban



District Number	District Name	School Number	School Name	Locale
29	HILLSBOROUGH	4722	WEST TAMPA ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	4747	JAMES ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	4921	WITTER ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	5041	YOUNG MIDDLE MAGNET SCHOOL	Urban
29	HILLSBOROUGH	6608	VILLAGE OF EXCEL. ACAD.	Urban
29	HILLSBOROUGH	6654	NEW SPRINGS SCHOOL	Urban
29	HILLSBOROUGH	6657	NEW SPRINGS ELEMENTARY SCHOOL	Urban
29	HILLSBOROUGH	6666	KINGS KIDS ACADEMY OF HEALTH S	Urban
30	HOLMES	61	PONCE DE LEON HIGH SCHOOL	Rural
30	HOLMES	111	PONCE DE LEON ELEM. SCHOOL	Rural
30	HOLMES	121	BONIFAY ELEMENTARY SCHOOL	Rural
31	INDIAN RIVER	121	PELICAN ISLAND ELEMENTARY SCHO	Urban
32	JACKSON	271	COTTONDALE ELEMENTARY SCHOOL	Rural
36	LEE	93	RIVER HALL ELEMENTARY SCHOOL	Rural
36	LEE	161	PAUL LAURENCE DUNBAR MIDDLE SC	Urban
36	LEE	162	RAY V. POTTORF ELEMENTARY SCHO	Urban
36	LEE	181	EDGEWOOD ACADEMY	Urban
36	LEE	211	FORT MYERS MIDDLE ACADEMY	Urban
36	LEE	231	HARNS MARSH ELEMENTARY SCHOOL	Rural
36	LEE	251	FRANKLIN PARK ELEMENTARY SCHOO	Urban
36	LEE	331	ORANGEWOOD ELEMENTARY SCHOOL	Urban
36	LEE	461	PATRIOT ELEMENTARY SCHOOL	Urban
36	LEE	491	ISLAND COAST HIGH SCHOOL	Urban
36	LEE	572	CALOOSA MIDDLE SCHOOL	Urban
36	LEE	582	HARNS MARSH MIDDLE SCHOOL	Rural
36	LEE	592	JAMES STEPHENS INTERNATIONAL A	Urban
36	LEE	712	HECTOR A. CAFFERATA JR ELEMENT	Urban
36	LEE	722	MARINER MIDDLE SCHOOL	Urban
36	LEE	751	SKYLINE ELEMENTARY SCHOOL	Urban
36	LEE	781	COLONIAL ELEMENTARY SCHOOL	Urban
36	LEE	831	DUNBAR HIGH SCHOOL	Urban
36	LEE	4231	CAPE CORAL PREPARATORY AND FIT	Urban
37	LEON	1417	STARS MIDDLE SCHOOL	Urban
38	LEVY	60	WHISPERING WINDS CHARTER SCHOO	Rural
41	MANATEE	51	BALLARD ELEMENTARY SCHOOL	Urban
41	MANATEE	151	MANATEE ELEMENTARY SCHOOL	Urban
41	MANATEE	541	BLACKBURN ELEMENTARY SCHOOL	Rural
41	MANATEE	581	W. D. SUGG MIDDLE SCHOOL	Urban
41	MANATEE	601	H. S. MOODY ELEMENTARY SCHOOL	Urban
41	MANATEE	831	G.D. ROGERS GARDEN ELEMENTARY	Urban
41	MANATEE	2151	JUST FOR GIRLS ACADEMY	Urban
42	MARION	162	REDDICK-COLLIER ELEM. SCHOOL	Rural
42	MARION	181	EAST MARION ELEMENTARY SCHOOL	Rural
42	MARION	341	OAKCREST ELEMENTARY SCHOOL	Urban
42	MARION	401	STANTON-WEIRSDALE ELEMENTARY	Rural
42	MARION	431	WYOMINA PARK ELEMENTARY SCHOOL	Urban



District Number	District Name	School Number	School Name	Locale
42	MARION	491	NORTH MARION MIDDLE SCHOOL	Rural
42	MARION	651	COLLEGE PARK ELEMENTARY SCHOOL	Urban
43	MARTIN	221	INDIANTOWN MIDDLE SCHOOL	Rural
48	ORANGE	53	PASSPORT CHARTER	Urban
48	ORANGE	62	NAP FORD COMMUNITY CHARTER	Urban
48	ORANGE	181	FERN CREEK ELEMENTARY	Urban
48	ORANGE	211	KALEY ELEMENTARY	Urban
48	ORANGE	236	EAGLES NEST ELEMENTARY	Urban
48	ORANGE	461	ZELLWOOD ELEMENTARY	Rural
48	ORANGE	581	LEE MIDDLE	Urban
48	ORANGE	611	AZALEA PARK ELEMENTARY	Urban
48	ORANGE	641	ROCK LAKE ELEMENTARY	Urban
48	ORANGE	781	DOVER SHORES ELEMENTARY	Urban
48	ORANGE	891	MCCOY ELEMENTARY	Urban
48	ORANGE	971	VENTURA ELEMENTARY	Urban
48	ORANGE	1111	JACKSON MIDDLE	Urban
48	ORANGE	1331	ORANGE CENTER ELEMENTARY	Urban
48	ORANGE	1421	IVEY LANE ELEMENTARY	Urban
48	ORANGE	1553	MILLENNIA ELEMENTARY	Urban
48	ORANGE	1703	SOUTH CREEK MIDDLE	Rural
48	ORANGE	5711	JONES HIGH	Urban
48	ORANGE	5841	ECCLESTON ELEMENTARY	Urban
48	ORANGE	5861	WASHINGTON SHORES ELEMENTARY	Urban
49	OSCEOLA	41	DISCOVERY INTERMEDIATE SCHOOL	Rural
49	OSCEOLA	81	OSCEOLA HIGH SCHOOL	Urban
49	OSCEOLA	91	DENN JOHN MIDDLE SCHOOL	Urban
49	OSCEOLA	101	THACKER AVENUE ELEM FOR INTERN	Urban
49	OSCEOLA	251	KISSIMMEE MIDDLE SCHOOL	Urban
49	OSCEOLA	300	KOA ELEMENTARY SCHOOL	Rural
49	OSCEOLA	302	WESTSIDE K-8 SCHOOL	Rural
49	OSCEOLA	701	MILL CREEK ELEMENTARY SCHOOL	Urban
49	OSCEOLA	842	LIBERTY HIGH SCHOOL	Rural
49	OSCEOLA	851	CYPRESS ELEMENTARY SCHOOL	Urban
49	OSCEOLA	931	FLORA RIDGE ELEMENTARY SCHOOL	Urban
49	OSCEOLA	933	NEPTUNE ELEMENTARY SCHOOL	Rural
49	OSCEOLA	957	CHESTNUT ELEM SCHOOL SCIENCE A	Rural
50	PALM BEACH	71	JUPITER ELEMENTARY SCHOOL	Urban
50	PALM BEACH	271	NORTHMORE ELEMENTARY SCHOOL	Urban
50	PALM BEACH	341	ROOSEVELT ELEMENTARY SCHOOL	Urban
50	PALM BEACH	351	WESTWARD ELEMENTARY SCHOOL	Urban
50	PALM BEACH	361	U. B. KINSEY/PALMVIEW ELEM.	Urban
50	PALM BEACH	531	BELVEDERE ELEMENTARY SCHOOL	Urban
50	PALM BEACH	541	CONNISTON MIDDLE SCHOOL	Urban
50	PALM BEACH	561	PALMETTO ELEMENTARY SCHOOL	Urban
50	PALM BEACH	581	FOREST HILL COMMUNITY HIGH SCH	Urban
50	PALM BEACH	871	PLUMOSA SCHOOL OF THE ARTS	Urban



District Number	District Name	School Number	School Name	Locale
50	PALM BEACH	911	PINE GROVE ELEMENTARY SCHOOL	Urban
50	PALM BEACH	951	BOCA RATON ELEMENTARY SCHOOL	Urban
50	PALM BEACH	1241	GOVE ELEMENTARY SCHOOL	Rural
50	PALM BEACH	1831	K. E. CUNNINGHAM/CANAL POINT E	Rural
50	PALM BEACH	1851	PALM BEACH LAKES HIGH SCHOOL	Urban
50	PALM BEACH	1981	BEAR LAKES MIDDLE SCHOOL	Urban
50	PALM BEACH	2041	CARVER MIDDLE SCHOOL	Urban
50	PALM BEACH	2101	EGRET LAKE ELEMENTARY SCHOOL	Urban
50	PALM BEACH	2351	ORCHARD VIEW ELEMENTARY SCHOOL	Urban
50	PALM BEACH	2591	PLEASANT CITY ELEMENTARY SCHOO	Urban
50	PALM BEACH	2701	JEAGA MIDDLE SCHOOL	Urban
50	PALM BEACH	2801	PALM BEACH MARITIME ACADEMY	Urban
50	PALM BEACH	2811	VILLAGE ACADEMY ON THE ART & S	Urban
50	PALM BEACH	4037	LEARNING PATH ACADEMY	Urban
51	PASCO	451	DR. MARY GIELLA ELEMENTARY SCH	Rural
52	PINELLAS	1211	FAIRMOUNT PARK ELEMENTARY SCHL	Urban
52	PINELLAS	2371	MELROSE ELEMENTARY SCHOOL	Urban
53	POLK	491	DENISON MIDDLE SCHOOL	Urban
53	POLK	1971	SLEEPY HILL MIDDLE SCHOOL	Urban
54	PUTNAM	201	INTERLACHEN ELEMENTARY SCHOOL	Rural
54	PUTNAM	261	CRESCENT CITY JR/SR HIGH SCHL	Rural
54	PUTNAM	341	OCHWILLA ELEMENTARY SCHOOL	Rural
55	ST. JOHNS	461	SOUTH WOODS ELEMENTARY SCHOOL	Rural
57	SANTA ROSA	71	EAST MILTON ELEMENTARY SCHOOL	Rural
58	SARASOTA	12	ALTA VISTA ELEMENTARY SCHOOL	Urban
58	SARASOTA	81	SUNCOAST SCHOOL FOR INN.STUD.	Urban
58	SARASOTA	201	TUTTLE ELEMENTARY SCHOOL	Urban
59	SEMINOLE	21	HAMILTON ELEMENTARY SCHOOL	Urban
59	SEMINOLE	141	PINE CREST ELEMENTARY SCHOOL	Urban
59	SEMINOLE	811	WICKLOW ELEMENTARY SCHOOL	Urban
60	SUMTER	51	WEBSTER ELEMENTARY SCHOOL	Rural
60	SUMTER	161	WILDWOOD MIDDLE/HIGH SCHOOL	Rural
62	TAYLOR	111	STEINHATCHEE SCHOOL	Rural
64	VOLUSIA	745	CAMPBELL MIDDLE SCHOOL	Urban
64	VOLUSIA	1702	DELTONA MIDDLE SCHOOL	Urban
64	VOLUSIA	1811	DELTONA LAKES ELEMENTARY SCHL	Urban
64	VOLUSIA	2451	PALM TERRACE ELEMENTARY SCHOOL	Urban
64	VOLUSIA	2734	CHAMPION ELEMENTARY SCHOOL	Rural
64	VOLUSIA	3251	WESTSIDE ELEMENTARY SCHOOL	Rural
64	VOLUSIA	4831	PIERSON ELEMENTARY SCHOOL	Rural
64	VOLUSIA	6144	TURIE T. SMALL ELEMENTARY SCHL	Urban
64	VOLUSIA	6633	T. DEWITT TAYLOR MIDDLE-HIGH	Rural
64	VOLUSIA	6751	DISCOVERY ELEMENTARY SCHOOL	Urban
64	VOLUSIA	6841	SUNRISE ELEMENTARY SCHOOL	Urban
64	VOLUSIA	6851	FRIENDSHIP ELEMENTARY SCHOOL	Urban
64	VOLUSIA	6871	VOLUSIA PINES ELEMENTARY SCHOO	Rural



District Number	District Name	School Number	School Name	Locale
64	VOLUSIA	7871	SPIRIT ELEMENTARY SCHOOL	Urban
64	VOLUSIA	7931	PRIDE ELEMENTARY SCHOOL	Rural
65	WAKULLA	5	WAKULLA COAST CHARTER SCHOOL O	Rural
66	WALTON	281	MAUDE SAUNDERS ELEMENTARY SCHO	Rural
67	WASHINGTON	52	VERNON MIDDLE SCHOOL	Rural
67	WASHINGTON	151	VERNON ELEMENTARY SCHOOL	Rural



Appendix C – Certification Codes to Certification Area Crosswalk

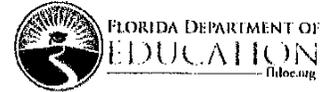
Certification Subject Codes	Certification Subject Code Names	Certification Area	Number of Certifications
1	ADMINISTRATION/SUPER	Other Certification Area	488
4	ART EDUCATION	Art	4
5	PLTW PATH TO ENGIN	Other Certification Area	57
9	BOOKKEEPING	Business Education	91
10	STENOGRAPHY	Business Education	3
12	EARLY CHILDHOOD EDUC	Early Childhood/Preschool	3,959
18	SPEECH CORRECTION	ESE	506
21	ENGLISH	English	2
23	HEALTH EDUCATION	Health	400
28	WOODWORK	Other Certification Area	2
30	GRAPHIC ARTS	Other Certification Area	6
31	ELECTRICAL	Other Certification Area	5
32	INVALID COVERAGE	Other Certification Area	1
35	FRENCH	Foreign Languages-French	162
36	SPANISH	Foreign Languages-Spanish	360
37	LATIN	Foreign Languages-Other	17
38	GERMAN	Foreign Languages-Other	38
41	ITALIAN	Foreign Languages-Other	18
42	PORTUGUESE	Foreign Languages-Other	1
44	MATHEMATICS	Mathematics	11
45	MUSIC EDUCATION	Music	1
49	SCIENCE	Science-General	6
56	SOCIAL STUDIES	Social Sciences	2
75	INSTRUMENTAL MUSIC	Music	2
94	PRINTING	Other Certification Area	5
99	AEROSPACE	Science-Physical	1
108	LAW	Other Certification Area	5
112	OCCUPATIONAL THERAPY	Other Certification Area	3
113	SUPERVISION	Other Certification Area	19
114	ADMINISTRATION	Other Certification Area	56
121	RUSSIAN	Foreign Languages-Other	3
147	VOCAL MUSIC	Music	6
173	INVALID COVERAGE	Other Certification Area	9
403	TECHNICAL ELECTRONIC	Other Certification Area	2
412	TECHNICAL X RAY	Other Certification Area	1
413	JUNIOR ROTC	Other Certification Area	3
414	BUSINESS DATA PROCES	Other Certification Area	3
415	AC HEAT MECHANICS	Other Certification Area	3
417	DENTAL ASSISTANT	Other Certification Area	6
421	AGRI CULTURE PRODUCT	Other Certification Area	1
423	AGRICULTURE MECHANIC	Agriculture	1
501	COORDINATOR DCT	Other Certification Area	19



Certification Subject Codes	Certification Subject Code Names	Certification Area	Number of Certifications
504	COSMETOLOGY	Other Certification Area	6
505	PRACTICAL NURSING	Other Certification Area	18
506	AUTOMOTIVE MECHANICS	Other Certification Area	23
507	AIRCRAFT MECHANICS	Other Certification Area	6
508	CABINET AND WOODWOR	Other Certification Area	3
509	DIESEL MECHANICS	Other Certification Area	6
510	MACHINE SHOP	Other Certification Area	2
511	SHEET METAL	Other Certification Area	1
521	DRAFTING	Other Certification Area	3
522	LAW ENFORCEMENT	Other Certification Area	1
525	WELDING	Other Certification Area	7
527	PHOTOGRAPHY	Other Certification Area	1
533	PLUMBING	Other Certification Area	4
535	ELECTRONICS	Other Certification Area	5
540	CARPENTRY	Other Certification Area	6
541	HORTICULTURE	Other Certification Area	6
546	COMMERCIAL DRIVING	Other Certification Area	6
564	TV PRODUCTION TECHNO	Educational Media Specialist	3
569	BUILDING MAINTENANCE	Other Certification Area	3
583	LABORATORY TECHNICIA	Other Certification Area	2
586	GASOLINE ENGINE REPA	Other Certification Area	4
601	COMMERCIAL ART	Other Certification Area	2
603	BANKING AND FINANCE	Business Education	1
604	INVALID COVERAGE	Other Certification Area	1
616	RETAILING	Other Certification Area	3
640	VOCATIONAL OFFICE ED	Other Certification Area	107
648	MARKETING MANAGEMENT	Other Certification Area	1
655	PERSONAL SERVICES	Other Certification Area	2
657	QUANTITY FOODS	Other Certification Area	5
663	RESPIRATORY THERAPY	Other Certification Area	1
670	COORDINATOR OF WORK	Other Certification Area	1
672	LABORATORY ASSISTANT	Other Certification Area	2
679	INVALID COVERAGE	Other Certification Area	1
683	CUSTODIAL	Other Certification Area	1
691	PARAMEDIC	Other Certification Area	1
695	AUTOMOTIVE BODY REPA	Other Certification Area	6
708	INVALID COVERAGE	Other Certification Area	1
713	ELECTRONICS DATA PRO	Other Certification Area	2
802	HOME ECONOMICS OCCUP	Other Certification Area	2
1000	ADMINISTRATION OF AD	Other Certification Area	36
1001	ART	Art	4,024
1002	ATHLETIC COACHING	Other Certification Area	1,484
1003	BIOLOGY	Science-Biology	6,123
1004	CHEMISTRY	Science-Physical	2,157
1005	WORLD LANG - CHINESE	Foreign Languages-Other	63



Certification Subject Codes	Certification Subject Code Names	Certification Area	Number of Certifications
1006	COMPUTER SCIENCE	Computer Science	593
1007	DANCE	Other Certification Area	150
1008	DRAMA	Drama	790
1009	EARTH-SPACE SCIENCE	Science-Earth & Space	1,598
1010	ECONOMICS	Social Sciences	110
1011	EDUCATIONAL LEADERSH	Other Certification Area	9,879
1012	EDUCATIONAL MEDIA SP	Educational Media Specialist	3,656
1013	ELEMENTARY EDUCATION	Elementary Education	92,242
1014	EMOTIONALLY HANDICAP	ESE	2,782
1015	ENGLISH	English	18,227
1016	ENGLISH FOR SPEAKERS	English to Speakers of Other Languages (ESOL)	80,418
1017	WORLD LANG - FRENCH	Foreign Languages-French	753
1018	GEOGRAPHY	Social Sciences	65
1019	WORLD LANG - GERMAN	Foreign Languages-Other	96
1020	WORLD LANG - GREEK	Foreign Languages-Other	4
1021	GUIDANCE AND COUNSEL	Guidance	6,300
1022	HEALTH	Health	2,791
1023	HEARING IMPAIRED	ESE	713
1024	WORLD LANG - HEBREW	Foreign Languages-Other	5
1025	HISTORY	Social Sciences	847
1026	HUMANITIES	Social Sciences	146
1027	WORLD LANG - ITALIAN	Foreign Languages-Other	58
1028	WORLD LANG - JAPANESE	Foreign Languages-Other	14
1029	JOURNALISM	English	559
1030	WORLD LANG - LATIN	Foreign Languages-Other	95
1031	MATHEMATICS	Mathematics	16,856
1032	MENTALLY HANDICAPPED	ESE	2,747
1033	GENERAL SCIENCE	Science-General	6,152
1034	MIDDLE GRADES INTEGR	Other Certification Area	8,916
1035	MUSIC	Music	4,401
1036	PHYSICAL EDUCATION	Physical Education	10,399
1037	PHYSICALLY IMPAIRED	ESE	127
1038	PHYSICS	Science-Physical	802
1039	POLITICAL SCIENCE	Social Sciences	278
1040	WORLD LANG - PORTUG	Foreign Languages-Other	15
1041	PREKINDERGARTEN/PRIM	Pre-K/Primary Education	13,445
1042	PRESCHOOL EDUCATION	Early Childhood/Preschool	916
1043	PRIMARY EDUCATION	Pre-K/Primary Education	5,308
1045	PSYCHOLOGY	Social Sciences	859
1046	READING	Reading	24,838
1047	WORLD LANG - RUSSIAN	Foreign Languages-Other	17
1048	SCHOOL FOOD SERVICE	Other Certification Area	2
1049	SCHOOL PRINCIPAL	Other Certification Area	447
1050	SCHOOL PSYCHOLOGIST	School Psychologist	1,456
1051	SCHOOL SOCIAL WORKER	School Social Worker	1,355



Certification Subject Codes	Certification Subject Code Names	Certification Area	Number of Certifications
1052	SOCIAL SCIENCE	Social Sciences	15,028
1053	SOCIOLOGY	Social Sciences	373
1054	WORLD LANG - SPANISH	Foreign Languages-Spanish	4,457
1055	SPECIFIC LEARNING DI	ESE	4,722
1056	SPEECH	English	363
1057	SPEECH LANGUAGE IMPA	ESE	1,302
1058	VARYING EXCEPTIONALI	ESE	3,119
1059	VISUALLY IMPAIRED	ESE	330
1060	ADAPTIVE PHYSICAL ED	ESE	246
1061	DRIVER EDUCATION	Driver Education	915
1062	GIFTED	Gifted	10,909
1063	MIDDLE GRADES	Other Certification Area	2,911
1064	ORIENTATION AND MOBI	ESE	67
1065	PREK DISABILITIES	Other Certification Area	1,023
1066	SEVERE OR PROFOUND D	Other Certification Area	195
1067	AGRICULTURE	Agriculture	575
1068	BUSINESS EDUCATION	Business Education	4,103
1069	FAMILY AND CONSUMER	Family And Consumer Sciences	1,346
1070	TECH ED	Tech Education	961
1071	LOCAL DIRECTOR OF VO	Other Certification Area	53
1072	MARKETING	Other Certification Area	477
1073	OCCUPATIONAL SPECIAL	Other Certification Area	100
1074	TEACHER COORDINATOR	Other Certification Area	232
1075	TEACHER COORDINATOR	Other Certification Area	138
1076	SPEECH-LANGUAGE IMPA	Other Certification Area	5
1077	EXCEPTIONAL STUDENT	ESE	24,800
1078	AUTISM SPEC DISORDERS	ESE	1,372
1079	AMERICAN SIGN LANGUA	Foreign Languages-Other	55
1080	WORLD LANG - ARABIC	Foreign Languages-Other	4
1082	WORLD LANG - HAITIAN	Foreign Languages-Other	1
1084	WORLD LANG - TURKISH	Foreign Languages-Other	5
1999	EXCHANGE TEACHER	Other Certification Area	26

APPENDIX B

Teacher Shortage Article

“Lake to Hold Online Job Fair”

Orlando Sentinel

10/29/2018

Teacher shortage: Lake to hold online job fair to fill 11 teacher openings at one small school - Orlando Sentinel

Teacher shortage: Lake to hold online job fair to fill 11 teacher openings at one small school



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room openings at Beverly Shores Elementary School in Leesburg. (Sentinel file)

10/29/2018

Teacher shortage: Lake to hold online job fair to fill 11 teacher openings at one small school - Orlando Sentinel



By **Leslie Postal**
Orlando Sentinel

AUGUST 28, 2018, 6:00 AM

The Lake County school district will hold an online job fair this afternoon, hoping to fill eleven open teaching jobs at one small Leesburg elementary school.

The job fair will be to hire teachers for Beverly Shores Elementary School, which last school year had about 560 students enrolled.

The school needs regular classroom teachers — in kindergarten, first grade, third grade and fifth grade — and instructors to work with students with behavior problems or those with disabilities.

Those interested can register for the event here. It is to run from 4 to 5:30 p.m. today.

The online event for Beverly Shores, which earned a D grade from the state last month, is not a first for the Lake school district. It ran a similar job fair last year for Eustis Heights Elementary School, said Sherri Owens, district spokeswoman.

But online job fairs are one of the new tacks Central Florida school districts are trying as they face a shrinking pool of aspiring teachers and a growing number of students.

The teacher shortage problem is statewide. The Florida Education Association, which is the statewide teachers union, said a few weeks before classes started that Florida public schools had 4,000 teacher openings, about 1,000 more than a year ago.

Beverly Shores has been using substitutes to fill those 11 classrooms until it can find permanent instructors, Owens said.

lpostal@orlandosentinel.com 407-420-5273

Florida's teacher shortage: More than 4,000 jobs open before 2018-19 school year, union says »

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burg, Lake County

10/29/2018

Teacher shortage: Lake to hold online job fair to fill 11 teacher openings at one small school - Orlando Sentinel

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APPENDIX C

Teacher Shortage Article

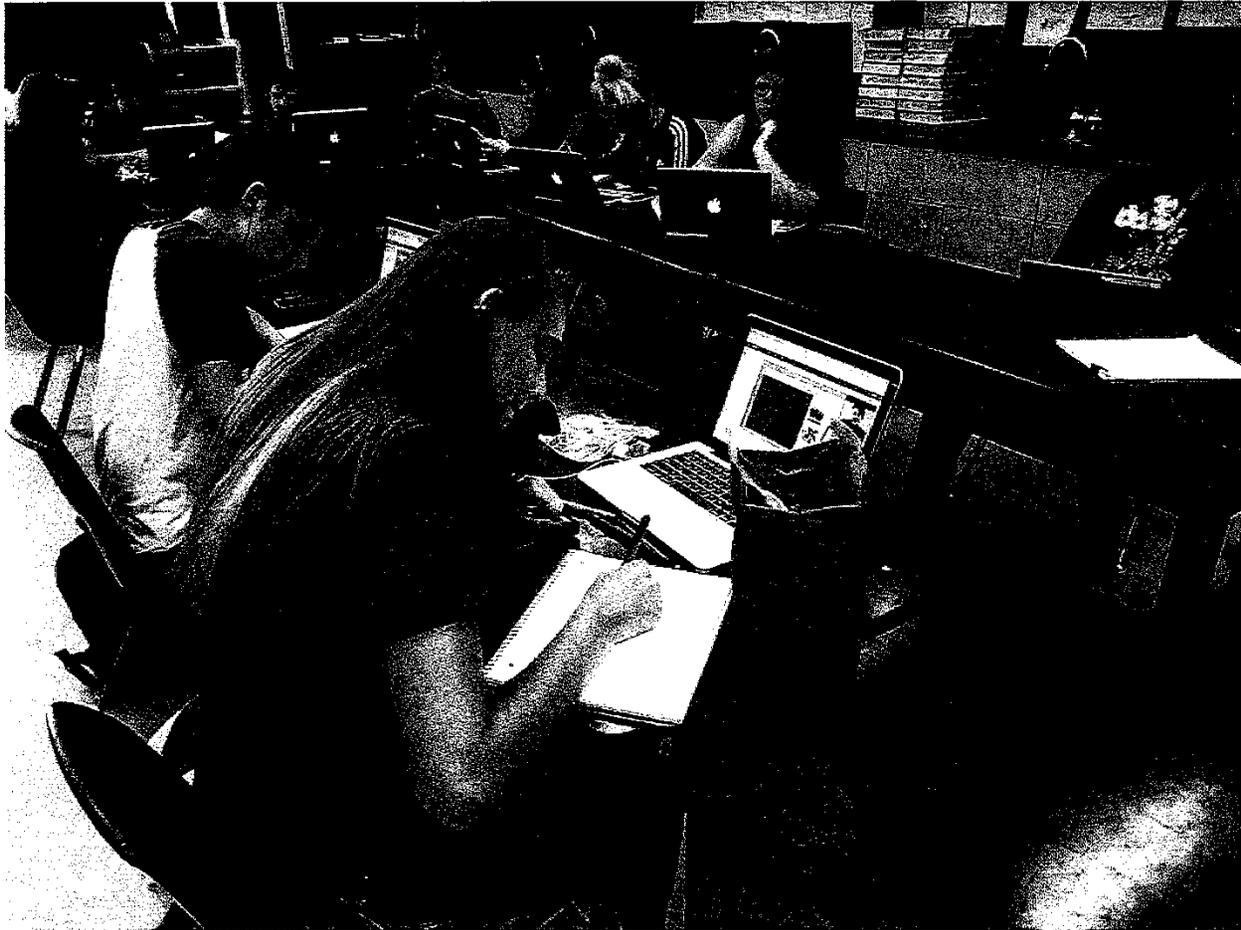
“Florida’s Teacher Shortage is Real”

TampaBay.com

10/29/2018

Florida's teacher shortage is 'real, and it's going to get worse,' State Board of Ed member worries

Florida's teacher shortage is 'real, and it's going to get worse,' State Board of Ed member worries



Rachel Howman, foreground, works alongside her classmates in their biology class at Ridgewood High in May 2018. Teacher Stacy Brown conducts the class from Virginia. The school hired a distance teacher after the educator who started the year left



10/29/2018

Florida's teacher shortage is 'real, and it's going to get worse,' State Board of Ed member worries

and a suitable replacement couldn't be found. [JEFFREY S. SOLOCHEK | Times]

By Jeffrey Solochek

Published: August 16, 2018

Updated: August 18, 2018 at 11:16 AM



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As millions of Florida's school children returned to classes this week, many schools struggled to find enough teachers greet and teach them.

"We are very concerned about the growing teacher shortage," Cathy Boehme of the Florida Education Association told the state Board of Education on Wednesday.

Her review of three years' worth of statewide teacher job vacancies posted to district websites in the days before school began revealed a disturbing trend.

Two years ago, Boehme said, the number of advertised teaching positions was about 2,400. Last year, the number rose to 3,000.

This year, it reached 4,063.

"That's the acceleration in the teacher shortage you need to be looking at," Boehme told the board. "This is a critical problem we must address."

Related: With the first day of school around the corner, Hillsborough struggles to fill many teaching jobs

Sumter County schools superintendent Richard Shirley, who's also president of the Florida Association of District School Superintendents, made a similar observation. He noted that it's particularly difficult to find educators in career and technical fields, as well as some science and math disciplines.

10/29/2018

Florida's teacher shortage is 'real, and it's going to get worse,' State Board of Ed member worries

"The place we want to go is not just college, but career and life. There's going to be a great demand," Shirley said. "It's hard to get people to come teach in the medical field ... because of the salary issues."

He mentioned that Florida's colleges of education have seen decreasing numbers of graduates. With the change in job demands on teachers, some educators are telling their students not to consider the profession.

Districts also have lost some otherwise qualified educators because they could not pass the state's general knowledge exam, sometimes in subject areas they did not teach.

School boards across Florida have heard the concerns with increasing intensity in recent months, as teachers have talked about leaving their districts, the state or even the profession to seek a more livable wage.

In Pasco County, for instance, teachers told their School Board of colleagues working extra jobs to make ends meet. Some schools lost educators through the summer.

The district reported 88 vacancies the week before school began, down to 66 on the first day of classes. (That compared to 89 openings on the first day of 2017-18, 144 in 2016-17, and 440 the year before that.)

Related: Pasco teachers, support staff ask for more competitive pay

State Board members declared that improved teacher salaries would be at the top of their priority list, along with campus security, as they prepare their legislative budget request for the coming year.

"As we approach our legislative recommendation, personally I'd like to see teacher salary adjustments," board member Michael Olenick said, asking for ideas on how to achieve that goal.

Shirley said his district is exploring the creation of a teaching career academy, to prepare high school students who aspire to the profession. He suggested the board call for weighted funding for such a program.

"We have an important workforce need, just like our business partners do," he said.

10/29/2018

Florida's teacher shortage is 'real, and it's going to get worse,' State Board of Ed member worries

Education Commissioner Pam Stewart noted that the state has made such recommendations in the past. Two years ago, she said, the department called for \$400 million to implement some specific plans aimed at reducing the teaching shortage, including career academies for teaching.

"They didn't ever make it through," Stewart added, holding out the possibility of resurrecting the proposals.

Olenick suggested the state's education-focused associations could work with the department to seek ideas for funding pay hikes. Board member Gary Chartrand put forth that an independent outside group, such as Florida TaxWatch, might lend some objectivity to the discussion, because unlike the others it would not stand to benefit financially from the outcome.

But Chartrand, too, agreed that the state needs to find some way to make it more attractive to teach here.

"I think the teacher shortage is real, and it's going to get worse," he said. "We should get ahead of it."

He advanced the idea of a special scholarship for aspiring teachers as one possibility, adding there could be "a lot of ways to solve this problem. But I do think it's a real problem."

Board members agreed to continue the conversation in September.

Trending Now

Bucs-Bengals: The horrible position Jameis Winston has put his team in

Bubba's, Hooters plan new Pasco locations

Affordable housing 'nearly impossible' to build to now 'impossible' in Tampa Bay area

Developer Grady Pridgen buys Oldsmar Flea Market for \$11.35 million

Inmate dies at Hillsborough jail one day after DUI arrest

Sports Day Tampa Bay podcast: Bucs again have controversy at quarterback

APPENDIX D

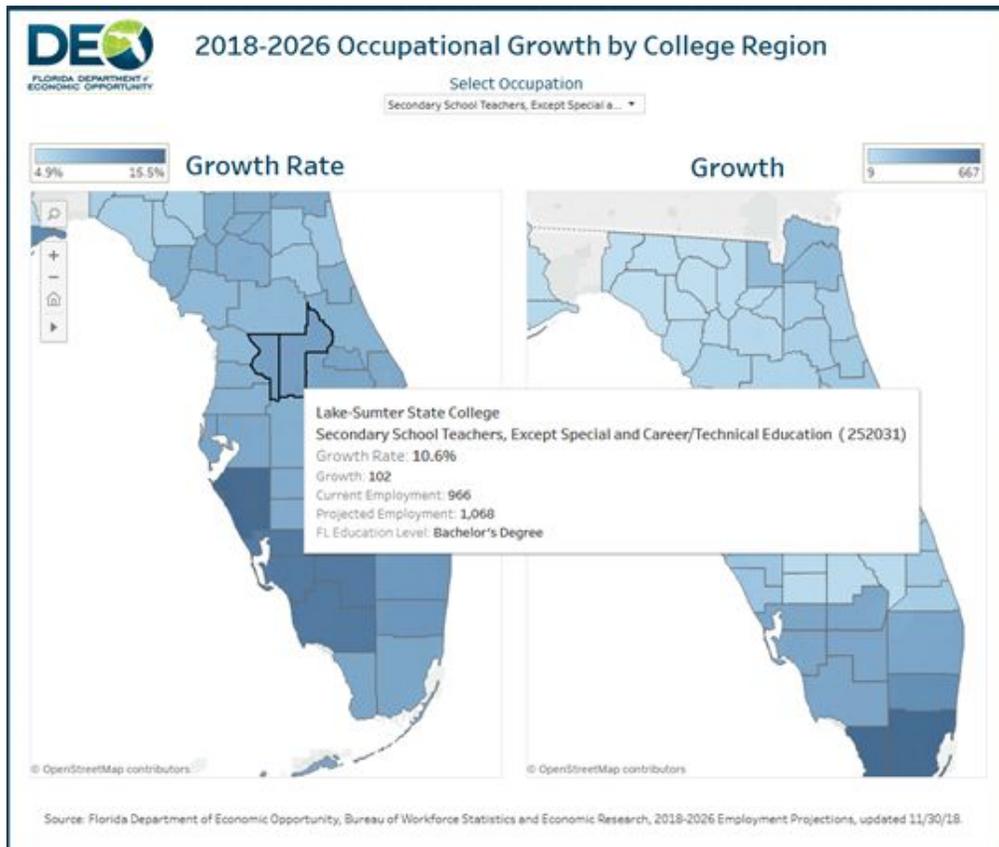
New Hires and Attrition Spreadsheet Sumter County Schools

Educational Programs Committee Meeting - New Business

SUMTER COUNTY SCHOOL BOARD							
School Year	No. New Hires	No. Sci	% of New Hires	No. Math	% of New Hires	Total Attrition	Averages
2012-2013	66	3	4.55%	6	9.09%	13.64%	
2013-2014	61	3	4.92%	3	4.92%	9.84%	
2014-2015	60	3	5.00%	7	11.67%	16.67%	
2015-2016	77	3	3.90%	9	11.69%	15.58%	
2016-2017	62	5	8.06%	6	9.68%	17.74%	16.66%
2017-2018	71	2	2.82%	4	5.63%	8.45%	16.90%
2018-2019	69	3	4.35%	8	11.59%	15.94%	15.94%

APPENDIX E

Occupational Growth by Region
Florida Department of Economic
Opportunity



http://lmsresources.labormarketinfo.com/college_projections/occupational_growth.html

Occupations Gaining the Most New Jobs

Rank	Occupation Code	Occupation Title	2018 Employment Projections	2026 Employment Projections	Employment Percent Growth	Employment Growth	*Total Job Openings	Median Wage	FL Education Levels	BLS Education Levels
1	132011	Accountants and Auditors	88,512	99,759	12.7%	11,247	76,810	\$29.58	B	B
2	131111	Management Analysts	56,640	65,849	16.3%	9,209	50,267	\$31.11	B	B
3	252021	Elementary School Teachers, Except Special Education	73,625	81,257	10.4%	7,632	51,011	NA	B	B
4	131161	Market Research Analysts and Marketing Specialists	30,594	37,889	23.8%	7,295	33,365	\$27.81	B	B
5	113031	Financial Managers	22,837	27,482	20.3%	4,645	19,233	\$56.94	B	B
6	252031	Secondary School Teachers, Except Special and Career/Technical Education	44,384	49,004	10.4%	4,620	29,999	NA	B	B
7	131071	Human Resources Specialists	36,486	40,745	11.7%	4,259	33,533	\$25.38	B	B
8	252022	Middle School Teachers, Except Special and Career/Technical Education	32,042	35,366	10.4%	3,324	22,204	NA	B	B
9	253097	Teachers and Instructors, All Other, Except Substitute Teachers	23,740	26,758	12.7%	3,018	24,760	NA	B	B
10	132052	Personal Financial Advisors	15,732	18,346	16.6%	2,614	12,641	\$46.99	B	B

*Separations method, includes openings due to growth, labor force exits and occupational transfers; not comparable to replacement method.

Source: Bureau of Workforce Statistics and Economic Research, 2018-2026 Employment Projections and 2016-2017 FCS Completers Data

Updated: 11/30/18

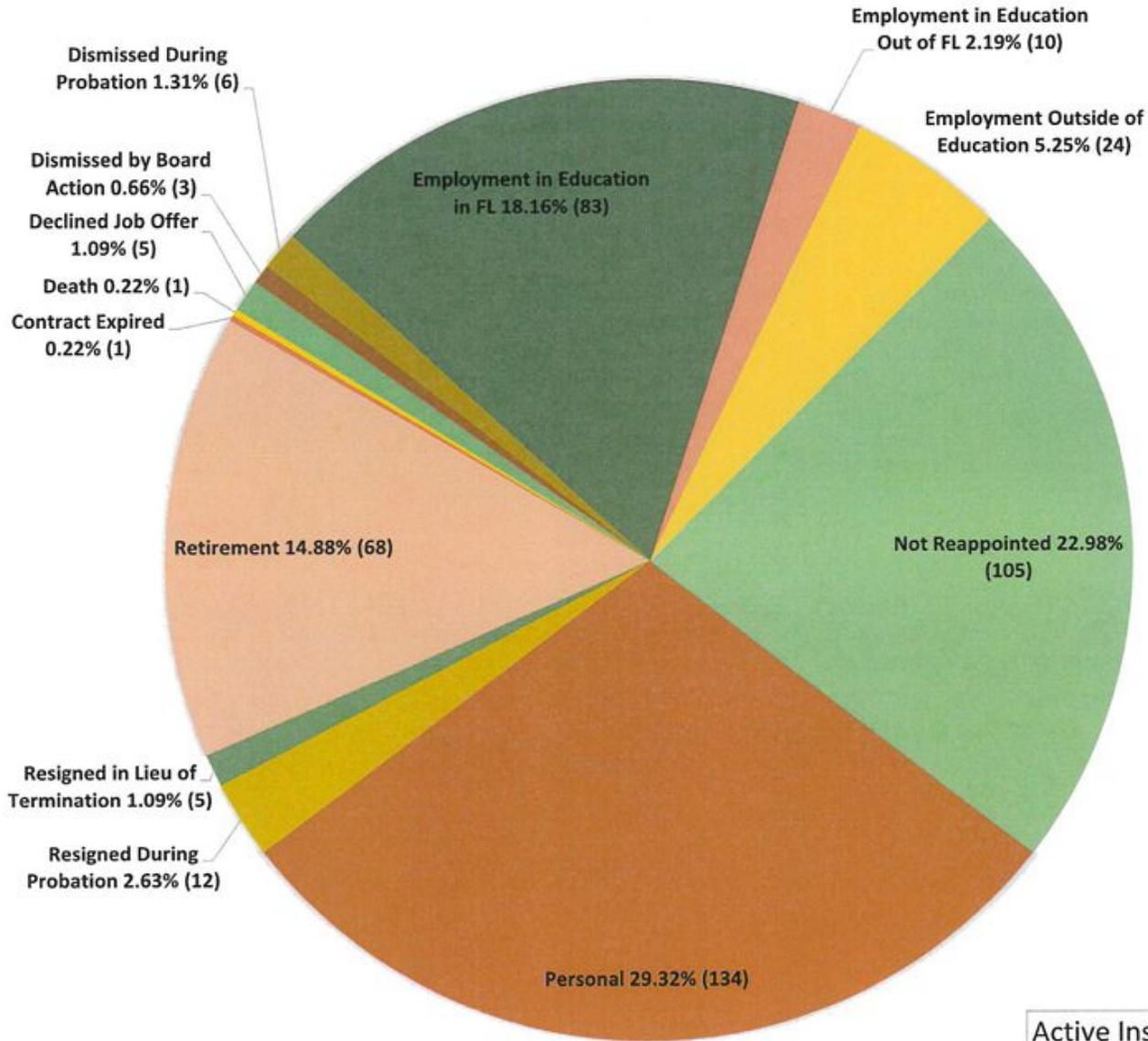
http://lmsresources.labormarketinfo.com/college_projections/index.html

APPENDIX F

Teacher Retention Reports

Lake County Schools

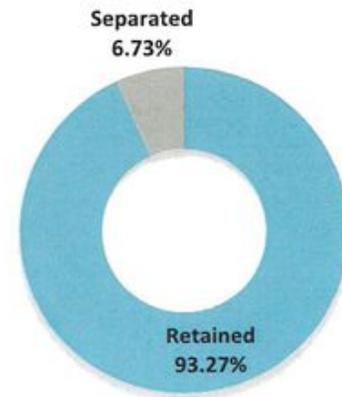
Instructional Retention Report 2017-2018 School Year



Highly Effective Snapshot

These figures represent retention of teachers rated Highly Effective for the indicated time period.

Total Highly Effective	1,427
Total Separated	96
Total Retained	1,331

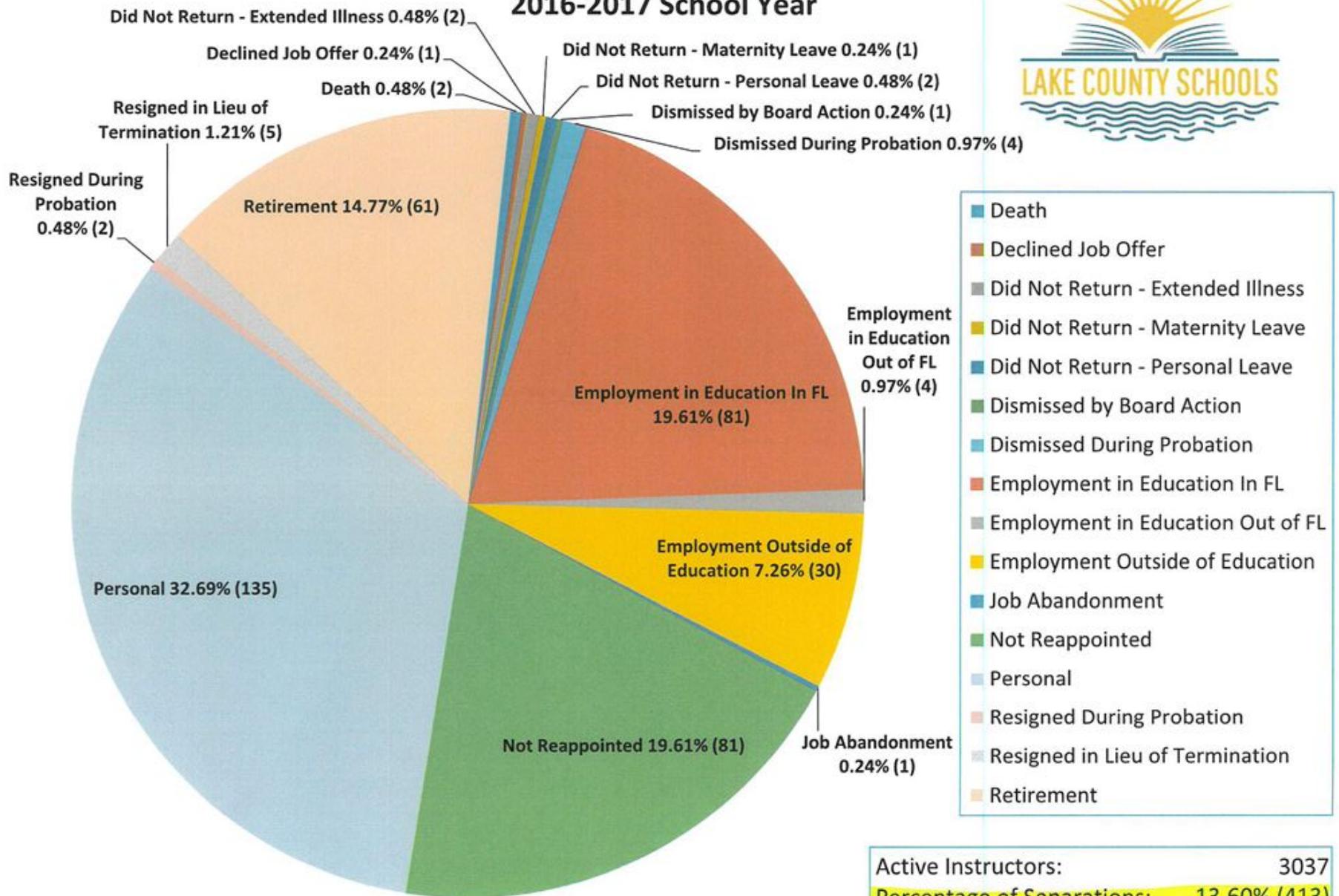


Compiled 09/17/2018
Updated 11/14/2018

Active Instructors	2,980
Turnover Rate (% Separations)	15.34% (457)
Retention Rate	84.66%



Instructional Retention Report 2016-2017 School Year

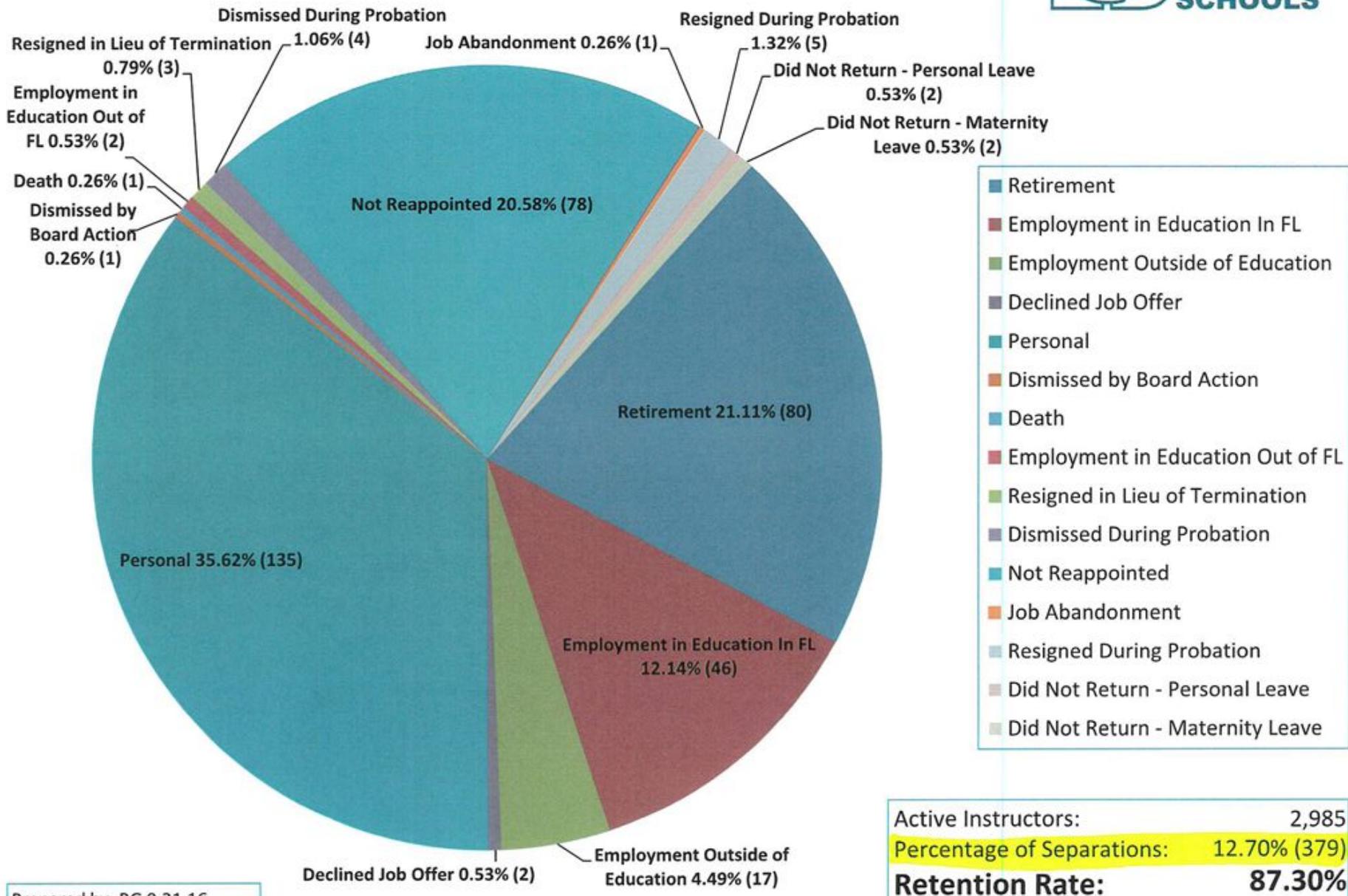


- Death
- Declined Job Offer
- Did Not Return - Extended Illness
- Did Not Return - Maternity Leave
- Did Not Return - Personal Leave
- Dismissed by Board Action
- Dismissed During Probation
- Employment in Education In FL
- Employment in Education Out of FL
- Employment Outside of Education
- Job Abandonment
- Not Reappointed
- Personal
- Resigned During Probation
- Resigned in Lieu of Termination
- Retirement

Active Instructors:	3037
Percentage of Separations:	13.60% (413)
Retention Rate:	86.40%

Prepared by: BG 9.19.17

Instructional Retention Report 2015-2016 School Year

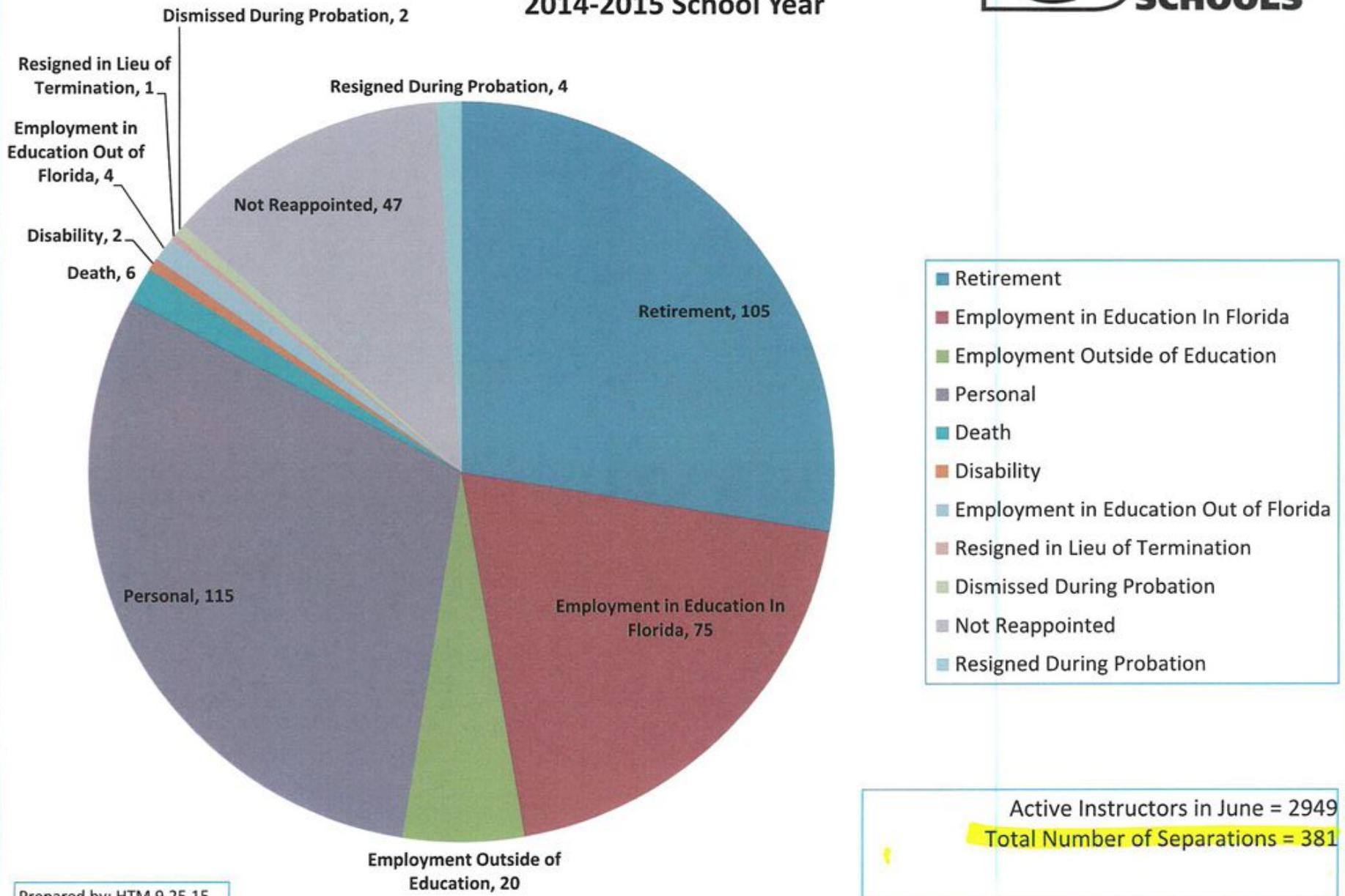


Prepared by: BG 9.21.16

Active Instructors:	2,985
Percentage of Separations:	12.70% (379)
Retention Rate:	87.30%



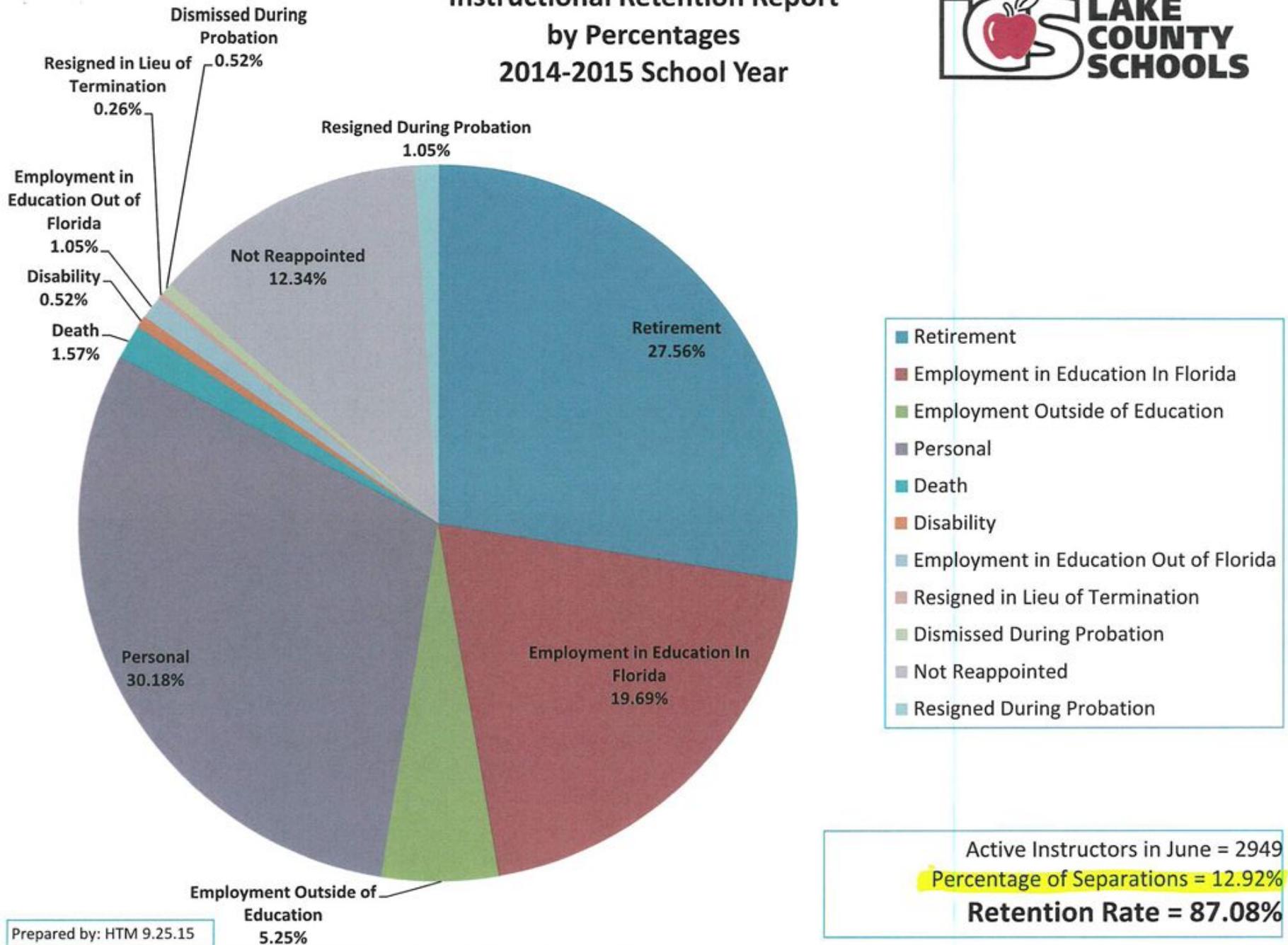
Instructional Retention Report Numeric Totals 2014-2015 School Year



Prepared by: HTM 9.25.15



Instructional Retention Report by Percentages 2014-2015 School Year



Prepared by: HTM 9.25.15

Active Instructors in June = 2949
 Percentage of Separations = 12.92%
Retention Rate = 87.08%

APPENDIX G

Teacher Shortage Article

“4,000 Job Openings in Florida”

Orlando Sentinel

10/29/2018

Florida's teacher shortage: More than 4,000 job openings ahead of 2018-19 school year, union says - Orlando Sentinel

Florida's teacher shortage: More than 4,000 job openings ahead of 2018-19 school year, union says



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ies its school districts posted in the weeks before the start of the 2018-19 school year, the state's

10/29/2018

Florida's teacher shortage: More than 4,000 job openings ahead of 2018-19 school year, union says - Orlando Sentinel



By **Leslie Postal**
Orlando Sentinel

AUGUST 20, 2018, 10:50 AM

Just weeks before the school year started, Florida's public schools listed more than 4,000 open teacher jobs, a vacancy increase of about 1,000 from last year, according to the Florida Education Association.

Even now, with the school year under way, schools across the state are still looking for teachers. Nearly 70 open teaching jobs were listed Monday morning, for example, on the websites for the Lake, Orange and Seminole school districts.

"We are very concerned about the growing teacher shortage," said Cathy Boehme, a legislative specialist with the association, which is Florida's statewide teachers union.

Boehme last week told the State Board of Education that she began counting teacher openings in 2016, tabulating school district needs at the start of August just as schools were getting ready to open. By that time, principals ideally want their faculty in place.

But two years ago, there were 2,400 open teacher jobs posted on district websites at that time. That figure climbed to about 3,000 in 2017 and then to about 4,040 earlier this month, she said.

"This is a critical need we must address," she said.

The day she spoke to the board she noted that there were teacher job openings in public schools from the Keys to Jacksonville.

Today in Central Florida, there were postings for an algebra 2 teacher at Lake Mary High School and a language arts teacher at Evans High School, among others. Maitland Middle School needed a math teacher and so did Teague Middle School. And elementary schools from Casselberry to Leesburg to Metrowest were still searching for teachers for their kindergarten-to-fifth-grade classrooms.

The large number of vacancies in elementary schools is particularly worrisome to school leaders, as those used to be the easiest teaching jobs to fill.

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ck said.

10/29/2018

Florida's teacher shortage: More than 4,000 job openings ahead of 2018-19 school year, union says - Orlando Sentinel

District administrators started citing that problem last year, saying Florida's universities used to produce all the elementary teachers they needed but as enrollment in education colleges has dropped, that is no longer true.

Richard Shirley, superintendent of the Sumter County school district, said more than 40 percent of his district's new teachers this year come through alternative certification programs rather than the state's education colleges.

"The teacher shortage, it's real," added Shirley, who is president of the Florida Association of District School Superintendents.

The state's public schools need more teachers in part because public school enrollment has grown, with more than 20,000 new students expected this year. But the bigger problem, many educators say, is that relatively low pay coupled with the state's controversial 2011 teacher merit-pay law — which tied evaluations to student test scores — and other state policies have soured many people's views of the teaching profession and led some teachers to leave long before retirement.

Boehme, Shirley and Michael Degutis, the chief financial officer for the St. Johns County school district, all told the board the state needs to look at improving teacher pay and adding incentives in order to encourage more to enter, and stick with, the teaching profession.

Degutis, speaking on behalf of the Florida School Finance Officers Association, said teachers need a "livable wage." He said the state should put the \$230 million earmarked for the Best and Brightest Teacher Scholarship Program — a controversial bonus program tied to teachers' ACT or SAT scores — into general schools budgets, so it can be used for salary hikes and allow districts to get more benefit from rising property values.

Board members said they are concerned about the issue and may consider ways to help when they finalize their budget proposal next month.

Board member Gary Chartrand said Florida might need to consider programs that would forgive college loans, or even cover college costs, in exchange for teaching for a certain number of years.

"I think the teacher shortage is real, and I think it's going to get a worse," he said.

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Teacher shortage: Central Florida schools seek new ways to recruit teachers »

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10/29/2018

Florida's teacher shortage: More than 4,000 job openings ahead of 2018-19 school year, union says - Orlando Sentinel

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APPENDIX H

“Orange County Searches for Teachers”

Fox 35 TV News

FOX 35 her Good Day Sports Entertainment
Local News News U.S. World News Unusual Politics

Orange County Public Schools searches for teachers

- f
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- p
- m

Orange County in search of teachers

Ronald Blocker Educational Leadership Center

FOX 35 10:14 79° **104 TEACHERS WANTED** ORANGE COUNTY

GETTING SCHOOLED

WORLD NATIONAL SHOOTER FOX OKLAHOMA POLICE OFFICER BETTY SHELBY FACING FIRST-DEGREE APOPKA 112 AM 76° | 5 AM 75° | 10 AM 83° | Innovation that excites



By Dana Jay

Posted Sep 22 2016 11:45PM EDT
Video Posted Sep 23 2016 12:16AM EDT
Updated Sep 23 2016 12:24AM EDT

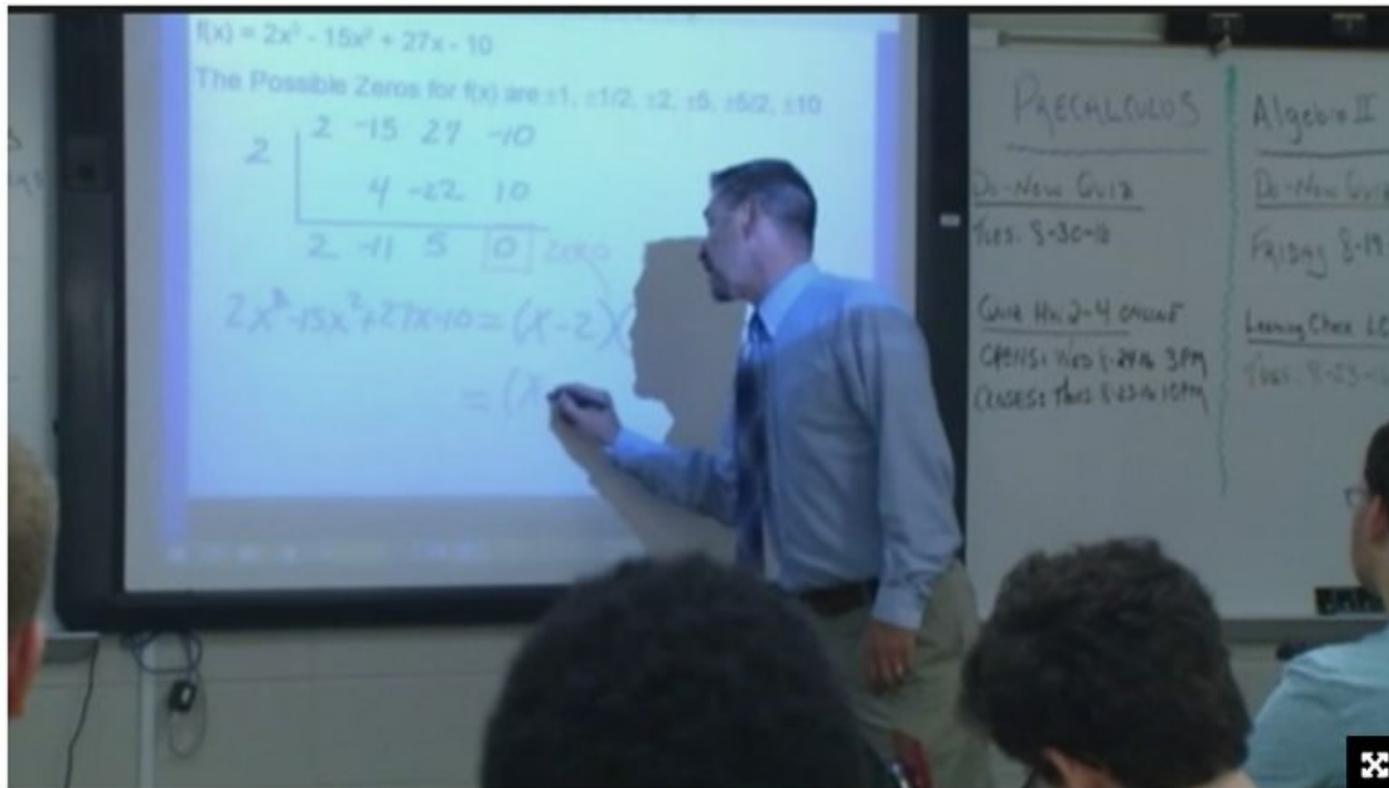
ORANGE COUNTY, Fla. (WOFL FOX 35) - About a month after the beginning of the 2016-2017 [school year](#), Orange County Public Schools is working to fill 104 teaching positions, according to a district spokesperson.

The district reports that 31 teachers have been hired and “should be in the [classroom](#) very soon.” Eleven of the 104 vacancies are temporary, created by maternity or medical leave. Of the remaining 62 vacancies, 24 were posted were posted on Thursday.

The vacancies are across the board from kindergarten to Grade 12. District chief of staff Bridget Williams said the 24 newly-posted positions are due to growth in the [student](#) population since the beginning of the school year.



"We have schools where we had more [students] than we thought...that actually showed up, which is great for Orange County Public Schools," she said.





According to Williams, [new students](#) enroll throughout the school year triggering the need for more teachers because the state limits the number of students per classroom.

New enrollments, combined with teacher retirements and three new elementary schools, helped create the district's teacher shortage, Williams said, adding that instructional coaches and retired OCPS teachers have been helping make sure kids are [learning](#) while officials search for new hires.

In all, Orange County Public Schools has 13,800 [teaching](#) positions. The 104 vacancies account for one percent of those positions.

"We were around the same place this time last year with the numbers," Williams said.

Orange County [Public Schools](#) is not alone in its struggle to find teachers. A report published this week by The Learning Policy Institute finds teachers in short supply across the country.

"I think a big part of it is you're not seeing as many students majoring in the field as they used to," Williams said.

The school district will host a job fair for teachers this Saturday at Edgewater High School from 8 a.m. to 11 a.m.

APPENDIX I

Lake/Orange County Map



APPENDIX J

Orange County Teacher Salaries

Orange County Public Schools

**ORANGE COUNTY PUBLIC SCHOOLS
2018-2019 Instructional Grandfathered/Performance Salary Schedule**

2018-19 Open Range Schedule		
	Minimum	Maximum
Tier 1 Range	\$40,000	\$43,725
Tier 2 Range	\$41,630	\$49,585
Tier 3 Range	\$47,920	\$56,978
Tier 4 Range	\$55,285	\$74,000

Returning Retirees

Initial placement of re-employed retired teachers with more than ten (10) years of experience shall be 12% above the entry teacher pay. Pay increases in subsequent years in accordance with the movement of other bargaining unit members which is contingent upon negotiated contractual provisions.

Advanced Degree Supplements*		
Master's		\$2,815
Specialist		\$4,317
Doctorate		\$5,693

**Teachers will be paid for the highest degree earned in addition to the base pay for their Bachelor's degree. In order to receive credit for advanced degrees, (Master's, Specialist and Doctorate) employees must provide an official transcript of record showing the award of the earned degree to the Certification Department. Per the Student Success Act effective July 1, 2011, teachers hired by Orange County Public Schools on or after July 1, 2011, must possess an advanced degree in their area of certification to be eligible to receive credit.*

APPENDIX K

Lake County Teacher Salaries

Lake County Schools

**LAKE COUNTY SCHOOLS
INSTRUCTIONAL SALARY PLACEMENT SCHEDULE
2018 - 2019**

EXPERIENCE LEVEL	SALARY	ADVANCED DEGREE DIFFERENTIAL
0	40,400	Master Degree 2375 or
1	40,650	Specialist 3325 or
2	40,900	Doctorate 4325
3	41,200	In accordance with F.S. 1012.22(1)(C)3, an advanced degree must be held in area of certification to qualify.
4	41,500	
5	41,800	
6	42,100	
7	42,400	
8	42,750	*ADDITIONAL ADVANCED DEGREE SUPPLEMENT
9	43,100	
10	43,500	
11	43,900	* An additional differential applies to those holding an advanced degree in the subject area of their primary content assignment as follows:
12	44,300	
13	44,800	
14	45,300	
15	45,800	
16	46,400	Master Degree 500 or
17	47,000	Specialist 800 or
18	47,700	Doctorate 1050
19	48,400	
20	49,200	
21	50,000	
22	51,500	
23	53,000	
24	55,000	
25	57,250	
25+	59,800	

APPENDIX L

Orange County Incentives to Teachers

Fox 35 TV News



Orange County pilot program offers new incentives to attract teachers

-
-
-
-
-
-





By Valerie Boey

Posted May 15 2017 11:50PM EDT

Video Posted May 15 2017 11:52PM EDT

Updated May 16 2017 12:11AM EDT

ORANGE COUNTY, Fla. (WOFL FOX 35) - There are many benefits to being a teacher, but pay isn't usually one of them. Now, Orange County is testing a new pilot program to attract [teachers](#) to one particular "F" rated school.

In Orange County, teachers start at around \$40,000 a year, but at Carver [Middle School](#), the district will pay more to attract and retain qualified teachers.

Under the program at the [school](#), experienced teachers will receive an additional \$70,000 raise -- on top of their regular salary -- paid out in three installments over three years.

FOX 35 her Good Day Sports Entertainment

Local News News U.S. World News Unusual Politics

Clermont, Florida Drivers Are Stunned By This New Rule
EverQuote Insurance Quotes

New Rule in Clermont, Florida Leaves Drivers Fuming
Insured Nation - Auto Insurance Quotes



APPENDIX M

Teacher Shortage Article

Orange County Teacher Recruitment

Orlando Sentinel

Florida school districts wrestle with teacher shortage



School administrators across Florida say it's increasingly difficult to find teachers, in part because fewer students are graduating from state universities with education degrees.

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11/14/2018

Florida school districts wrestle with teacher shortage - Orlando Sentinel



FEBRUARY 10, 2017, 10:50 AM

The billboard on the busy street just off campus calls out to UCF students unsure about life after college: “Become a Hero,” it reads. “Teachers Needed.”

The giant orange message is one of two put up near the University of Central Florida by the Orange County school district, literal signs of how eager the region’s largest school district is to recruit more teachers.

In the past two years, Orange schools added at least 10,000 new students, more than any other district in Florida. The district hired more than 1,800 new teachers for the current school year and expects to need more by summer, as it opens six new schools. It now has nearly 80 teacher vacancies.

Orange administrators and their counterparts across the region and the state face a teacher shortage, one that has prompted them to ramp up recruitment strategies ahead of the 2017-18 school year.

“We are starting earlier, and we are definitely exploring more options than we ever have,” said Greg White, recruitment specialist for Osceola County schools. “We’ve got to find those quality educators to be in front of our children.”

This year, administrators report struggling not only to find teachers for typically hard-to-fill jobs, such as high school math and science courses, but also to find instructors for elementary school classrooms. Those historically have been the easiest jobs to fill because colleges graduated so many candidates with elementary education degrees.

“In my 40 years in education, there’s never been a problem filling elementary slots,” said Richard Shirley, superintendent of Sumter County schools.

But this year, there is, Shirley told lawmakers in Tallahassee recently.

aren’t at levels seen more than a decade ago, when districts also scrambled to find lots administrators say, seems more difficult.

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11/14/2018

Florida school districts wrestle with teacher shortage - Orlando Sentinel

The key problem: The number of Florida university students graduating with education degrees has fallen since 2006 by nearly 5,000, while public-school enrollment has grown, topping 2.8 million this year.

At UCF, the state's largest supplier of teacher graduates, the drop off in students majoring in elementary education hasn't been as steep as at some universities. Still, UCF has 318 fewer teacher interns in Orange schools this year compared with three years ago, officials said. That means 318 fewer candidates for Orange principals to consider hiring once they graduate.

In the Panhandle's Escambia County, the University of West Florida used to send the district all the new teachers it needed. This year, the district hired 50 new graduates and had to recruit, sometimes out of state, for its other 250 openings, said Superintendent Malcolm Thomas.

Palm Beach Superintendent Robert Avossa said Florida Atlantic University sent 40 new teachers to his district this year. "I need 1,500," he said.

Palm Beach schools have more than 100 vacancies now, and every one, Avossa noted, means dozens of students lose out because they sit in a class staffed by substitutes.

Education program enrollment has dropped because "college students are not convinced that teaching will be a rewarding career path," said Pamela Carroll, dean of UCF's college of education, in an email.

A national study released in September agreed, saying teachers' dissatisfaction with their jobs was leading to fewer people pursuing education careers or sticking with them until retirement. In Florida, educators say relatively low pay and the state's controversial teacher evaluation system, which is tied to standardized tests, has also soured the view of the teaching profession.

Mallory Crider, a UCF junior majoring in elementary education, said her grandfather, who foots her college bills, initially discouraged her from pursuing a teaching degree, worried she wouldn't earn much.

"He didn't want me to struggle," she said.

But Crider said he came around when he realized how committed she was. The 19-year-old said she's wanted to teach since she was in fifth grade. That year, her mother died, and she got through the school year thanks to teachers who rallied around her.

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11/14/2018

Florida school districts wrestle with teacher shortage - Orlando Sentinel

Recruiters said Crider and her education-major classmates will be snapped up by local schools as soon as they graduate. The hard part is how to add to their ranks.

Some districts are recruiting in Midwestern and northern cities that have a surplus of teachers. The Osceola school district recently partnered with Valencia College to create the Future Teachers Academy, which will offer scholarships to education majors who agree to teach in county schools after graduation.

The Seminole County school district used to rely on state-run teacher job fairs but is for the first time hosting its own next month, hoping in can fill some jobs ahead of a later-spring hiring crunch. And when midyear vacancies proved difficult to fill, administrators pulled out a list of retirees and began making phone calls. They convinced a few to take over classes that didn't have a permanent instructor, said Mark Russi, director of employee and governmental relations for Seminole schools.

All the districts tout alternative certification programs that allow college graduates with degrees in fields other than education to work in public school classrooms.

Orange put up its billboards near UCF late last year, hoping to encourage college students who are not education majors to consider teaching. With the same goal, this month its recruiters attended career fairs at both UCF and the University of South Florida..

The recruiters, said Bridget Williams, Orange's chief of staff, try to sell both the importance of public education's mission and the practical advantage of becoming a teacher.

"We're hiring," she said.

lpostal@orlandosentinel.com 407-420-5273

National teacher shortage hits Central Florida »

Copyright © 2018, Orlando Sentinel

This article is related to: Educators, University of Central Florida, Orange County, University of South Florida

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While we review our commenting platform and consider ways to improve the system. If you purchased a subscription, please let us know at circsupport@tronc.com.

APPENDIX N

Teacher Shortage Article

Florida Shortage is Especially Severe

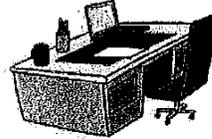
Education World



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[Print](#)

Will Higher Pay Solve the Worst Teacher Shortage Ever? It Can't Hurt!



Many school districts face the worst teacher shortage ever. Twenty percent of new teachers leave the field within the first three years and, on average, teachers who leave the profession are above-average teachers. Math, science, and special education teachers are in short supply, and urban and rural schools struggle to recruit talented teachers. Today, Education World writer Glori Chaika explores some of the creative strategies school districts have developed to recruit and retain teachers. Included: Programs attract quality teachers with such incentives as subsidized housing, tax breaks, student loan forgiveness, and more!

"For years, the teaching profession could count on discrimination, depression, and recession to act as its recruiting agent but no longer. The law of supply and demand doesn't apply to every occupation *except* teaching," American Federation of Teachers (AFT) president Sandra Feldman told Education World. The booming economy offers potential teachers a cornucopia of more-lucrative professional opportunities.

Because of the growing number of school-aged children, class-size-reduction initiatives, and an anticipated retirement of more than a million veteran teachers, schools in the United States will need more than 2 million new teachers over the next decade. Attracting and retaining qualified teachers is very difficult when starting salaries hover around \$25,000, many teachers' salaries average less than \$40,000, and teachers have little opportunity for advancement.

"You can't raise a family in many parts of Louisiana on a beginning teacher's salary," Kathleen Modenback, who teaches at Northshore High School, in Slidell, Louisiana, told Education World. "Some Louisiana teachers' salaries are so low, the teachers may actually qualify for low-income housing. In addition, many teachers spend close to \$1,000 of their own money annually for classroom supplies."

A NATIONAL MOVEMENT TO RAISE TEACHER PAY?

Secretary of Education Richard W. Riley suggests a year-round schedule, automatically raising teachers' pay 20 percent for the added work time.

Noting the nation's projected \$3 trillion budget surplus, the nonpartisan New York-based research group Century Foundation recommends the federal government seize the initiative and raise U.S. teachers' salaries to a level that equals the salaries of other professionals who have similar schooling.

Many school systems, rather than assume a wait-and-see attitude, are actively developing their own initiatives.

WHAT ARE SCHOOL DISTRICTS DOING TO FILL THEIR CLASSROOMS?

School districts from coast to coast are launching ambitious initiatives to attract and retain teachers, especially teachers who belong to minority groups and teachers certified in critical

need areas or those willing to teach in urban or rural schools. Today, Education World explores some of those initiatives.

- **Filling critical-need areas.** After SAT scores for Georgia students plunged to 50th in the nation and almost half of Georgia eighth graders failed the state's math test, the state -- like several others -- raised salaries for math teachers as well as hard-to-find science and special education teachers. In California's Silicon Valley, teachers willing to retrain in needed fields may receive grants, and in Wichita, Kansas, minority candidates and paraprofessionals interested in special education receive financial support.
- **Paying health insurance, retirement contributions, relocation expenses, or interviewing costs.** The Hartford, Connecticut, system pays teachers' health insurance and grants veteran teachers annual bonuses of \$100 for every year served. Some school districts provide relocation assistance, pay retirement system contributions, or give hotel and restaurant vouchers to those who come for interviews. Some subsidize on-site day care centers for teachers' children.
- **Enticing retirees.** Several states pay retired teachers their pensions plus salaries if they return to the classroom. Christopher Cross, president of the Council for Basic Education and a former assistant U.S. secretary of education in the George Bush Sr. administration, told Education World how important it is to recruit people who are trained but are not teaching. He suggests waiving the cap on retirement earnings for teachers and allowing them to return to the classroom while still collecting social security and state pensions, an especially attractive proposition because retirees often live in places with the worst shortages, such as Florida, California, and Nevada.
- **Offering tough-assignment incentives.** Nevada is considering offering teachers retirement credit for every five years they teach in critical-needs schools and permitting teachers in rural schools to convert unused sick leave into retirement credit. In California, teachers working in low-performing schools may qualify for \$20,000 bonuses, college loan reductions, and home loans. New York state may subsidize tuition for undergraduates pledging to teach in critical-need public schools. Certified teachers in New York City who transfer to critical-need schools increase their workday by 40 minutes but receive 15 percent raises. Last year, 600 teachers applied for 300 positions.

INCREASED SALARIES, BONUSES, HOUSING ASSISTANCE

- **Offering signing bonuses, tax credits.** California and Maryland provide teachers with tax credits, and several school districts offer new hires signing bonuses. The Massachusetts bonus is an incredible \$20,000. Paid out over four years, the bonus is offered to approximately 100 highly qualified new teachers annually. Last year, 800 people applied; the state had requests for information from people in 36 states and two foreign countries.
- **Increasing salaries.** Several state legislatures have passed across-the-board teacher raises. Connecticut raised salaries, making Connecticut teachers among the highest-paid in the nation, and then equalized salaries statewide to make recruiting easier for poorer districts. California's new incentive package raises starting salaries 6 percent and funnels close to \$2 billion to schools, much of which is expected to further raise teachers' pay.
- **Providing housing assistance in high-priced areas.** The starting salary for teachers in Silicon Valley is \$34,000, but a year's rent for a one-bedroom apartment could cost almost half that, and the median price for a house is \$550,000. One teacher reported it cost him \$600 a month to rent a living room! About 50 percent of new teachers leave the Silicon Valley area within four years.

SILICON VALLEY'S NEW INCENTIVES

"My high school was not a typical high school. The parents were motivated; the students were motivated. Twenty-one students from my class went to Stanford," Rachel Peterson, a 1999

graduate of Henry M. Gunn High School (Palo Alto, California), told Education World. "You would think teachers would want to work here, but we lost good teachers all the time. We lost the young teachers, the ones with potential who are amazingly smart and from good schools."

Now, however, thanks to financial aid from Hewlett-Packard and Intel Corporation, teachers in Santa Clara County can participate in a lottery to win low-interest loans -- and in some cases grants -- for mortgages or down payments on houses. The Santa Clara and San Francisco Unified School Districts are building teachers' apartments. Santa Clara apartments are geared for young teachers and will rent for 50 percent below market value. The San Francisco apartments are on school land and are meant to be subsidized housing.

Some teachers find that plan insulting. They think that they could live in locations of their choice -- not the school district's choice -- if their compensation was adequate.

Initiatives such as low-cost or subsidized housing do not occur in all locales, even though they might be appropriate. Nationally, beginning teachers earn just 72 percent of what average college grads earn in their first jobs, and the gap typically widens with each year of experience.

In a full-employment economy in which quality workers are in great demand, it may take significantly more to attract people to teaching. According to [Measuring the Teacher Quality Problem](#), a paper published by the Thomas B. Fordham Foundation, "College graduates with high test scores are less likely to become teachers, licensed teachers with high test scores are less likely to take teaching jobs, employed teachers with high test scores are less likely to stay, and former teachers with high test scores are less likely to return." The salary gap between experienced teachers with advanced degrees and other similarly educated college graduates is now more than \$32,000.

ONLINE RESOURCES

- [Teacher Pay Raise Urged](#) This August 14, 2000, *Washington Post* article mentions the Century Foundation recommendation that the federal government raise teachers' salaries to the level enjoyed by other professionals with similar schooling.
- [Best New Teachers Would Earn More](#) This September 20, 2000, *Times-Union* article discusses Georgia legislation that raised all math, science, and special education teachers' salaries and provided bonuses for teachers whose students perform above the standards on statewide tests.
- [Union Seeks More Incentives to Staff Troubled Schools](#) This August 12, 2000, *New York Times* article describes the New York City plan to add 40 minutes to the teaching day but give certified teachers a 15 percent raise when they transfer into low-performing schools.
- [The Teacher Shortage: Apply, Please!](#) This March 27, 2000, Education World article lists many statistics concerning the teacher shortage, including the fact that 20 percent of new teachers leave within the first three years. It explores some of the creative ways school systems woo teachers to their schools.
- [New Reform Wave Focuses On Teacher Quality](#) This July 11, 2000, *Christian Science Monitor* article focuses on California's recently enacted \$2.4 billion teacher incentive package.
- [Intel Introduces Pilot Program to Help Teachers Buy Homes](#) This June 18, 2000, Associated Press article describes Intel's housing fund. It also lists the median home price in Santa Clara County as \$550,000.
- [Governor Signs Teacher Incentive Bills](#) (abbreviated version) This July 5, 2000, Associated Press article discusses California's new starting teacher salary of \$34,000, the tax credit initiative, and the student loan forgiveness program.
- [As U.S. Debate Intensifies, Pay for Teachers Rises 3%](#) Included in this January 7, 2000, *New York Times* article are Secretary of Education Riley's proposal to make teaching a year-round profession and the statistic that beginning teachers earn just 72 percent of what average college grads earn in their first jobs. The article includes 1998-1999 average teacher salaries by state.
- [A Bidding War for Teachers Spreads from Coast to Coast](#) This January 6, 2000, *New York Times* article mentions some of the cities offering signing bonuses. It includes the

statistic that the gap between beginning teachers' salaries and the average starting salary for other college grads typically widens with each year of experience.

- [Tech Boom a Bust for Teachers](#) This August 1, 2000, *Wired News* article describes the housing situation teachers in Silicon Valley face and some of the strategies school districts are using to help them.
- [Teachers' Union Chief Calls for Big Raises](#) This January 9, 2000, *Detroit News* article discusses AFT President Sandra Feldman's speech to the Economic Club of Detroit.
- [Measuring the Teacher Quality Problem](#) This paper, published in the July 1999 Thomas B. Fordham Foundation publication *Better Teachers, Better Schools*, states, among other things, "College graduates with high test scores are less likely to become teachers. ..."

OTHER RESOURCE USED TO COMPILE THIS STORY

- American Federation of Teachers President Sandra Feldman's Speech to the Detroit Economic Club In this January 18, 2000, speech Ms. Feldman lists several statistics such as the projected number of new teachers needed over the next decade, average salaries for teachers, and which states provide salary supplements for teachers with National Board Certification.

Related Articles from Education World

- [NEA Offers Tips to Recruit Minority Teachers](#)
- [The Teacher Shortage: Apply, Please!](#)
- [Scrambling for Staff: The Teacher Shortage In Rural Schools](#)
- [Solving the Substitute Shortage, Part 1: Four Rules to Keep Your Best Subs Coming Back](#)
- [Solving the Substitute Shortage, Part 2: Exploring Other Options](#)

Please check out our featured theme this week:

- [Holidays Around the World: A Festival of Lessons!](#)
- [Great Sites For Teaching About ... Multicultural Holidays](#)

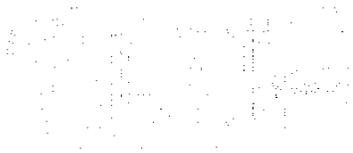
Article by Glori Chaika

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12/07/2000

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APPENDIX O

Teacher Shortage Article

Hernando County Recruits Out of State

TampaBay.com

10/29/2018

With coming teacher shortage, Hernando will head to New York to recruit

With coming teacher shortage, Hernando will head to New York to recruit

By Dan DeWitt

Published: March 4, 2015

Updated: March 5, 2015 at 10:04 PM

BROOKSVILLE — The Hernando County School Board agreed this week to fund the district's first teacher recruiting trip to New York state in recent memory.

Though the expense is small — less than \$1,000 for Springstead High School principal Carmine Rufa to attend a job fair in Cortland, N.Y. — it's a sign of a larger issue: a potential long-term shortage of qualified teachers.

Rufa said the trip to the fair next month at his alma mater, State University of New York at Cortland, is in response to a high national demand for teachers, especially in science and math, and Hernando's aging population of teachers.

"We're going to need 14 teachers (at Springstead) in the next two years" because of retirements, Rufa said. "I want to get some top-notch people to replace them."

He also contacted principals throughout the district and found a need for science and math teachers at several middle and high schools.

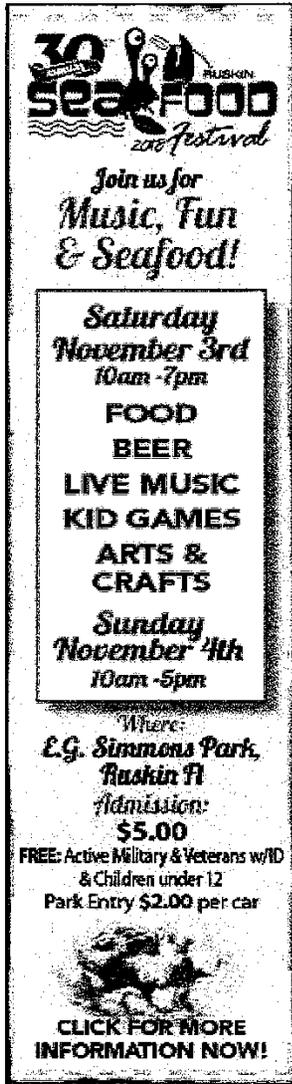
That's not surprising, said Jo Ann Hartge, president of the Hernando Classroom Teachers Association.

"Maybe one-third of the teachers in this county are ready to retire in the next five years," Hartge said.

Colleges have produced fewer education majors in recent years, she said, and Florida has a difficult time attracting teachers from this shrinking pool, partly because of a controversial 2011 law that eliminated professional services contracts for experienced teachers.

10/29/2018

With coming teacher shortage, Hernando will head to New York to recruit



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The law allows principals to cut loose teachers at the end of the school year without cause, she said, and the lack of job security is a concern to potential teachers.

The average teacher salary in Hernando last school year was \$43,788, about \$4,000 lower than the state average, according to the state Department of Education website.

Added to that disadvantage, many other states offer better pay than Florida, Hartge said. And the district must compete not only against them, said human resources director Sarah Meaker, but against industries that can offer better salaries than education.

"As the economy turns around and more options are created, it's going to lead to a teacher shortage," Meaker said.

On the other hand, the lack of a state income tax plays in Florida's favor, she said, as does the low cost of living in Hernando. And she disagreed with Hartge about the importance of job security. It's not a big factor for teachers right out of college, she said, because they don't envision spending their entire career with the first district that hires them. And older teachers often have pensions from previous jobs.

Any teachers that Hernando does hire will have to wait at least until next year to start working, superintendent Lori Romano said after Tuesday's School Board meeting.

The district's enrollment has dropped slightly in the second half of the current year, as it often does, she said. That means a funding cut from the state and, for the rest of the school year, a hiring freeze for

teachers.

Contact Dan DeWitt at ddewitt@tampabay.com; follow @ddewitttimes.

Trending Now

APPENDIX P

Population Projections

Lake County Economic Opportunity



LAKE COUNTY, FL
Economic Development



Demographics

Population Projections

Population Projections	2015	2020	2025	2030	2035	2040
Low	303,900	326,000	344,000	358,100	368,200	374,900
Medium	321,200	361,800	400,800	437,800	472,800	506,400
High	342,700	398,400	456,100	515,300	575,900	638,300

Source: Bureau of Economic and Business Research. Florida Population Studies. Projections of Florida Population by County, 2011-2040. March 2012.



LAKE COUNTY, FL
Economic Development



School Enrollment

School Enrollment	2000*		2010**	
	Total	%	Total	%
Population 3 years & over enrolled in school	40,624		65,015	
Nursery school, preschool	2,753	6.8%	4,870	7.5%
Kindergarten	2,543	6.3%	4,888	7.5%
Elementary school (grades 1-8)	19,990	49.2%	27,365	42.1%
High school (grades 9-12)	9,834	24.2%	14,216	21.9%
College or graduate school	5,504	13.5%	13,676	21.0%

Source: 2010 American Community Survey

APPENDIX Q

Out-of-Field STEM Teachers Letter
Sumter County Schools



SUMTER COUNTY SCHOOL BOARD

"Preparing the next generation today"

Richard A. Shirley
Superintendent of Schools

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Ext. 50206 Fax 793-4180

Secondary Education

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Human Resources

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Employee Benefits

Ext. 50229 Fax 793-2096

Food Service

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Professional Development

748-1510 Fax 748-7639

MIS/Data Processing

Ext. 50241 Fax 793-4963

Exceptional Education

Ext. 50259 Fax 793-1612

Information Technology

Ext. 50263 Fax 793-4377

Adult Education

793-5719 Fax 793-6508

Facilities

793-1281 Fax 793-9298

Warehouse

793-7906 Fax 793-9298

Transportation

793-5705 Fax 793-1083

The Villages Charter School

352-259-2350

Fax 352-259-3850

January 22, 2019

To Whom it May Concern:

Sumter County School Board currently has 11 teachers that are teaching out-of-field in Science and Math. They have not been included into the projected job openings here in Sumter County.

For additional information please contact me at 352-793-2315.

Yours in Education,

Debbie Moffitt
Senior Director of Curriculum and Instruction
Sumter District Schools

2680 West County Road 476 - Bushnell, Florida 33513

<http://www.sumter.k12.fl.us>

APPENDIX R

Out-of-Field STEM Teachers Letter Lake County Schools



201 West Burleigh Boulevard · Tavares · FL 32778-2496
(352) 253-6500 · Fax: (352) 253-6503 · www.lake.k12.fl.us

Superintendent:
Diane S. Kornegay, M.Ed.

School Board Members:
District 1
Bill Mathias
District 2
Kristi Burns, Ph.D.
District 3
Marc Dodd
District 4
Sandy Gamble
District 5
Stephanie Luke

January 16, 2019

To whom it may concern:

Lake County School Board currently has 32 teachers that are teaching out-of-field in Science and Math. They have not been included into the projected job openings here in Lake County.

For additional information - please contact me at 352-455-4167.

Yours in Education,

A handwritten signature in cursive script that reads "S. Mayuski".

Stephanie Mayuski
Regional Executive Director Region 3
Lake County Schools

APPENDIX S

Board of Trustees Meeting Minutes

Lake-Sumter State College

DISTRICT BOARD OF TRUSTEES

LAKE-SUMTER STATE COLLEGE

Leesburg, Sumterville, Clermont

October 17, 2018

The regular meeting of the District Board of Trustees, Lake-Sumter State College, was called to order at 5:10 p.m. on September 19, 2018 in Student Services Building, Room 210 at the Sumter Center, by Mr. Peter Wahl, Board Chairman. In attendance was Mr. Bryn Blaise, Marcia Butler, Mr. Bret Jones, Ms. Emily Lee, Jennifer Hill, Jennifer Hooten, and Mr. Tim Morris.

Mr. Wahl welcomed those in attendance and invited them to join in the Pledge of Allegiance followed by a moment of silence.

Mr. Wahl reported changes to the agenda being Item #355 and the TRIO presentation will be postponed till November.

CONSENT CONSIDERATIONS- ACTIONS and ACKNOWLEDGEMENTS (Tab A)

Mr. Jones moved and Mrs. Butler seconded the motion to approve as presented agenda items number 345 through 361 as follows:

Minutes of September 19, 2018 Regular Board Meeting & Workshop **2018-345**

The motion was passed with the following vote: Voting “yea” – Blaise, Butler, Hill, Hooten, Jones, Lee, Morris, and Wahl.

Human Resources Transactions **2018-346**

Appointments of:

Andrew Dail	(effective date 10/08/2018)
Kelly Duke	(effective date 09/17/2018)
Edith Vincent	(effective date 09/24/2018)
Joan Thurman	(effective date 09/12/2018)
Scott Perry	(effective date 10/01/2018)

Resignation of:

Danielle Orlovic	(effective date 09/29/2018)
Khoy Stoutt	(effective date 09/24/2018)
Rebecca McPherson	(effective date 08/23/2018)

Separation of:

Sixto Castillo	(effective date 09/28/2018)
----------------	-----------------------------

The motion was passed with the following vote: Voting “yea” – Blaise, Butler, Hill, Hooten, Jones, Lee, Morris, and Wahl.

Purchases Over \$25,000

2018-347

The motion was passed with the following vote: Voting “yea” – Blaise, Butler, Hill, Hooten, Jones, Lee, Morris, and Wahl.

Facilities Update

2018-348

The motion was passed with the following vote: Voting “yea” – Blaise, Butler, Hill, Hooten, Jones, Lee, Morris, and Wahl.

Monthly Fiscal Report for September 2018

2018-349

The motion was passed with the following vote: Voting “yea” – Blaise, Blankenship, Hill, Jones, Lee, Morris, and Wahl.

Curriculum Revisions

2018-350

The motion was passed with the following vote: Voting “yea” – Blaise, Blankenship, Hill, Jones, Lee, Morris, and Wahl.

SCHEDULED INFORMATION REPORTS (Tab B)

President’s Update

2018-351

Dr. Sidor reported that he has been meeting with candidates of the proposed legislative delegation discussing the needs of the college and will continue to do so.

The statewide Council of Presidents (COP) Agenda 2019 Legislative Budget Request will be \$292.2 million. After discussion, it is looking like it may land closer to \$100 million. The breakdown is \$60 million for performance funding, \$10 million for Industry Certification, and \$30 million which essentially is the restoration funds we lost a year ago. He will continue to give reports as he receives details.

There are discussions about dual enrollment some of the state superintendents are pushing back at paying for DE due to cost and textbooks. This is a concern because there is no other funding option for it. He will serve on a committee to look at alternative funding streams for dual enrollment. Occupational and Vocation Education will be a really loud voice in the Legislature this year and probably the next 4-6 years as long as the economy keeps moving along.

He is continuing to work with local pastors in the area to create a pilot of three to four churches to possibly provide services in their space. We are working with some industry partners to see where to go. Dr. Sidor has been in communication with Leesburg Regional and Waterman/Advent Health about possible internships/partnerships for the Health Science Collegiate Academy.

He is also working with Terry Yoder with T&D Concrete on a partnership to provide a program for construction management and other programs.

He is moving forward with outcomes of the Healthcare CEO Summit regarding Dementia Care/Alzheimer’s Certification. We will start with patient care technician, because of the

handling protocols. We are working with Seminole State and other industry partners to get this program developed. We are working on a common application of clinical appointments for students.

Dr. Sidor will be presenting the COP legislative request at the State Board of Education meeting in Crystal River on October 25.

He announced that on Friday, October 19, the entire college will be participating in college wide volunteer efforts. Each employee signed up to work at local agencies throughout Lake and Sumter County.

Claire Brady

Dr. Brady reported on enrollment and student affairs. There is a full report located in each packet.

Spring Enrollment Update

We have turned our efforts to spring recruiting efforts. Between our Admissions, Financial Aid, and Trio grants, our staff have been highly visible in all Sumter & Lake county schools, sponsoring tents at National Night Out events and hosting larger scale recruiting events on campus. Last week, we hosted 50+ Colleges and Universities for the 2018 College Fair geared toward local high school students. On that same day, we also hosted a Transfer Fair and a Majors Fair for LSSC students.

2017 Student Satisfaction Survey Update

In April 2017, we conducted the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI). The SSI measures student satisfaction and priorities, showing how satisfied students are with various aspects of the College and what issues are most important to them. We first conducted the SSI in 2015 and then again in 2017.

We identified four areas of focus for improvement based on the 2017 SSI results: Financial Aid processes (Champion: Dr. Bigard), Safety/Emergency Training (Champions: Dr. Bigard & Dr. Brady), Awareness of College Services (Champion: Dr. Brady), and monitor progress & re-administer SSI in 2019 (Champion: Dr. Sidor). Resource investments made in Financial Aid staffing and automation, ALICE training, LSSC Alert, SAFELSSC, the new website currently in development, the shift to Canvas, and the continued enhancements to the Starfish Retention platform have all positively contributed to improving in these four areas. We plan to administer the 2019 SSI this spring and will report our findings to you next summer.

Upward Bound & Educational Talent Search Programs receive supplemental funding

The Upward Bound program recently received a supplement of \$39,840 for STEM efforts. This will increase will allow them to pilot a tutoring program (Beyond the Bell), initiate a robotics program, and increase the number of students who travel to the STEM college tour. This brings their annual award to ~\$328,000. Educational Talent Search also recently received a supplement of \$12,800. This increase will allow them to serve 26 more students and expand their tutoring program. This brings their annual award to ~\$314,000. Nicole Duslak, the Director of Educational Outreach Programs is also providing a presentation at this month's meeting.

Doug Wymer

Last month Dr. Wymer reported about our partnership with Leesburg Elementary School's grant-funded Golden Eagles After-School Program. This partnership has continued and Amber Karlins, Instructor of English, conducted a writing and drama session, teaching the students about the core elements of successful storytelling. She worked with the students as each of the two groups created a storybook. The end result was two gripping stories including "Cupcake the Meri-Corn" and "The Unicorn, the Mermaid, and the Wolf". After the day's events, Amber edited the stories and forwarded them to Jacklyn Pierce, Assistant Professor of English, who has a hobby as an illustrator. Jackie brought the stories to life with colorful pictures. Two copies of both books have been printed in hardcover and include a photo of the authors on the back. One copy of each book will be presented to Leesburg Elementary by Amber and Jackie with the other copy heading to the LSSC library.

The quality enhancement plan is a critical part of our upcoming 2021 SACSCOC reaffirmation and represents a College-wide initiative to identify a significant issue that focuses on improving specific student learning outcomes and/or student success. The list of topics has been narrowed down to two and includes information literacy and community engagement. Both are worthy topics and both have champions among the faculty and staff. Teams are preparing a proposal for each topic that includes specific activities, outcomes, and methods of assessment. These proposals are due on November 7 with a final topic to be identified by late November.

The LSSC Children's Theater Program is currently offering Alice in Wonderland with performances Friday at 7 pm and Saturday at 10 am. He has fliers if anybody needs to get tickets.

Heather Bigard

Dr. Bigard updated the group on things she has been doing since the last board meeting.

- Attended the Council of Business Affairs meeting in Key West, FL
- Completed the Key Performance Indicator (KPI) Professional Certification Program with the Balanced Scorecard Institute
- Held mass-casualty exercise in partnership with the Lake County Sheriff's Office and local law enforcement on October 5, 2018.
- Provided letter of support for a Lake Tourism Grant application for PFX Athletics to replace the scoreboard that was damaged by hurricane Irma.

Dr. Bigard reported on the Full Scale exercise and noted it was successful. There will be similar exercises on the South Lake Campus and the Sumter Center. She also reported on the text alert system for the college and reported that each board member will receive a link in order to receive the alerts.

She reviewed highlights from each area in her division with a detailed report located in each packet.

Committee Reports
Executive Committee

2018-352

Pete Wahl reported that the Executive Committee met and discussed items on the agenda.

Foundation Liaison

The spring scholarship application opened October 1 and will close October 31. Please share with those you know who may be interested in applying.

The Annual Athletics Golf Classic Tournament was held on September 21, 2018, at the Harbor Hills Country Club and raised \$50,152. We are truly grateful for your participation and support!

Please remember the Distinguished Alumni and Hall of Fame Celebration is set for tomorrow night at 6pm at the Mission Inn Resort.

The Performing Arts Series kicked off this past weekend with almost a full house for all three performances of the Mickey Finn Show. The next performance is the Atlantic City Boys on November 3rd and 4th. Tickets are still available.

The LSSC Foundation Board approved \$25,000 for faculty and staff project grants, with a maximum of \$2,500 per project. The deadline to apply was October 15. Nineteen applications were received. A project committee from the LSSC Foundation Board will review the applications for awards.

The LSSC Foundation Monster Dash race is scheduled for October 27, 2018 at 8:00am on the Leesburg Campus. Please consider signing up to walk or run or be a sponsor!

Please plan to join the President and the Foundation Board for dinner and a show, to celebrate the holidays on November 30th. The performance will be Nutcracker in a nutshell. Please RSVP.

The LSSC Foundation Annual Campaign kicked off internally on October 11. It will kick-off for the community beginning at the Annual Board Meeting in January 2019. Please support the Annual Campaign with your gift. The goal is to have 100% of all Board of Trustees, Foundation Board Directors and employees. We truly appreciate all you do for our College and our students.

Board Attorney's Report

2018-353

Ms. Carver's reported that the OCR complain recently reported remains pending. The same student filed a second complaint with OCR in March 2018; however the college was only notified in September 2018. The new complaint alleges that the college failed to provide appropriate auxiliary aids and services needed because of the student's disability, and that college staff retaliated against the student for filing the complaint. She will continue to develop the board with updates.

NEW BUSINESS (Tab C)

Reserves Request (Air Handler Sumter Center)

2018-354

Mr. Wahl reported that the air handler in the Sumter Building #4, Clark Maxwell Library has failed and requires full replacement. A new 30-ton air handler is estimated at \$50,000, plus an additional \$5,000 for the portable rentals.

Tim Morris made a motion to approve a transfer from board reserves to cover the cost and installation of the new air handler and temporary cooling units. Bret Jones seconded and motion carried.

The motion was passed with the following vote: Voting “yea” – Blaise, Butler, Hill, Hooten, Jones, Lee, Morris and Wahl.

Textbook Affordability Report

2018-356

Thom Kieft reported that each year we are required to complete a textbook affordability report. The report has to be submitted 45 days prior to the end of the semester. There is a committee that meets regularly and researched ways for that textbooks can become more affordable for our students.

A motion was made by Bret Jones and seconded by Emily Lee to approve the Report.

The motion was passed with the following vote: Voting “yea” – Blaise, Butler, Hill, Hooten, Jones, Lee, Morris and Wahl.

Legislative Budget Request

2018-357

Dr. Sidor discussed the colleges Legislative Budget request for 2019. He thinks we need to focus on facilities, security/campus safety, and joint request with Lake Tech to redo our digital media and technology programs.

A motion was made by Bryn Blaise and seconded by Marcia Butler to approve the 2019 Legislative Budget Request and the motion carried.

The motion was passed with the following vote: Voting “yea” – Blaise, Butler, Hill, Hooten, Jones, Lee, Morris and Wahl.

Trustee Board Committee Assignments

2018-358

Pete Wahl announced that there has been a change in the committee assignments. He would like to move Tim Morris from the Foundation to the Facilities Committee.

Mr. Wahl reviewed the committee selection as follows:

- Strategic Planning: Bret Jones, Chair, Scott Blankenship, and Marcia Butler
- Foundation Liaison: Emily Lee
- Sumter Partnership: Marcia Butler, Chair, Kelly Rice, and Bryn Blaise
- Facilities: Jennifer Hill, Chair, Bryn Blaise, Tim Morris, and Bret Jones

A motion was made by Bret Jones to remove Tim Morris from the Foundation to the Facilities committee and seconded by Jennifer Hill and motion carried.

The motion was passed with the following vote: Voting “yea” – Blaise, Butler, Hill, Hooten, Jones, Lee, Morris and Wahl.

INFORMATION ITEMS (Tab D)

Bachelors in Secondary Education

2018-359

Dr. Wymer reported on the potential new program focusing on STEM. There is a critical shortage of secondary education teachers. This program includes the formation of the (FLITE model) Florida Institute of Teacher Excellence which will work with students in our service area while they are in school focusing on teaching, student development, and strategies for success in the classroom. The idea is to produce these students who are equipped, prepared, and ready to go in the field of teaching more so than a traditional education program.

Mr. Wahl asked how long before we can get approval for the program? Dr. Wymer replied that once we are given the go ahead to continue the exploration then we will go into the Apprise system, which is the first step of getting a new bachelors program approved and from there it takes approximately 18-24 months. Tim Morris asked about startup cost and cost to carry the program. Dr. Wymer announced that once we start exploring the opportunity and the committee meets for the first time he will update the board with costs and the approval process.

The board agreed for the exploratory committee to get started with the exploration of the BSE program.

Bachelors in Science in Nursing

2018-360

Dr. Wymer reported that we have accepted the first cohort of 36 students into the program generating 7.4 FTE for the fall semester. We predicted 12 FTE for the entire academic year. We are on track to exceed the initial projection. We had a change in the GPA entry requirement into the program from 3.0 to 2.5, we are in line with our partners in the consortium. With this change we are looking at an additional 18 students fully admitted into the program with 10 more pending.

Presidents Evaluation

2018-361

Pete Wahl reported that each year the Board of Trustees are asked to complete an evaluation based on the performance of Dr. Sidor. He reported that in each packet is a sample of what the instrument will look like and it will be sent electronically and the results will be compiled by the board attorney. The results of the Presidents evaluation will be brought to the November board meeting for final approval.

OTHER CONSIDERATIONS

As Needed by Chairman/President

- ✓ Chairman Wahl reviewed the events on the calendar. He announced that the next Board meeting will be on November 28, 2018 at 4 p.m. for a workshop and 5 p.m. for the regularly scheduled meeting at the South Lake Campus.

There being no further business, the meeting was adjourned at 6:25 p.m.

Respectfully submitted,

ATTEST:

Peter F. Wahl, Chairman

Stanley M. Sidor, Ed. D.
Secretary/College President

Recording Secretary: Claudia Morris

APPENDIX T

BSE Advisory Council Roster

Lake-Sumter State College



LAKE-SUMTER STATE COLLEGE
BSE ADVISORY COUNCIL ROSTER

BY NAME

Dr. Amy Albee-Levine

Lake-Sumter State College
Dean of Workforce Development

Jessica Bardt

Community Partner

Diana Billingham

Lake-Sumter State College
Controller

Rhonda Brown

National Geographic - Discovery Education
Consultant

Sybil Brown

Lake-Sumter State College
Associate Professor, Mathematics

Dr. Laura Byrd

Lake-Sumter State College
Associate Vice President
of Institutional Advancement

Joel Camp

South Sumter Middle School (Sumter County)
Principal

Frances Celis

Lake County Schools
Office of College and Career Readiness
Director

Steven Clark

Lake-Sumter State College
Associate Dean of Math and Science

Kathlene Daniels

Lake County Schools
Office of College and Career Readiness
Administrative Coordinator

Ana Diamand

Lake-Sumter State College
Reference/Instruction Librarian

Nicole Duslak

Lake-Sumter State College
Director, Educational Opportunity Programs

Lori Estabrook

University of South Florida
Director, SunCoast Area Teacher Training
Honors Program (SCATT), retired

Kimberlee Fowler

Lee Magnet School (Hillsborough County)
Teacher, Gifted

Carleen Glasser

Dr. William Glasser International Institute
Chief Executive Officer

Alexandra Guzman

Lake-Sumter State College
Administrative OSD Specialist
Office for Students with Disabilities

Colleen Habhab-Strickland

Sumter County Schools
Department of Secondary Education
Curriculum Supervisor, 6-12

Tanya Harris-Rocker

Lake-Sumter State College
MAOM, LSAMP STEM Program Manager

Tracey Hoff

Lake-Sumter State College
Senior Manager
Professional Development & Wellness

Karen Hogans

Lake-Sumter State College
Dean of Math and Science

Dieter Kadur

Sumter County Schools
Resource Teacher for Testing and Technology

Thom Kieft

Lake-Sumter State College
Associate Vice President of General Studies

Jenni Kotowski

Lake-Sumter State College
Director of Enrollment Management

Margaret Kouvaras

Minneola Charter School (Lake County)
Teacher, 6th Grade Math

Barbara Longo

Oak Park Middle School (Lake County)
Principal

Julie Lueallen-Robinson

East Ridge High School (Lake County)
Principal

Dr. John Mann

David C. Anchin Center, USF
Principal Certification Partnership Program

Jennifer Manson

Lake-Sumter State College
Academic Advisor

Daniel Marulanda

Lake-Sumter State College
Instructor, Math

Stephanie Mayuski

Lake County Schools
Executive Director, Region III

Christina McKinney

South Sumter High School (Sumter County)
Principal

Deborah Moffitt

Sumter County Schools
Senior Director of Curriculum

Dr. Benedetto Mongiovi

Lake-Sumter State College
Assistant Director, eLearning

Claudia Morris

Lake-Sumter State College
Executive Assistant to the President

Cynthia Nash

Lake-Sumter State College
Instructor, Biology/Anatomy & Physiology

Jerri Norris

Cengage Higher Education
Business Development Director

Dee Ragar

Wildwood Middle School (Sumter County)
Resource Teacher for Curriculum

Kim Sellers

College of Central Florida
Learning Lab School, Director

Toni Upchurch

Lake-Sumter State College
Instructor, Speech

Allen Shirley

Sumter County Schools
Director, Secondary Education

Dr. Douglas Wymer

Lake-Sumter State College
Vice President of Academic Affairs

Stephen Shoe

Corbett Preparatory School of IDS
Teacher, Social Studies

Kevin Yurasek

Lake-Sumter State College
Director of Strategic Communications

Brenda Skoczelas

Lake-Sumter State College
Instructor, Physics

Dr. Karolyn Snyder

International School Connection
President

Dr. Joyce Swarzman

Corbett Preparatory School of IDS
Headmaster

Jackie Sulfaro Thompson

Tavares High School (Lake County)
Teacher, AP Chemistry/Biology

Dr. Mark A. Thompson

Lake-Sumter State College
Coordinator of Academic Assessment

Nicole Tinny

Lake-Sumter State College
Associate Professor, Nursing

Dr. Ryan Tomaisiewicz

Lake-Sumter State College
Director, Health Science Collegiate Academy

Dr. Debra Touchton

Stetson University
Chair, Department of Education
Program Director, Educational Leadership

BY ORGANIZATION

LAKE-SUMTER STATE COLLEGE

Dr. Amy Albee-Levine
Dean of Workforce Development

Diana Billingham
Controller

Sybil Brown
Associate Professor, Mathematics

Dr. Laura Byrd
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Vice President of Academic Affairs

Kevin Yurasek
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LAKE COUNTY SCHOOLS

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Teacher, 6th Grade Math

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Executive Director, Region III

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Teacher, AP Chemistry/Biology

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Kimberlee Fowler

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Teacher, Gifted

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Jessica Bardt

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Curriculum Supervisor, 6-12

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Resource Teacher for Testing and Technology

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South Sumter High School
Principal

Deborah Moffitt

Senior Director of Curriculum

Dee Ragar

Wildwood Middle School
Resource Teacher for Curriculum

Allen Shirley

Director, Secondary Education

PRIVATE SCHOOLS

Stephen Shoe

Corbett Preparatory School of IDS
Teacher, Social Studies

Dr. Joyce Swarzman

Corbett Preparatory School of IDS
Headmaster

POST-SECONDARY INSTITUTIONS

Lori Estabrook

University of South Florida
Director, SunCoast Area Teacher Training
Honors Program (SCATT), retired

Dr. John Mann

University of South Florida
David C. Anchin Center
Principal Certification Partnership Program

Kim Sellers

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Learning Lab School, Director

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Cengage Higher Education
Business Development Director

Dr. Karolyn Snyder

International School Connection
President

APPENDIX U

BSE Advisory Council Meeting Agenda Lake-Sumter State College



**BACHELOR'S OF SECONDARY EDUCATION (BSE) WITH STEM FOCUS
ADVISORY COUNCIL INAUGURAL MEETING**

Lake-Sumter State College
The Eisenhower Community Center - The Villages, Florida
Wednesday October 24, 2018
7:30 a.m. to 12:00 p.m.

AGENDA

7:30 – 8:00 a.m. **Continental Breakfast** (donated by President Sidor)

8:00 a.m. – 12:00 p.m.

I. Cocktail Party Activity

Welcome by **Dr. Stan Sidor** - *President, Lake-Sumter State College*
Welcome by **Dr. Doug Wymer** - *VP of Academic Affairs, Lake-Sumter State College*
Introduction of **Ms. Carleen Glasser** - *William Glasser International, Inc.*
Facilitator **Dr. Mark A. Thompson** - *Academic Assessment, Lake-Sumter State College*

II. An Introduction to the BSE Concept

- a. The local need for STEM teachers 6-12
- b. The design concept and suggested component parts
- c. The role of the Advisory Council and Action Teams

III. Introduction and Charge for Action Teams

IV. End of meeting deliverables

- a. Timetable for Action Teams, including meetings and reports
- b. Process for sharing of work products and the feedback loop

11:30 a.m. – 12:00 p.m. **Working lunch** (donated by Gourmet Today)

12:00 – 2:00 p.m. **Action Teams Meeting Time Provided** (Optional)

APPENDIX V

UCF and CACC Support Email

Wymer, Dr. Douglas

From: Pam Cavanaugh <Pamela.Cavanaugh@ucf.edu>
Sent: Friday, March 8, 2019 12:50 PM
To: Wymer, Dr. Douglas
Cc: Jeff Jones; Emilie Bottorff
Subject: FW: CACC

CAUTION: This email originated from outside of Lake-Sumter State College. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Doug,

I hope you're doing well. I understand it is an exciting day for LSSC with the new mascot name reveal!!! Good luck with all of that and enjoy! Jeff and I were meeting earlier regarding the CACC meeting. We understand that the Workforce Development workgroup reviewed your proposal for the B.S. in Secondary Education and that you're ready to submit the NOI. First of all, we all realize this process is a bit clunky and the CACC will have the opportunity to refine or streamline a process that is reflected in the Regional Operational Plan. At the same time, do you have a copy of the proposal you sent to the Workforce group? While we have a copy of the data report, we don't have a copy of the program proposal. Further, please feel free to move forward on the NOI to the chancellor's office. We certainly don't want to stand in the way of that process. We are continuing to find a time for CACC to meet in the summer.

Again, Sissi Carroll is supportive of our state college partners developing these education programs to meet the needs of our regions and the demand for teachers! We just need to be sure we have the information to share with our stakeholders as we move these initiatives through the process. Since the Workforce group has reviewed it and is recommending support of the B.S. in Secondary Education, it may be that we can send it to CACC members prior to the summer meeting. I hope all of this makes sense.

Let us know how we can assist!

Best,
Pam

Pam Cavanaugh, Ed.D.

Associate Vice Provost
UCF Connect
University of Central Florida

12201 Research Parkway, Suite 101
Orlando, FL 32826

Office: 407-823-5949
pam@ucf.edu
ucf.edu

From: Jeff Jones <Jeff.Jones@ucf.edu>
Sent: Thursday, February 21, 2019 11:12 AM
To: Wymer, Dr. Douglas <WymerD@lssc.edu>
Cc: Pam Cavanaugh <Pamela.Cavanaugh@ucf.edu>
Subject: Re: CACC

Doug, I believe it will be possible to move this along through an email poll of CACC members.

Sent from my iPhone

On Feb 21, 2019, at 11:04 AM, Wymer, Dr. Douglas <WymerD@lssc.edu> wrote:

Thanks Jeff.

Douglas A. Wymer
Vice President, Academic Affairs
Lake-Sumter State College
352-365-3520

From: Jeff Jones <Jeff.Jones@ucf.edu>
Sent: Thursday, February 21, 2019 10:55:07 AM
To: Wymer, Dr. Douglas
Subject: Re: CACC

CAUTION: This email originated from outside of Lake-Sumter State College. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Doug, we have a very difficult time finding a date. However, I have an update that Pam or i can share with you.

I'm at the BOT meeting right now where they are contemplating Dale's resignation. I'll get back to you very soon.

Jeff

Sent from my iPhone

On Feb 21, 2019, at 10:49 AM, Wymer, Dr. Douglas <WymerD@lssc.edu> wrote:

Jeff,

I recognize that you are likely tied up in other things, but have you been able to identify a time for the CACC to meet?

Thanks,
Doug

Douglas A. Wymer
Vice President, Academic Affairs
Lake-Sumter State College
352-365-3520

NOTE: Florida has a very broad public records law (F.S. 119). Your e-mail communications with Lake-Sumter State College employees are considered public records and available to the public and media upon request, unless exempted by law.

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APPENDIX W

Support Letter from Dr. George Hagerty
Beacon College



Office of the President

March 15, 2019

Chancellor Kathy Hebda
Division of Florida Colleges
325 West Gaines Street
Tallahassee, FL 32399

Dear Chancellor Hebda,

I am pleased to write in support of the proposed Bachelor of Science in Secondary Education program at Lake-Sumter State College (LSSC). As is the case nearly everywhere, Lake and Sumter Counties face a critical shortage of secondary teachers and the quality of instruction at Lake-Sumter State College coupled with the affordability of the Florida College System will prepare teachers with a quality education at an affordable price. Additionally, the proposed program includes frequent contact with prospective students, starting as early as middle school, to mentor them along the pathway to this degree.

Lake-Sumter State College and Beacon College, a private non-profit institution serving students with learning and attention issues, have established a strong and mutually supportive working relationship, endeavoring to address the collective needs of Lake and Sumter Counties with our combined resources and expertise. Beacon, which currently has 15 students in an undergraduate minor in Education, sees this Bachelor of Science program as a much needed next step for the majority of our teaching-oriented Humanities majors who desire to become secondary teachers, but who cannot through the Beacon offering. I have assured President Sidor that, should this LSSC program be approved by the State, we would immediately sign an agreement to ensure that those students desiring Bachelor's level preparation and ultimate certification would be able to depart the Beacon program and transition to the LSSC B.S. in Secondary Education.

I will be pleased to provide whatever additional information you and your colleagues may require in my enthusiastic support of Lake-Sumter State College's petition.

Sincerely,

A handwritten signature in blue ink that reads "George J. Hagerty".

Dr. George J. Hagerty
President



**NOTICE OF INTENT
Form No. BAAC-01**

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name: Palm Beach State College
 Florida College System Institution President: Ava L. Parker, J.D.

PROGRAM SUMMARY

1.1	Program Name:	<u>Human Services</u>
1.2	Degree type:	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply):	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online only
1.4	List the counties in the college's service district:	<u>Palm Beach County</u>
1.5	Degree CIP code (4 or 6 digit):	<u>44.0000</u>
1.6	Anticipated program implementation date:	<u>Summer 2020</u>
1.7	What is the primary associate degree pathway for admission to the program?	<u>Human Services AS</u>
1.8	Is the degree a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.9	List program concentration(s) (if applicable):	<u>General, Addiction Services, and Youth Development</u>
1.10	Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Incorporated in Rule 6A-14.095, Site Determined Baccalaureate Access Effective August, 2015

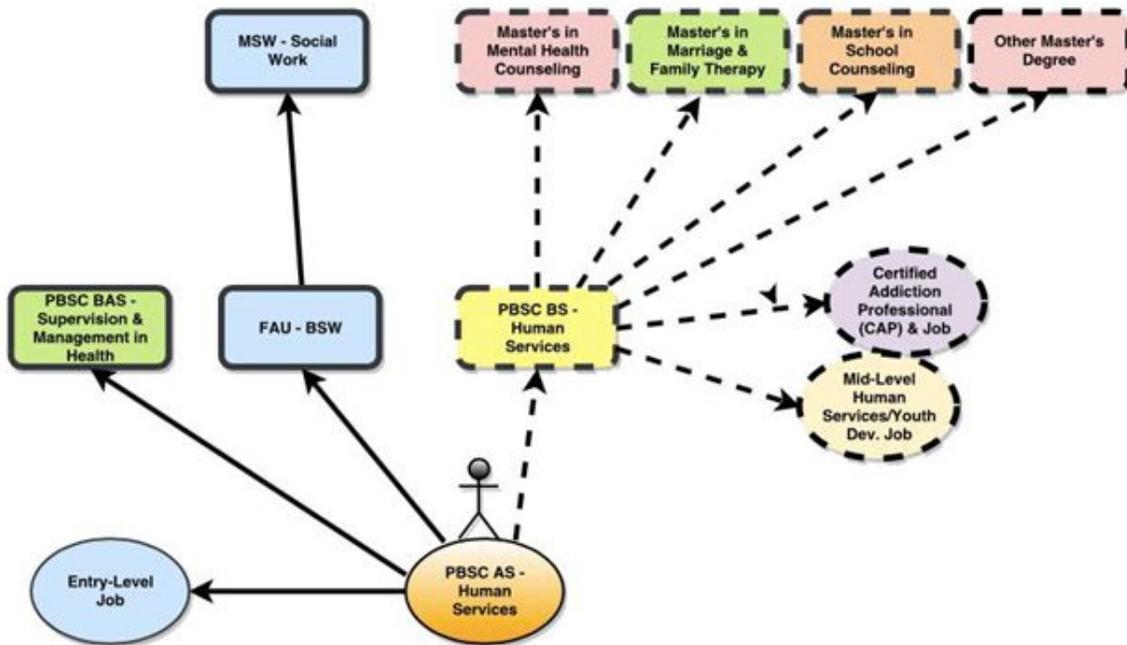
PROGRAM DESCRIPTION

2.1 Describe the program.

The Bachelor of Science in Human Services is designed to prepare students for careers in diverse settings and provides students with the foundational knowledge of theories and principles of assessing and treating people in need. Students in the program will acquire the skills needed to work with a variety of people in need, included but not limited to, persons with disabilities, mental illness, those struggling with addiction, youth in need, the elderly, individuals and families in crisis and children and families in need. The program gives graduates the opportunity to pursue a range of careers within the Human Services field.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.



3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

This program addresses a range of needs:

Economic demands: Job growth is projected to be faster than average in human service jobs that require a Bachelor's degree, between 10-22% (Bureau of Labor Statistics). Our future graduates will be able to find well-paying jobs in our area, which improves College metrics. For the Addiction Studies students, having a Bachelor's degree also enables them to earn the highest level of certification (the CAP), which is necessary for most counseling jobs. According to the Florida Department of Economic Opportunity data for Workforce Development Area 21 (Palm Beach County), we expect to see a 13.9% growth in social services jobs. These range from 22.9% for healthcare social workers to 16.9% for substance abuse counselors. The number of jobs in these fields totals to 7,685 expected to jump to 8,755 by 2025. Nearly all of these jobs require a bachelor's

degree at minimum. There are countless human services agencies in our county, including about 250 DCF-licensed addiction treatment centers and 94 public school aftercare programs.

Flexibility: A Bachelor's in Human Services is an extremely versatile degree, especially considering the 3 different tracks we offer (General, Addiction Studies, Youth Development). Students can go right into work, obtain certification, or pursue graduate degrees in specialty fields from our program. Currently, if a PBSC Human Services AS graduate wants to continue her education, then the only clear option is FAU's BSW program because of the articulation agreement. However, some students do not want to be social workers. Moreover, some may not know where they want to specialize within the Human Services field; we should not be limiting their choices at the undergraduate level, as many want to go on to earn Master's degrees as evidenced by our survey. Finally, this would put our students from all 3 tracks on equal footing. Currently, only the General track fits into the FAU articulation agreement, though a revised agreement for Addiction Studies and Youth Development is in process.

Geographic Need: The closest public institution that offers a Bachelor's in Human Services is Indian River State College in Fort Pierce, Florida. This is 70 miles away from the PBSC Lake Worth campus where our students currently attend classes. Should they choose to go for FAU's BSW program, Boca Raton is still 20 miles away. Many of our non-traditional students use public transportation or share vehicles, making this distance difficult. Current students report travel-related hardship, and identify PBSC's location as one of its strongest assets.

Building Community Relationships: Having a Bachelor's program allows the College to develop new relationships with other institutions. PBSC Human Services graduates can go on to earn Master's degrees at FAU in other fields, such as Mental Health Counseling, or other universities, like PBAU, Lynn, Nova, South, or Barry. We could develop additional articulation agreements as well as collaborate on projects and internships. This would be the *only* Human Services Bachelor's program in Palm Beach County.

Easy Transition: A PBSC Human Services Bachelor's program does not require any additional space or specialized equipment. Furthermore, the Human Services field is a natural complement to PBSC's existing program like Nursing, EMT, and other health-related, professional training programs.

Benefit to Students, the College, and the Community: Over the course of the Associate's program, faculty members get to know students. This individual attention results in higher graduation rates and better prepared professionals going out into the community. In the effort to maintain "Gold" status, a Bachelor's in Human Services could assist the College in increasing those critical metrics like retention, graduation rates, employment, and wages.

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

According to the Florida Department of Economic Opportunity's data on Area 21 (Palm Beach County), there were **2,778** jobs classified as "Community and Social Service Occupations" (21-0000) in 2018. This excludes occupations that require a graduate degree (e.g. Mental Health Counselor) and includes only occupations listed by FDEO as requiring a bachelor's degree (e.g. Substance Abuse and Behavioral Disorder Counselor, Health Educator, Community, Social Service Specialists).

Overall, "Community and Social Service Occupations" (21-0000) is expected to **add over 1,500** jobs just in Palm Beach County by 2026 (19.3%+) according to FDEO. According to the EMSI report for market area 33100 (Miami-Ft. Lauderdale-WPB), there are currently **1,388 job openings**; this is projected to grow for this region to **3,370** by 2023.

There is currently no public academic institution in this region with a baccalaureate program in human services. Nova Southeastern University produced 10 Human Services Bachelor's degrees in 2017. Barry University also has a Human Services Bachelor's program; however, it did not show up on the EMSI report as producing any graduates. Florida Atlantic University offers a bachelor's in *social work*. While these graduates may compete for similar jobs, this is a different academic program/degree.

According to the Florida Department of Economic Opportunity, "Substance Abuse and Behavioral Disorder Counselor" is the number one fastest growing job in Palm Beach County at the Bachelor's level, with a 32.62% growth projection from 2018-2026.

There are over 250 substance abuse treatment centers licensed by the Department of Children and Families in Palm Beach County. There are also 94 after school programs operated by the Palm Beach County School District. A Veteran's Administration hospital is centrally located in our service area. With a population of nearly 1.5 million people, Palm Beach County has a significant social service needs and hundreds of agencies of various sizes to serve this growing population. This includes a significant portion of disabled, elderly, mentally ill, and socio-economically needy residents who require services.

PBSC's Human Services Business Advisory Council members have all expressed the need for a Bachelor's degree program to educate human service professionals in our area, and stated that program graduates would be in high demand (see support letters).

Qualitative or Quantitative Data:

Survey: Between February and April of 2017, a survey was open for students who were under the program objective for the CCC and AS in Human Services, Youth Development and Addiction Studies. Of the 179 responses 168 students stated that they would like to stay at Palm Beach State College to complete their BS in Human Services. The most frequently used reasons were cost and location. Below are student comments from the survey:

"Please, please go forward with this. I think this is an excellent idea as I have always felt that I have gotten the utmost teaching from this school, equivalent to other local universities. I feel that the staff is more than capable of teaching all the way to a bachelor's degree and even beyond. I would love to be a graduate of a

bachelor's degree in Human Services from Palm Beach State College. I would register right away.”

“I think it would be amazingly cost effective and efficient for so many.”

“This would be so beneficial to so many students and other professionals looking to work with youth as a career. It would be such a blessing and an honor to be a part of the first graduating class of Palm Beach State College Human Services Bachelor's Degree Program.”

Human Services Business Partnership Council: Members of the Council (which includes representatives from DCF, 211, Community Partners and others) have expressed unanimous support for this initiative. In letters of support they wrote:

“Most human services jobs require a four-year degree.”

“Grantors often require staff have at least a Bachelor's degree.”

“The benefit to...Palm Beach County non-profit agencies will be immense.”

3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

N/A

PLANNING PROCESS

4.1 Summarize the internal planning process.

Meeting 1: Human Services department chair Dr. Suzie Duff, Human Services faculty Dr. George Stoupas and Associate Dean of Social Science Susan Caldwell met with Dr. Anita Kaplan and Dr. Don Gladney on April 4, 2017.

Meeting 2: Human Services department chair Dr. Suzie Duff, Human Services faculty Dr. George Stoupas and Associate Dean of Social Science Susan Caldwell met with Dr. Yohe, Dr. Anita Kaplan and Dr. Don Gladney on April 19, 2017.

Meeting 3: Human Services department chair Dr. Suzie Duff, Human Services faculty Dr. George Stoupas and Associate Dean of Social Science Susan Caldwell met to draft a curriculum on May 17, 2017.

Meeting 4: Human Services department chair Dr. Suzie Duff, Human Services faculty Dr. George Stoupas and Associate Dean of Social Science Susan Caldwell met with Dr. Anita Kaplan, Velmarie Albertini and Dr. Don Gladney on December 4, 2017.

Meeting 5: Human Services department chair Dr. Suzie Duff, Human Services faculty Dr. George Stoupas and Dr. Anita Kaplan met on January 16, 2018 to prepare for a presentation to the Presidents Extended Cabinet later in the month.

Meeting 6: Human Services department chair Dr. Suzie Duff and Human Services faculty Dr. George Stoupas

met on January 23, 2018 to do a run-through rehearsal in preparation for the President's Extended Cabinet later in the month. Presentation to the Presidents Extended Cabinet on January 30, 2018: Program was approved to move forward.

Meeting 7: Human Services department chair Dr. Suzie Duff and Human Services faculty Dr. George Stoupas met on February 1, 2018 to create an action list based on the recommendations from the Presidents Extended Cabinet.

Meeting 8: Human Services department chair Dr. Suzie Duff and Human Services faculty Dr. George Stoupas, Dr. Anita Kaplan, Dr. Don Gladney, Laura Gainer and Dr. Michele Tiggie met on March 13, 2018 to discuss internal process for beginning a new degree program. A subcommittee including Dr. Duff, Dr. Stoupas and Dr. Tiggie was formed.

Meeting 9: A subcommittee including Dr. Duff, Dr. Stoupas and Dr. Tiggie met on March 27, 2019 to dissect and begin completing the Step 1 and 2 of this form.

Meeting 10: The subcommittee met on April 18, 2018 and worked to complete Part 1 of this form.

Meeting 11: Dr. Roger Yohe, Dr. Anita Kaplan, Dr. Suzie Duff, Dr. George Stoupas and Associate Dean Susan Caldwell met with FAU faculty and staff on June 12, 2018 to discuss concerns they had about the new program. In attendance from FAU was Russ Ivey, Debra Szabo, Naelys Luna, Joy McClellan and Georgia Brown. FAU Social Work faculty presented three potential issues: 1) The Master of Social Work degree was not on PBSC's form as a transfer program for BS in Human Services students, 2) There wouldn't be enough internship sites for both their students and PBSC's and 3) There would be overlap in classes. PBSC faculty and staff addressed each issue as follows: 1) This was an oversight and FAU's Master of Social Work would be added to the BS in Human Services transfer programs, 2) The Social Work program has more stringent guidelines for internship sites so faculty from both programs will communicate to make sure that we are respectful of internship sites that best meet the needs of each program and 3) There will always be some overlap in similar professions, but there are enough differences that it shouldn't be a problem. FAU was pleased and the group decided to move forward with the program. PBSC informed FAU that the articulation between the AS in Human Services and FAU's BSW expired and needs to be renewed. FAU agreed and both parties agreed on moving forward with two additional articulations between the AS and Youth Development and AS in Addiction Studies to FAU's BSW.

Meeting 12: Dr. Suzie Duff and Dr. Anita Kaplan met with Dr. Vallejo, Dr. Vargas, Dr. McNeal (Belle Glade campus) and representatives from Barry University on November 6, 2018. Barry University was interested in holding BSW and MSW classes on the Belle Glade campus. The group agreed that the BSW would be a conflict of interest with our BS in Human Services but Dr. Kaplan will meet with the representatives from Barry at a later time to discuss an articulation between the BS in Human Services and their MSW program.

4.2 Summarize the external planning process.

Including the meeting with FAU above, Dr. Yohe, PBSC VPAA, met with his counterpart at FAU prior to the June 2018 meeting. In addition to the meetings with FAU, the Human Services Business Partnership Council has been informed of ongoing progress of the BS in Human Services and has been in full support of it. Members of the Business Partnership Council have written letters of support including the Department of Children and Families, 211 and Community Partners.

4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

	Date(s)	Institution	Description of activity
APPRiSe Public universities in college's service district	6/12/2018	Florida Atlantic University	See 4.1 Meeting 11 and 4.2
Regionally accredited institution in the college's service district	11/6/2018	Barry University	See 4.1 Meeting 12

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program’s CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college’s service district for each SOC code associated with the proposed program’s CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS										
A.1.1	Occupation		Number of Jobs				Salary		Education	
Name/Title	SOC Code	County/Region	Base Year	Projected Year	Level Change	Total Job Openings divided by 8)	Avg. Hourly Wage	Annualized Salary	Level	
Community & Social Service Specialists	21-1099	33100	2018	2023	4%	578 (72)	<u>\$17.50</u>	\$36,400	B	
Substance Abuse & Behavioral Disorder Counselors	21-1018	33100	2018	2023	21%	508 (63)	<u>\$17.33</u>	\$36,046	B	
Rehabilitation Counselors	21-1015	33100	2018	2023	8%	108 (13)	<u>\$17.62</u>	\$36,650	B	
Health Educators	21-1091	33100	2018	2023	11%	163 (20)	<u>\$21.75</u>	\$42,240	B	
Community Health Workers	21-1094	33100	2018	2023	11%	137 (17)	<u>\$17.40</u>	\$36,192	B	
Social & Human Service Assistants	21-1093	33100	2018	2023	13%	523 (65)	<u>\$17.19</u>	\$35,755	PS	
Social & Community Service Managers	11-9151	33100	2018	2023	11%	174 (22)	<u>\$32.03</u>	\$66,622	B	
Total						272	\$20.12	\$41,415		

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college’s service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

A.1.2	Institution Name	Program	CIP Code	Number of Degrees Awarded					5-year average or average of years available if less than 5 years
				Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Most Recent Year	
	Nova Southeastern University	Human Services	44.0000	NA	2014 (2)	2015 (7)	2016 (9)	2017 (10)	7
Total								---	7

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the “Total” row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED					
A.1.3	DEMAND	SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
Total	272	10	7	262	265



Attachment B

NOTICE OF INTENT
Form No. BAAC-01

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name: College of Central Florida
 Florida College System Institution President: Dr. James Henningsen

PROGRAM SUMMARY

1.1	Program Name:	<u>Secondary Education-Mathematics</u>
1.2	Degree type:	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply):	<input type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online only
1.4	List the counties in the college's service district:	<u>Citrus, Levy, Marion</u>
1.5	Degree CIP code (4 or 6 digit):	<u>13.1311 Secondary Education-Mathematics</u>
1.6	Anticipated program implementation date:	<u>Fall 2020</u>
1.7	What is the primary associate degree pathway for admission to the program?	<u>Associate of Science Secondary Education</u>
1.8	Is the degree a STEM focus area?	<u>X Yes (Sec. Ed. Math) No</u>
1.9	List program concentration(s) (if applicable):	<u>Secondary Education (Mathematics)</u>
1.10	Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Incorporated in Rule 6A-14.095, Site Determined Baccalaureate Access Effective August, 2015

PROGRAM DESCRIPTION

2.1 Describe the program.

The **CF Bachelor of Science in Secondary Education-Mathematics Degree** program provides local, affordable access to postsecondary coursework for traditional education students, practitioners seeking advanced credentials and older adults looking for a career change. This program offers a Bachelor of Science degree that will enable graduates to teach students grade 6th through 12. Students will be prepared to test for the Subject Area Exam in Secondary Mathematics and receive FL Teacher Certification at the end of this program. This program offers both daytime and evening options, with a blend of in-person and hybrid courses.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

Students can begin with an Associate of Arts and an academic pathway for Secondary Mathematics Education and prepare for the General Knowledge (GK) exam while in these programs. Completers of the program with an eligible score on the GK can apply for admission to the Bachelor program. Completers of these programs will be eligible to receive their State of Florida Teaching Certificate. They would be immediately employable within the State of Florida, and with national reciprocal agreements, may be employable in other states in the U.S. According to the FL Department of Economic Opportunity Florida Jobs report, customized to Citrus, Levy Marion region, there will be a 8.3 percent growth Secondary Educators through 2026 with 1004 Secondary Educator jobs opening by 2026 in Region 10 (or 125 per year).

3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

The Department of Economic Opportunity growth project for Secondary Mathematics Educators the period between 2018 and 2026 is 8.3%. Our local school districts currently have self-reported a collective approximate 25 openings for certified Secondary Mathematics educators. Simultaneous to this growth is a documented decrease in enrollments in Teacher Education programs (dropping 35% in the last 5 years according to the Learning Policy Institute). The US Department of Education reports 42 states are experiencing a shortage of certified Secondary Mathematics Educators.

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries

in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOCcode(s).

CF currently supplies students to a 6 school district region. To further assess need, we conducted a survey of those employers. The survey posed 8 questions with a total of 4 districts responding. The questions are listed below.

1. Approximately how many openings for instructional positions requiring a degree in Elementary Education does your district currently have?
2. Approximately how many openings for instructional positions requiring a degree in Early Childhood Education does your district have at this current time?
3. In your opinion, which Secondary Education specialization for certified instructors are in highest demand?
4. Which endorsements are most helpful for your certified instructors in Elementary Education to obtain prior to employment?
5. Which endorsements are most helpful for your certified instructors in Early Childhood Education to obtain prior to employment?
6. Do you expect your demand for instructors certified in Elementary Education to increase?
7. We may develop new education programs in the future. Based on your past interactions with our pre-service teachers, do you have any suggestions for additional topics of instruction which we should include in their training?

100% of the respondents felt the need for certified educators with the Bachelor degree would increase for Elementary Education. When choosing from a list of specializations for Secondary Education (including Exceptional Education and Science), 75% of respondents selected Secondary Mathematics Education as the highest need for their district.

The number of currently enrolled students for AA programs at CF with this track:

Secondary Education pathway – SP 2019 = 20 students

Mathematics pathway – SP 2019 = 12 students

For our many place-bound students, there is no local option for them to earn this particular degree and so presently there is no local option for these students.

- 3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table 1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

N/A

PLANNING PROCESS

- 4.1 Summarize the internal planning process.

In Fall 2017, discussion regarding the development of a proposal occurred among department meetings in Teacher Education and Mathematics, Learning Management Team meetings, and Presidents' Staff meetings. With positive feedback from the school district leadership and staffing personnel, a three-person team (Dean, Arts and Education, Mathematics Department Chair/Associate Professor and Bachelor in Early Childhood Education Program Manager/Associate Professor, Early Childhood Education) began the planning process. The team first conducted a detailed review of similar programs around the state. They then identified the curriculum needed to completely offer this degree, then used that information to understand what our staffing needs would be. This helped us determine the cost of offering the program, and we matched that with our projected enrollment. Projected enrollment was informed heavily by state economic data and our external planning process (below). A survey of school districts was conducted to gauge vacancies and response to proposed curriculum and possible specializations).

In summer 2018, the team provided a preliminary description of the programs and staffing needs to the Vice President of Academic Affairs and to members of the Educational Training Consortium (which includes representatives from school districts in the college's services area). With positive response, the faculty from these departments were also asked to review and provide feedback on the proposed courses. The CF District Board of Trustees approved the proposal and intent to proceed in September 2018.

4.2 Summarize the external planning process.

College of Central Florida conducted a needs assessment with our three local school districts, and the additional three school districts where are field placements also occur. The greatest need in Secondary Education locally by Marion County Public Schools MCPS is reported to be for Secondary Education-Mathematics. A preliminary survey indicates MCPS (our largest school district) has 15 current openings and a smaller local district has 8 openings for Secondary Mathematics Educators. The greatest need in Secondary Education locally by Marion County Public Schools is reported to be for Secondary Education-Mathematics. We received overwhelming support for the proposal of this new program, including offers to write letters of support from all three of our primary districts.

4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

	Date(s)	Institution	Description of activity
APPRISE			
Public universities in college's service district	March 2019	UCF	Approves submission into APPRISE
	Sept. 2018	UCF	Notification of intent to propose program, pending board approval
Regionally accredited institutions in the college's service district	Sept. 2018	St. Leo University and Rasmussen University	Representatives from each institution were present at education advisory meeting at Marion County Public Schools
Needs assessment with service-area school districts	May-July 2018	Citrus County School Board Levy County Public Schools Marion County Public Schools Lake County Schools	Survey conducted with certification specialists, Area Directors, Directors of Elementary and Secondary Education and other district staff. Survey included data request for number of current vacancies.
Community and Education partners	August 2018, Nov. 2018, Feb. 2019	Early Childhood Educator's Annual Conference (in partnership with Early Learning Coalition)	Agenda item for discussion with conference planning committee representatives (who include community and educational partners). Additional meeting with Citrus County Schools to discuss.
	April 2018 and Oct. 2018	Educational Training Consortium	Agenda item for discussion with CF Advisory Committee for Teacher Education programs

<p>Workforce and Education partners</p>	<p>Feb. 2019 April 2018</p>	<p>Workforce Development Workgroup Business Advisory Committee for Education (Marion County Public Schools)</p>	<p>Shared draft NOI with this group. Email response indicated support. Shared intent to present proposal to CF Board of Trustees in Fall 2018 with committee (who includes educators, district staff, and education industry partners).</p>
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75

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the “Total” row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED					
A.1.3	DEMAND	SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of years available if	Difference	Difference
13.1311 Secondary Ed -Math	75			75	75
Total				75	75



Attachment B

NOTICE OF INTENT
Form No. BAAC-01

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name: College of Central Florida
 Florida College System Institution President: Dr. James Henningsen

PROGRAM SUMMARY

1.1	Program Name:	<u>Elementary Education</u>
1.2	Degree type:	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply):	<input type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online only
1.4	List the counties in the college's service district:	<u>Citrus, Levy, Marion</u>
1.5	Degree CIP code (4 or 6 digit):	<u>13.1202 Elementary Education</u>
1.6	Anticipated program implementation date:	<u>Fall 2020</u>
1.7	What is the primary associate degree pathway for admission to the program?	<u>Associate Arts, Associate of Science in Early Childhood Education</u>
1.8	Is the degree a STEM focus area?	<u>Yes (Sec. Ed. Math) <input checked="" type="checkbox"/> No</u>
1.9	List program concentration(s) (if applicable):	<u> </u>
1.10	Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Incorporated in Rule 6A-14.095, Site Determined Bacculaureate Access Effective August, 2015

PROGRAM DESCRIPTION

2.1 Describe the program.

The **CF Elementary Education Bachelor of Science Degree** program provides local, affordable access to postsecondary coursework for traditional education students, practitioners seeking advanced credentials and older adults looking for a career change. This program offers a Bachelor of Science degree that will enable graduates to teach children grades Kindergarten through 6th. With the Reading and ESOL endorsements infused into the curriculum, completers of this program may also teach those subjects to students through grade 12. This program offers both daytime and evening options, with a blend of in-person and hybrid courses.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

Students can begin with an Associate of Arts and an academic pathway for Elementary Education and prepare for the General Knowledge (GK) exam while in this program. Completers of this program with an eligible score on the GK can apply for admission to the Bachelor program. Most students work as paraprofessionals or at child care centers while in our program. Completers of these programs will be eligible to receive their State of Florida Teaching Certificate. They would be immediately employable within the State of Florida, and with national reciprocal agreements, may be employable in other states in the U.S. According to the FL Department of Economic Opportunity Florida Jobs report, customized to Citrus, Levy Marion region, there will be a 8.5 percent growth of Elementary Educators jobs through 2026 with a projected 1,740 Elementary Educator jobs by 2026 in these districts.

3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

The Department of Economic Opportunity growth project for Elementary Educators for the period between 2018 and 2026 is 8.5%. Our local school districts currently have self-reported a collective approximate 125 openings for Elementary Educators. Simultaneous to this growth is a documented decrease in enrollments in Teacher Education programs (dropping 35% in the last 5 years according to the Learning Policy Institute).

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in

appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOCcode(s).

In 2017, University of Central Florida announced program closure of their Elementary Education program at the Ocala campus. There is currently only one institution which offers this degree locally, St. Leo University. The tuition cost of that program is \$21,600 annually. College of Central Florida cost of tuition is currently a total of \$3,686 annually.

Currently enrolled students for AA programs at CF with this track:

Elementary Education pathway – SP 2018 = 91 students

Early Childhood Education – SP 2018 = 68 students

CF currently supplies students to a 6 school district region. To further assess need, we conducted a survey of those employers. The survey posed 8 questions with a total of 4 districts responding. The questions are listed below.

1. Approximately how many openings for instructional positions requiring a degree in Elementary Education does your district currently have?
2. Approximately how many openings for instructional positions requiring a degree in Early Childhood Education does your district have at this current time?
3. In your opinion, which Secondary Education specialization for certified instructors are in highest demand?
4. Which endorsements are most helpful for your certified instructors in Elementary Education to obtain prior to employment?
5. Which endorsements are most helpful for your certified instructors in Early Childhood Education to obtain prior to employment?
6. Do you expect your demand for instructors certified in Elementary Education to increase?
7. We may develop new education programs in the future. Based on your past interactions with our pre-service teachers, do you have any suggestions for additional topics of instruction which we should include in their training?

100% of the respondents felt the need for certified educators with the Bachelor degree would increase for Elementary Education and that they felt that need would increase.

- 3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table 1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

N/A

PLANNING PROCESS

- 4.1 Summarize the internal planning process.

In Fall 2017, discussion regarding the development of a proposal occurred among department meetings in Teacher Education, Learning Management Team meetings, and Presidents' Staff meetings. With positive feedback from the school district leadership and staffing personnel, a three-person team (Dean, Arts and Education, and Bachelor in Early Childhood Education Program Manager/Associate Professor, Early Childhood Education) began the planning process.

The team first conducted a detailed review of similar programs around the state. They then identified the curriculum needed to completely offer this degree, then used that information to understand what our staffing needs would be. This helped us determine the cost of offering the program, and we matched that with our projected enrollment. Projected enrollment was informed heavily by state economic data and our external planning process (below). A survey of school districts was conducted to gauge vacancies and response to proposed curriculum and possible specializations).

In summer 2018, the team provided a preliminary description of the programs and staffing needs to the Vice President of Academic Affairs and to members of the Educational Training Consortium (which includes representatives from school districts in the college's services area). With positive response, the faculty from these departments were also asked to review and provide feedback on the proposed courses. The CF District Board of Trustees approved the proposal and intent to proceed in September 2018.

4.2 Summarize the external planning process.

College of Central Florida conducted a needs assessment with our three local school districts, and the additional three school districts where are field placements also occur. A preliminary survey indicates our largest school district has 40-45 current openings and a smaller local district has 20 openings for Elementary Educators. We received overwhelming support for the proposal of this new program, including offers to write letters of support from all three of our primary districts.

4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

	Date(s)	Institution	Description of activity
APPRISE			
Public universities in college's service district	March 2019	UCF	Approves submission into APPRISE
	Sept. 2018	UCF	Notification of intent to propose program, pending board approval
Regionally accredited institutions in the college's service district	Sept. 2018	St. Leo University and Rasmussen University	Representatives from each institution were present at education advisory meeting at Marion County Public Schools
Needs assessment with service-area school districts	May-July 2018	Citrus County School Board Levy County Public Schools Marion County Public Schools Lake County Schools	Survey conducted with certification specialists, Area Directors, Directors of Elementary and Secondary Education and other district staff. Survey included data request for number of current vacancies.
Community and Education partners	August 2018, Nov. 2018, Feb. 2019	Early Childhood Educator's Annual Conference (in partnership with Early Learning Coalition)	Agenda item for discussion with conference planning committee representatives (who include community and educational partners). Additional meeting with Citrus County Schools to discuss.
	April 2018 and Oct. 2018	Educational Training Consortium	Agenda item for discussion with CF Advisory Committee for Teacher Education programs

<p>Workforce and Education partners</p>	<p>Feb. 2019 April 2018</p>	<p>Workforce Development Workgroup Business Advisory Committee for Education (Marion County Public Schools)</p>	<p>Shared draft NOI with this group. Email response indicated support. Shared intent to present proposal to CF Board of Trustees in Fall 2018 with committee (who includes educators, district staff, and education industry partners).</p>
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INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college’s service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

A.1.2	Institution Name	Program	CIP Code	Number of Degrees Awarded					5-year average
				Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Most Recent Year	
	St. Leo University		13.1202	144*	120*	89*	62*	72*	97
								Total	97

*Total number of Education degrees for entire institution all campuses (St. Leo University has 40 locations nationwide with only one campus in our service area)

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the “Total” row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED						
A.1.3	DEMAND		SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A)	(B)	(C)	(A-B)	(A-C)	
	Total Job Openings (divided by 8)	Most Recent Year	5-year average	Difference	Difference	
13.1202 Elementary Edu	134	72*	97*	62	37	
<hr/>						
	<u>Total</u>					

***Total number of Education degrees for entire institution all campuses (St. Leo University has 40 locations nationwide with only one campus in our service area)**

ITEM: INFO-2

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
May 16, 2019**

Title: Academic Spotlight: Research at UCF

Background:

Update on Research at UCF

Issues to be Considered:

Highlighting UCF's Research enterprise and benchmarking to Florida State University System (SUS) metrics.

Alternatives to Decision:

Information Only

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

N/A

Authority for Board of Trustees Action:

N/A

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Supporting Documentation:

Presentation – Research Update

Facilitator:

Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies

Attachment A

Research Update

May 2019

Elizabeth A. Klonoff

Vice President for Research and Dean of the College of Graduate Studies

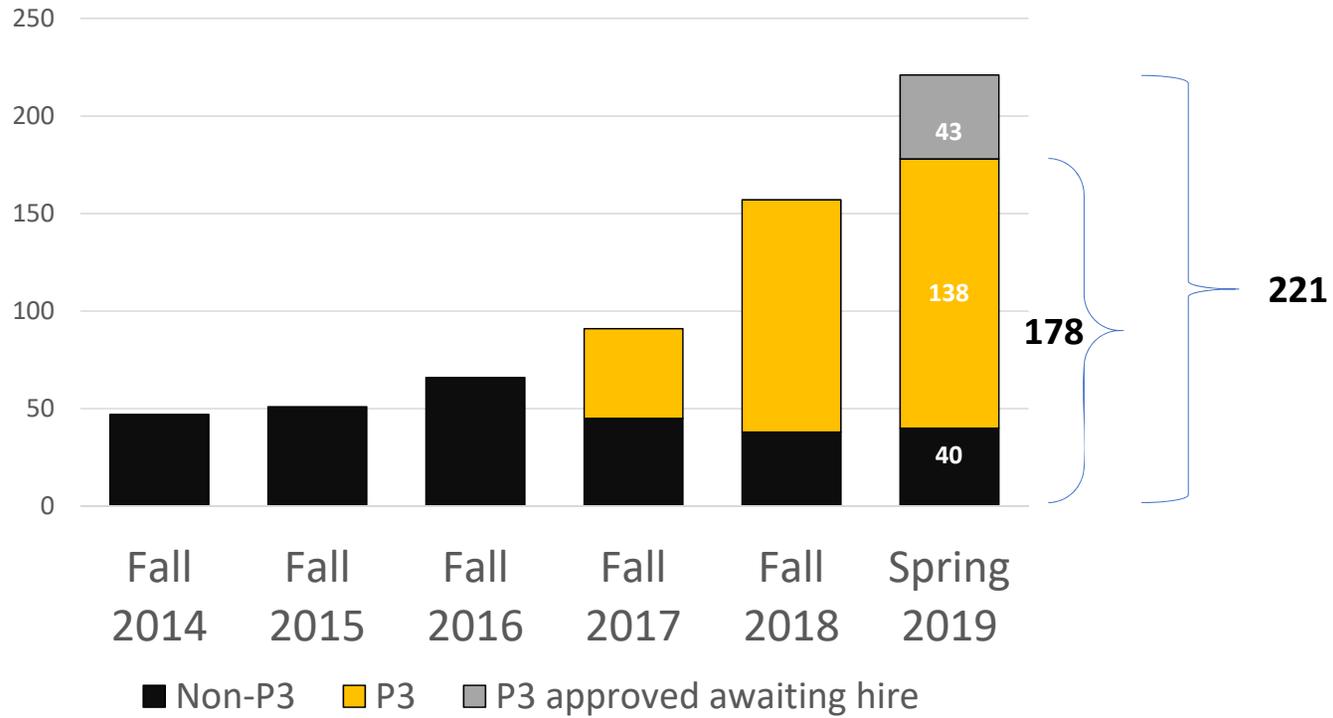


TOPICS

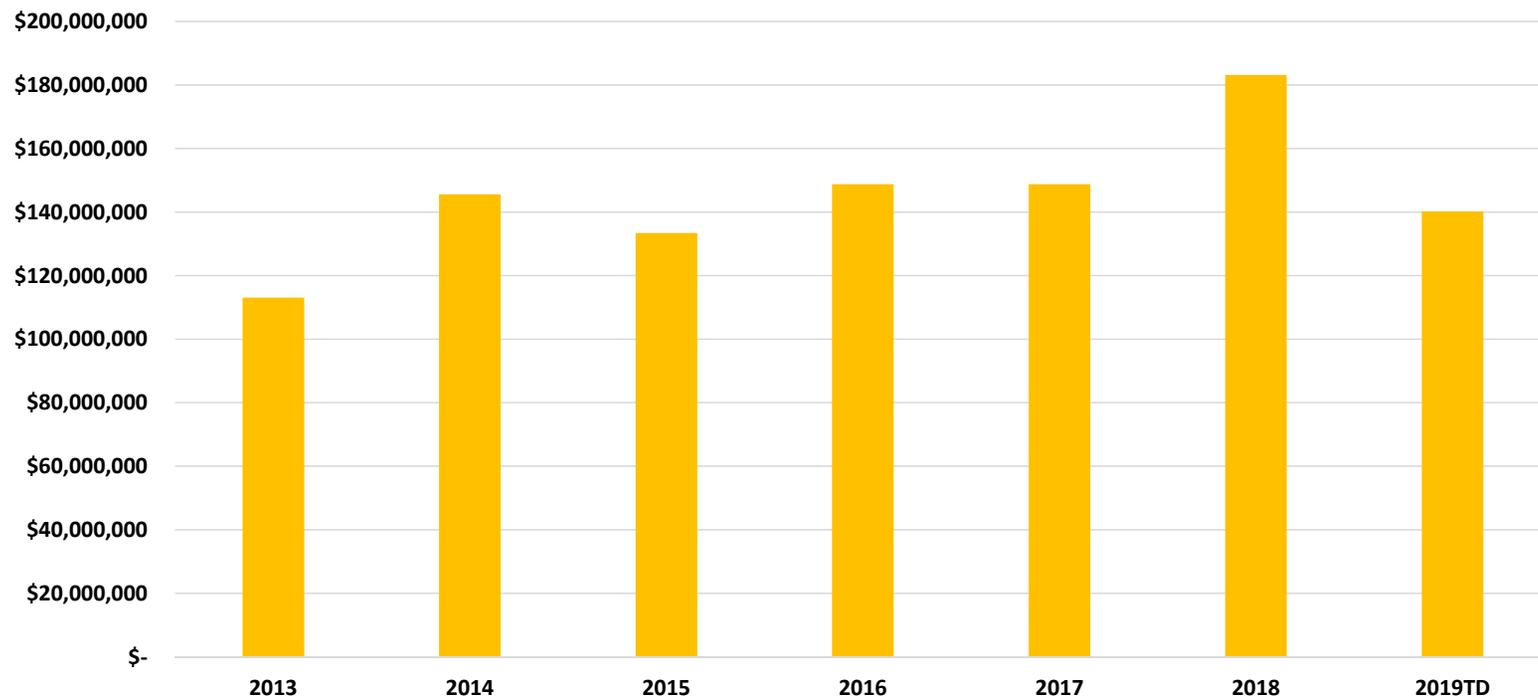
- Success in recruiting post-doctoral fellows
- Success in obtaining research funding
- Research Expenditures
- Patents and Licenses



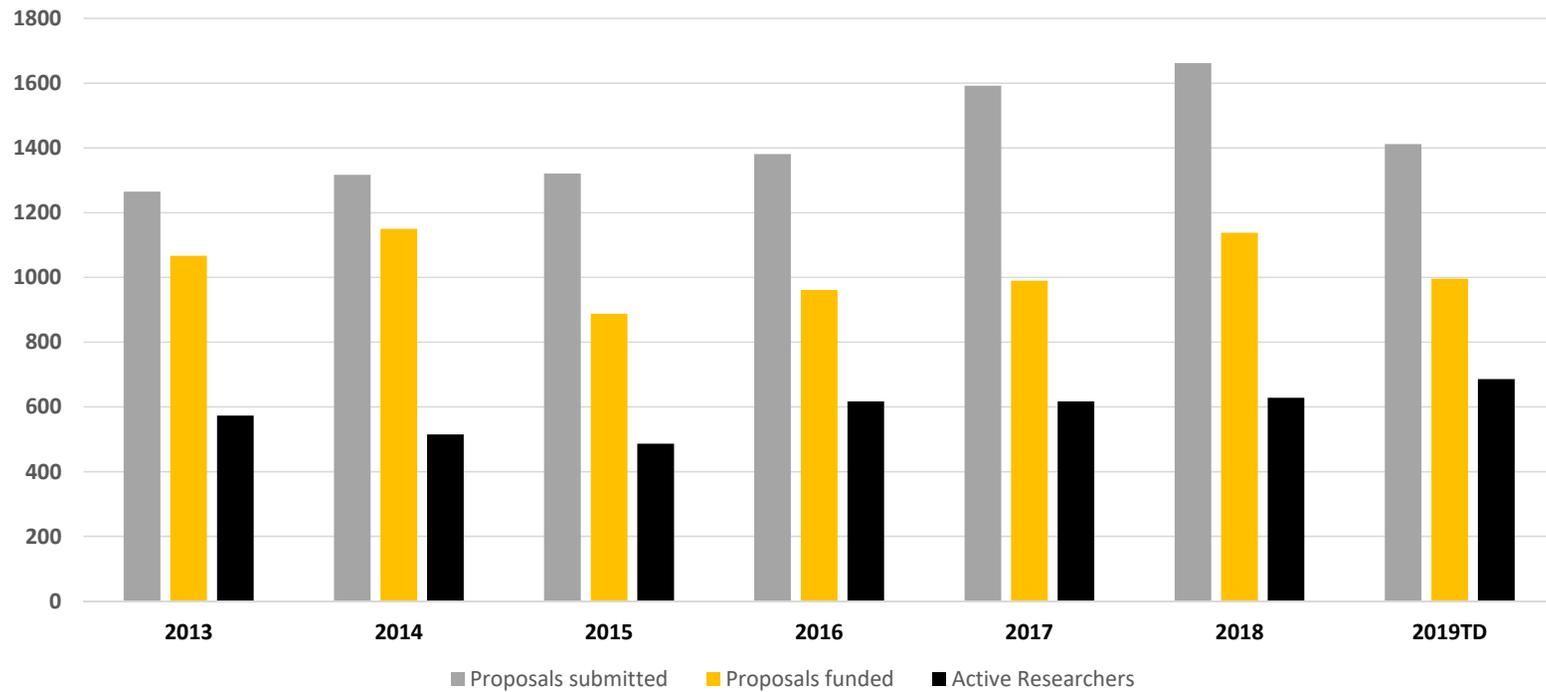
Growth in Numbers of Post Docs: Goal 200



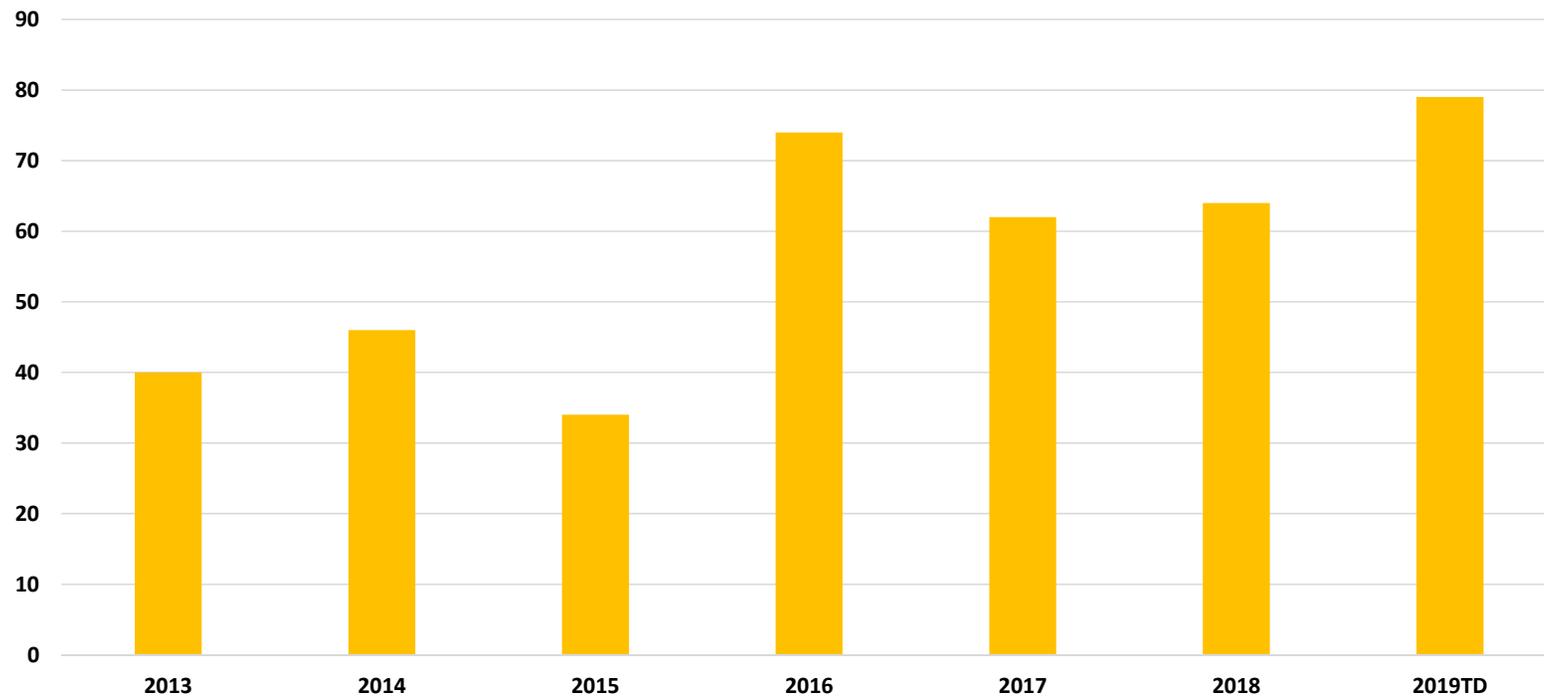
Total Research Dollars Awarded by Year



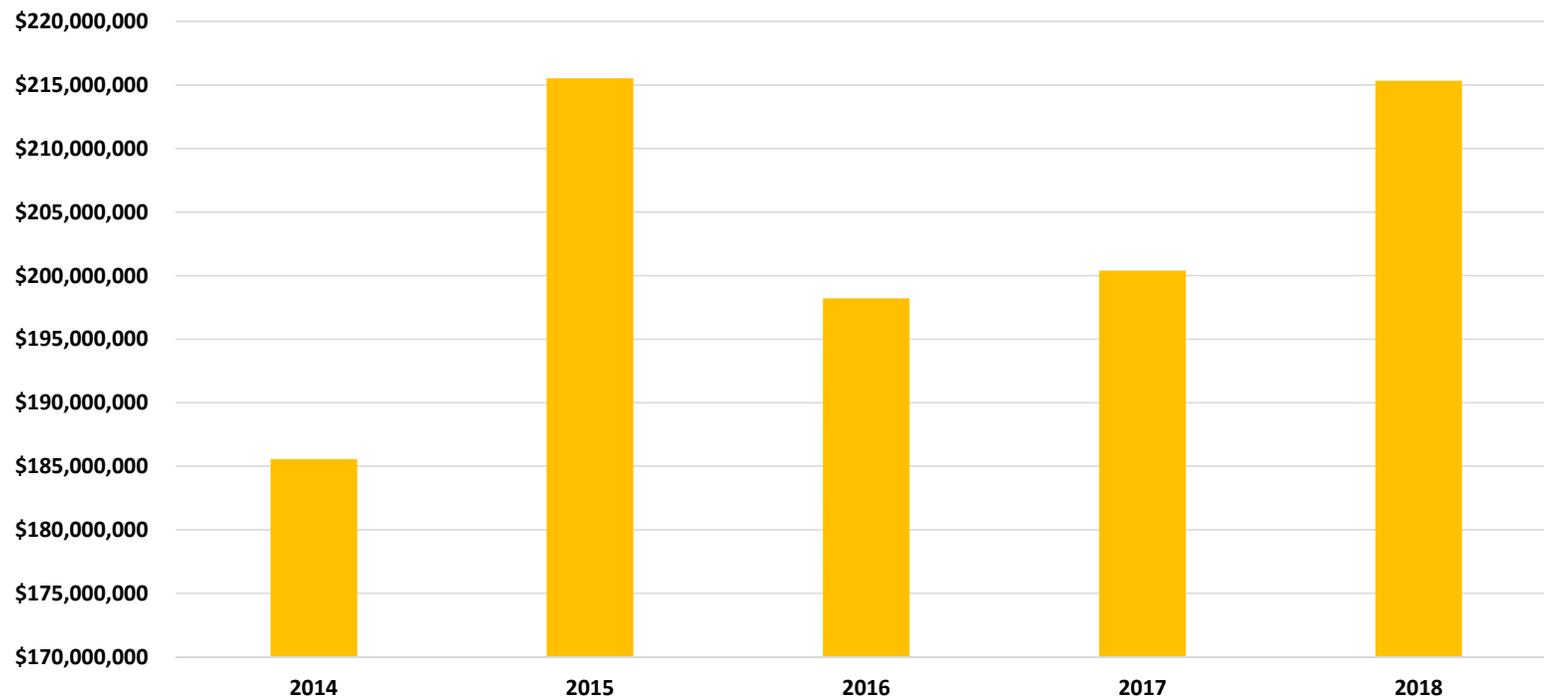
Number of Proposals Submitted and Funded



New PIs Submitting Grants at UCF



Total Research Expenditures by Year



Internal versus External Research Expenditures

Year	External Funds Expended	Internal Funds Expended	Total Expended
2013	\$ 99,185,000	\$ 27,496,000	\$126,681,000
2014	\$ 94,803,000	\$ 90,752,000	\$185,555,000
2015	\$ 114,678,000	\$ 100,841,000	\$215,519,000
2016	\$ 126,953,000	\$ 71,258,000	\$198,211,000
2017	\$ 123,453,612	\$ 76,933,000	\$200,386,612
2018	\$ 129,671,974	\$ 85,660,603	\$215,332,577



Percent of Research Expenditures Funded from External Sources

	Actual Percent					Approved Goals			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FAMU	80	81	81	84	83	83	84	84	84
FAU	79	84	79	80	53	60	61	62	63
FGCU	87	72	74	77	74	77	78	79	80
FIU	62	64	52	49	46	48	49	52	53
FPOLY			96	86	67	81	80	80	81
FSU	64	66	60	55	55	55	56	56	58
NCF	89	80	68	69	53	58	60	66	72
UF	51	54	52	52	55	56	56	57	57
UNF	40	40	44	41	30	40	45	50	50
USF	59	60	55	55	57	58	59	60	60
UWF	76	69	43	30	30	30	31	32	32
SUS Avg	59	58	55	53	54	55	56	57	58
UCF	69	46	50	59	57	55	53*	54*	55*
*UCF Approved Goals									



Number of Utility Patents

	Actual Number					Future Goals			
	2013	2014	2015	2016	2017	2018	2019	2020	2021
FAMU	4	7	3	3	1	5	5	5	5
FAU	5	9	4	0	1	1	2	3	4
FGCU	0	2	0	0	0	0	1	2	2
FIU	2	3	6	17	43	55	57	59	61
FPOLY									
FSU	47	30	24	47	34	34	34	34	34
NCF	0	0	0	0	0	0	0	0	0
UF	97	91	115	101	118	120	121	123	125
UNF	2	0	0	2	1	3	3	4	5
USF	98	110	90	114	120	121	122	122	122
UWF	0	0	0	1	0	0	0	0	0
SUS	307	319	300	344	366	384	390	397	403
UCF	52	67	58	59	48	40	45*	45*	45*
	*UCF Approved Goals								



Number of Licenses and Options Executed Annually

	Actual Number						Approved Goals		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
FAMU	0	0	0	0	2	2	3	4	4
FAU	2	6	14	23	22	23	24	25	26
FGCU	0	1	0	0	0	0	0	1	1
FIU	0	3	3	2	3	4	4	6	7
FPOLY									
FSU	13	15	25	16	8	14	15	16	16
NCF	0	0	0	0	0	0	0	0	0
UF	129	140	147	261	293	257	235	261	265
UNF	0	0	0	1	1	1	1	1	2
USF	52	75	91	119	133	122	123	123	123
UWF	1	0	2	0	0	0	0	0	0
SUS	208	257	308	460	496	457	439	473	480
UCF	11	17	23	38	34	36	28	36*	36*
	*UCF Approved Goals								



Discussion



ITEM: INFO-3

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
May 16, 2019**

Title: REAL Courses

Background:

In 2018, the College of Business began converting its core courses from a lecture capture (Reduced Seat/Video) format to a blended active learning format – Relevant Engaged Active Learning (REAL) – to increase student success and engagement in very large course sections and to enhance workplace soft skills.

For additional background on the REAL course format, two short videos are linked below:

1. Intro to REAL Courses video (6 min):
<https://vimeo.com/cdlvideo/review/306325361/8ea0b9b661>
2. Developing Skills Employers Need video: <https://youtu.be/nsv9CLx4r50>

Issues to be Considered:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

N/A

Authority for Board of Trustees Action:

N/A

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Supporting Documentation:

Presentation – College of Business Core Course Makeover

Facilitator:

Paul Jarley, Dean of the College of Business

Attachment A

UCF College of Business: Core Course Makeover

May 2019

Paul Jarley
Dean of the College of Business



Student Flow Through The College 2000-2013

**College Majors: Multiple Face-to-Face Sections per course
(Avg. class size 50-70)**

**Accounting, BABA, Economics, Finance, Management,
General Business, Marketing, Real Estate**



**College Core: 36 Credit Hours, 1 Blended Learning Course
(Strategy), 8 Lecture Capture courses at 4 credit hours each
(Avg. class size 800-2,000)**



**Pre-Core: 15 Credit Hours, Lecture Capture-1 section per course
(Avg. class size 800-1,500)
2 ACCTG Courses, 2 ECON Courses, 1 Quant Course**

Challenges of Lecture Capture



- Very few students came to class <50
- Many students didn't watch the lectures or binge-watched them just before exams
- No ability to develop soft skills or engage in deep problem-solving
- Industry Demand – There's a particularly high demand for employees with soft skills

What Employers Say They Want Most (NACE)*

- Critical thinking/problem solving
- Oral/written communication
- Teamwork/collaboration
- Digital technology
- Leadership
- Professionalism/work ethic
- Career management

**SOURCE: National Association of Colleges and Employers*

A 6-Year Journey

To improve these career-ready outcomes through programs that include...

YEAR	INITIATIVE	TRAIT
2013	<ul style="list-style-type: none"> Ambassadors Program Changed Core Courses to 3 credit hours 	Leadership
2014	<ul style="list-style-type: none"> Welcome to the Majors 	Career Management, Professionalism
2014	<ul style="list-style-type: none"> Office of Professional Development Professionalism Development Courses 	Career Management, Work Ethic, Professionalism
2015	<ul style="list-style-type: none"> Enrollment Management Program 	Work Ethic, Career Management

YEAR	INITIATIVE	TRAIT
2015	<ul style="list-style-type: none"> The EXCHANGE 	Career Management
2015	<ul style="list-style-type: none"> Integrated Business 	Critical Thinking, Problem Solving, Communication, Teamwork
2016	<ul style="list-style-type: none"> Internship Invitational Mentoring Network 	Career Management, Work Ethic, Professionalism
2017-18	<ul style="list-style-type: none"> Transformation of Method in College Core 	Critical Thinking, Problem Solving, Communication, Teamwork

Business Pedagogy Redesign Project

- Increase **engagement** and **success** in very large sections – *no more anonymous students*
- Require **attendance** on campus
- Enhance **workplace soft skills** – *communication, teamwork, critical thinking, problem solving*
- Reduce **reliance on passive** Lecture Capture
- Build upon **success in blended learning** with Integrated Business
- Informed by success in **adaptive and active** learning

Investments & Rollout of REAL Courses

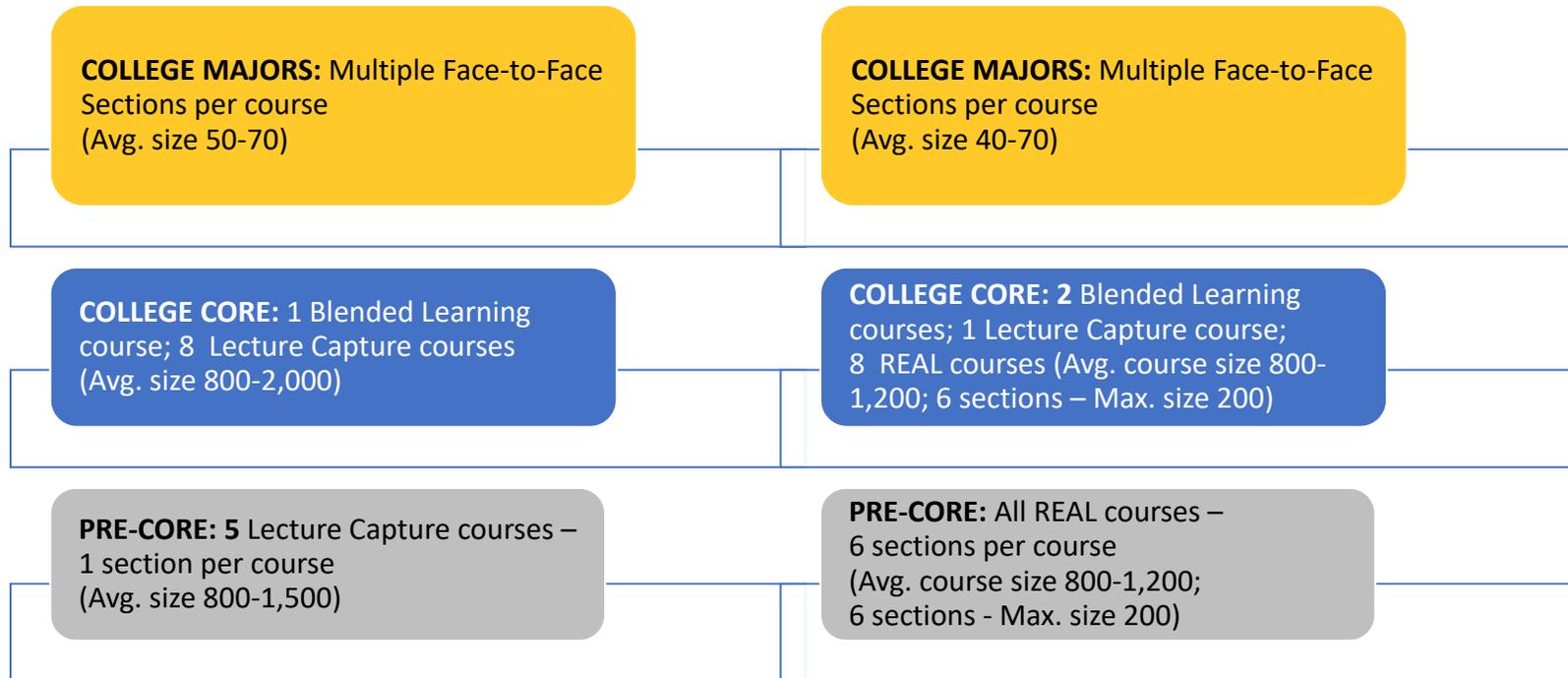
RELEVANT – ENGAGED – ACTIVE – LEARNING

- Provided Faculty Development Grants to redesign courses
- Each faculty member worked with Instructional Design staff
- Increased TAs for each section – up to 6 per course
- Created Chief Learning Officer position to oversee project
- Redesigned 2 large rooms to accommodate student group sessions
- Rollouts:
 - **Fall 2017 – 3 courses** (2 pre-core, 1 elective)
 - **Spring 2018 – 5 courses**
 - **Fall 2018 – 5 courses**
 - **Spring 2019- 13 courses where all have been taught at least twice.**
- Various evaluations conducted at each step including student surveys
- Regularly scheduled meetings held with REAL Instructors

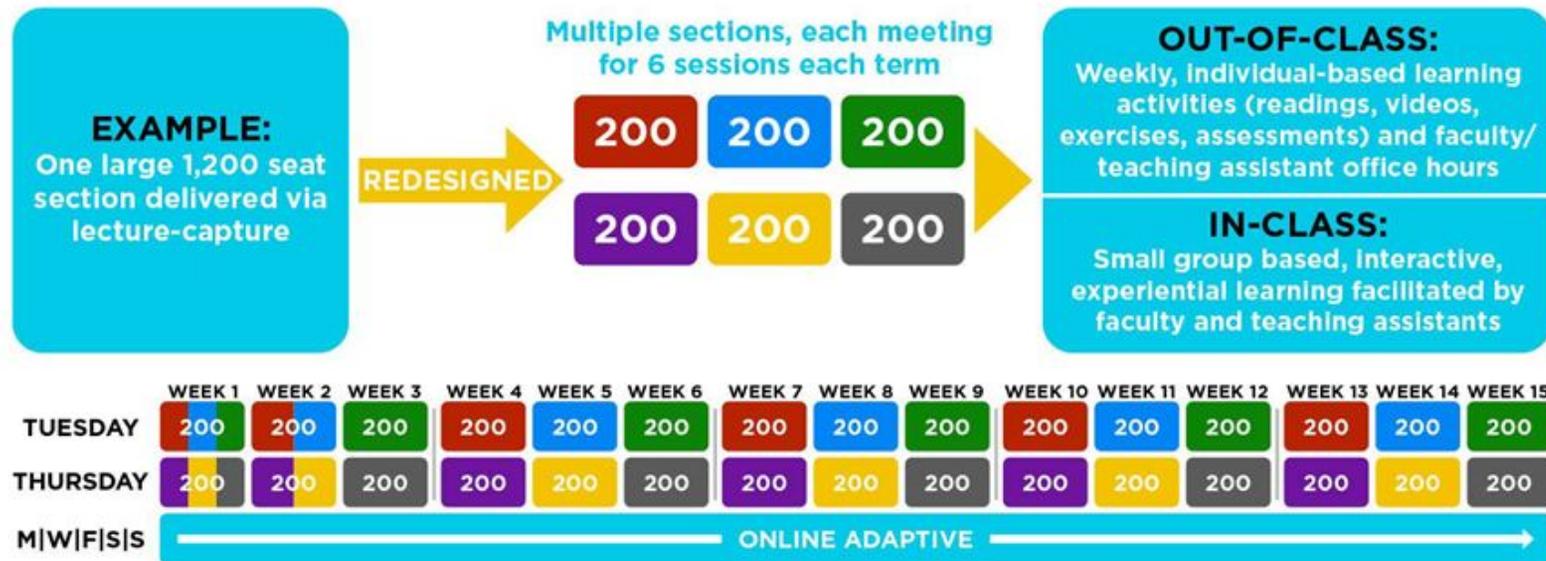
Student Flow Through The College Then & Now

2000-2013

2018-2019



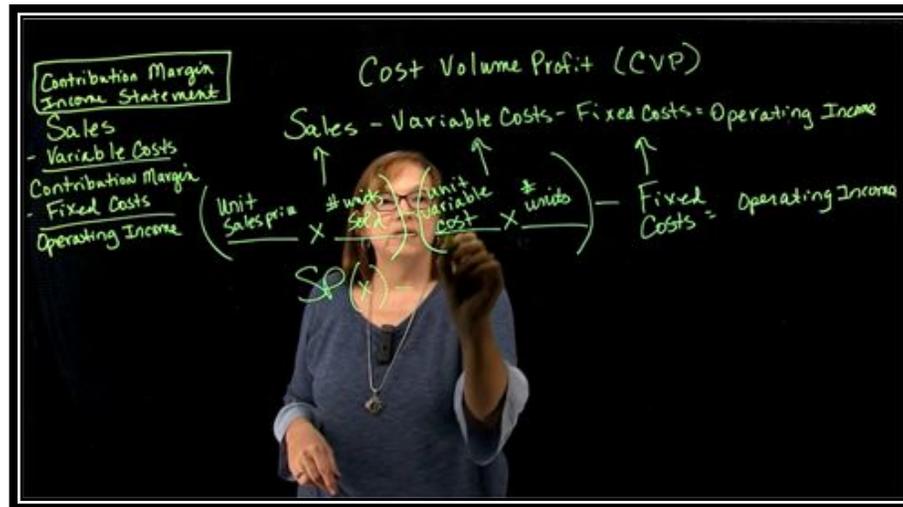
Inside A REAL Course (Example)



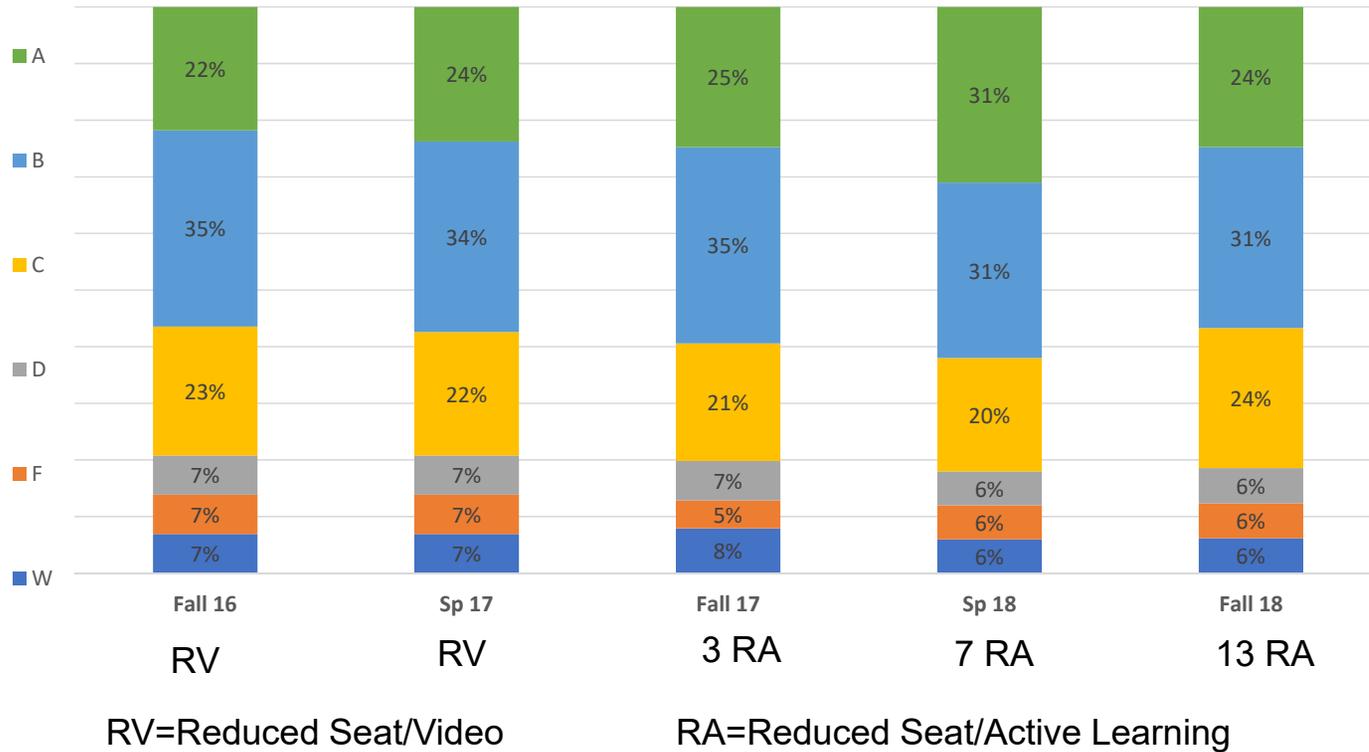
*Each faculty member is in front of students for the same total time as Lecture Capture

Faculty-Designed Video Still A Key Content Delivery Strategy

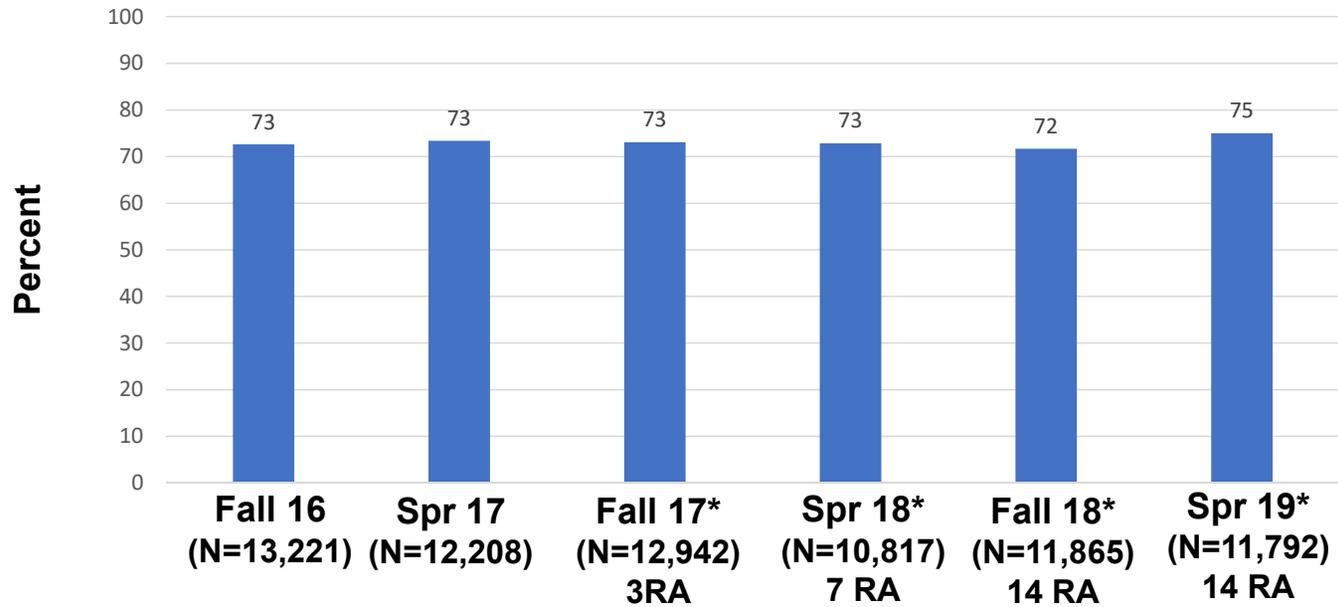
- Smaller chunks
- Lightboard



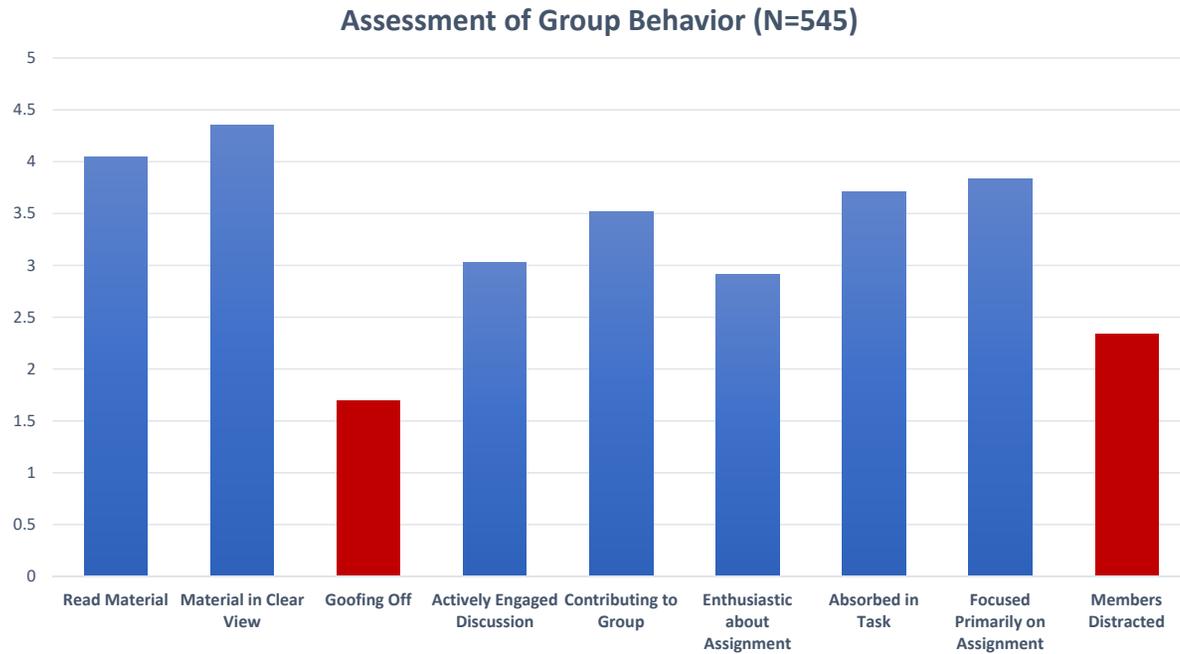
Student Grades in 13 Courses that Moved from Lecture Capture to REAL Format



Average Student Test Scores By Semester in 13 Core Courses



Engagement, Teamwork and Effectiveness



Spring 2018

Student Perceptions of Group Sessions & Overall Course 2018-19

	Excellent	Very Good	Average	Fair	Poor	Responses
Live Session	23%	35%	24%	8%	9%	8251
Overall	28%	37%	21%	7%	7%	8254

Surveys from Spring 2018, Fall 2018, Spring 2019

Enhancements and Actions Underway

- Implemented **new orientation module and success strategy videos**
- All courses now meet **Week 1 for an introductory session**
- Engaged **peer review by external expert** – Dr. Norm Vaughan – on the format and redesign
- Continuous **involvement with faculty** to enhance total learning, student engagement and professional development
- Ongoing **engagement and feedback with students** via College of Business Student Ambassadors and student surveys each semester
- Routine **check-ins with business and industry leaders** – locally and nationally
- Developing **common assessment rubrics for evaluating soft skills** in active learning sessions
- Plans to **engage with Direct Connect partners** to better prepare transfer students for success

Discussion

