

**Division of Community Colleges and Workforce Education  
SUCCEED FLORIDA—Career Paths  
Summary of Quarterly Reports of 39 Funded Projects**

**New Student Enrollment Reported**

	<b>Aug. – Dec. 30 2005</b>
<b>Student Enrollment</b>	<b>866</b>
<b>Grade 9</b>	151
<b>Grade 10</b>	338
<b>Grade 11</b>	193
<b>Grade 12</b>	184

**17 Projects Have Implemented or Redesigned an Academy in 2005-06**

**22 Projects are Planning to Implement an Academy in 2006-07** (no students currently enrolled)

**Progress That Has Been Made to Plan, Redesign or Implement a Career Academy**

- Strengthening of partnerships with postsecondary partners.
- Planning for course offerings and scheduling.
- Business partnership involvement has provided technical support to teachers and funding for student scholarships.
- Recruitment efforts are ongoing and include videos, brochures and informational packets.
- Curriculum planning, integration and focus.
- Visitations to other schools to view academies.
- Development of professional relationships across the country.

**Major Successes in Project Implementation**

- Wonderful media and press coverage.
- Productive meetings with business partners on how to provide clinical, On the Job Training (OJT), internship/externship opportunities for students and instructors.
- Counselors are involved.
- Enthusiastic response from the community.
- Academy students are recruiting other students into the academy.
- Parents are involved and excited about future opportunities for their children.
- Teachers are working on integrated lessons.
- The four-year career academy plan has helped stabilize enrollment and scheduling problems.
- Senior academy student was recognized as the 2005 Exemplary Academy Student Award winner by the National Career Academy Coalition (NCAC).
- Through dual enrollment, students earn up to eighteen credits while still in high school.

- Business partners have provided information, services, supplies and expertise.
- Students have an increased awareness of what it takes to be successful in a career field, and a better idea if they want to pursue this career.
- Meetings with postsecondary partners to ensure smooth transition for students.
- Academy facilities and equipment deliver a learning environment that represents what students will encounter in the work place.

### **Other Significant Developments**

- Pleased that so many students are in the academy in its first year of existence—this proves that the academy is of interest to the students as well as very needed in the community.
- Academy coordinator has made a big impact with academy students.
- Joint faculty efforts in curriculum development and textbook adoption.
- Realization that a successful academy must have total buy-in from teachers and administrators.
- Academy goals and objectives create an atmosphere for learning that is relevant, rigorous and fun for the students.
- High school students have a 4+2+2 articulation agreement: the four-year high school program plus the two-year community college program plus the two-year university degree.

### **Areas Requiring Resolution**

- A new project in a new school presented equipment/facilities issues.
- Due to lack of four-year plan, scheduling presented a barrier—courses were in place, but not fully integrated into the 4x4 high school schedule.
- Turnover in personnel—both in school and on the business advisory board.
- In the curriculum, the senior year classes are rigorous, and seniors don't always want to take rigorous classes their last year of school. Students receive their college credit hours at the end of the course—they have opted out of earning additional credits for second semester.
- Hurricanes delayed some start-up activities and affected school personnel.
- Underestimated the amount of time necessary for project manager/academy director.

### **Monitoring Students' Progress**

- All projects must have Management Information Systems (MIS) and Processes in place to monitor students' progress and program outcomes.
- Future Quarterly Reports will report on specific measures of student performance (credits earned through accelerated mechanisms, excessive absences, dropout rate, student performance on FCAT, graduation rate, number of students earning national employer certifications, etc).

**Division of Community Colleges and Workforce Education  
SUCCEED FLORIDA--Nursing  
Summary of Quarterly Reports of 8 Funded Community Colleges  
and 1 Funded School District**

**New Student Enrollment Reported: Associate and Technical Center Students**

	<b>Aug. – Dec. 30 2005</b>
<b>Student Headcount</b>	85
<b>Student FTE</b>	18.916*

\* Miami Dade Technical Center FTE is calculated in clock hours

**New Student Enrollment Reported: Faculty Students**

	<b>Aug. – Dec. 30 2005</b>
<b>Student Headcount</b>	7
<b>Student FTE</b>	1.5

**Progress That Has Been Made to Increase the Capacity of Nursing Preparation  
Programs During the Reporting Period  
If New Students Have Not Been Enrolled**

- Recruitment of students, including print, radio, and television, and through local healthcare affiliates and the Nursing Advisory Board.
- Marketing meetings are being held.
- Work is in progress to increase size of two laboratories at one college.
- Due to late delivery of the Human Patient Simulator (HPS), new nursing students and faculty have not been enrolled or scheduled.
- Inservice training sessions for current and new faculty members are scheduled for January, February, and March, 2006. Part of training will include infusing the HPS curriculum into the nursing curriculum for current and new students.
- New faculty to be hired by end of January, 2006 at one college.

**Major Successes in Project Implementation**

- College-produced television commercial was aired. This has developed significant interest in the program.
- Enrolled new students in a very short turnaround time.
- Freshman enrollment at one college was increased by 50%; 100% of the additional students are eligible to return in the spring semester.

- Faculty member has been assigned to the project and is writing lab "scripts."
- Project coordinator, lab instructor, and nursing instructors were hired in December.
- Computer equipment was installed and updated for staff use.
- Community involvement and enthusiasm has been positive for the evening/weekend program.

### **Other Significant Developments**

- Additional potential clinical sites are being sought. This will be key to enrolling larger number of students.
- Funds can be used to budget/bid for two more needed simulators.

### **Areas Requiring Resolution**

- All prerequisites must be completed prior to entrance into program, but students are enrolling in these classes.
- Space designated for expansion is difficult to appropriate at this time; college is working on this.
- Identifying qualified faculty applicants has been difficult.

**Division of Community Colleges and Workforce Education  
SUCCEED FLORIDA--Teacher Certification  
Summary of Quarterly Reports of 19 Funded Community Colleges**

**New Student Enrollment Reported**

	<b>Aug. – Dec. 30 2005</b>
<b>Student Headcount</b>	557
<b>Student FTE</b>	161.97

**Progress That Has Been Made to Increase the Capacity of Teacher Preparation  
Programs During the Reporting Period  
If New Students Have Not Been Enrolled**

- Varied and widespread recruitment activities.
- Marketing/advertising via website, television, radio, print media.
- Public information forums/EPI information sessions.
- Strengthening of partnerships with school districts and scheduled meeting with key school district alternative certification personnel.
- Planning for course offerings and scheduling.
- Start-up delayed by hurricanes but EPI has met with school district and planned several activities for program recruitment/retention/support; advertised by mail to a list of 1,500 current teachers needing certification; press releases.

**Major Successes in Project Implementation**

- Recruitment fairs, information sessions for the public.
- Strong public response to initial recruitment and marketing through enrollments.
- Development of information/orientation materials.
- Orientation sessions.
- Enthusiastic response by students to coursework, mentoring, tutorials and advising.
- Increased teamwork and collaboration between all areas of the college and county school systems.
- Strong college support and support from school districts.
- Collaboration and planning with school districts.
- Partnerships with county school systems resulting in more students being accepted into the program and a significant likelihood of finding immediate employment within the county.
- Collaboration with school districts will facilitate faster graduation

from EPI program and accelerated route to professional teacher certification.

- High rate of retention attributed to grant-provided position for recruiting and retention.
- An EPI reports 18 people have been employed in teaching positions in 4 school districts.
- EPI in rural area reports that strong recruitment efforts have yielded the need for a second cohort beginning in spring 2006 term, which was unexpected in a rural area.
- One EPI created a virtual meeting place on-line for candidates (IMPACT Commons).

### **Other Significant Developments**

- Collaboration across divisions at the colleges (admissions, financial aid, faculty, media services, community relations).
- Joint faculty efforts in curriculum development, textbook adoption.
- Publicity for Succeed Florida has generated more interest in education prerequisite courses.
- Scholarship money in the SUCCEED grant is attracting more students and holding those who might otherwise have left.
- Strongest interest in teaching in the critical shortage areas in math and science.
- National Board Certified Teachers have been recruited as mentors for EPI candidates.
- EPI program information is being presented to military personnel.
- An EPI reports that three participants have been chosen as New Teacher of the Year in their schools.
- Some EPI students are beginning to take teacher certification exams.

### **Areas Requiring Resolution**

- Project includes alternative certification students and teacher prep students, which splinters the work, time and resources.
- Occasional struggle with IT issues since this is a new program.
- Delay in implementation waiting for EPI approval.
- Delay in implementation due to hurricanes.
- Implementation of Jessica Lundsford Act by districts delayed candidate participation in school based hours due to fingerprinting and background checks.
- Florida residency issues for tuition purposes.
- Administrative testing limited to four times a year.
- Unexpected costs for the FOR-PD reading program have increased overall program costs.
- One EPI experienced longer than expected coordination with district for placements for field experience, but has solved for the next semester.

**Division of Community Colleges and Workforce Education  
SUCCEED FLORIDA--Teacher Certification  
Summary of Quarterly Reports of 19 Funded Community Colleges**

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**Major Barriers to Project Implementation**

- Project includes alternative certification students and teacher prep students, which splinters the work, time and resources.
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## **Other Significant Developments**

- Collaboration across divisions at the colleges (admissions, financial aid, faculty, media services, community relations)
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- EPI program information is being presented to military personnel.
- An EPI reports that three participants have been chosen as New Teacher of the Year in their schools.
- Some EPI students are beginning to take teacher certification exams.

***Florida Board of Governors***  
**SUCCEED, Florida Grants – Nursing Education**  
**Summary of Quarterly Reports for 6 SUS Grant Recipients**  
**February 8, 2006**

New Student Enrollment Reported: Undergraduate and Graduate Students

	Aug. – Dec. 30 2005
Student Headcount	193
- Bachelor	120
- Master	45
- Post-Master's Certificate	15
- Doctorate	13
Student FTE	110.74
- Bachelor	65
- Master	29.24
- Post-Master's Certificate	3.5
- Doctorate	13

**Progress That Has Been Made to Increase the Capacity of Nursing Preparation  
Programs During the Reporting Period  
If New Students Have Not Been Enrolled**

- Recruitment and marketing have been enhanced.
- Information has been disseminated to community colleges and healthcare agencies about nurse educator programs.
- Information sessions about nurse educator programs have been held throughout the state.
- Necessary equipment and laboratory space have been procured.
- Technology contracts are being negotiated.
- Special forms and procedures have been developed to ensure efficient handling of SUCCEED funds.

**Major Successes in Project Implementation**

- There was an increase in the recruitment and enrollment numbers of qualified students to both Bachelor's and Nursing programs.
- Student enrollment doubled the projected amount at Florida State University.
- There was a 100% program passage rate for all enrollees at the end of the fall 2005 semester at University of North Florida.

- Partnerships and collaborations with community colleges have been enhanced.
- New faculty members and support staff have been hired.
- Faculty students have been recruited.
- Research conferences have been both hosted and attended.

### **Other Significant Developments**

- 50 Accelerated Option students were chosen to participate in a pilot study to test the use of tablet personal computers.
- A poster about SUCCEED presented at SREB generated great interest amongst colleagues from other states.
- The Coordinator of Academic Services was not hired at Florida State University and the salary and fringe benefits of this position were used to improve network services and increase admissions. A team of faculty and staff will assume the duties of this position.

### **Areas Requiring Resolution**

- Delayed funding resulted in reduced enrollment, inability to hire faculty in a timely manner, postponed advisory committee meetings and delayed equipment purchases.
- Hurricane impact caused decrease in enrollment at some universities.
- Setbacks were experienced due to changes in commitment from sponsoring agencies.

***Florida Board of Governors***  
**SUCCEED, Florida Grants – Teacher Certification**  
**Summary of Quarterly Reports for 6 SUS Grant Recipients**  
**February 8, 2006**

**Table 1 - New Student Enrollment Aug. - Dec. 2005**

	FAMU	FGCU	UCF	UNF	UWF	FSU
Undergraduate Headcount	0	12	7	0	40	0
Graduate Headcount	NA	NA	NA	NA	35	NA
FTE	0	3.025	1.625	0	0	0
Total	0	12	7	0	75	0

**Progress That Has Been Made to Increase the Capacity of Teacher Preparation Programs During the Reporting Period If New Students Have Not Been Enrolled**

- Enhanced recruitment and marketing initiatives have led to significant numbers of program applicants at all universities for Spring 2006.
- For Spring 2006, new classes have been established and plans are in place for retention programs, support through articulation to upper division course work and the organization of student tutors and mentors. Collaboration with local community colleges has been heightened.
- Ability to award graduate academic credit for participants of an Educator Preparation Institute.
- Reach out to rural and urban areas through the use of distance education.
- Increased retention efforts to keep teachers in Florida schools.
- Greater distribution of marketing materials via high schools, public ads and announcements, and print media.
- Strengthening of collaborations and partnerships between the university, constituents, and community.

**Major Successes in Project Implementation**

- Increased opportunities for recruitment into the teaching profession.
- Increased number of students entering Exceptional Education.
- Enhanced partnerships and collaborations outside of the College and the University, with a focus on the business community.
- Increased efforts in transition advising.
- Increased marketing with all media sources/outlets.

- Development of an Education minor for non-education majors in biology and mathematics.
- Increased interest in Mathematics Education.
- Additional collaboration between school district administrators and the universities.
- Able to provide additional financial incentives and tuition support.
- Greater contact with high school guidance counselors, juniors, and seniors.
- Database of students information developed.
- Mentoring program materials developed.
- Computerized tutorial developed and contracted.
- Project support staff recruited.
- Advisory Teams assembled.

### **Other Significant Developments**

- Concentrated effort between university departments and colleges resulted in recruitment model that was successful in populating grant participants.
- Design team initiated to develop FTCE items for a tutorial.
- Education Recruitment Fairs initiated to recruit prospective teachers and students.
- Exposure of programs to students at Developmental Research Schools.
- Reach out to over 400 community college advisors/counselors in Florida.
- Creation of online courses for an education minor.
- Enrolled students from New Jersey, Canada, and Japan as a result of distance education alternative certification program initiated with SUCCEED, Florida Grant.

### **Areas Requiring Resolution**

- Delayed funding resulted in revised project timelines, reduced enrollment and late admission during the Fall semester, as well as delayed planning for the project.
- Delay in implementation due to Hurricanes.
- Negative impact on students receiving financial aid. Tuition support from SUCCEED, Florida grants causes reduction in the amount of financial aid awarded to the participant.

*(revised)*

**Independent Colleges & Universities of Florida**  
**SUCCEED FLORIDA--Nursing**  
**Summary of 1<sup>st</sup> Quarter Reports**  
**University of Miami & Barry University Nursing Instructor Education Collaborations**  
**With Brevard Community College, Broward Community College, Florida Keys**  
**Community College and Nova Southeastern University**

**New Student Enrollment Reported: Associate and Technical Center Students**

	<b>Aug. – Dec. 30 2005</b>
<b>Student Headcount</b>	
<b>Student FTE</b>	

**New Student Enrollment Reported: Faculty Students**

	<b>Aug. – Dec. 30 2005</b>
<b>Student Headcount</b>	107
<b>Student FTE</b>	104.6

**Independent Colleges & Universities of Florida  
SUCCEED FLORIDA -Teachers – Special Reading Program  
Summary of 1<sup>st</sup> Quarter Report  
Barry University**

**New Student Enrollment Reported: Teachers - Special Reading Program**

	<b>Aug. – Dec. 30 2005</b>
<b>Student Headcount</b>	16
<b>Student FTE</b>	16

**New Student Enrollment Reported: Faculty Students**

	<b>Aug. – Dec. 30 2005</b>
<b>Student Headcount</b>	
<b>Student FTE</b>	