

FLORIDA

DEPARTMENT OF EDUCATION



The Expanding Role of Teacher Education in Florida Community Colleges

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Abstract. The Florida Community College System (FCCS) is expanding its role in teacher preparation to address a statewide teacher shortage. Three community colleges have been approved to date by the Department of Education (DOE) for Baccalaureate Degree Programs in Education. In 2004, Senate Bill 2986 authorized accredited postsecondary institutions with DOE approval to create Educator Preparation Institutes (EPIs) to offer, among other programs, competency-based instruction for baccalaureate degree holders to become certified teachers. Application to DOE for EPIs began during the current year. To date, a collaborative model proposal has been approved by DOE, 14 community colleges have received provisional approval through the joint EPI proposal, and 10 community colleges have received full DOE approval. St. Petersburg College has received full approval of an individual application to implement an EPI. Rising enrollments in FCCS prerequisite education courses during the last five years indicate a trend of increasing demand for access to teacher preparation courses in community colleges. Minority enrollment is increasing in relation to the total number of FCCS students taking prerequisite education courses. Of FCCS students who took at least one required education course and transferred to the State University System (SUS), a majority majored in education and seventy percent of the transfers completing a baccalaureate degree in the SUS earned the degree in education. With progress demonstrated over the previous five years, community colleges are well-positioned to offer additional new teacher education programs, flexible delivery, and geographic convenience to students preparing for the teaching profession.

The FCCS is a major player in the teacher education process in Florida. Of 2002-2003 SUS graduates with an education major, 52% were FCCS transfers. By adding new teacher education programs, the FCCS will be instrumental in helping to meet the next decade's need for more than 200,000 additional highly qualified teachers for Florida's classrooms.

Context of the Critical Teacher Shortage. A nationwide teacher shortage is driving policy makers among the states to look for innovative solutions that can meet the demand for new educators. At the same time, states are working to provide quality teacher preparation programs to meet new state requirements and the national No Child Left Behind requirements. In the next decade, over 2.4 million new teachers will probably be needed for America's classrooms,¹ and more than 200,000 of those new teachers will be needed in Florida.² Nationwide and in Florida, retirement of the baby boom generation along with additional attrition of teachers, state mandated class-size reduction initiatives, and growing student enrollments are factors that exacerbate the shortage. In addition to the numbers of highly qualified teachers needed, Florida has current shortages of licensed teachers in special education, bilingual education, mathematics, technology education, and science. Minorities and males are underrepresented in the current teaching force in Florida.

Historical Role of Community Colleges in Florida. Since their inception, community colleges in Florida have offered the Associate of Arts (AA) degree. With legislative changes facilitating a growing role for the

¹ Community College Policy Center, Education Commission of the States. Denver, Colorado.

² DOE Office of Evaluation and Reporting

FLORIDA COMMUNITY COLLEGES & WORKFORCE EDUCATION



FCCS, community colleges have participated in partnerships with teacher education programs in the SUS, and several community colleges have initiated Baccalaureate Degree Programs in Education. Additionally, the FCCS has been addressing teacher education through state and local strategic plans. Precursors to the recently authorized EPIs were the state Teach for Florida projects in several community colleges and a federally funded Transition to Teaching project, all focusing on alternate routes to teacher preparation.

Articulation of Courses Among Institutions. Florida law provides a framework for assuring continuity among the postsecondary institutions within Florida through articulation of courses among the institutions. Section 1007.22, Florida Statutes (F.S.), authorizes intrainstitutional and interinstitutional programs to maximize articulation. As part of the time-to-degree legislation enacted by the 1995 Legislature, the FCCS and the SUS developed three common prerequisite courses for potential teachers to take while in the first two years of their program. Students are assured that these courses will transfer and be part of the 120-hour teacher education degree requirements in the SUS.

Changes in Rule 6A-5.066, Florida Administrative Code (F.A.C.) – Approval of Pre-Service Teacher Preparation Programs. In the 1999 Legislative Session, the Florida Legislature established a Teacher Preparation Program Committee charged with establishing core curricula for each state-approved teacher preparation program. Legislation specified that the focus of the curriculum should be on the knowledge, skills, and abilities essential to instruction in the Sunshine State Standards. As a result of this Committee's recommendations, major changes (from past rules) were made in Rule 6A-5.066, F.A.C., affecting the approval of all pre-service teacher preparation programs. A listing of education major program requirements for students under Rule 6A-5.066, F.A.C., is in Appendix A.

Site-determined Baccalaureate Degree Access. In 2001, the Legislature provided for St. Petersburg College (SPC) to seek accreditation from the Southern Association of Colleges and Schools as a baccalaureate degree granting college. Through statute 1004.73, F.S., SPC is authorized to offer selected baccalaureate degree level programs, with the allowance for additional programs at SPC within provisions of the statute. The Legislature further expanded the possibility of access to baccalaureate degree programs in community colleges. In accordance with statute 1007.33, F.S., and with approval of the State Board of Education, a community college may deliver specified baccalaureate degree programs in its district after an unmet need for graduates of the degree program is substantiated and the college meets other requirements within statute 1007.33, F.S.

Precursors to EPIs in Florida. Successful experimental teacher education programs have been carried out in several community colleges through the state Teach for Florida grants to Broward Community College, Florida Community College at Jacksonville, and Indian River Community College and through a federal Transition to Teaching grant to Palm Beach Community College. These programs were precursors to EPIs. Prior to beginning these programs, the community colleges experienced widespread interest from the public, and the colleges were unable to serve the larger numbers of people who demonstrated interest in an alternate route to certification. Data related to these projects can be referenced in Appendix B.

Establishment of Section 1004.85, F.S., to Create EPIs. In 2004, the Florida Legislature passed Senate Bill 2986 establishing statute 1004.85, F.S., to provide the opportunity for postsecondary institutions to create Educator Preparation Institutes. Community colleges, along with other accredited or approved postsecondary institutions as defined by rule, may seek approval from the DOE to create EPIs to provide any or all of the following:

- Professional development opportunities to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;
- Instruction to assist potential and existing substitute teachers in performing their duties;
- Instruction to assist paraprofessionals in meeting education and training requirements; and/or

- Instruction for baccalaureate degree holders to become certified teachers through competency-based certification programs in order to increase routes to the classroom for mid-career professionals who hold a baccalaureate degree and college graduates who were not education majors.

This 2004 legislation has allowed community colleges with approved EPI programs to address the need for over 200,000 additional teachers in Florida during the next decade. Competency-based certification programs can increase the number of available teachers and also increase diversity in the teaching force. Already, alternative certification programs across the nation have increased the number of minorities and males in the teaching force. In Texas, for example, 9% of all teachers are minorities and 41% of those who prepare through alternative routes are minorities. In the Troops to Teachers program nationwide, 90% of participants are male compared with 26% of teachers nationwide, and 30% are minority compared with 10% nationwide.³ Florida community colleges currently attract a significant percentage of minorities (41.8% in 2003-2004) into their student populations.

Review of Teacher Education Programs. The FCCS has been tracking its students who have taken the prerequisite teacher education courses for many years. The FCCS has also tracked those students who took one or more required education courses in the FCCS and then transferred to the SUS. The current review addresses a number of indicators for these students. These indicators are enrollments (duplicated), headcount of FCCS students, race/ethnicity, gender, AA Degree completion, transferring to the SUS and majoring or not majoring in education, and transferring to the SUS and completing a baccalaureate degree in education or not in education. As education baccalaureate degree programs were established in community colleges (three to date), the FCCS has begun tracking students in these education programs. The indicators for community college Education Baccalaureate Degree Programs addressed in this program review are student headcount, race/ethnicity, gender, and education baccalaureate degree completers.

Designated Prefixes for Teacher Education Program Review. The following Teacher Education disciplines with their prefixes, as designated by the Statewide Course Numbering System (SCNS), contain the required education courses that were selected to be reviewed.

Teacher Education Disciplines with Their Prefixes

<u>Prefix</u>	<u>Prefix Title</u>	<u>Statewide Discipline</u>
EDF	Education: Foundations and Policy Studies	Education: Foundations and Policy Studies
EDG	Education: General	Education Systems
EME	Education: Technology and Media	Education Systems

Time Frame of the Program Review. Community college enrollments for the required Teacher Education courses were reviewed in terms of race/ethnicity, gender, and AA Degree completion for 1999-2000 through 2003-2004. Additionally, community college students taking the required teacher education courses in 1999-2000 and transferring to the SUS were tracked through the SUS from 1999-2000 through 2003-2004 in terms of education majors, baccalaureate degree completions, and education baccalaureate degree completions.

Community College Education Baccalaureate Degree Programs were reviewed for the years 2002-2003 and 2003-2004 for enrollment. As the first community college with education baccalaureate degree graduates (2003-2004), St. Petersburg College was additionally reviewed for race/ethnicity, gender, and education baccalaureate degree completions.

³ Community College Policy Center, *ibid.*

Methodology. DOE staff gathered and analyzed data from the Student Data Base. For the years of examination, the focus of the data review was FCCS students enrolled in EDF 1005, EDF 2005, EDG 2701, and EME 2040, with FCCS student transfers also tracked through the SUS. Additionally, data was gathered and analyzed to focus on students in Education Baccalaureate Degree Programs in community colleges.

Demand for Community College Teacher Education Instruction Is Increasing. Table I shows enrollments (duplicated) in prerequisite education courses over the five years of this review (1999-2000 through 2003-2004). With the exception of 2000-2001, the total number of enrollments increased each year of the review with the overall increase being 6,941 enrollments (27.76%) from 1999-2000 to 2003-2004.

Table I
Enrollments in Prerequisite Education Courses
Duplicated
1999-2000 to 2003-2004

Course ^a	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	1999-2000 - 2003-2004	
						Number Difference	Percent Change
EDF 1005	7,238	7,020	7,935	8,236	9,073	1,835	25.35%
EDF 2005	3,707	3,530	4,173	4,420	4,102	395	10.66%
EDG 2701	7,226	6,912	7,841	8,867	9,552	2,326	32.19%
EME 2040	6,831	6,666	7,440	8,339	9,216	2,385	34.91%
TOTAL	25,002	24,128	27,389	29,862	31,943	6,941	27.76%

^aEDF Education: Foundations and Policy Studies

EDG Education: General

EME Education: Technology and Media

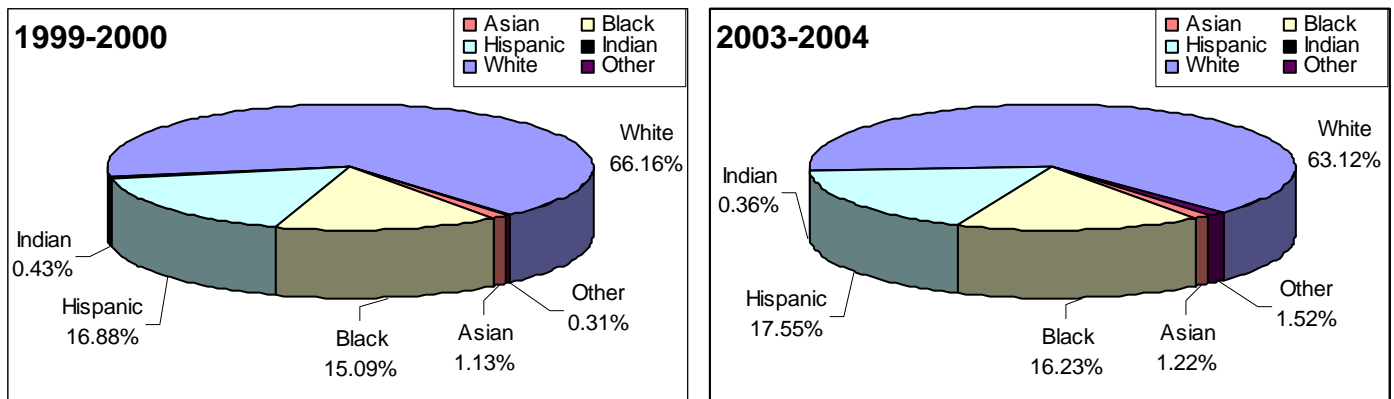
Headcount of Students Enrolled in Teacher Education. Table II shows the unduplicated headcount by race/ethnicity of students that were enrolled in the designated Teacher Education courses over the five years of this review. With the exception of 2000-2001, the total number of students increased each year of the review. The total number of students taking the required education courses increased by 4,221 students or 24.16% from 1999-2000 to 2003-2004.

Table II
Headcount and Ethnicity of Students
Who Took at Least One Prerequisite Education Course
1999-2000 to 2003-2004

Ethnicity	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	1999-2000 - 2003-2004	
						Number Difference	Percent Change
Asian	198	185	265	248	264	66	33.33%
Black	2,636	2,628	2,930	3,327	3,521	885	33.57%
Hispanic	2,950	3,022	3,492	3,709	3,807	857	29.05%
Indian	75	59	97	87	79	4	5.33%
White	11,559	11,090	12,057	12,904	13,692	2,133	18.45%
Other	54	80	198	223	330	276	511.11%
TOTAL	17,472	17,064	19,039	20,498	21,693	4,221	24.16%

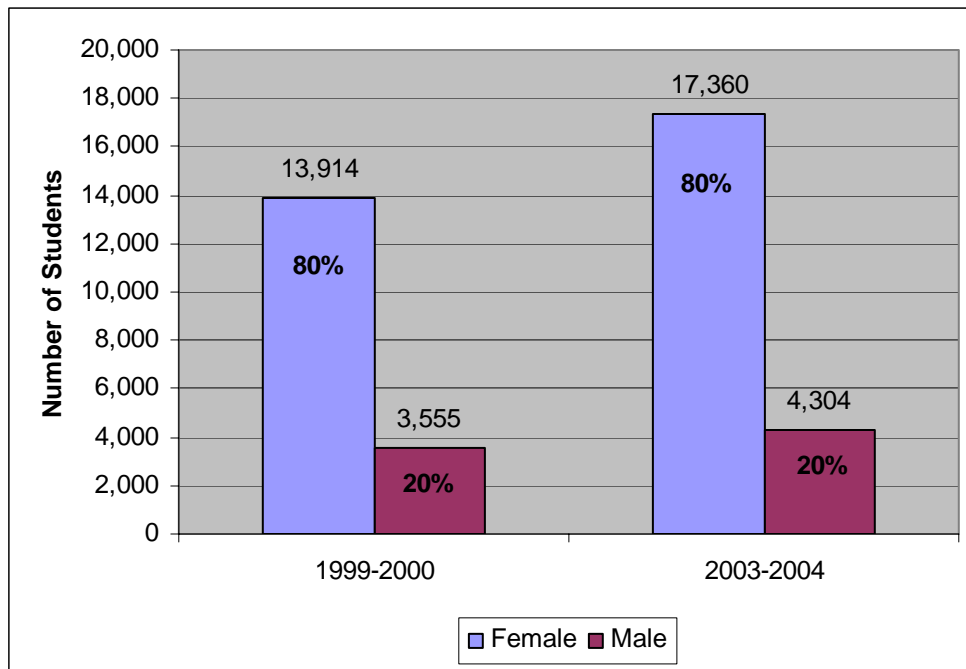
Comparison of Student Ethnicity Between the First and Last Years of the Review. Table II also shows rates of increase for student ethnicity. Between 1999-2000 and 2003-2004, Black and Asian students had high rates of increase, at approximately 33% each. Hispanic students increased at a higher rate (29.05%) than White and Indian students. Indian students had the lowest rate of increase at 5.33%, and White students had the second lowest rate of increase at 18.45%. Interestingly, the “Other” category increased from 54 to 330. One reason for this increase is that several institutions have upgraded software that allows students to self-select. Some students are selecting this category over other options. Additionally, the current race/ethnicity options do not allow for mixed backgrounds, and students are not identifying one category over another. Overall, the percent distribution for ethnic groups within the total number of students has remained relatively stable over the five years of the review. As shown in Graph I, however, Black and Hispanic students have increased slightly from 1999-2000 to 2003-2004 in relation to the total. It is of note that in 2003-2004 minorities were 35.36% of the students designated for review.

Graph I
Percent Distribution by Ethnicity of Students
Who Took at Least One Prerequisite Education Course
1999-2000 Compared to 2003-2004



Comparison of Student Gender. The total number for both male and female students who took at least one required education course increased for each year of the review except for 2000-2001. Graph II (page 6) shows the headcount by gender for 1999-2000 compared to 2003-2004. Between 1999-2000 and 2003-2004, the rate of increase was slightly higher for females with a 24.77% increase compared to 21.07% for males. Females increased in number by 3,446 and males by 749 from the first to the last year of the review. The percent distribution of each gender category within the total number of students has remained stable over five years. In both the first and last years of the review, the breakout is approximately 80% females and 20% males. The under-representation of males in the prerequisite education courses is of note.

**Graph II
Headcount by Gender of Students
Who Took at Least One Prerequisite Education Course
1999-2000 Compared to 2003-2004**



AA Degrees Earned. Table III displays students who took at least one education course between 1999-2000 and 2003-2004 and earned an AA Degree. Of 17,472 students, 6,991 (40%) taking at least one required education course in 1999-2000 earned an AA Degree. Similarly, 38.62% of students took at least one designated course in 2000-2001 and earned an AA degree by the last year of this review. The difference in the AA Degrees earned for students taking at least one required course from 1999-2000 through 2003-2004 is due to the unequal tracking periods and should not be interpreted as a decline in the number of students earning an AA Degree. It is interesting to note that an AA Degree can be applied to requirements of the No Child Left Behind Act for classroom paraprofessionals.

**Table III
AA Degrees Earned by Students
Who Took at Least One Required Education Course
1999-2000 Through 2003-2004**

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
AA Degree Earned	6,991	6,590	6,692	5,367	2,990

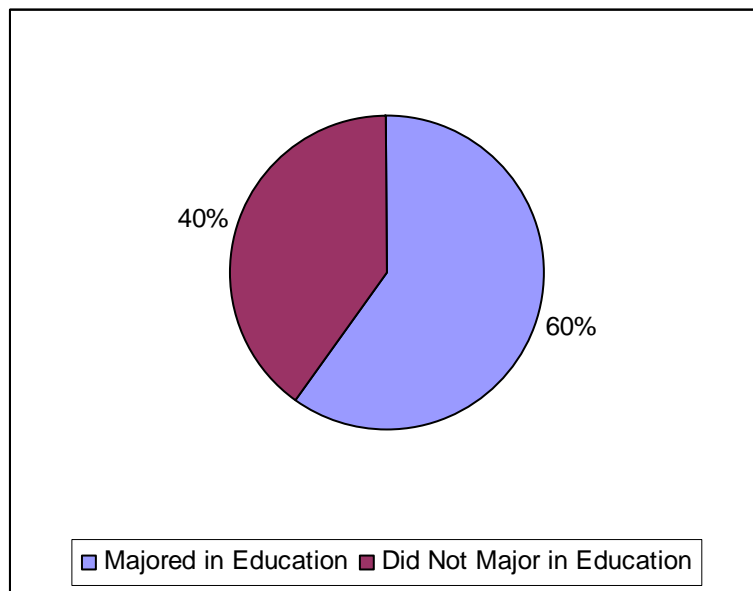
Students Who Took Required Education Courses, Transferred to the SUS, and Majored in Education.

In 1999-2000, 7,625 former FCCS students took at least one required education course in the FCCS and then transferred to the SUS during the five years of this review. Of these FCCS transfers, 4,561 (59.82%) majored in education. The number not majoring in education was 3,064 (40.18%). While approximately 60% of these students majoring in education is a substantial percentage, this raises questions regarding why 40% of the students are choosing not to continue in education courses and pursue a major leading to a teaching career.

Table IV
Students Who Took at Least One Required Education Course in 1999-2000
Then Transferred to the SUS and Majored in Education or Did Not Major in Education,
1999-2000 Through 2003-2004

Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Unduplicated
Majored in Education	1,175	2,611	3,093	2,366	1,342	4,561
Did Not Major in Education	580	1,428	1,817	1,590	1,155	3,064
Total Transfers						7,625

Graph III
Percentages of Students Who Took at Least One Required Education Course in 1999-2000
Then Transferred to the SUS and Majored or Did Not Major in Education,
1999-2000 Through 2003-2004



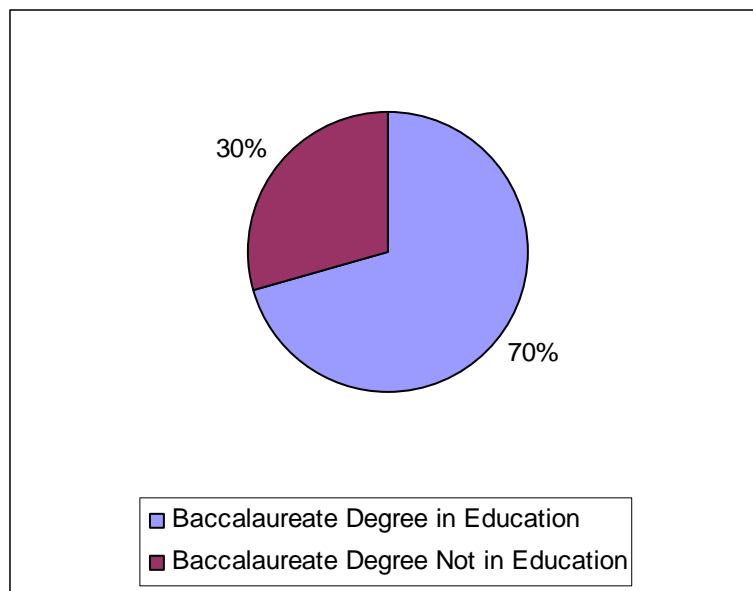
Students Who Took Required Education Courses, Transferred to the SUS, and Earned a Baccalaureate Degree.

Both Table V and Graph IV (page 8) reveal outcomes in terms of the type of baccalaureate degree earned by a 1999-2000 cohort of former FCCS students. Of the 1999-2000 cohort of former FCCS students who took at least one required education course, transferred to the SUS and earned a baccalaureate degree, 2,729 (70%) earned the degree in an educational field.

Table V
Students Who Took at Least One Required Education Course in 1999-2000
Then Transferred to the SUS and Earned a Baccalaureate Degree in Education
or a Baccalaureate Degree Not in Education,
1999-2000 Through 2003-2004

Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Unduplicated
Earned a Baccalaureate Degree in Education	81	246	884	964	555	2,729
Earned a Baccalaureate Degree Not in Education	10	48	254	462	371	1,145

Graph IV
Percentages of Students Who Took at Least One Required Education Course in 1999-2000
Then Transferred to the SUS and Earned a Baccalaureate Degree in Education
or a Baccalaureate Degree Not in Education,
1999-2000 Through 2003-2004



Education Baccalaureate Degree Programs in Community Colleges. Student Data Base information presented in Table VI (page 9) shows that enrollment in Education Baccalaureate Degree Programs for St. Petersburg College (SPC) began in 2002-2003 with a headcount of 183 students and increased to 349 students in 2003-2004. SPC had 48 education baccalaureate degree completers in 2003-2004, according to the Student Data Base. The first year of student enrollment in Education Baccalaureate Degree Programs at Chipola College and Miami Dade College was 2003-2004. Chipola College had a first-year headcount of 14 students, and Miami Dade College had a first-year headcount of 365 students, according to self-reported data. Appendix C provides self-reported data on baccalaureate degree programs submitted to the Division of Community Colleges and Workforce Education by Chipola College, Miami Dade College, and St. Petersburg College for student enrollment, degrees, and placements for 2002-2003 through 2003-2004. Operating counts are included for 2004-2005, and projected counts are included for 2005-2006.

Table VI
Student Headcount of Education Baccalaureate Degree Programs
At St. Petersburg College, by Race/Ethnicity
2002-2003 and 2003-2004

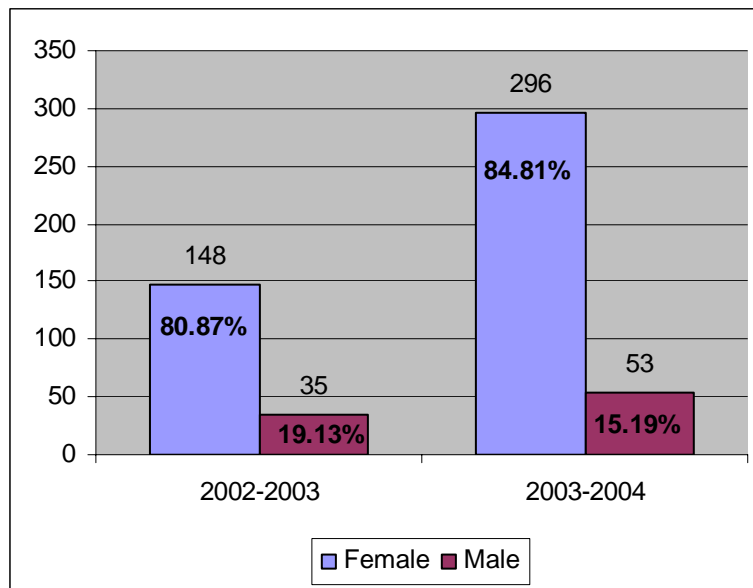
Race/Ethnicity	2002-2003	2003-2004	2002-2003-2003/2004 Number Difference	2003/2004 Percentage Difference
Asian	3	5	2	66.67%
Black	11	21	10	90.91%
Hispanic	5	12	7	140%
Indian	0	4	4	NA
White	164	304	140	85.37%
Other	0	3	3	NA
TOTAL	183	349	166	90.71%

Source: Student Data Base, 2004

Race/Ethnicity of Education Baccalaureate Degree Students at St. Petersburg College. Table VI also shows a breakout of race/ethnicity for 2002-2003 and 2003-2004. All ethnic groups increased in number from 2002-2003 to 2003-2004. For the year 2003-2004, White students constituted 87.11% of the total number enrolled. Black students were 6.02% of the students and Hispanics were 3.44%. The smallest percentages were 1.43% for the Asian category and 1.15% for Indian in 2003-2004.

Gender of Education Baccalaureate Degree Students at St. Petersburg College. Graph V shows that female students continued to outnumber male students from 2002-2003 to 2003-2004. Female students made up 84.81% of those enrolled in 2003-2004.

Graph V
Student Headcount of Education Baccalaureate Degree Programs
At St. Petersburg College, by Gender
2002-2003 and 2003-2004



Conclusion. Throughout the five years of this review, the typical community college student enrolled in a required teacher education course was a White female, making up 80% of the total headcount. The trend shows that while the numbers of White students continued to exceed any other ethnic group, the percentage distribution for White students from 1999-2000 to 2003-2004 decreased. Minority enrollment is actually increasing in relation to the total number of FCCS students taking prerequisite education courses. Another trend is for more students to indicate the "Other" category for ethnicity, which increased from 54 to 330.

The total student headcount for the designated courses increased 24.16% from the first to the last year of this review. Given this increase in headcount and a 27.76% increase in a duplicated count for enrollments in the required education courses from the first to the last years, the trend indicates a growing demand for teacher education instruction in the FCCS.

A focus on students who took at least one required education course in 1999-2000 showed that 40% earned an AA degree. Unequal tracking periods make it difficult to make comparisons for this indicator of the review. A majority of FCCS students (60%), who took at least one required education course in 1999-2000 and then transferred to the SUS, selected education as their university major. Importantly, 40% of these transfer students chose not to continue in education and pursue a major leading to a teaching career. A high percentage (70%) of FCCS students, who took at least one required education course in 1999-2000 and then transferred to the SUS and earned a baccalaureate degree, earned the baccalaureate degree in education. Of all 2002-2003 SUS graduates with an education major, 52% were transfers from the FCCS.

Students enrolled in Education Baccalaureate Degree Programs in community colleges numbered 728 in 2003-2004. With the last year of this review being the first year of enrolled students for Chipola College and Miami Dade College, and the second year of enrolled students for St. Petersburg College, a purpose for including baccalaureate degree programs in the review was to establish baseline data. St. Petersburg College produced 48 graduates of these programs in 2003-2004.

Recommendations. While progress has been demonstrated by the FCCS for the indicators of this review, the FCCS should focus on the following areas:

- Continued attention to DOE and local community college strategic planning and implementation;
- Funding for EPIs;
- Awareness of teacher preparation needs in the local regions;
- Expansion of education programs to meet regional needs;
- Strengthened partnerships with the K-12 sector and the SUS;
- Strengthened articulation agreements;
- A study of Rule 6A-5.066, F.A.C., and the impact on education program completion;
- Incentives for completion of teacher education programs;
- Diversity in the teacher candidate pool;
- Increased public awareness of the paths to teacher certification through community colleges;
- Recruitment of prospective teachers into existing and new teacher education programs;
- The expansion of Florida Future Educators of America Clubs in community colleges; and
- Research and application of best practices.

In addition to building greater numbers of highly qualified teachers, a challenge for Florida is to attract potential teachers for under-served geographic areas, for critical shortage fields, and from under-represented groups. As an established and significant player for teacher education in Florida, with new Education Baccalaureate Degree Programs, and with additional opportunities through EPIs, community colleges can be instrumental in helping to meet the next decade's need for more than 200,000 new teachers for Florida's classrooms.

This study relates to the Florida Department of Education's *Strategic Imperative 1: Increase the Supply of Highly Effective Teachers* and to *Strategic Imperative 3: Improve Student Rates of Learning*.

For more information on performance tracking of FCCS students and SUS students between 1999-2000 and 2003-2004, please contact Dr. Pat Windham via telephone at (850) 245-9482 or via e-mail at Pat.Windham@fldoe.org.

EDUCATION MAJOR PROGRAM REQUIREMENTS FOR STUDENTS ENTERING THEIR FRESHMAN YEAR IN OR AFTER THE 2001-2002 ACADEMIC YEAR

- Nine (9) semester hours in English to include writing, literature, and speech.
- Nine (9) semester hours in science to include earth science, life science, and physical science, with a minimum of one associated laboratory.
- Nine (9) semester hours in mathematics to include college algebra or above and geometry.
- Twelve (12) semester hours in social sciences to include American history and general psychology.
- Six (6) semester hours in humanities to include philosophy and fine arts.

Source: Florida State Board of Education Rule 6A-5.066, F.A.C.

**TEACH FOR FLORIDA GRANTS
2003**

- Projects expand the districts' alternative certification programs by recruiting, screening, preparing, placing, and supporting new teachers in the districts' approved critical shortage areas;
- Preparation for non-education majors with baccalaureate degrees to obtain temporary teaching certificates, pass the General Knowledge Test, and prepare for success in a competency-based certification program;
- Nine semester hours of educational foundation courses, as well as participation in content-specific workshops; and
- Partnerships with the community, local universities, and local school districts.

**TEACH FOR FLORIDA COST ANALYSIS
FOR COMMUNITY COLLEGE PARTICIPATING INSTITUTIONS
AS OF JULY 26, 2004**

Institution/Agency	Negotiated Number of Teachers with Contracts to be Funded	Proposed Cost per Participant	Actual Number of Participants Admitted to Training Program	Actual Number of Completers of the Training Program	Actual Number of Participants Getting Contracts	Total Grant Award	Actual Cost per Training Completer
Broward Community College	32	\$2,668.25	33	33	33	\$85,057.20	\$2,577.49
Florida Community College-Jacksonville	50	\$4,385.52	50	50	35	\$219,276.00	\$4,385.52
Indian River Community College	60	\$1,135.65	79	78	39	\$68,139.00	\$873.58
TOTAL	142	\$2,625.35	162	161	107	\$372,472.20	\$ 2,313.49

Source: Division of Colleges and Universities, 2004

**TRANSITION TO TEACHING GRANT
PALM BEACH COMMUNITY COLLEGE**

- Federal funding for five years;
- Assistance for recent college graduates and career professionals to transition into teaching careers;
- Advisement, transcript evaluation, scholarships, coursework, workshops, and mentors prepare students for temporary certification;
- Participants required to have a 2.8 GPA.

Transition to Teaching		
Funding Period	October 1, 2002 - September 30, 2007	
Funding Amounts	Year 1	\$375,123.00
	Years 2-5	\$369,939.00 Per Year

**TRANSITION TO TEACHING RECRUITMENT, RETENTION, AND COMPLETION TOTALS
CALCULATED IN DECEMBER 2004**

Recruitment Goal for Participants	Retention Goal for Participants	Number of Participants Signed to Date	Number of Participants Retained to Date	Number of Participants Teaching Full Time
900	600	314	222	122

Source: Data for Palm Beach Community College Transition to Teaching Grant was self-reported to the Division of Community Colleges and Workforce Education in December 2004.

Participants are at various stages of completion in the Transition to Teaching Program. Most participants began in the Palm Beach Community College (PBCC) program after the fall of 2003. As of December 2004, PBCC had achieved 122 participants teaching full-time in approximately one year.

**FLORIDA COMMUNITY COLLEGE SYSTEM
BACCALAUREATE DEGREE
ENROLLMENTS, DEGREES, AND PLACEMENTS IN EDUCATION**

SELF-REPORTED IN 2005 BY INSTITUTION

Chipola College

Student Enrollment, Degrees and Placements	ACTUAL	ACTUAL	ACTUAL	OPERATING	PROJECTED
	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	0	14	30	80
B. Number of Degrees Awarded	0	0	0	14	30
C. Number of Placements	0	0	0	14	30

Miami Dade College

Student Enrollment, Degrees and Placements	ACTUAL	ACTUAL	ACTUAL	OPERATING	PROJECTED
	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	0	365	450	550
B. Number of Degrees Awarded	0	0	0	10	50
C. Number of Placements	0	0	0	10	50

St. Petersburg College

Student Enrollment, Degrees and Placements	ACTUAL	ACTUAL	ACTUAL	OPERATING	PROJECTED
	2001-02	2002-03	2003-04	2004-05	2005-06
A. Student Headcount	0	64	395	653	771
B. Number of Degrees Awarded	0	0	49	105	177
C. Number of Placements	0	0	49	105	177

Source: Data was self-reported to the Division of Community Colleges and Workforce Education in 2005 as part of the FCCS financial report.