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Tallahassee, Florida 32304-2895
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June 17, 2024

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

SUBJECT: Tallahassee Community College – Master Plan Services

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Item Description
This item requests District Board of Trustees approval for the proposal from DAG Architects for Master Plan Services for all Tallahassee Community College Sites 1-6.

Overview and Background
The College is required to update its Master Plan in conjunction with the College's Five-Year Educational Plant Survey. The last Campus Master Plan update was conducted in accordance with Educational Plant Survey 2.1 in 2016. Updates to both are required with the submission of the next Educational Plant Survey 3.1 due June 30, 2024.

Authorization for the survey is specified in Article IX and Article XII of the Florida Constitution; Chapters 1001, 1011 and 1013, Florida Statutes; and State Requirements for Educational Facilities (SREF). Each survey and master plan must be reviewed and approved by the District Board of Trustees. An electronic copy must be sent to the Department of Education for review and validation for compliance with statutes and rules.

Funding/ Financial Implications
The District Board of Trustees approves the funding for all architectural contracts from Capital Improvement Fees and local college funds.

Past Actions by the Board
The last Master Plan was approved by the Board in August 2016 in accordance with Educational Plant Survey. A partial Master Plan for Site 6 was Board approved October 18, 2021.

Recommended Action
Approve the attached proposal from DAG Architects for Master Plan Services for all Sites 1-6.

Tallahassee State College

College Master Planning
2023 - 2028

MASTER INDEX

ACKNOWLEDGEMENTS

DISTRICT BOARD OF TRUSTEES

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Ms. Karen Moore, Vice Chair
Mr. Eugene Lamb Jr.
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Dr. Jim Murdaugh

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Chief Business Officer
Vice President for Administrative Services

Mr. Don Herr
Director of Facilities – Planning & Construction

MASTER PLAN CONSULTANTS

DAG Architects, Inc.
805 South Gadsden Street, Suite 140
Tallahassee, FL 32301

President's Message

The cornerstone of every successful academic institution is a commitment to academic excellence and student success through a focus on teaching, learning, and personalized support. At TSC, our student success trajectory, measured by national and state standards, identifies our college as a national leader in community colleges, especially in providing dynamic improvements in key performance indicators.

Our successes are not by happenstance. Rather, our success is directly tied to the College's strategic plan, with input from both internal and external constituents. The plan has guided us through achieving major projects such as redesigning our student experience resulting in the Culture of CARE (Connections, Academics, Resources, and Engagement) initiative, new student onboarding, teaching and learning framework, improving operations, and most importantly, enhancing our students' success, job placement, and completion rates.

The strategic plan also guides day-to-day operations such as budgeting and performance evaluations. As a result, the strategic plan is now a living document embedded in all aspects of Tallahassee Community College's operations.

The Master Plan presented to the Board of Trustees is an expression of the College's Strategic Plan. It provides the conceptual framework to guide the future growth and development of the College on the main campus, and at the Ghazvini Center for Healthcare Education, The Center for Innovation, the Wakulla Environmental Institute, the Gadsden Center, and the Florida Public Safety Institute. This proposed plan is built on the objectives and goals established by the Board in the College's Strategic Plan, and ensures alignment of growth that preserves the unique character of TSC.

Sincerely,
Jim Murdaugh, Ph.D.
President

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INTRODUCTORY NARRATIVE

Since 1966, Tallahassee State College (TSC) has offered high-quality, post-secondary education to the citizens of Leon, Gadsden and Wakulla counties; TSC has also served students at a state, national, and international level. We are consistently ranked as one of the top community colleges in the nation offering seamless transfer opportunities and in-demand career training. From the main campus in Tallahassee, Florida, to our seven institutes and satellite centers, we are proud to serve our community.

TSC is a constituent member of the Florida College System (FCS). The mission of the FCS is "responding to community needs for postsecondary academic education and career degree education." TSC shares the overall mission of the FSC and aspires "to provide a learning environment that prepares students for success in a global economy by offering higher education pathways, workforce opportunities, and civic engagement."

Tallahassee State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees, and other workforce credentials certificates.

TSC enrolls more than 16,000 credit and noncredit students each year and maintains a student to faculty ratio of 25:1. TSC offers 70 different degree and certificate programs that encompass a variety of fields from business management to engineering, from nursing to law enforcement. Students can earn an Associate of Arts degree, an Associate of Science Degree, and a Bachelors' Degree. Most of our students continue their education, with 78 percent transferring to four-year institutions. Students can also earn career and technical education certificates and numerous professional certifications. TSC proudly serves as the workforce engine of our community. We train the most nurses, healthcare professionals, public safety and corrections workers and we have developed specialized programs that connect our students to high-demand, high-wage careers. Our programs map to Florida's top ten hot jobs and we embed certificates into our academic pathways that help students secure well-paying positions. Ninety-eight percent of TSC graduates found employment or continued their education in the year they graduated.

Our student success trajectory, measured by national and state standards, identifies TSC as a national leader in community colleges, especially in providing dynamic improvements in key performance indicators. Our average graduation rate is 39 percent, well above the national average of 26 percent and we rank in the 99th percentile for student completions (33 students per 100).

Our vision is to be recognized as the college of choice by focusing on innovative learning, academic excellence, equity-mindedness, and fostering a community of lifelong learners. The Master Plan is a critical component of this vision.

Tallahassee is a college town and the state's capital and boasts many cultural and natural amenities. From state parks and skate parks to fine dining and food trucks, there is something here for everyone. Between classes, students can explore areas such as Gaines Street, the hub of arts and culture in Tallahassee, or College Town, Tallahassee's student district that features a vibrant nightlife.

The National High Magnetic Field Laboratory and Innovation Park, a collaborative research facility, are also located in Tallahassee.

TSC is just two miles from FSU and five miles from FAMU and less than one mile from Leon County Schools administration facility. TSC is also minutes away from the State of Florida Legislature and Capital Complex. Our location, so near our partner universities and other Tallahassee attractions, allows our students the opportunity to explore and be in the heart of it all.

The mission of the College is to provide a learning environment that prepares students for success in a global economy by offering higher education pathways, workforce opportunities, and civic engagement.

TSC achieves its mission through the following five strategic priorities:

• Access. Strengthen and expand access by increasing awareness of educational opportunities that are reflective of student, business, and community needs.

• Student Success. Promote a student-centered environment that focuses on student achievement, engagement and educational excellence.

• Workforce. Achieve regional and statewide recognition as a premier college of choice for providing workforce training by delivering high quality programs and instruction that enables students to grow, succeed, and stay globally competitive.

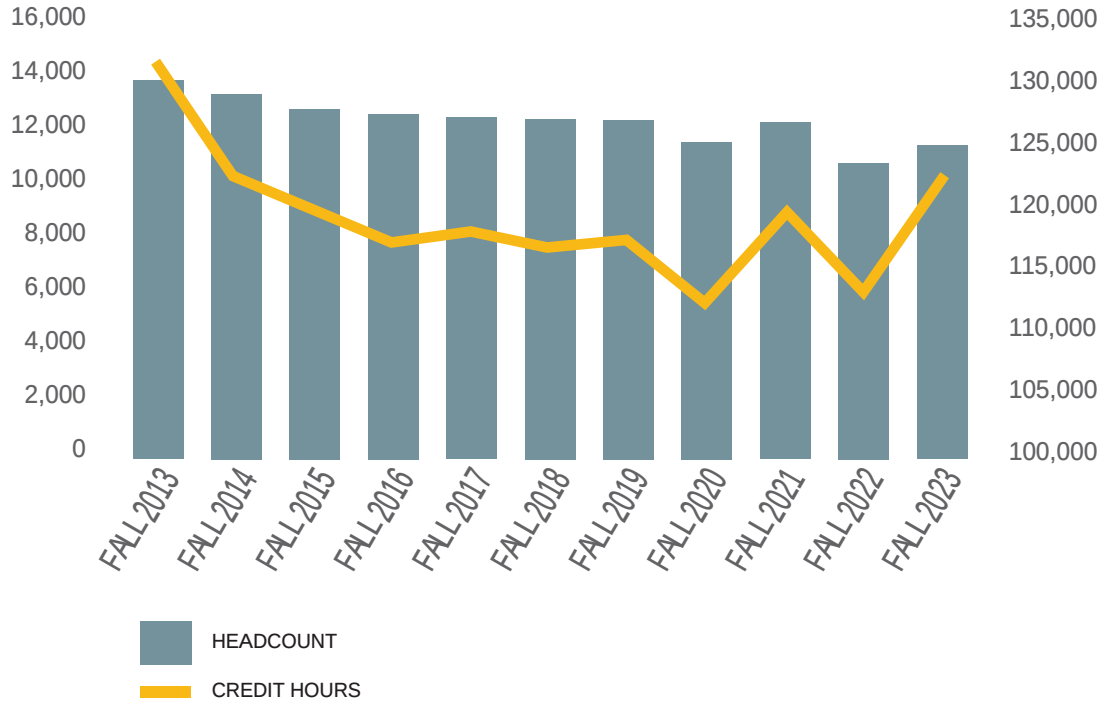
• Partnerships. Nurture collaborative relationships with K-12 schools, universities, businesses, and community partners to develop a cohesive educational strategy that ensures seamless alignment and builds a skilled workforce that leads to economic mobility and increased educational attainment.

• Resources & Efficiency. Strategically leverage, grow and utilize resources to maximize student success and institutional sustainability and effectiveness.

TSC's mission is founded on teaching and learning, with a particular emphasis on student success. To accomplish this, TSC's faculty and staff are dedicated to implementing best practices in instruction and providing support services and technology to facilitate student learning. TSC is committed to fostering a culture of teaching and learning that promotes the development and success of its students, TSC shows this commitment by offering the Academy of Teaching, Learning and Success for Full-time faculty and The Adjunct Faculty Advancement Program. The College's strategic priorities place a strong emphasis on teaching and learning, as evidenced by the offerings of the TSC Center for Professional Enhancement (CPE) Teaching Academy on campus. For example, there are numerous initiatives, including faculty development strategies, to close the success rate gap between in-person and online modes. The College has also made significant investments in faculty professional development in order to improve teaching.

TSC ENROLLMENT TRENDS & PROJECTIONS

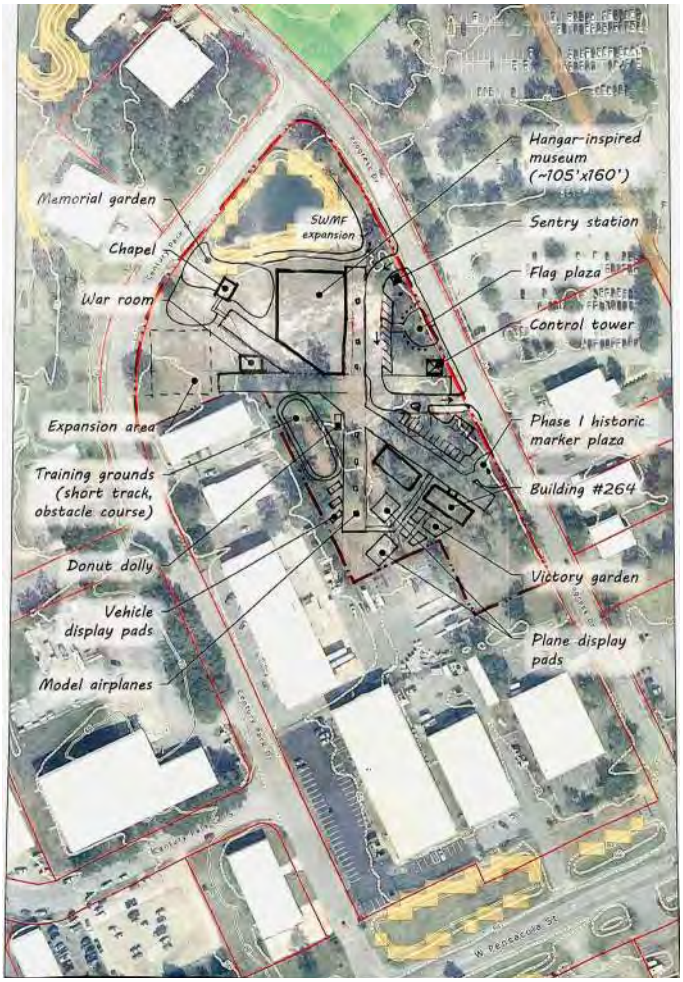
FALL 2023 ENROLLMENT AND CREDIT HOUR TRENDS



DALE MABRY MUSEUM CONCEPTUAL PLAN

Tallahassee State College is physically located on the site that was once home to the United States Dale Mabry Army Airfield. Over the course of World War II the Dale Mabry Airfield trained over 8,000 pilots from across the US, including the Tuskegee Airmen, as well as those from Europe and China. Those pilots completed over 160,000 take-offs and landings throughout the course of the war. After the war the airfield returned to civilian use and later became home to TSC.

Now, in partnership with the Dale Mabry Army Airfield Museum, the College looks to add a museum to the main campus in commemoration of the Airfield. We are establishing a mutually beneficial relationship focused on a shared desire to preserve history, honor military men and women, inspire young people and future generations and build awareness and provide civic opportunities. The museum will be located on 3 acres on the southwest edge of the campus and plans include an original barracks building, a gatehouse and a building to house memorabilia and educational seminars.



MISSION & VISION

STRATEGIC PLAN

Our mission

The Mission of the College is to provide a learning environment that prepares students for success in a global economy by offering higher education pathways, workforce opportunities and civic engagement.

Our vision

To be recognized as the College of Choice.

STRATEGIC PRIORITIES AND STRATEGIES

Access

Strengthen and expand access by increasing awareness of educational opportunities that are reflective of student, business, and community needs.

Strategic Priorities:

(1.1) Ensure clear pathways for all students to pursue a post secondary education that leads to economic mobility.

(1.2) Create and implement a clear and comprehensive strategic enrollment management plan that addresses the ongoing needs of student recruitment and engagement.

(1.3) Increase the college going rate of students from every district high school, and the percentage of district high school graduates who apply and enroll at TSC.

(1.4) Ensure programs are accessible and affordable.

Student Success

Promote a student-centered environment that focuses on student achievement, engagement, and educational excellence.

Strategic Priorities:

(2.1) Develop a comprehensive student services model that ensures early connections to college, academic, and career pathways and personalized support for students.

(2.2) Provide integrated targeted support services that promotes student success.

(2.3) Employ data-informed teaching and learning techniques to promote academic excellence and student achievement.

(2.4) Assure equity in outcomes for all groups in relation to persistence, degree and certificate completion and transfer rate.

WORKFORCE

Achieve regional and statewide recognition as a premier college of choice for providing workforce training by delivering high-quality programs and instruction that enable students to grow, succeed and stay globally competitive.

Strategic Priorities:

(3.1) Ensure high quality programs that allow students to enter, remain and/or advance in the workforce.

(3.2) Align programs to meet the workforce needs in high demand, high wage jobs.

(3.3) Adopt a comprehensive approach to career counseling that provides information and experiences students need to make informed career decisions and pursue high-demand pathways.

(3.4) Integrate critical employability skills and credentials using inclusive strategies that are effective for Florida's multiethnic, multilingual and multigenerational learners.

PARTNERSHIPS

Nurture collaborative relationships with K-12, universities, businesses, and community partners to develop a cohesive educational strategy that ensures seamless alignment and builds a skilled workforce that leads to economic mobility and increased educational attainment.

Strategic Priorities:

(4.1) Align the College's engagement with community organizations and businesses to meet community needs and increase awareness of the college's mission and service.

(4.2) Formalize relationships with K-12 stakeholders to promote collaboration between institutions and ensure student access to post-secondary education.

(4.3) Coordinate student success efforts with university partners to ensure seamless articulation and completion.

(4.4) Lead community partners in efforts to increase attainment rates in the college's service area.

RESOURCES AND EFFICIENCIES

Strategically leverage, grow and utilize resources to maximize student success and institutional sustainability and effectiveness.

Strategic Priorities:

(5.1) Enhance a culture of continuous improvement by utilizing data to inform decision making.

(5.2) Implement a college wide enterprise resources planning (ERP) solution that transforms the experience of students, faculty and staff.

(5.3) Invest in the college's human capital and provide professional development aligned with the College's goals.

(5.4) Maximize institutional financial capacity by increasing public and private investments and leveraging operational efficiencies.

MASTER PLAN PURPOSE

The master plans for the individual campuses contained herein were driven not by statistics or enrollment projections but by the Vision statement of Tallahassee State College to be “the College of Choice.” This, along with Their own individual Mission statements, was the rudder by which their campus vision was guided.

The college leadership and campus directors know the differences between what their campuses currently can provide compared to their competitors. Where they saw shortcomings, we addressed those in each campus master plan where possible.

Many of the elements within the various campus master plans have been on previous master plan updates. The fact that many of these elements keep appearing under different campus directors and facility directors shows unanimity in the need for those facilities.

The universal description of a campus master plan is that it is a comprehensive and strategic framework that outlines the long-term vision for the physical development and growth of a college or university campus. It serves as a guide for future improvements, expansions, and changes to the campus environment. The key purposes of a master plan include:

1. Guiding Development: It provides direction for land use, building placement, and infrastructure development based on academic needs, enrollment projections, and community engagement.

The Florida Department of Education requires a master plan update every five years. The individual campus master plans contained herein are forecasted out for 25 years based on information gathered from the College administration and facilities team as well as the Directors and their staff at the individual campuses.

The Vision for each campus is expressed in the master plan map that shows both existing facilities and future facilities in direct relationship to each other. The campus maps are reinforced by the narratives for each new facility to add understanding to why these facilities are needed to support the College’s Vision and Mission statements.

2. Preserving Identity: A master plan ensures that the campus retains its unique character, history, and cultural significance while accommodating growth.

The architecture at each campus is unique but consistent at that site.

• Main campus with its articulated brick cladding and metal roofing expresses to the public a substantial base with a timeless appeal as a repository for knowledge and education.

• WEI with its old Florida cracker style architecture displays a natural approach to the architecture befitting its mission as an environmental institute. Future buildings should reflect this architectural style.

• Ghazvini's high tech articulated façade of stucco, brick, glazing and architectural metal expresses high performance expectations in advanced medical technology. A significant addition is being contemplated and the new architecture is planned to match the existing building aesthetic.

• The architecture at the academic campus at FPSI comes the closest to matching main campus with brick cladding, metal roofing but has a simplified style that was adopted to blend with the existing buildings on campus when the campus was obtained from the Lively Vocational Center. The grounds and campus layout are designed not only for social interactions and pedestrian movement but were designed for marching between classes for the Pat Thomas Basic trainees and the Florida Highway Patrol Academy.

The buildings at the high liability training areas reflect their function and where possible were designed to the FPSI campus standard. However, for safety and training reasons some do not match that standard.

• The Gadsden Center is the newest campus and has one building currently on site. The building has a contemporary architectural style with metal roofing and stucco and brick walls. A significant addition is planned pending funding and should match the existing architecture.

- The Center for Innovation is located in downtown Tallahassee just stops from the State Capital and City Hall. It's architectural style is in contrast with the surrounding buildings and responds harmonously with its surroundings on it's site situated at Kleman Plaza.

3. Flexibility: It allows for adaptability to changing educational trends, technological advancements, and unforeseen circumstances.

Except for the Ghazvini, Gadsden Center and Innovation Center campuses there is flexibility in adjusting to future changes in requirements and programs that would affect building locations.

4. Resource Allocation: The plan helps allocate resources efficiently by prioritizing projects aligned with institutional goals.

The Capital Improvement Plan, Project Priority List, Plant Survey and subsequent spot surveys are the primary documents that provide guidance in achieving this goal.

5. Enhancing Student Experience: Consideration of student life, housing, transportation, and recreational spaces contributes to a positive campus environment.

Each campus update map addresses new provisions within the building types proposed and their site geometry to create a campus environment to address this goal.

6. Community Engagement: Stakeholders' input ensures diverse perspectives and shared interests are reflected in the plan.

ACADEMIC ZONE DEVELOPMENT DENSITY

Land density calculations provide information to quantify the utilization of property. Higher density provides for a more efficient use of land. It requires less land, decreased length of roads, decreased length for water and sewer pipes, and it shortens runs for power and utility lines for any development. This can represent substantial economic savings. It also decreases walking distances and the amount of time it takes to reach a destination while maximizing the amount of open space that remains.

The only campus where density is currently relevant is the main campus which is a mature campus with excellent pedestrian pathways between buildings and amenities. No future buildings are planned for this campus for the next five years.

The FPSI campus will always have a lower density campus layout since its para-military training regimen was designed for students to march between classrooms and to the high liability zone for training. It currently has good pedestrian connections between classrooms and amenities. The location of the future buildings for the Aquatics Center and Classroom B will maintain those connections.

The WEI campus will also have a lower density campus due to the nature of its mission. The planned unit development requirements dictate that there will be four main areas designated for specific activities. The areas are designated for conservation, practical training, classroom and administration and conference center. The large size of these areas forces a wide separation between buildings. This wide separation is important though because the campus itself is designed as an exhibition area of the natural diversity of the campus. Extensive walkways, walking trails, overlooks and educational display points contribute to the walkability of the campus.

The other three campuses in this master plan are the Ghazvini Center, the Gadsden Center and the Innovation Center. All these campuses will have only one building on them at full build out, so campus density is irrelevant.

COMPLIANCE STATUS REPORT

REQUIRED STATE FACILITIES PLANNING & BUDGETING PROCESSES

The five-year Campus Master Plan for a state college serves as the overall guide for development of short-term facilities planning and budgeting processes. These processes include the five-year Educational Plant Survey and the annual Five-Year Capital Improvement Plan as mandated by the State of Florida's Department of Education (DOE). It is the College's intent to submit these three reports concurrently.

THE FIVE-YEAR EDUCATIONAL PLANT SURVEY (EPS)

This process was designed to demonstrate and validate the facilities needs for each approved site of a state college. It uses state standards that are applied to enrollment projections with specific attention to unique facilities requirements for the academic programs offered by the college. The EPS recommendations for renovation, remodeling, and new construction must be consistent with the Campus Master Plan, which must be updated at least every five years. Additionally, the projects included in the EPS must be coordinated with local government entities for any off-campus local infrastructure needs.

Proposed sites for state colleges, where the land is to be owned or where facility acquisition or construction is planned, must have prior approval by the legislature. These are subsequently classified and approved by the State Board of Education. An EPS is required every five years. It should be submitted three months prior to the final due date. The due date for the EPS is 30 June 2024.

THE CAPITAL IMPROVEMENT PLAN (CIP)

This is required by Florida Statutes as part of the annual budget process and serves two purposes: it represents the college's annual request for state capital outlay funding from Public Education Capital Outlay funds, and it facilitates long-term planning for budgeting purposes. Each project included in the college's CIP is to be supported by a recommendation included in the latest EPS.

Separate budgeting processes exist for projects funded by Facilities Enhancement Challenge Grant (FECG) funds and Motor Vehicle License Revenue (MVLR). Projects to be financed by these sources also require the support of recommendations within the survey. FECG projects are requested each year and MVLR projects must be included in the Project Priority List (PPL) approved by the Department of Education as being consistent with the survey and with the limitations on the use of MVLR funds. Capital improvement fees paid by students and proceeds from bonds supported by this revenue source are also available for projects recommended in the survey.
The CIP is due on August 1st of each year.

COMPLIANCE

Master Plan, Plant Survey and Capital Improvement Plan
The College is currently working on the required updates for these reports that must be submitted to comply with the extension DOE issued in June of 2023 to allow the master plan, plant survey and capital improvement plan to be submitted together.

SITE APPROVAL

All sites where projects are planned, were approved according to the current CIP.
No new sites were added since the last updates except for two parcels added to the Wakulla Environmental Institute. Efforts are underway to abandon Kent Street at the Gadsden Center in preparation for a future enlargement of that facility.

PROJECT PRIORITY LIST (PPL)

The PPL will be updated in the new documents to reflect the college's preferences in housing their educational or support facilities.

CURRENT ATTENDANCE & FUTURE PROJECTIONS

The projected student enrollments included in the Educational Plant Survey provides the basis for future space needs included in the five-year Master Plan update. The educational plant survey aids in the determination of quantities of space required to house the educational activities of students and staff, taking into consideration the local comprehensive plan in its forecast strategies. This plan represents a careful study of all available data regarding the status of educational and ancillary facilities in relation to capital outlay full-time equivalency (COFTE or FTE) student membership and the projected changes in COFTE student membership.

The projected full-time equivalency (FTE) becomes the basis for the requirements based on established formulas stipulating gross floor area (GSF) per FTE standards. The resulting required building areas can then be used to determine other supplementary required campus elements such as parking and stormwater retention.

CWE FTE (Continuing Workforce Education Full Time Equivalent) is not included in this re- port because it was excluded from funded FTE beginning in school year 2010-11. The state no longer provides projections for this category.

The chart that follows gives TSC enrollment projections provided by the Florida Department of Education (FDOE) for the years 2023-2024 through 2028-2029. It indicates a relatively flat growth rate across all campuses except for the Ghazvini Campus which shows small growth.

Employee head count projections presented herein are based on current employment figures for the 2023-2024 year. They generally fluctuate in direct proportion to the number of enrolled students served. The current employee head count is 1,705 which consists of 806 full-time and 899 part-time employees. This number is also expected to remain flat over the next five years due to flat FTE projections.

FLORIDA COLLEGE SYSTEM

CAPITAL OUTLAY FORMULA BUDGET PROJECTIONS:

FUNDED, LOWER, AND UPPER LEVEL

DIVISION PROJECTIONS WITH COLLEGE ADJUSTMENTS

TALLAHASSEE STATE COLLEGE

COLLEGE/SITE	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1 MAIN						
NON-VOCATIONAL	7,341	7,274	7,200	7,122	7,042	6,961
VOCATIONAL	1,142	1,192	1,235	1,257	1,279	1,300
TOTAL	8,483	8,466	8,435	8,379	8,321	8,261
2 GADSDEN SERVICE CENT						
NON-VOCATIONAL	9	8	8	8	8	8
VOCATIONAL	11	10	10	10	10	10
TOTAL	20	18	18	18	18	18
3 FLORIDA PUBLIC SAFET						
VOCATIONAL	230	227	225	222	219	217
TOTAL	230	227	225	222	219	217
4 CENTER FOR INNOVATIO						
NON-VOCATIONAL	0	0	0	0	0	0
VOCATIONAL	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0
5 GHAZVINI CENTER FOR						
NON-VOCATIONAL	22	24	25	25	27	27
VOCATIONAL	450	473	491	501	512	522
TOTAL	472	497	516	526	539	549
6 WAKULLA ENVIRONMENTA						
NON-VOCATIONAL	0	0	0	0	0	0
VOCATIONAL	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0
ANNUAL FTE PROJECTIONS						
NON-VOCATIONAL	7,372	7,306	7,233	7,155	7,077	6,996
VOCATIONAL	1,833	1,902	1,961	1,990	2,020	2,049
TOTAL	9,205	9,208	9,194	9,145	9,097	9,045

STATISTICAL & ENROLLMENT DATA

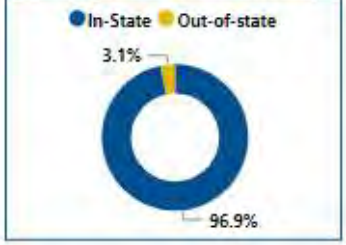
Tallahassee Community College - Quick Facts

Office of Institutional Effectiveness

11,671

Student Count (Fall 2022)

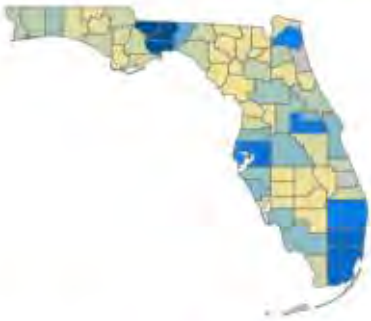
Residency (Fall 2022)



State Code at Time of Admission (Fall 2022)

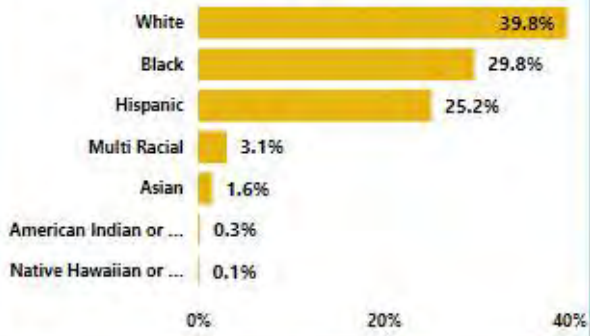
State	Students
Florida	11304
Georgia	117
New York	26
Illinois	18
Texas	18
Colorado	16
New Jersey	15
Alabama	13
Michigan	12
Louisiana	11
Total	**11671**

County at Time of Admission (Fall 2022)

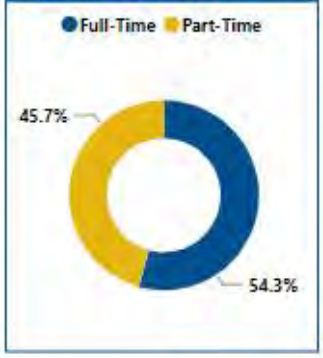


Florida County	Students
Leon	5631
Gadsden	684
Wakulla	598
Broward	444
Miami-Dade	442
Hillsborough	356
Out of State	356
Total	**11671**

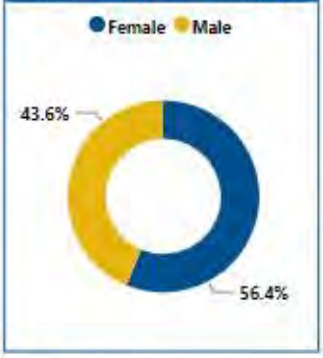
Race/Ethnicity (Fall 2022)



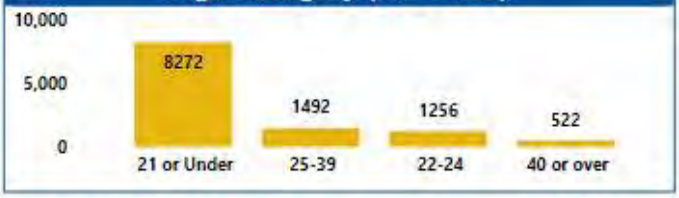
Course Load (Fall 2...



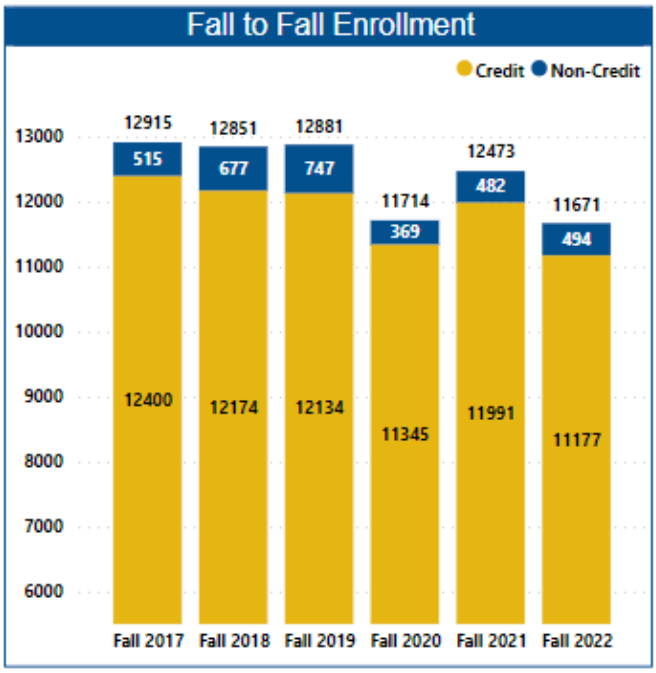
Gender (Fall 2022)

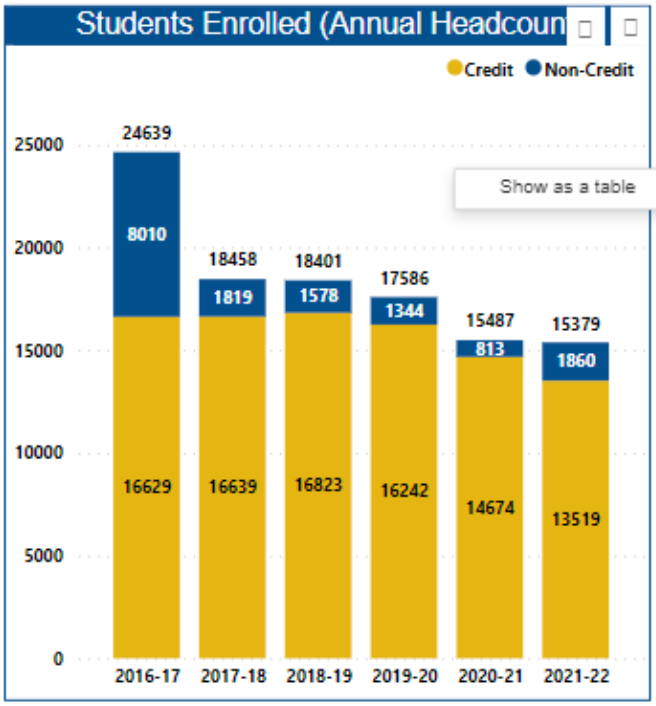


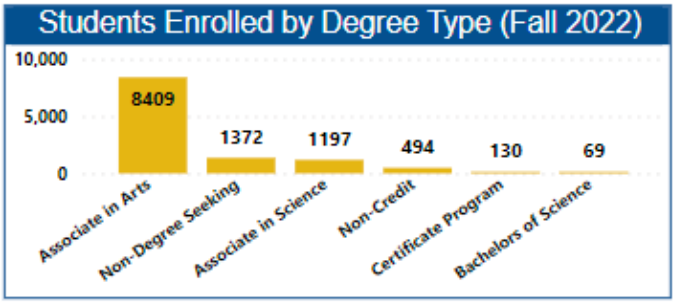
Age Category (Fall 2022)

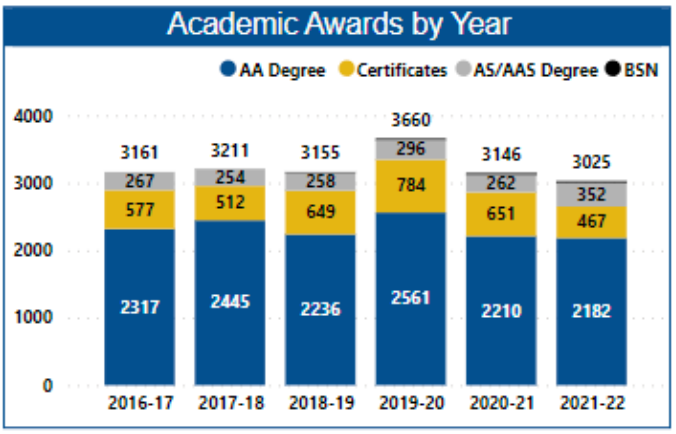


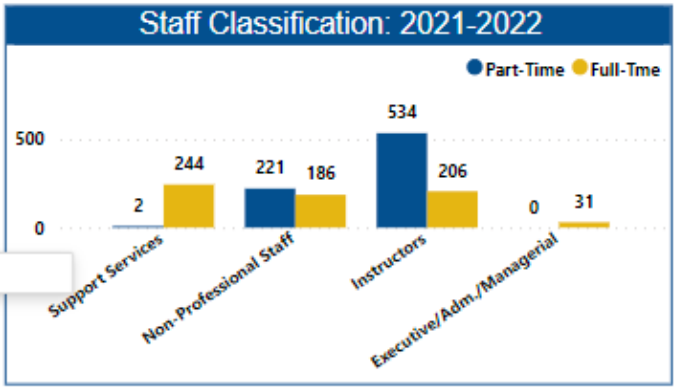
Fall to Fall Enrollment

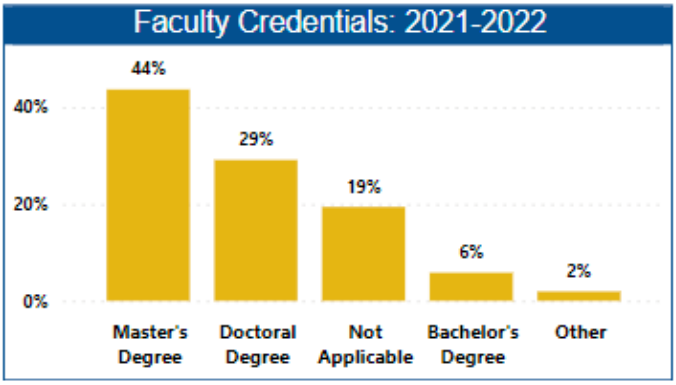

Fall to Fall Enrollment
Credit
Non-Credit
13000
12000
11000
10000
9000
8000
7000
6000
12915
515
12400
12851
677
12174
12881
747
12134
11714
369
11345
12473
482
11991
11671
494
11177
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Fall 2021
Fall 2022


Students Enrolled (Annual Headcoun
Credit
Non-Credit
25000
20000
15000
10000
5000
0
24639
8010
16629
18458
1819
16639
18401
1578
16823
17586
1344
16242
15487
813
14674
15379
1860
13519
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22


Students Enrolled by Degree Type (Fall 2022)
10,000
5,000
0
8409
1372
1197
494
130
69
Associate in Arts
Non-Degree Seeking
Associate in Science
Non-Credit
Certificate Program
Bachelors of Science

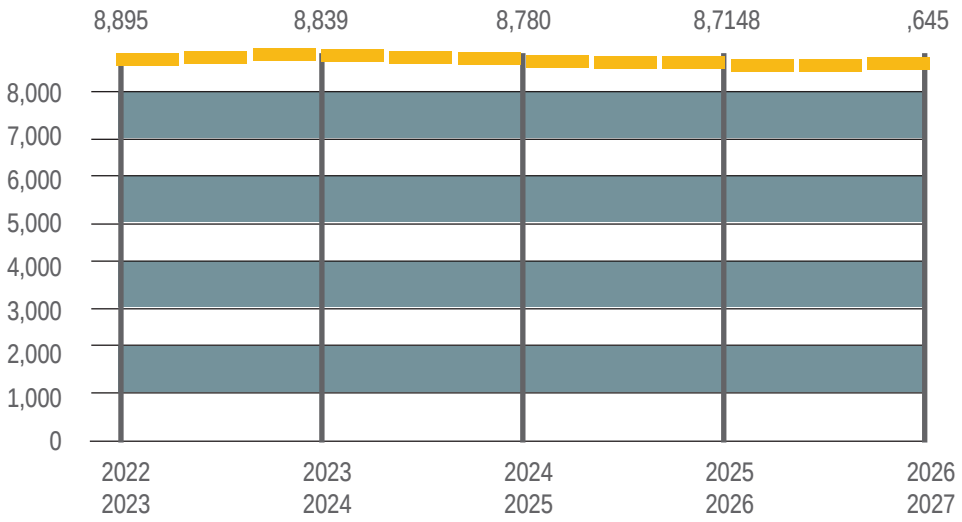

Academic Awards by Year
AA Degree
Certificates
AS/AAS Degree
BSN
4000
3000
2000
1000
0
3161
267
577
2317
3211
254
512
2445
3155
258
649
2236
3660
296
784
2561
3146
262
651
2210
3025
352
467
2182
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22


Staff Classification: 2021-2022
Part-Time
Full-Tme
500
0
2
244
221
186
534
206
0
31
Support Services
Non-Professional Staff
Instructors
Executive/Adm./Managerial

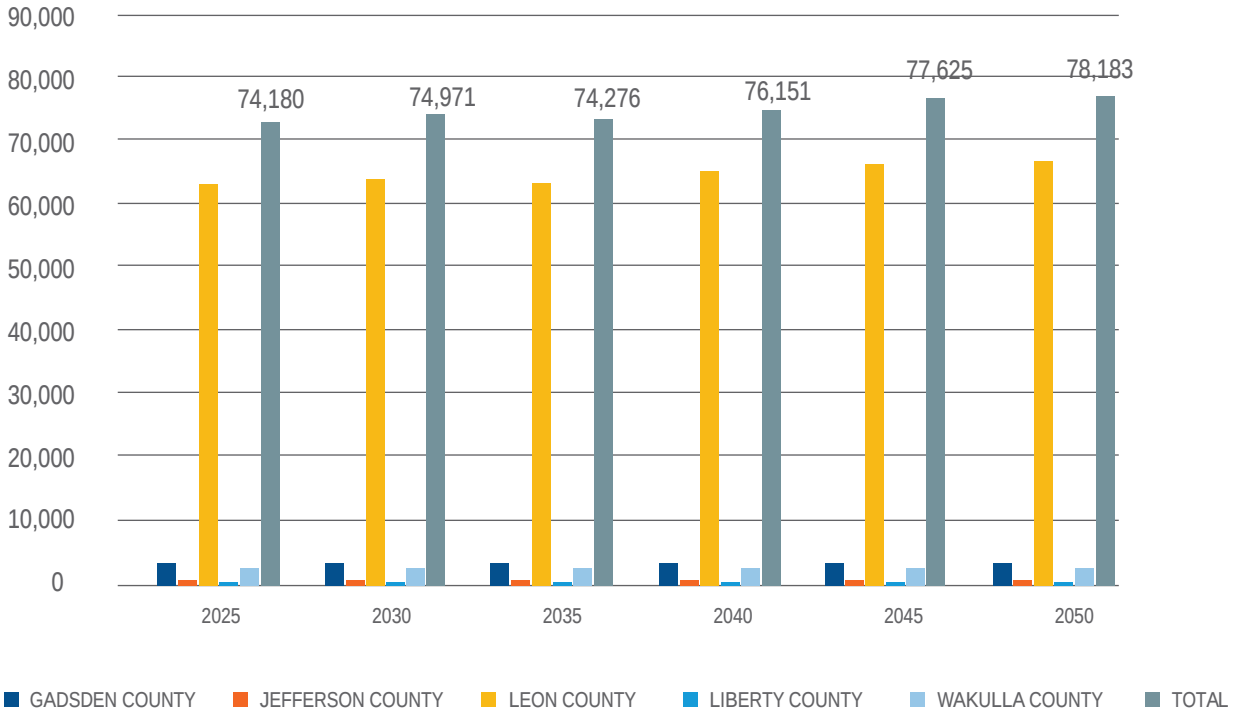

Faculty Credentials: 2021-2022
40%
20%
0%
44%
29%
19%
6%
2%
Master's Degree
Doctoral Degree
Not Applicable
Bachelor's Degree
Other

MAIN CAMPUS	8,154
GADSDEN CENTER	17
FLORIDA SAFETY INSTITUTE	201
GHAZVINI	350
WAKULLA ENVIRONMENTAL INSTITUTE	5
	8,727

2022 - 2023 FTE BREAKDOWN TALLAHASSEE STATE COLLEGE



BEBR PROJECTIONS 18 - 24 AGE POPULATION



2025 - 2050 COUNTY GROWTH PROJECTIONS

BUREAU OF ECONOMIC & BUSINESS RESEARCH

	2023	2025	2030	2035	2040	2045	2050
FRANKLIN	12,971						
Low		12,300	12,300	12,100	11,800	11,400	11,000
Medium		13,300	14,100	14,700	15,200	15,500	15,900
High		14,400	16,000	17,400	18,600	19,700	20,700
GADSDEN	44,421						
Low		42,300	40,800	39,400	38,100	37,000	35,900
Medium		46,500	44,600	44,700	44,700	44,800	44,800
High		46,700	48,400	49,900	51,300	52,600	53,800
JEFFERSON	15,402						
Low		14,700	14,400	14,100	13,700	279,100	13,000
Medium		15,600	16,000	16,300	16,600	16,800	17,000
High		16,500	17,600	18,500	19,400	20,200	21,000
LEON	301,724						
Low		291,300	290,200	278,800	283,700	279,100	274,600
Medium		306,600	317,200	326,100	332,700	338,300	343,300
High		322,000	344,100	364,400	381,800	397,400	412,000
WAKULLA	36,168						
Low		34,800	35,300	35,500	35,200	34,800	34,200
Medium		37,400	39,900	42,100	43,900	45,500	46,900
High		40,000	44,500	48,700	52,500	56,200	59,500

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OVERVIEW

Tallahassee State College commissioned DAG Architects to update the master plan for the Main Campus of the College. The Campus is located within the city limits of Tallahassee, Florida and has an area of 208 acres. The design team analyzed the existing campus conditions, environmental constraints, and expected campus growth to develop a framework for the continued physical development of the campus.

EXISTING CONDITIONS

Although Tallahassee bills itself as the city on seven hills, the College site is very flat. The site was part of the Dale Mabry Army Airfield during World War II, and a good part of the campus was once runways and taxiways. The flat topography has led to storm drainage issues on some parts of the campus, and a small portion of the southwest corner of the site is located within the hundred-year floodplain. The drainage issues will be addressed later in this update in the Stormwater Basin Narrative and Map.

Site access by automobile is excellent. The site is bounded by three primary roads; West Tennessee Steet (US 90) to the north, Appleyard Drive to the east, and Pensacola Street (SR 366) on the south. There are multiple entrances to the campus, so the College is not plagued by the back-ups or traffic jams that occur at some other schools. Bus/transit service to the College is also excellent, with bus stops located on each of the three main roads. Four routes serve TSC and there is a transfer station on campus on Appleyard Drive.

Pedestrian traffic to the campus is fair. There are sidewalks and crosswalks on both sides of Tennessee Street at the northern boundary of TSC, and the walks continue eastward where most of the student housing is located. There are also sidewalks and crosswalks on both sides of Appleyard Drive and on Pensacola Street heading east from the intersection of Pensacola Street and Appleyard Drive. There are also sidewalks at the south boundary of TSC that extend from Appleyard Drive along Pensacola Street to Pat Thomas Boulevard.

Bicycle access to campus is like pedestrian access. There are bicycle lanes associated with the sidewalks at each of the three roads listed above. Bicycle and pedestrian traffic to the campus is not as prevalent as it is at the two nearby universities, probably because TSC does not charge for parking and there is plenty of parking available. The potential for increased alternative access is high because almost 45% of TSC students are from locations outside of TSC's service area and live in local apartments.

The character of the main campus is very uniform. All of the buildings in the main academic core are two stories tall, have red brick walls and gray standing seam metal roofs. Lively Technical Center, operated by Leon County Schools, is a 40 acre in-parcel to the northeast of the main campus. Lively fronts Appleyard Drive and is bounded by TSC on three sides.

The character of the buildings in the southwest quadrant of the campus are not as uniform or as pleasing in character as the main academic core. This area was originally developed as a light industrial park, and over the years TSC acquired buildings and parcels as funding allowed. More recently TSC has been disposing of some of these properties and currently has no plans to acquire additional properties. The existing neighborhood consists of buildings that are still private and are relatively well maintained (Grainger, Graybar), buildings that have been renovated for new uses (baseball and softball field houses, University Center and AMTC), and buildings that have deteriorated due to lack of funds (former Gorman and Hood buildings). One of the goals in the master plan is to re-invigorate this area as a public-private resource that supports the quality image of the remainder of the campus.

ENVIRONMENTAL CONSTRAINTS

There are several environmental constraints that impact the long-term development of the campus. The first constraint is the portion of the site that is within the hundred-year flood plain which limits the ability to develop that area. In addition, the western extent of TSC's campus is bounded by an active CSX railroad track. Since fuel, fertilizer and other toxic substances are often shipped by rail, development of new college facilities near the track should be discouraged.

The third factor that will affect campus growth and development is the planned Westwood Gateway Student Corridor project that will widen Pensacola Street from two lanes to four with landscaped medians from Capital Circle to Appleyard Drive. The benefits of this project will be a more attractive roadway, improved pedestrian and bicycle access, and drainage improvements at the existing railway overpass that should help address storm drainage on campus. The detriment TSC will be the loss of existing parking lots adjacent to Pensacola Street. However, there will still be ample parking campus-wide.

MAIN CAMPUS EXISTING BUILDING REQUIREMENTS

EXISTING FACILITIES

	EFIS#		Acedemic Buildings GSF	Athletics Facilities GSF	Parking Garage GSF	Storage Leased GSF
1	01-001 EN	ENGLISH BUILDING	42,243			
2	01-002 SMA	SCIENCE / MATH ANNEX	25,871			
3	01-003 AP	ACADEMIC SUPPORT BUILDING	16,923			
4	01-004 MLH	SCIENCE LECTURE HALL	10,840			
5	01-005 CH	COMMUNICATIONS / HUMANITIES	71,542			
6	01-006 DH	DENTAL HYGIENE BUILDING	38,111			
7		NOT USED				
8	01-008 AC	ACADEMIC COMPUTING CENTER	44,530			
9	01-009 CB	CENTRE BUIDING	17,829			
10		NOT USED				
11	01-0011 TPP	TECHNICAL & PROFESSIONAL PROGRAMS	81,075			
12	01-0012 FPAC	FINE & PERFORMING ARTS CENTER	72,374			
13		NOT USED				
14		NOT USED				
15	01-0015 LS	LIFETIME SPORTS CENTER	60,249			
16		RAZED				
17	01-0017 SS	SUPPORT SERVICES BUILDING	18,612			
18	01-0018 SM	SCIENCE / MATH BUILDING	68,322			
19	01-0019 UC	UNIVERSITY CENTER	8,941			
20	01-0020 BA	BASEBALL FIELD HOUSE		14,432		
21	01-0021 RI	RICHARDSON BUILDING				17,427
22	01-0022 SB	LEASED TO SCOTT BARRETT PLUMBING				8,308
23	01-0023 BC	BASEBALL CONCESSIONS		2,484		
24		NOT USED				
25		NOT USED				
26		NOT USED				
27	01-0027 AD	ADMINISTRATION BUILDING	44,013			
28	01-0028 CUP	CENTRAL ENERGY PLANT	7,559			
29		NOT USED				
30	01-0030 LB/LF	LIBRARY BUILDING	106,014			
31		COMMERCIAL VEHICLE TRAINING	9,014			
32	01-0032 BC	BASEBALL FIELD		5,000		
33	01-0033 SF	SOFTBALL FIELD		4,000		
34	01-0034 SO	WOMEN'S FIELD HOUSE		7,067		
35	01-0035 SU	STUDENT UNION	90,362			
36	01-0036 HA	LEASED TO SHAKESPEAR THEATER				4,572
37	01-0037 PG	PARKING GARAGE			408,792	
38	01-0038 WD	WORKFORCE DEVELOPMENT	40,484			
39	01-0039 HSS	WETHERELL HSS BUILDING	40,218			
40		NOT USED				
41	01-0041 CT	COMPUTER TECHNOLOGY	40,526			
42	01-0042 HUE	LEASED TO INDEPENDANT GREEN TECH				18,792
43	01-0043 AMTC	ADVANCED MANUFACTURING TRAINING CTR	25,301			
44		SOLD				
45		SOLD				
46	01-0046 GOR	LEASED TO SOUTHERN PIPE				23,794
47		SOLD				
48		VACANT LAND				
49		RAZED				
50	01-0050 OB	LEASED TO I.G.T.				2,618
51		WINCHESTER PARCEL				
52	01-0052 UCP	SUPERIOR MECHANICAL				4,380
53	01-0053 APB	LEASED TO E2P				5,060
54	01-0054 FAC	VACANT BUILDING				15,525
55	01-0055 PS	PAINT SPRAYING				2,080
56	01-0056 PO	FUTURE PLANT OPERATIONS				13,900
57	01-0057 MR	MAILROOM & LOGISTICS TRAINING	16,230			
58	01-0058 STO	STORAGE				1,600
		CATAGORY TOTAL GSF	997,183	32,983	408,792	118,056


CENTURY PARK DRIVE
PROGRESS DRIVE
WEST PENSACOLA STREET
SENATOR PAT THOMAS BLVD
TENNESSEE STREET
APPLEYARD DRIVE
N

FUTURE PROJECTS NARRATIVE

Projected student enrollment, over the next five years, can be accomidated within the campuses current education space capacity.

Main campus facilities have expanded and improved over the years and are capable of meeting current and future projected enrollment. The focus is on improvements to educational space to meet changing pedagogical methods, to better embed technology for student learning, and to create an environment that is able to be agile in meeting workforce demands.

There are several smaller projects that are underway which have been described in the Projected Space Needs narrative,

The existing Chiller Plant is planned to receive a solar roof cover which will protect this outdoor equipment while adding to the energy efficiency of the main campus. It will also serve as a covered parking area for the campus golf carts.

A major remodeling of the Dental Lab is under construction. This redesign incorporates some of the latest advanced and realistic 3D training technology available.

STORMWATER BASIN NARRATIVE

FUTURE STORMWATER BASIN 1

This future stormwater Basin as shown hereon will collect stormwater flow via overland flow and piping to a bio infiltration swale to Pond 1. Future Basin 1's primary service area will be the existing Multi-purpose Building, future Classroom and Lab Buildings 2, 3 and 4 and other associated impervious areas.

FUTURE STORMWATER BASIN 2

This future stormwater Basin as shown hereon will collect stormwater flow via overland flow and piping to a bio infiltration swale to Pond 2. Basin 2's primary service area will include the Eco Training Center and the Eco Tourism Hospitality Training Center buildings 5 and 6 respectively.

FUTURE STORMWATER BASIN 3

Minimal impervious area is expected to be constructed in this area set aside for practical training. Therefore, it is anticipated the stormwater management will be handled by grasses swales or small ponds adjacent to the impervious area created.

NATURAL AREA

Minimal or no impervious areas will be allowed in the natural preserve area.

TSC MAIN CAMPUS STORMWATER BASIN MAP

ENVIRONMENTAL INITIATIVES

Tallahassee State College is committed to environmental sustainability. In 2019, TSC was a founding member of the Capital Area Sustainability Compact. In an innovative endeavor, eight of the largest organizations in Leon County pledged to collectively tackle some of the community's biggest sustainability topics like waste, energy, and transportation. The member organizations created the Compact to establish a platform where members can share information, identify collaborative opportunities, and find solutions for shared sustainability challenges.

Compact members developed a joint strategy to minimize the community footprint, reduce community greenhouse gas emissions and drive sustainable action in the Capital Area.

In keeping with this commitment, the College established a strategic initiative to maximize institutional financial capacity by leveraging operational efficiencies and environmental stewardship. We monitor energy consumption, water consumption, solar energy production and the use of sustainable materials. This information drives decision-making. TCC also has engaged in an energy savings performance contract to identify energy facility and operational practices that will conserve energy.

The College also regularly selects environmentally conscience materials and products. We use carpet, picnic tables, benches and landscape timbers made from recycled plastic. Water fountains have been replaced with hydration stations to refill water bottles. Landscape equipment and golf carts are electric. The College has installed two EV charging stations on campus.

Since 2020, the College has prioritized the safety and welfare of our employees and students by implementing a $4 million air quality project. This included increasing the air filter MERV ratings across campus; installation of bipolar ionization air purifiers, upgrading HVAC building automation sensors including CO2 and VOC monitors and installation of UV light systems.

The College has a fully developed building automation system on campus for purposes of monitoring and controlling energy consumption, immediately identifying water leaks or other issues. This also allows centralized control of thermostats and the ability to plan for events and special conditions. This has created a culture of conservation across campus.

The College has also made solar energy production an important part of construction projects. Starting in 2017, the College included solar panels at the Wakulla Environmental Institute, a building that is net zero energy consumption. Most recently, the Gahzvini Center for Healthcare Education included solar panels on a recent covered patio project. Currently design is underway for a covered walkway on main campus to include solar panels.

PROPERTY MAP / PARCEL 212851 K0002

Leon County Property Appraiser

Legend

Township, Section, Subdivision, Tax Parcel, Lot, Access Easement, River, Waterbody, Building, Park, City Limit, Imagery 1/2015

N

0 0.225 0.45 0.9
mi

Akin Akinyemi, PhD, RA, CFA, CMS
Leon County Property Appraiser

315 S. Calhoun St, Third Floor
Tallahassee, Fl. 32301

Phone: (850) 606-6200
Fax: (850) 606-6201

Email: admin@leonpa.org
Website: leonpa.org

Date Printed: Mar 24, 2024

PROPERTY MAP / PARCEL 212851 L0001

Leon County Property Appraiser

Legend

Township	Lot	Building
Section	Access Easement	Park
Subdivision	River	City Limit
Tax Parcel	Waterbody	Imagery 1/2015

N

0 0.05 0.1 0.2

mi

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Date Printed: Mar 24, 2024

PROPERTY MAP / PARCEL 2133190000200

Leon County Property Appraiser

Legend

Township	Lot	Building
Section	Access Easement	Park
Subdivision	River	City Limit
Tax Parcel	Waterbody	Imagery 1/2015

N

0 0.0275 0.055 0.11

mi

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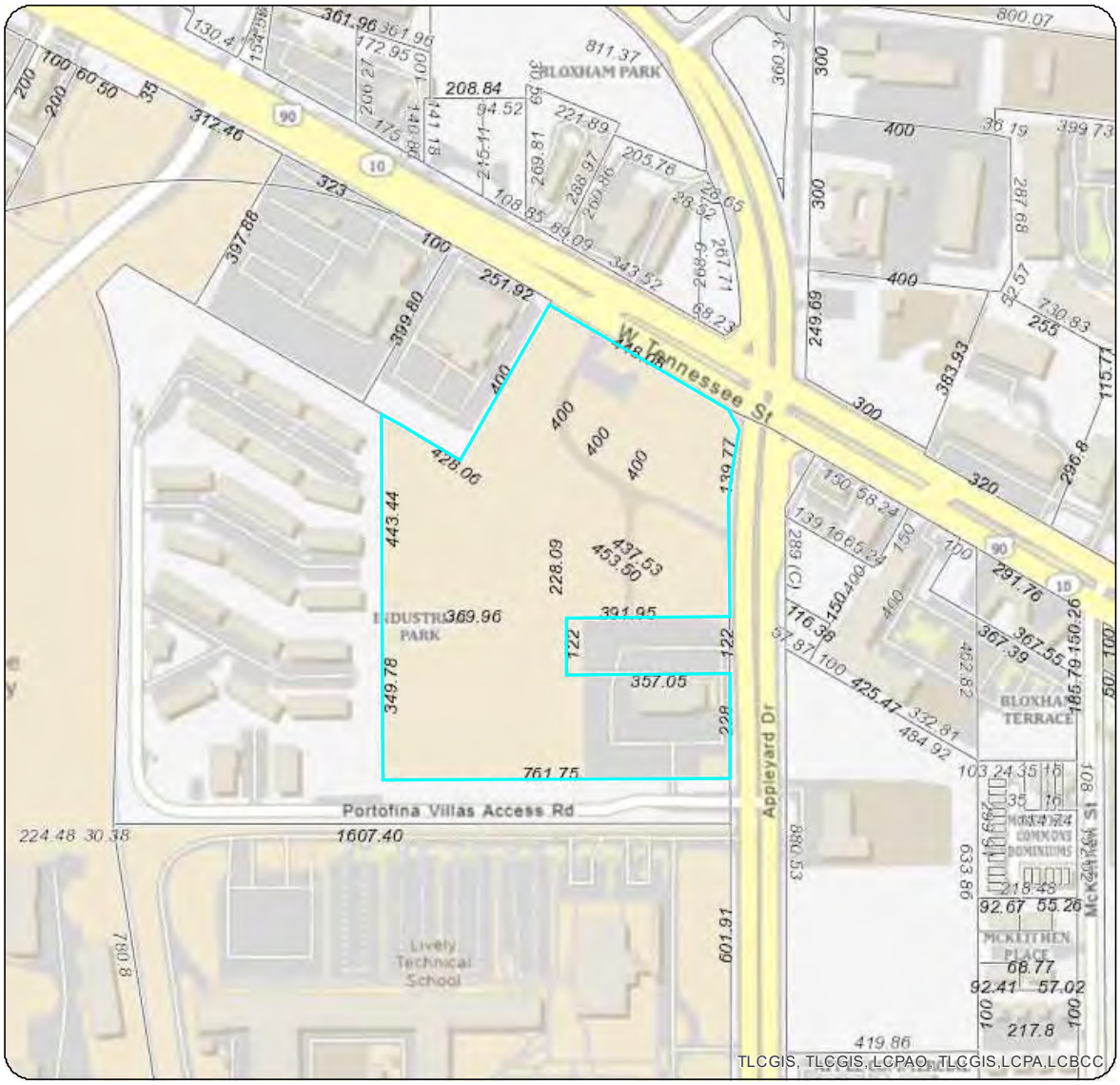
Website: leonpa.org

Date Printed: Mar 24, 2024

PROPERTY MAP / PARCEL 212851 B040



Leon County Property Appraiser

Legend

Township	Lot	Building
Section	Access Easement	Park
Subdivision	River	City Limit
Tax Parcel	Waterbody	Imagery 1/2015

N

0 0.05 0.1 0.2

mi

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PROPERTY MAP / PARCEL 212851 H003

Leon County Property Appraiser

Legend

Township	Lot	Building
Section	Access Easement	Park
Subdivision	River	City Limit
Tax Parcel	Waterbody	Imagery 1/2015

N

0 0.0125 0.025 0.05

mi

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Date Printed: Mar 24, 2024

PROJECTED SPACE NEEDS

There are no new academic buildings or major additions projected for construction within the next five years on the main campus.

For master planning purposes, rule-of-thumb formulas are available that may provide a gross estimate of projected space needs while the Plant Survey is in preparation. For academic space, the Florida Department of Education recommends a range of 78 – 100 gross square feet (GSF) of building area per FTE.

The existing area of the academic core on Main Campus is 980,945 GSF. The projected total FTE for FY 2026-2027 is 8,645, providing a ratio of 113 GSF per FTE. Based on this ratio, no new academic space needs are projected within the current planning window.

This is reinforced by the DOE Space Summary sheet and Capital Outlay attendance projections sheet that follows this part. For Main Campus, by 2027-2028 there will be a surplus of instructional space in the amount of 105,285 square feet. It also shows a surplus of institutional support space of 841,294 square feet.

Contrarily, the academic support spaces (library, auditorium and student services) show a deficit of 48,101 square feet. The College plans continued improvements to existing instructional spaces to meet the developing needs of our new academic programs and the infusion of new technologies such as virtual simulations and three-dimensional models. The College also recognizes increased student mental health, advising and financial services needs and plans to further convert space to meet these student needs.

The College will pursue a change in classification for Building 8, which is now the new Collegiate High School. Building 8 contains approximately 24,542 square feet of educational space that would significantly reduce the excess capacity listed for the classroom areas. This building was remodeled and is now occupied by the Tallahassee Collegiate Academy.

Although TSC does not contemplate new construction on Main Campus soon, there is a critical need to replace and refurbish elements of the existing physical plant. In addition, existing facilities may be re-purposed to accommodate new programs and initiatives. A description of the proposed and on-going projects follows below.

TSC has available capacity but needs to modernize classrooms and develop specialized space to meet specific high tech program needs.

The College must remain agile and adapt to community needs immediately as they occur. Most recently the College has added twenty-nine new associate in science degrees in programs such as Cyber Security and Building Automation Systems.

The College has expanded to offer new Batchelor degree programs in Elementary Education, Exceptional Student Education, and Business.

In 2014-15 TCC undertook a comprehensive study of the Central Utility Plant and campus energy infrastructure to improve energy efficiency, provide for redundancy in case of equipment failure and reduce operational costs. TCC completed a campus utilities master plan and is currently working with Siemens Industry, Inc. to put the plan in place. This project is in process.

DOE SUMMARY SPACE PROJECTIONS 2027 - 2028 YEAR

SUMMARY OF EXISTING AND RECOMMENDED SQUARE FOOTAGE

Survey : 3 Version : 1

College Name : TALLAHASSEE STATE COLLEGE **Date :** 3/19/2024 9:00:36 AM

Site Number : 1 **Admin Site :** NO

Site Name : MAIN

SPACE CATEGORY	2027 - 2028 SPACE ALLOCATION	EXISTING INVENTORY SPACE	SPACE DEFICIT OR SURPLUS	CONSTRUCTION NSF	REMODEL NSF	SURVEY RECOMMENDED SPACE
Instructional Spaces :						
Classrooms	107,100	134,442	27,342	0	0	134,442
Non-Vocational Spaces	0	33,361	33,361	0	0	33,361
Vocational Spaces	0	39,039	39,039	0	0	39,039
Physical Education	48,045	53,588	5,543	0	0	53,588
Subtotal	155,145	260,430	105,285	0	0	260,430
Academic Support:						
Library	84,799	67,468	-17,331	0	0	67,468
Audiovisual	5,355	5,978	623	0	0	5,978
Auditorium/Exhibition	26,827	14,009	-12,818	0	0	14,009
Student Services	57,068	38,493	-18,575	0	0	38,493
Subtotal	174,049	125,948	-48,101	0	0	125,948
Institutional Support:						
Office	95,113	201,807	106,695	0	0	201,807
Support Services	21,215	393,031	371,816	0	0	393,031
Custodial Services	8,370	3,480	-4,890	0	0	3,480
Sanitation:						
*Student Restrooms	11,414	21,190	9,777	0	0	21,190
*Staff/Public Restrooms	1,902	3,450	1,547	0	0	3,450
Subtotal	138,013	622,958	484,945	0	0	622,958
*HVAC /Mech/Sanitation	28,032	113,735	85,703	0	0	113,735
Circulation	168,381	320,861	-152,480	0	0	320,861
Total Net Square Feet	663,621	1,443,932	841,294	0	0	1,443,932

Leased / Rented NSF not in Survey :

Total NSF for all Sites : 1,009,336

Leased / Rented NSF not in Survey : 0

*** : In College Surveys, New Construction for Restroom space is included in HVAC/Mech/Sanitation.**

PROJECTED PARKING REQUIREMENTS & DATA

The projected parking requirements for the main campus are determined by the State Requirements for Educational Facilities, Section 453 of the Florida Building Code. Local Municipal or County parking requirements may apply if agreed to in a growth management resolution with those entities. The minimum parking requirements in the Florida Building Code are listed below:

- Faculty and staff: One space for each member.
- Visitors: One space for every 100 students.
- Florida colleges: One space for every two students.

The design team adjusted the student count to reflect the actual number of students on campus at any one time. The projection considers the practical impact of online classes and dual enrollment.

The projected the Fall 2025 projected enrollment of 11,500 students and allowing one student station for each two FTE the number of required student stations is 5,750. The main campus presently has 4,118 standard parking spaces and 82 accessible parking spaces for a total of 4,200 spaces. This includes the parking garage and the north parking lot but does not include the out-buildings in the former industrial park. The required number of parking spaces by the Building Code is calculated in the table below.

CATAGORY	EXISTING COUNT	CRITERIA	SPACE REQUIRED
FULL TIME STAFF	566	1 SPACE PER STAFF5	66
PART TIME STAFF	1150	USE 50% OF FULL TIME	575
STUDENTS	5750	1 SPACE PER 2 STUDENTS	2,875
VISITORS	43	1 SPACE PER 100 STUDENTS	43
TOTAL			4,059

There is no requirement to provide additional parking spaces within the five-year master plan horizon.

There are two considerations that may affect the parking count beyond the five-year horizon. The first consideration is that the City-County Blueprint 2000 plan calls for Pensacola Street to be expanded from two lanes to four lanes, which would remove 101 existing spaces now in place within the Pensacola Street right of way. The Agency has named this project the “Westside Student Gateway”. Currently it is ranked eighth on the adopted CRTPA Road Project Priority List for fiscal year 2024-2028

The second consideration is that a previous master plan contemplated a second parking garage located adjacent to the existing parking garage on the west side of the campus. The second parking garage was justified by the steady rate of enrollment growth that prevailed until 2011-2012. A second parking garage is not now justified by current enrollment projections but may become necessary in the period beyond 2028. The design team recommends that when a second garage is built, it should be located on the east side of campus where most of the classrooms are. The final location may also be influenced by the Pensacola Street widening and may be further explored in the next master plan update.

WESTSIDE STUDENT GATEWAY

Project Website: www.BlueprintIA.org

Staff Contact: (850) 219-1060
info@blueprintia.org

Westside Student Gateway

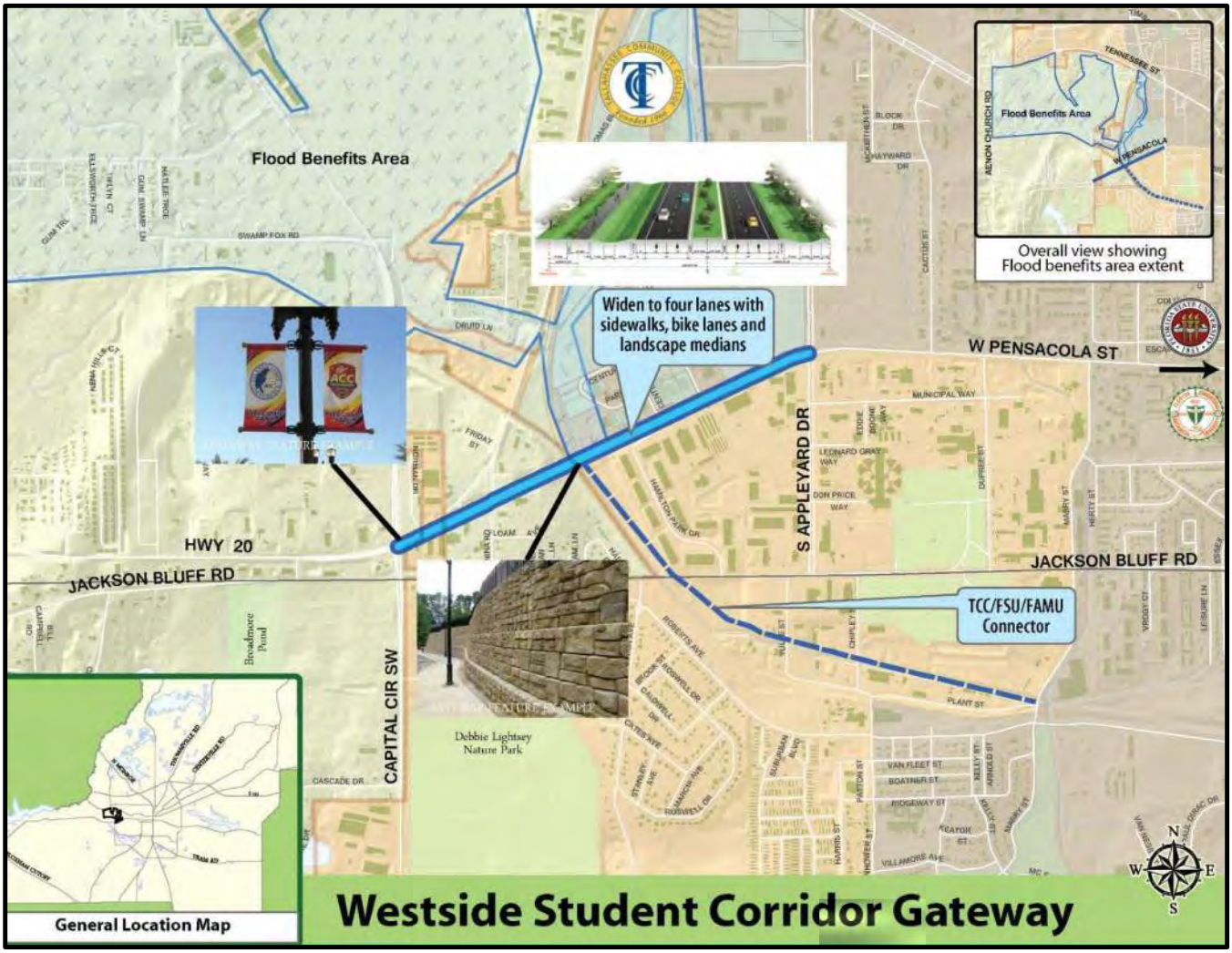
Project Highlights

- Provides funding to improve Pensacola Street/Highway 20 from Capital Circle Southwest to Appleyard Drive.
- Includes funding for stormwater improvements in the Gum Creek/West Drainage Ditch.
- Project goals include the creation of gateway features and network connectivity.

Current Status

- Funding for PD&E for this project is currently 8th on the adopted CRTPA Road Project Priority List for Fiscal Year 2024-2028 [linked here].
- The FDOT Adopted Work Program has programmed:
    - $1,605,366 in FY 2023-2024 for a feasibility study of the Westside Gateway project limits. The feasibility study kicked off in July 2023.
    - $14,674,358 in FY 2023 - 2025 for a resurfacing project (Railroad Overpass to SR 366 Stadium Dr.) that includes a significant portion of the Westside Gateway project limits.

WESTSIDE STUDENT GATEWAY



LANDSCAPE NARRATIVE

OVERVIEW & SUMMARY

The landscape narrative provides guidance for appropriate tree species selection and locational criteria for the main campus, and works in concert with the Conceptual Landscape Master Plan providing physical context for location. The intent of the master plan and tree palette is to build upon the existing conditions of the campus.

The species and placement of trees will build upon the existing landscape to further the theme of a unified framework across the campus. The Landscape Master Plan reflects mostly existing conditions ranging from quads, greens, and circulation paths to stormwater facilities and natural areas. Based upon this framework, design consistency and visual cohesion will be achieved through practical design solutions that are maintenance friendly.

EXISTING CONDITIONS

The campus, in its current state, is mostly developed. The western boundary of the property is bounded by an existing railroad track. Along that boundary is the only remaining portion of campus that has not been developed. It is a canopied forest with comprised of oaks and pines. Buildings, parking lots, streets, quads, open space, and sports fields fill the remainder of campus. TSC is a commuter campus and has no on-campus housing. As a result, a large amount of the property is surface parking. Throughout the campus, a healthy canopy of planted trees exists. The canopy trees are predominantly Southern Live Oaks and the understory trees mostly Crape Myrtles. The live oaks provide a year-round evergreen canopy while the crape myrtles are deciduous and provide seasonal color when blooming. Other trees on campus include species of oaks as well as elms, magnolias, cypress, Sabal palms and pines.

Pensacola Street borders the south edge of the campus and Appleyard Drive creates the eastern boundary. Both streets are within Florida Department of Transportation (FDOT) right-of-way. An existing buffer of canopy trees exists along both property lines helping to reduce the immediate adjacency of automobiles passing by.

INVASIVE EXOTIC PLANT REMOVAL

Due to the developed nature of the campus, invasive exotic plants are not as prevalent. Removal of invasive and exotic plant species from the undeveloped portions of campus should be conducted to allow the establishment of native species and reduce spread onto the developed portions. Identification and removal of invasive species will be conducted in accordance with the guidance published by the Florida Invasive Species Council.

TREE SPECIES SELECTION

A strong emphasis is placed upon the use of native species. The planting of monoculture communities is not allowed to ensure resilience against disease or infestation. A list of approved tree species is included herein but is not all inclusive and not meant to be the only species allowed. Species proposed which are not on the list shall be reviewed and approved by TSC. Consideration will be given to ecological, economic, and aesthetic desires balanced with currently available nursery stock within the region.

TREE PLACEMENT

Areas of high visibility and importance require a formal and consistent layout of trees whereas areas of passive use provide space for a more natural arrangement of trees to mimic complimentary areas within and adjacent to the campus. Ecologically sensitive areas may exist in the undeveloped portion of the property and should be assessed as the campus considers future expansion into this area. Always use the right plant for the right place. Following are descriptions of treatments to the existing spaces on campus:

1. Streetscapes: Streets carrying through campus include Century Park Drive, Progress Drive and Senator Pat Thomas Boulevard. To create an enhanced arrival and departure experience, these corridors should be planted with canopy trees at a spacing interval of 25 to 50 feet on center. Canopy species should be used that naturally limb up at maturity to allow an open understory to allow passage of vehicles without conflict while providing shade along the route and views outward from the corridor across the campus. Offset trees from edge of travel lanes with consideration of what vehicles may need vertical and horizontal clearance. The campus is bordered by high traffic roadways of Pensacola Street to the south and Appleyard Drive to the east. Existing trees provide a good buffer and should be maintained and supplemented to both beautify the edge of campus and buffer it from the sounds of traffic.

2. Open Space: These areas are comprised of expansive lawns that include pedestrian paths and canopy trees. Buildings and roadways further define the edges of these spaces. Clear sight lines should be created into and out of these open spaces throughout the campus. Location of trees should consider solar orientation to best provide shade at appropriate times of day in relation to seating areas.

3. Quadrangles: The center of campus has a strong existing collection of buildings enveloping quadrangles with multiple walking paths throughout. Maintain quality existing tree inventory and supplement in areas where deemed appropriate.

4. Buildings: Avoid planting too close to buildings for future maintenance considerations. Respect sight lines from within and to buildings.

5. Parking Lots: Place trees adjacent to and within parking lots which provide shade and aid in reduction of the urban heat island effect. Avoid species known to drop leaves or blooms which may stain cars or cause maintenance issues to adjacent pavement. Ensure proper planting space is provided for roots of tree to allow healthy growth and avoid damage to pavement areas from roots. Consider use of root barriers where planting areas confining.

6. Stormwater Facilities: Plant to recreate natural arrangements of trees to the extent proper maintenance and access can be provided. Locate plantings to avoid facilities being eyesores to the public. Rather, they can become an amenity within the site.

7. Lighting: Trees shall be located to avoid conflicts with pedestrian and vehicular use area lighting including but not limited to walking paths, within parking lots, adjacent to buildings, etc. Consideration must be given not only to the trees at time of planting but also in accordance with what the mature size of the tree will be in years to come.

8. Utilities: Provide coordination with proposed and existing utilities – above and below ground. Consider mature size of roots and canopies of trees to avoid future conflict. Trees should be kept a minimum of ten (10) feet horizontally from underground utilities. When within ten (10) feet, root barriers should be placed directly adjacent to underground utilities through close coordination with utility providers. Canopy trees should be kept a minimum of a thirty (30) feethorizontally from overhead utilities. Within thirty (30) feet, understory trees that reach a mature height of no more than fifteen (15) feet should be used.

9. Pavement: Trees should be kept a minimum of five (5) feet horizontally from edges of pavement where possible. When within five (5) feet, root barriers should be placed directly adjacent to pavement.

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

CPTED principles must be met when considering tree selection and placement. The five principles include natural surveillance, natural access control, territorial reinforcement, activity support and maintenance. Following are descriptions of each principle to consider in relation to trees:

1. NATURAL SURVEILLANCE – The intended users can observe the property. Effective lighting of a property is an example of natural surveillance.

2. NATURAL ACCESS CONTROL – Controlling and reducing the number of access points to a property. Gated communities are an example of access control.

3. TERRITORIAL REINFORCEMENT – Creating a clear delineation of space and separates your space from non-legitimate users.

4. ACTIVITY SUPPORT – Placing activity where individuals become part of the natural surveillance.

5. MAINTENANCE – Regularly scheduled maintenance routine will ensure the property demonstrates territoriality and natural surveillance.

MAINTENANCE, OPERATIONS, & EMERGENCY VEHICLES

Maintenance is an integral consideration in development of the campus. As plant material is selected and located, coordination shall occur with maintenance staff to ensure a plan which they can maintain in perpetuity in a way that meets the design vision. Tree planting locations must consider the special needs of service operations, large truck deliveries and emergency vehicles. Tree selection shall also consider irrigation needs and strive to achieve xeriscape where possible to help reduce water use.

NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
SOUTHERN LIVE OAK	TULIP POPLAR EASTERN	EASTERN REDBUD	SABAL PALM
SWAMP CHESTNUT OAK	RED CEDAR SYCAMORE	YAUPON HOLLY	
SHUMARD OAK		WAX MYRTLE	
NUTTALL OAK	AMERICAN HOLLY	DAHOON HOLLY	
WILLOW OAK	EASTERN PALATKA HOLLY	SWEETBAY MAGNOLIA	
MAPLE BLACK	SOUTHERN MAGNOLIA	DOWNY SERVICEBERRY	
GUM RIVER BIRCH	BALD CYPRESS	FRINGETREE	
FLORIDA ELM	POND CYPRESS		
WATER HICKORY	LONGLEAF PINE		
LOBLOLLY BAY	AMERICAN HORNBEAM		
REDBAY	PERSIMMON		
AMERICAN BEECH	PIGNUT HICKORY		

NON-NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
LOBLOLLY PINE		CRAPE MYRTLE [SPP.]	WASHINGTON PALM
SLASH PINE		SAUCER MAGNOLIA	
		STAR MAGNOLIA	

SUMMARY

The Mission of the College is to provide a learning environment that prepares students for success in a global economy by offering higher education pathways, workforce opportunities and civic engagement.

TSC has consistently ranked as one of the top community colleges in the nation. As a testimonial to the College's success, it has received several significant awards over recent years.

The Aspen Prize spotlights exemplary community colleges to drive attention to colleges achieving post-graduate success for all students, and is a central way Aspen researches highly effective student success strategies that are shared with the field. TSC was named an Aspen finalist in 2022 identifying it as one of the top five colleges in the country. TSC was again recognized in 2023.

Achieving the Dream (ATD) is the national, nonprofit leader in championing evidence-based institutional improvement. ATD leads a growing network of more than three hundred community colleges committed to helping their students, particularly low-income students, and students of color, achieve their goals for academic success, personal growth, and economic opportunity. TCC was named an ATD Leader College in 2009 and received the ATD Leader College of Distinction designation in 2022. ATD reserves the prestigious status for those colleges that demonstrate sustained and significant outcomes in the advancement of student success and narrowing the equity gaps at their institutions.

In addition, Achieving the Dream (ATD) awarded Tallahassee Community College (TCC) the prestigious 2022 Leah Meyer Austin Award. The national prize is given annually to a college in the ATD Network that demonstrates institutional strength, aligned policies and procedures, a student-focused culture, notable increases in student outcomes, and reduction of equity gaps.

"The Leah Meyer Austin Award recognizes exceptional whole-college efforts to center equity and advance student success," said Dr. Karen A. Stout, President, and CEO of ATD. "Tallahassee Community College has shown a strong commitment to supporting students, making partnerships in the community, and crafting a culture of care, resulting in transformational change that has helped its students thrive."

In 2024 Trustee Eugene Lamb was recognized by the American Association of Community Colleges as "Trustee of the Year."

TSC is proud of major accomplishments over the past years which included:

- Raised the three-year graduation rate to 42% compared to the national average of 27%, a phenomenal achievement.
- Enrolled over 16,000 credit and non-credit students each year.
- Maintained a 25:1 student to faculty ratio.
- Enabled 80% of TSC students to transfer to a four-year institution in Florida after graduation.
- Introduced three new Batchelor's programs in applied science, business, and elementary education in the last year.
- Opened a Collegiate High School.
- Maintained and operated five satellite campuses that cater to the individual educational and workforce needs of Leon and the surrounding counties.

Clearly these successes bode well for TSC over the next five-year master plan update period and beyond

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OVERVIEW

Tallahassee State College commissioned DAG Architects, Inc. to update its comprehensive Campus Master Plan for the Florida Public Safety Institute (FPSI). The Master Plan update addresses FPSI's total property of 1,441 acres located in Gadsden County, Florida. The Master Plan team analyzed and evaluated the campus in its entirety, and its varied uses and needs, to understand the institute in a comprehensive manner. The Campus Master Plan examines the general order of the campus and it's architectural and design elements and provides a systematic understanding of the campus to maximize opportunities and identify constraints. Its purpose is to channel, not dictate, the predictability of change. Therefore, the goal of the Campus Master Plan is to develop a conceptual framework for the physical development, growth and enhancement of the campus that identifies short term and long- term objectives with an implementation outline.

FPSI facilities were constructed on scenic and heavily forested grounds. The campus includes walkable areas, green spaces, two ponds, and prolific wildlife. While there is significant land mass for future development, it is also a pristine setting for students to participate in campus-wide activities and for hosting community events. FPSI's convenient State Road 90 location is minutes from Interstate 10 making it a choice location for establishing emergency response vehicle rally points. The location is also directly across the street from the Gadsden County High School and FPSI has been identified as a reunification location in the event of a crisis event at the school. FPSI has been utilized for a wide array of functions due to its infrastructure and ideal location.

Through collaborative efforts and partnerships, FPSI prepares professionals to protect and serve the public in the fields of law enforcement, corrections, and fire safety. In addition to the traditional community college learning environment, FPSI also includes training areas that allows for the necessary hands-on and proficiency-based applied law enforcement and correctional skills in a safe, simulated environment. FPSI has an MOU with the Tallahassee Fire Department to conduct fire services training at Station 4 in Tallahassee, Florida; FPSI does not presently have the infrastructure required on campus. The Florida Department of Education (FLDOE) standards and guidelines influence the infrastructure of the classroom component of FPSI, but the training curriculum and mandates of the criminal justice training facilities are specified by the Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission.

Another unique characteristic of this Institution is that it transcends the local community through participation by statewide agencies in education and training. The diverse nature of the services provided by state and local law enforcement agencies requires the development of unique training facilities that provide a safe environment for learning new skills. This aspect of the FPSI program is an on-going and expanding part of its overall mission. Since many of the training facilities may be funded in whole or part by the agencies being served, along with Federal grants, the process and operation of expansion is more complex and entrepreneurial than in a traditional community college environment. Therefore, it is important for the Master Plan to establish a framework that can readily adapt and accommodate these needs.

The continued expansion of the duties of law enforcement and correctional officers as well as shifting societal perceptions about criminal justice operations reinforce the importance of providing realistic and comprehensive law enforcement training and continuing education. Training and preparation of law enforcement and correctional officers professionalism is rapidly gaining importance in our increasingly complex world. FPSI must maintain the foresight and wisdom to grow and diversify resources and meet the needs of the agencies served. This will have a direct impact on how effectively these challenges are met. For fire service professionals the prevalence of major fires, the expansion of scope of fire service personnel, and the increase of on-scene critical incidents demands a more integrated approach to training and a need for more infrastructure on-site to support these efforts.

In March 2023, the Florida Department of Law Enforcement quaraterly report indicated that there are 48,892 law enforcement officers, 28,886 correctional officers, 2,121 correctional probation officers, and 4,612 concurrent officers (both law enforcement and corrections) certified in Florida. Although there is a noted increase in relocations to Florida, many agencies continue to face difficulties with attracting qualified applicants. Recent changes in pay and benefits for state law enforcement officers have resulted in a significant increase in the number of applicants. This increase in new officers provides an opportunity for corresponding growth in basic recruit academy programs at FPSI.

FPSI EXISTING & PROJECTED BUILDING REQUIREMENTS

EXISTING FACILITIES

	EFIS#	BUILDING OR TRAINING AREA	Acedemic Buildings GSF	Training Buildings GSF	Training Areas Acres	Housing Buildings GSF	Other GSF	Construction Cost Current Market
1	04-AB	ADMINISTRATION BUILDING	6,155				24,071	
2	03-CBA	CLASSROOM BUILDING A	31,058					
3	01-DT	DEFENSIVE TACTICS BUILDING	21,303				2,322	
4	08-DH	DINING FACILITY	12,731					
5	15-HOU	PUBLIC SAFETY HOUSING				70,713		
6		STATE FIRE MARSHAL FORENSICS LAB					15,549	
7	16-CCB	CONFERENCE CENTER	12,000					
8	19-LH	LAKE HOUSE AND BOAT STORAGE					500	
9	09-DM	DORM ANNEX BUILDING				4,411		
10	10-DWN	DORM WING NORTH BUILDING				6,723		
11	11-DWS	DORM WING SOUTH BUILDING				5,838		
12	14-ENV	ENVIRONMENTAL CRIME TRAINING UNIT			0.50			
13		DEPARTMENT OF CORRECTIONS			17.20			
14	05-DT	DRIVING TRACK CLASSROOM	1,200					
15	30-SDT	SMALL DRIVING TRACK			1.00			
16	31-LDT	LARGE DRIVING TRACK			5.40			
17	32-DTT	DRIVING TRACK TOWER		550				
18	02-RB	RANGE BUILDING		11,389				
19	29-FR10	FIREARMS RANGE TEN			1.60			
20	28-FR9	FIREARMS RANGE NINE			0.66			
21	27-FR8	FIREARMS RANGE EIGHT			0.66			
22	26-FR7	FIREARMS RANGE SEVEN			1.60			
23	25-FR5	FIREARMS RANGE FIVE			4.00			
24	33-RT	RAPELLING TOWER		200				
25	06-RT	RANGE RESTROOMS		100				
26	12-AMS	AMMO & VEHICLE STORAGE					20,064	
27	07-THE	TACTICAL ENTRY BUILDING & RANGE		2,581				
28	24-FR4	FIREARMS RANGE FOUR			0.50			
29	23-FR3	FIREARMS RANGE THREE			0.50			
30	22-FR2	FIREARMS RANGE TWO			0.50			
31	21-FR1	FIREARMS RANGE ONE			0.50			
32		EXPLOSIVES RANGE			2.40			
		CATAGORY TOTAL	84,503	14,820	37.02	87,685	62,506	

FUTURE FACILITIES

33		PUBLIC SAFETY HOUSING				66,818		$21,000,000
34		CLASSROOM BUILDING B	57,720					$25,974,000
35		AQUATIC TRAINING CENTER		18,000				$8,100,000
36		KITCHEN ADDITION / RENOVATION					1,000	$1,00,000
37		HELICOPTER AMBULANCE OPERATIONS					4,000	$0
38		MAINTENANCE & RECEIVING BUILDING					11,587	$5,214,150
39		OBSTACLE & AGILITY COURSE			1.00			$50,000
40		WATER TOWER					500	$1,000,000
41		3 STORY FIRE TRAINING STRUCTURE		4,800				$2,160,000
42		FIRE TRAINING BURN TOWER		3,500				$1,575,000
43		INDOOR FIRING RANGE		6,000				$2,700,000
44		LEADERSHIP INSTITUTE	11,000					$4,950,000
45		YOUTH ENGAGEMENT CENTER & DOCK			1.50			$100,000
46		HIGH SPEED PURSUIT COURSE			88.00			$0
47		MOCK URBAN VILLAGE		50,000				$0
48		DRIVER TRAINING CLASSROOM		5,000				$2,250,000
49		FLEET MAINTENANCE BUILDING					5,000	$2,250,000
		CATAGORY TOTAL	68,720	87,300	90.50	66,818	22,087	$78,323,150
		TOTAL CURRENT AND FUTURE GSF	153,223	102,120	127.52	154,503	84,593	

EXISTING BUILDING AREA	249,088 GSF
EXISTING NON-DOE FACILITIES AREA	164,509 GSF
EXISTING ACADEMIC FACILITIES AREA	84,579 GSF
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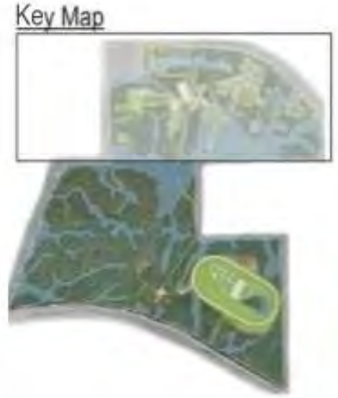
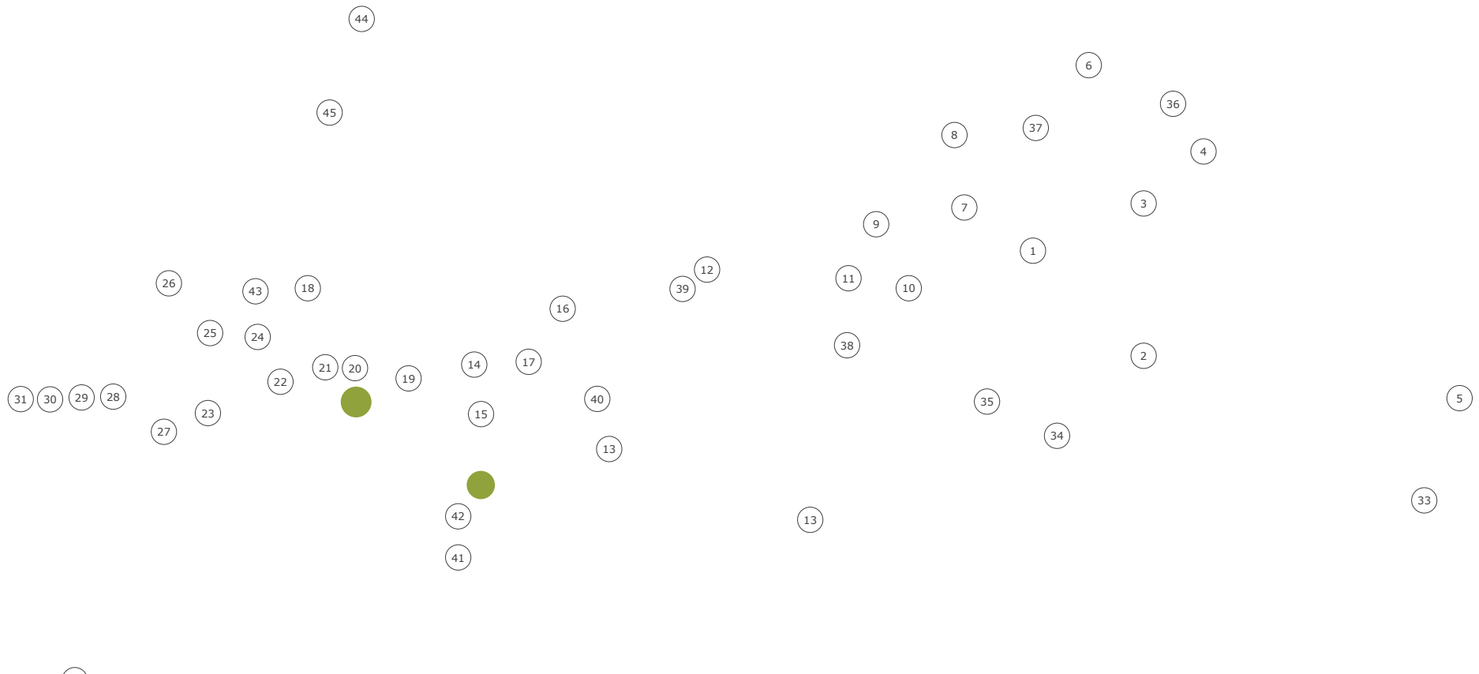

Key Map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46		HIGH SPEED PURSUIT COURSE			88.00			$0
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FPSI EXISTING & FUTURE BUILDINGS SOUTH CAMPUS MAP

FUTURE PROJECTS NARRATIVES

AQUATICS FACILITY

An aquatics facility offers the opportunity for an efficient, state-of-the-art facility to use while instructing officers and firefighters in lifesaving, water survival, underwater evidence recovery, and water rescues. Pool designs and aquatic technology have advanced considerably in recent years. It is anticipated that the pool will be designed to meet the diverse needs of those who utilize FPSI for public safety training.

The following features are included:

- Lap lanes to evaluate fitness levels and to prepare participants for the demands of rescue swimming.
- Deep water diving areas to practice recovery operations with an underwater observation space for instructors.
- Sufficient depth and size to train for SCUBA diving, nighttime diving, and rescue diving.
- Zero entry pool areas to practice the most common method for entering a body of water by public safety personnel.

The addition of the aquatics facility will also offer an opportunity to educate, motivate, and support an increased level of effectiveness and fitness levels by public safety personnel. Florida's proliferation of beaches, lakes, rivers, and ponds make it critical that law enforcement and fire service personnel train in water survival and rescue techniques.

AVIATION HANGAR AND EMERGENCY MEDICAL HELICOPTER LANDING ZONE

Helicopters are an effective means of transporting injured persons from the scene of an accident to a hospital and transferring patients in critical need of specialized services. FPSI has a site for helicopter landing, staff housing, and fueling operations in need of restoration. Through a private partnership, FPSI will restore the helicopter landing pads and prepare land for the development of a bunk house for responders, and hangars for securing helicopters during inclement weather. The helicopter landing zone location is advantageous for response during the

“critical hour” or the “golden hour” that determines the survivability of a critically ill patient. All partners are committed to responding to any critical incidents that may occur at FPSI. This partnership will also provide critically important medical training to TSC’s health care and first responder students.

It is anticipated that further private partnerships will develop similar to the helicopter landing project.

LEADERSHIP INSTITUTE

The FPSI Leadership Institute is a comprehensive and strategic program to develop leadership skills in law enforcement, corrections, and fire personnel. The Institute will be located near Opportunity Lake, a pristine location that sets the backdrop to encourage learning and lessons on the importance of balance in this incredibly stressful career. The Institute will house a program designed to include comprehensive supervisory and management philosophies as well as practical application.

The Florida Department of Law Enforcement curriculum will guide the establishment of the Academy’s law enforcement and correctional academic infrastructure and inaugural leadership certificate program.
The program includes completion of 224-clock hours of specified coursework, including:

• CJ Leader Ethics (24 hours) –Provides a critical examination of conduct and ethics of criminal justice supervisors, managers, and leaders, focusing on topics that may increase susceptibility to civil liability. The course also provides a critical examination of decision-making skills and human relations within agencies.
• Line Supervision (80 hours) – Provides current and future leaders with philosophical content and practical exercises in basic supervisory and management skills. It uses “real-world” videos, case studies, situational role-playing, and lecture presentations to help prepare students in becoming effective as a new leader in an agency.

• Middle Management (40 hours) – An advanced leadership course providing introduction regarding the typical duties and responsibilities of a middle manager in a criminal justice agency. The curriculum focuses on leadership principles used at the staff level by reinforcing communication and interpersonal skills; cultivating planning and problem-solving methods; exploring stress and crisis management techniques; examining diversity and ethical issues; discussing agency liability and policy development; and exploring organizational design and budgets.

• Building & Maintaining a Sound Behavioral Climate (40 hours) – Provides leaders with the techniques needed to build and maintain a sound behavioral climate in an agency. Students will learn about human resource management, performance management, and effective communication.

• Developing & Maintaining a Sound Organization (40 hours) – An advanced leadership course presenting the techniques needed to develop and maintain a sound organization. Students will learn about organizational theories and structures, as well as how to establish organizational accountability and lead through change.

The facility will also host state leadership programs delivered by the Florida Department of Law Enforcement and national leadership programs like the Southern Police Institute or -remote programs delivered by the FBI Academy.

In collaboration with the Florida Fire College, FPSI will develop a program for leadership development for those in fire service. Currently most agencies have an internal program or participate at the Fire College in Ocala, Florida. FPSI has an opportunity to expand training opportunities. This improves the potential for local agencies to provide fire service specific leadership training to fiscally constrained cities and counties.

It is anticipated that this facility would also be a significant benefit to partner agencies that frequently host in-service leadership development courses and a resource to local communities for public meeting space.

OPPORTUNITY LAKE YOUTH ENGAGEMENT CENTER

Adjacent to the Leadership Institute will be the Youth Engagement Center. Opportunity Lake, was once stocked with fish and will become part of the youth outdoor experience. The Institute is recommending that the best use of this area may be to develop a youth outdoor experience. The property is located on a road aptly named, “Opportunity Drive.” The vision for this space is to create a strong tie between criminal justice development and community outreach opportunities. Through FPSI’s commitment to working collaboratively with local law enforcement, fire service, and correctional partners, Opportunity Lake has the potential to be a location for local youth to interact with first responders in a positive way.
The developments at Opportunity Lake will include a secure dock structure for fishing during planned events and an outdoor pavilion for encouraging outdoor activities for youth engagement events, leadership development sessions, TSC student driven events, and will allow for public use upon reservation. Restroom facilities would be required to ensure availability to participants in the Opportunity Lake area.

Opportunity Lake is an ideal location for a walking trail around the lake and a nature trail with educational signage activities to further encourage youth initiatives. The trail would further mental and physical health initiatives. It is anticipated that partnerships with the Florida Fish and Wildlife Conservation Commission and the Florida Department of Environmental Protection would contribute to the trail. It is also an opportunity to add another physical fitness location with naturally integrated parcourse features.

Presently, FPSI is evaluating grant opportunities to develop this site. Multiple opportunities exist at both the state and federal level to fund infrastructure and necessary safety features to establish this site as an outstanding resource to the communities FPSI serves.

INDOOR FIRING RANGE

Indoor firing ranges are popular among law enforcement agencies and training facilities because they offer protection from inclement weather conditions and can be operated 24 hours a day under controlled environmental conditions. There are significant benefits to operating an indoor range in Florida's unpredictable climate, but significant environmental and occupational controls must be considered to protect the health of shooters and range personnel from effects of airborne particulate, noise, and other potential exposures. FPSI is presently information gathering to determine the requirements necessary for establishing an indoor range capable of training up to thirty students at a time.

Several indoor ranges are located on the premises of law enforcement agencies in Florida and criminal justice training centers. The most common features are shooting bays of sufficient length to complete basic recruit handgun training, HEPA filtration systems, bullet traps, and HVAC systems to cool and heat the facility to comfortable and safe levels for training. During the most recent training summer of 2023, there were several incidents involving heat illness and some agencies independently rented cooling and misting machines to help reduce heat related illness.

The indoor firing range may be added to the footprint of the existing firearms building beginning near the defensive tactics room and extending into the parking area, or adjacent to the tactical entry building as a free-standing structure. While the specific features of the facility are still under consideration, the need for multiple shooting lanes and the ability to drive a vehicle into the space or add other props to increase realism in training are included in the initial consideration of space design.

HIGH SPEED PURSUIT COURSE

The Florida Highway Patrol (FHP) broke ground on the state's first Advanced Vehicle Operations and Training Complex located at the FPSI in July 2018. In 2022, FHP received a $20.4 million allocation from the Florida Legislature to complete the project. An area of one hundred acres has been cleared for the asphalt track that will include areas simulating open highway, a divided highway with guard rails and slower curves. FPSI's existing vehicle operations track has been in use for 25 years but can only accommodate a maximum speed of thirty-five mph. The new track allows law enforcement officers to practice in a real-world scenario and can accommodate speeds upwards of 120 mph.

Upon completion of the first phase of the project, the 1.4-mile driving track will allow officers to enhance driving skills and experience real-world emergency operations scenarios in a safe, controlled environment under the guidance of qualified instructors. The facility will offer advanced training to include traffic incident management, high speed driving and comprehensive vehicle operations to improve the safety of officers and the motoring public alike.

There are plans to expand the driving complex in the future to include simulated urban neighborhoods in the center of the track for a truly realistic training experience. Due to limited funding resources, this will be integrated in a phased approach over several years.

CLASSROOM BUILDING AND COVERED PARKING STRUCTURE

The existing classroom building is comprised of the Florida Highway Patrol Training Center, the Florida Fish and Wildlife Conservation Center Training Center, a classroom dedicated to law enforcement basic recruit training, a classroom equipped with student computers for specialized coursework, and eight classrooms for general classes. The building also houses a mock courtroom to prepare criminal justice students for testifying in court. One large room that was previously used as a classroom has been converted into a testing center for administering the Florida Department of Law Enforcement state examination. The classrooms are heavily used for in-service training for local agencies as well as for conducting state trust fund sponsored continuing education coursework.

FPSI is a certified testing site for PearsonVue Testing Centers and has an agreement for administering the state examinations with the Florida Department of Law Enforcement, Criminal Justice Standards and Training Center. In accordance with MOUs, the testing center is properly equipped with computers and is managed by trained proctors. During fiscal year 2023-24, FPSI reinvested funds collected for the administration of the state examination to update the testing room with cubicles, sound resistant flooring, and camera monitoring systems. Retaining this space as a testing center is essential to the entry level, recruit-based training offered at FPSI. Previously, students were required to leave campus and travel to a certified facility. Retaining this space, limits the classroom space available in this building, but is critical to maintain.

As FPSI continues to grow and as the needs of the agencies served expand, additional classroom space will be necessary to ensure a state-of-the-art learning experience. Further expansion into the academic areas of non-sworn criminal justice support operations, including evidence technician, crime analyst, and communications has been requested by the agencies FPSI serves. While state grants presently only support the training of sworn, law enforcement, there are many private and federal grants available to fund the academic components of non-sworn training. Space to deliver grant-based courses will be needed to fully implement a program that not only encompasses sworn and fire services training, but also the critical supporting infrastructure. As FPSI expands opportunities for fire services training, dedicated classroom space will be required to devote to this programming.

To provide needed additional parking and to take advantage of the natural sloping terrain of the property where this additional classroom is proposed, covered parking will be included in the building design.

ADDITIONAL DORMITORY FACILITY

FPSI is contracted to maintain and operate a dormitory facility owned by the Public Safety Academy Housing, Inc. The current structure has two hundred rooms, 296 available beds, and is at nearly 100% occupancy for most of the year with basic recruit students. During their 2023 annual meeting, Public Safety Academy Housing, Inc. Board of Directors reiterated an interest in building a second dormitory building near the existing dormitory structure. State agencies have likewise indicated an urgent need for a cost-effective option for lodging out-of-area members attending in-service training. An advisory group made up of state agencies who frequently require lodging has been assembled and began meeting in the fall of 2023.

Initially, the advisory group will complete a needs assessment and provide feedback on facility needs, but it is anticipated that the structure will be similar in size and scope to the existing facility.

OBSTACLE AND AGILITY COURSE

Obstacle and agility courses are designed to simulate the daily activities of a first responder, including navigation through difficult terrain or obstacle-strewn pathways. Courses are also constructed to build and improve physical strength and endurance or specifically to enhance a skill related to specialty team operation. A physical agility

obstacle course is often comprised of a variety of structures designed to test and challenge an individual's physical strength, balance, coordination, and speed. Common structures include:

- high and low wall to climb over
- military crawl tunnel
- balance structures (beams, poles)
- monkey bars
- pull-up bars
- climbing structures

The obstacle and agility course will be constructed in collaboration with physical fitness experts and specialty unit team members who often train with these types of courses. The planned location is on the area formerly designated as the Environmental Crimes Training Center and will be fully funded by cooperative agency contributions.

FIRE SERVICES CONTINUING EDUCATION TRAINING FACILITY

FPSI curriculum includes basic recruit training for law enforcement, corrections, and firefighting. While the facility has been developed extensively with criminal justice training in mind, additional facilities are required to provide more focus on fire services training as well as collaborative training for the various disciplines to increase interoperability during an emergency.

THREE STORY DRILL TOWER

A drill tower is a training facility for firefighters and fire investigators for routine exercises and training. The tower is often built as a multi-level structure to simulate high-rise buildings. Navigating the tower encourages participants train in a realistic environment and experience moving up and down stairs with heavy equipment, working in confined spaces, and using specialty equipment.

BURN BUILDING

Burn buildings offer the opportunity to train in an environment that is either actively ablaze or for origin and cause investigation training post fire. The optimum burn building would be At least two stories in height, with each floor not less than 400 square feet, providing the most realistic environment for fire service and fire investigative training.

CAMPUS ACTIVITY ZONES NARRATIVE

ACADEMIC ZONE

The academic zone contains those buildings used for educational instruction and low liability training labs and areas along with the housing facilities.

The Master Plan expands this area by adding to the existing main campus quadrangle a new Classroom “B” and a Public Safety Officer Memorial. A new Grounds, Receiving and Maintenance Building, an Aquatics Training Facility and a Dining Hall Kitchen expansion are proposed for this area along with the addition of another wing to the Housing Facility.

HIGH LIABILITY TRAINING

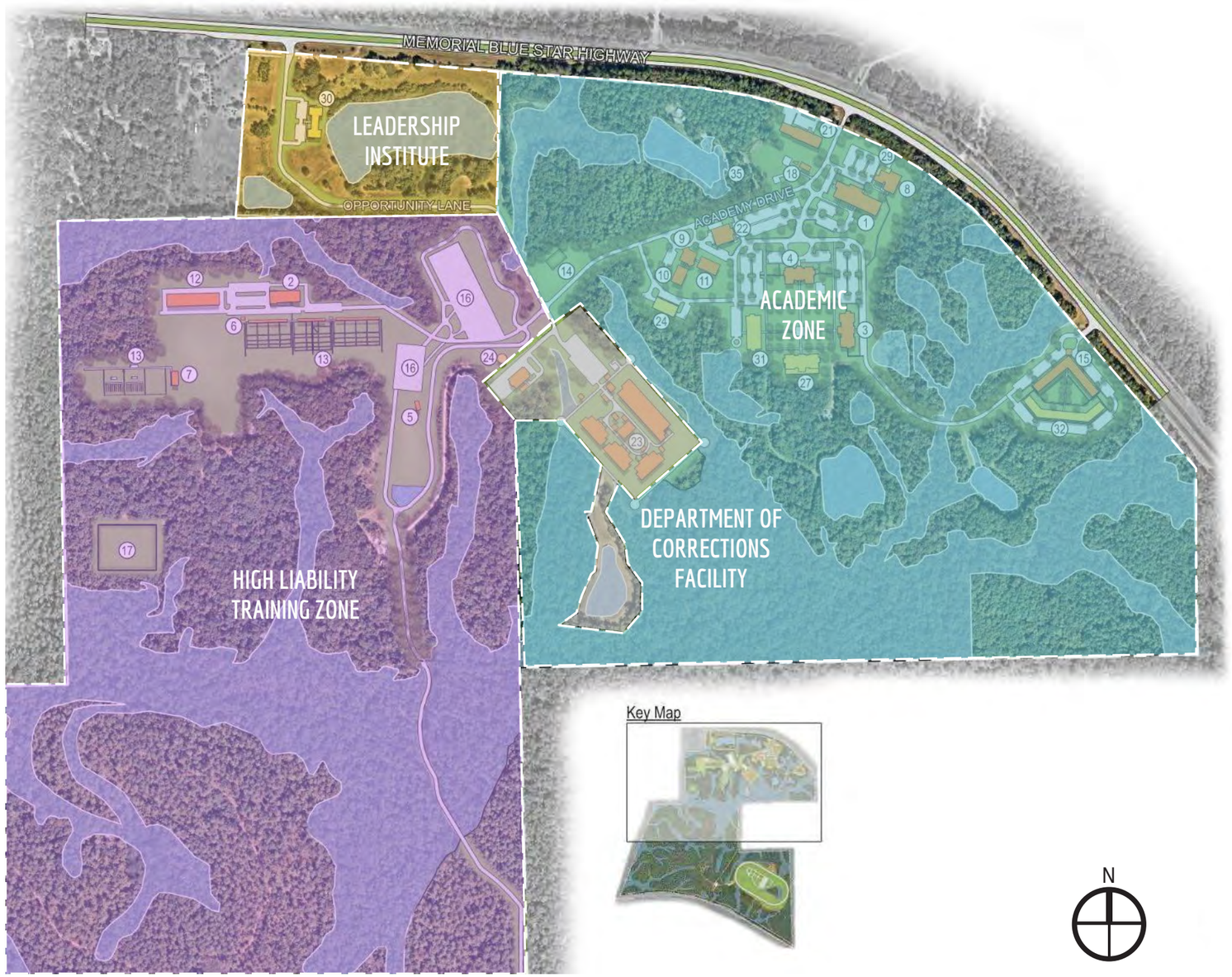
The High Liability Training Zone is set aside for those training functions that require strict control and physical separation of training activities that have a high potential for life threatening injuries. These activities include firing ranges, explosives detonation areas, ammunition storage buildings, high risk drivers training tracks, and tactical entry training house among others.

The proposed additions to this zone are a new high speed driving track, a mock urban village, a driver’s training classroom, a fleet maintenance garage, and a new water tower.

The High Liability Training Area also encompasses all the south campus property to Interstate 10 right-of-way but is not shown on this graphic.

LEADERSHIP INSTITUTE

The Florida Public Safety Leadership Institute will house a program designed to include comprehensive supervisory and management philosophies along with practical applications for law enforcement, corrections and fire department personnel.


MEMORIAL BLUE STAR HIGHWAY
LEADERSHIP INSTITUTE
OPPORTUNITY LANE
ACADEMIC ZONE
ACADEMY DRIVE
DEPARTMENT OF CORRECTIONS FACILITY
HIGH LIABILITY TRAINING ZONE
Key Map
N

STORMWATER BASIN NARRATIVE

STORMWATER BASIN 1

The existing storm water Basin 1, as shown hereon, collects storm water via overland flow and piping to a bio infiltration swale to Pond A. The Florida Public Safety Institute utilizes this body of water for training. Underwater crime scene training props including a car, a boat and a plane as well as an underwater obstacle and confidence course. The lake is also used to instruct personnel in surface operations such as boat launching, approach and boarding tactics, boating accident investigation and advanced defensive tactics in and around vessels. Basin 1's primary service area includes the Defensive Tactics Facility parking area and the original dormitory complex.

STORMWATER BASIN 2

The existing storm water Basin 2, as shown hereon, collects storm water via overland flow and piping to a bio infiltration swale to Pond B. Basin 2's primary service area includes the Dining Facility, Defensive Tactics Building, Administration Building, Classroom Building and the Conference Center.

STORMWATER BASIN 3

The existing storm water Basin 3, as shown hereon, collects storm water via overland flow and piping to a bio-infiltration swale to Pond C. Basin 3's primary service area is the Housing Facility and adjacent parking areas.

STORMWATER BASIN 4

The newly reconfigured storm water Basin 4, as shown hereon, collects storm water via overland flow from the main firing range and delivers it to Pond D. The current pond design was the result of a collaborative effort by FPSI and the Florida Department of Environmental Protection. A grant from the FDEP allowed FPSI to construct two ponds with different vegetation, sub-base and base materials as a test to see which configuration resulted in the best remediation of leached lead. Based on this experiment the more successful pond experiment was used to construct the new ponds adjacent to the firing range.

STORMWATER BASIN 5

The existing storm water basin 5, as shown hereon, collects storm water via overland flow and piping to a bio-infiltration swale to Pond E. Basin 5's primary service area is the Department of Corrections Re-entry Center.

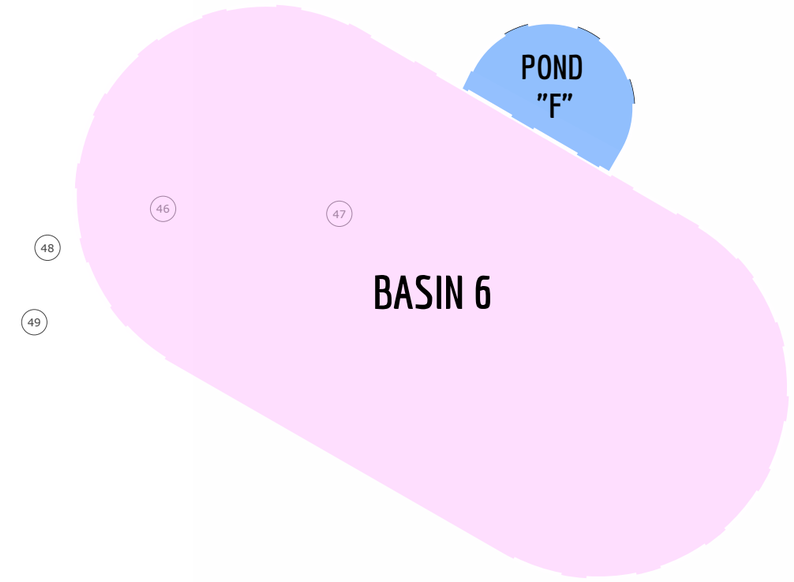
STORMWATER BASIN 6

This new stormwater basin 6, as shown hereon, collects storm water flow via overland flow and piping to a bio-infiltration swale to Pond F. the basin's primary service area is the new high speed driving track which is currently under construction.

All overflows are directed into existing wetlands by FPSI's natural topographic contours.

STORM WATER BASIN NORTH CAMPUS MAP

FPSI STORM WATER BASIN
SOUTH CAMPUS MAP



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ENVIRONMENTAL INITIATIVES

The Florida Public Safety Institute strives to be a good steward of the environment. In addition to the Institute's dedicated on-going conservation and wetlands protection efforts several notable additional initiatives have been implemented.

LEAD REMEDIATION

In 2012 FPSI developed a test program to determine the most effective storm water pond construction method to treat lead contaminated runoff from the firing ranges. Three ponds were constructed behind the firing ranges, each with different base materials. One pond was lined with a non-permeable membrane, another with a gravel bottom and another with crushed limerock. Monitoring wells were installed and samples were collected from the wells and pond bottoms over a period of time. The test determined that the limerock base was the most effective mitigation for lead contamination. Based on these results FPSI developed a program to rebuild the three ponds. In 2015 the ponds were rebuilt with crushed limerock base material as a sustainable design initiative. Additionally, FPSI conducted a lead reclamation project for the firing range berms. This included removal and recycling of the lead, as well as treating the berm areas with soil amendments to mitigate long term effects.

CLEAN RANGES

As another sustainable design intuitive FPSI has designated "Clean" firing ranges. Use of ammunition with lead is prohibited at these ranges and has never been used on them. Additionally, the use of lead bullets is being phased out at all other ranges.

FORESTRY MANAGEMENT PLAN

FPSI's stewardship of the environment includes a Forestry Management Plan. This plan developed by professional forestry consultants defines objectives for future condition of FPSI lands. It includes a schedule to re-forest areas that were previously clear cut, removing poor performing loblolly pines to re-forest with long leaf pines, control of undesirable plant competition, controlled burns, fire protection, road maintenance and timber harvesting.

SOLAR POWER

FPSI is committed to developing sustainable power such as solar power for its facilities. FPSI intends to aggressively seek ways to develop sustainable solar power on campus.

GREEN HOUSING INITIATIVE

The Public Safety Housing at FPSI has once again been recognized by the Florida Department of Environmental Protection (DEP) as a Green Lodging Facility. Public Safety Housing has held this designation since 2011. The 200-room housing facility provides on-site housing for the Institute's various training programs.

FPSI PROPERTY HOLDING MAP

PARCEL A:

OR 642 P 207 OR 159 P 357-W1/2 OF SEC 24 LYING S & W OF HWY #90, ALSO: THE NW1/4 OF SECTION 25-2-3. ALSO: THE NE1/4 OF SECTION 26-2-3 AND THE N 132 FT OF THE SE1/4. OR 159 P 357, OR 192 P 596 IN SECT. 24-2N-3W.

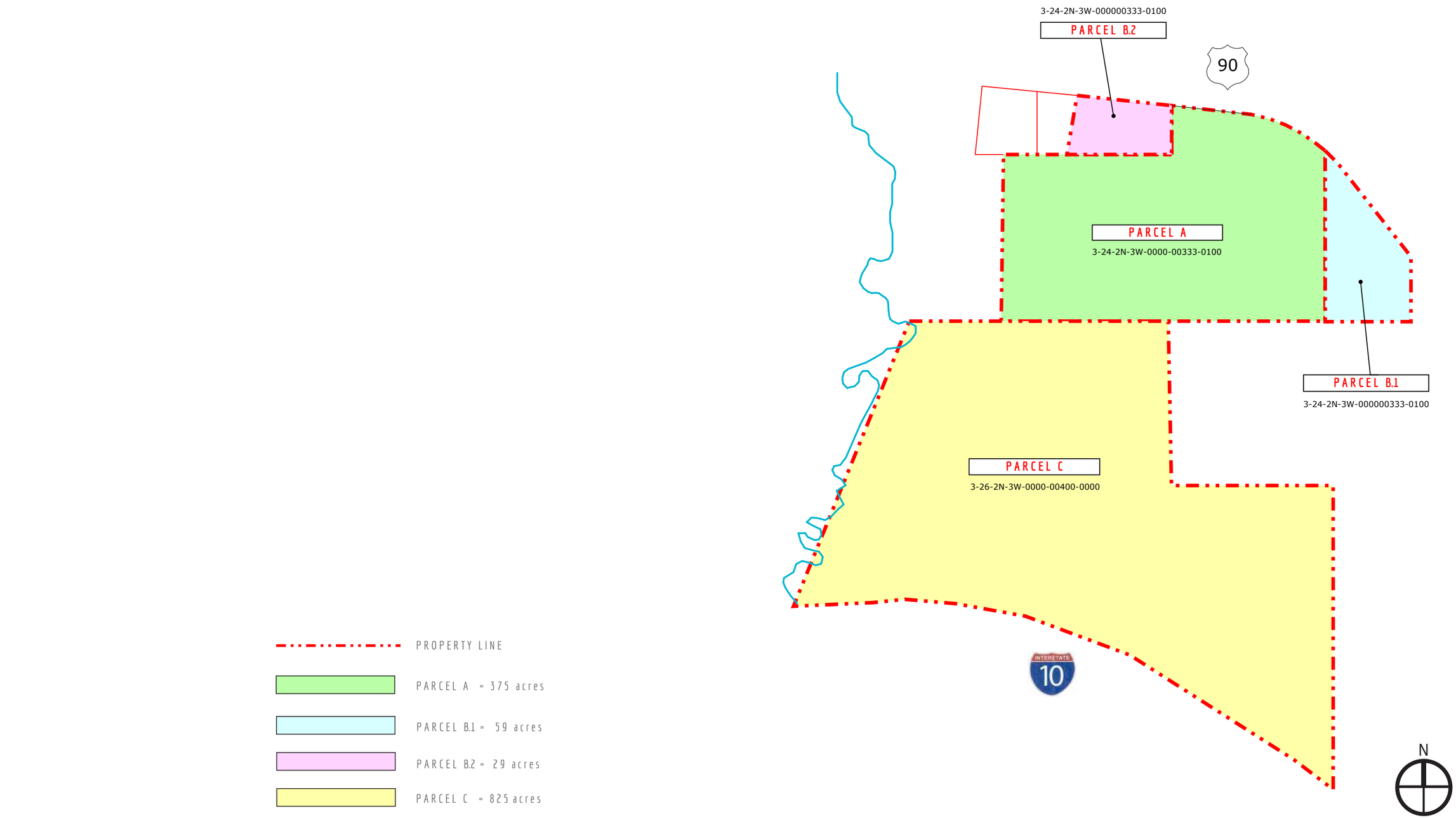
PARCEL B.1 & B.2

OR 677 P 263; OR 546 P 1819 DB 105 P 283-DB 117 P 26- W1/2 OF NE1/4 LYING S OF U S HWY 90, LESS TO SRD PER DB GGG, P 410 IN SECTION 25-2N-3W. ALSO: COMMENCE AT THE SWC OF SECT 232N-3W, THENCE RUN N00*23'00"W 1411.50 FT TO A POINT ON THE CENTERLINE OF STATE ROAD 10 (U.S. HIGHWAY 90), THENCE RUN ALONG SAID CENTERLINE S 84*49'06" E 3666.40 FT, THENCE LEAVING SAID CENTERLINE RUN S 05*10'54" W 100.00 FT TOA POINT ON THE S/LY R/W LINE OF STATE ROAD 10 (U.S. HIGHWAY 90 AND THE POINT OF BEGINNINGTHENCE FROM SAID POINT RUN S 11*16'02" W 358.52 FT, THENCE RUN S 07*20'49" W 603.26 FT TO A POINT ON THE SOUTH LINE OF SECT 23, THENCE RUN ALONG SAID SECTION LINE S 89*58'54" E 1640.02 FT TO THE SEC OF SECT 23, THENCE RUNALONG SAID SECT LINE N 00*08'25" W 815.25 FT TO A POINT ON THE S/LY R/W LINE ON STATE ROAD 10 (U.S. HIGHWAY 90) THENCE RUN ALONG SAID R/W N 84*49'06" W 1496.95 FT TO THE POB.

PARCEL C:

OR 567 P 1429, FURTHER DESCR AS FOLLOWS: BEGIN AT THE NWC OF SECT 36-2N-3W, RUN N88*37' 49"E 2640.94 FT TO NEC OF NW1/4 OF SAID SECT 36; S00*40'14"E ALONG THE APPROXIMATE EQST LINE OF THE W1/2 OF SAID SECT 36 4902.05 FT TO THE NORTH RT/WY OF I-10; N58*42' 35"W 54.07 FT; N54*39'41"W 701.80 FT; N58*43'34"W 2623.06FT; N52*47'49"W 390.86 FT; N62*41'13"W 309.98 FT; N78*35'02"W 317.33 FT; N69*24'35"W 920.05 FT; N66*59'00"W 361.71 FT; N81*29'56"W 361.65 FT; N80*40'06"W 716.77 FT; N73*23'18"W 314.36 FT; N87*43'58"W 619.34 FT; S80*39'13"W 359.25 FT; S87*25'38"W 654.32 FT; S82*37'04"W 300.76 FT; S87*22'10"W 588.92 FT TO EAST BANK OFLITTLE RIVER; THENCE ALONG SAID EAST BANK N21*55'39"E 5001.14 FT TO APPROXIMATE NORTH LINE OF SW1/4 OF SECT 26S89*52'34"E 1562.10 FT TO NEC OF SW1/4 OF SECT 26-2N-3W; S00*04'17"E 131.96 FT; N89*45'08"E 2688.14 FT TO EAST LINE OF SECT 26; S00*23'05"E 2509.86 FT TO POB

LEGAL DESCRIPTIONS ABOVE WERE TAKEN FROM THE GADSDEN COUNTY, FLORIDA PROPERTY APPRAISERS WEBSITE.



FPSI PROPERTY HOLDING MAP

EXISTING ACADEMIC ZONE DEVELOPMENT DENSITY

Land density calculations provide information to quantify the utilization of property. Higher density provides for a more efficient use of land. It requires less land, decreased length of roads, decreased length for water and sewer pipes, and it shortens runs for power and utility lines for any development. This can represent a substantial economic savings. It also decreases walking distances and the amount of time it takes to reach a destination while maximizing the amount of open space that remains.

EXISTING ACADEMIC ZONE DEVELOPMENT DENSITY DATA

GSF: Academic & Non Academic	
TOTAL Campus Facilities	249,088 GSF
TOTAL Non-Academic Facilities	164,509 GSF
TOTAL Academic Facilities	84,579 GSF

Acres: Upland Area Available for Academic Facilities	
TOTAL Public Land Use	385 Acres
TOTAL Wetland Area	176 Acres
TOTAL High Liability Zone Upland Area	91 Acres
TOTAL Academic Zone Upland Area	118 Acres
TOTAL Academic Zone GSF per Net Upland Area	716 GSF/Acre

Note that all wetland calculations include a fifty-foot setback from all wetland areas and bodies of water per Gadsden County Florida zoning regulations.

TEN YEAR MASTER PLAN ACADEMIC ZONE DEVELOPMENT DENSITY

CAMPUS DENSITY GOALS:

Efficiently and conservatively utilize the land resource;

Maximize and preserve the open space and natural areas of the site;

Maximize pedestrian linkages and accessibility throughout the campus;

Minimize any wetland impact and subsequent mitigation;

Optimize the energy efficiency of the overall developed site plan;

Intensify the sense of community and optimize opportunities for the interaction between students and faculty;

TEN YEAR ACADEMIC ZONE DEVELOPMENT DENSITY DATA

GSF: Academic & Non Academic	
TOTAL Campus Facilities	494,013 GSF
TOTAL Non-Academic Facilities	- 340,714 GSF
TOTAL Academic Facilities	153,299 GSF

ACRES: USEABLE FOR ACADEMIC FACILITIES	
TOTAL Public Land Use	385 Acres
TOTAL Wetland Area	- 176 Acres
TOTAL High Liability Zone Upland Area	- 91 Acres
TOTAL Academic Zone Upland Area	118 Acres
TOTAL Academic Zone GSF per Net Upland Area	1,299 GSF/Acre

DATA COMPARISON EXISTING & 10 YEAR CAMPUS DENSITY

Existing Campus Density	716 GSF/Acre
0-Year Campus Density	1,299 GSF/Acre
Campus Density Increase	583 GSF/Acre

PROJECTED SPACE NEEDS

From an FTE perspective FPSI's projected space needs are determined by the existing Academic Building area measured in gross square feet (GSF) per student FTE ratio. To have an accurate existing (academic) GSF for the campus, several of the Academic Buildings had to be pro-rated due to the shared facility aspect of FPSI. Please refer to the Existing Campus Map & Facilities Inventory, to see how the existing Academic Building areas were determined.

The FDOE (Florida Department of Education) recommends using a range of 78-100 GSF per student FTE. Using the existing academic GSF of 84,579 and the existing student FTE of 201, the resulting ratio is 420 GSF per student FTE. The projected student FTE for the balance of the master plan update were determined using this existing ratio of 420 GSF per student FTE. The campus ratio in the beginning year of the last master plan update was reported at 309 GSF/FTE.

The projected average student FTE over the master plan update is two hundred. Using the existing ratio 420 GSF per student FTE, the projected space needs at the end of the master plan update is approximately 84,000 GSF, a reduction of 579 GSF. The result of this calculation shows that based on the FTE projections from the DOE, no added FTE academic space is required over the next period unless FTE increases dramatically.

However, FPSI also has a training curriculum in Career Technical Education which is not accounted for in DOE FTE records. Attendance projections would be severely skewed if one relied on FTE projections alone. FPSI's total

2018-2019 (291); 2019-2020 (411); 2020-2021 (198); 2021-2022 (390); 2022-2023 (405)

In addition to the above, the FPSI Campus houses the Florida Highway Patrol Training Academy which has approximately 100 trainees on campus at one time. It also houses a corrections facility and conducts continuing education training for law enforcement personnel.

Therefore, it is readily evident that FPSI's reach in educating and training law enforcement personnel far exceeds its FTE attendance statistics.

CIRCULATION & PARKING PROJECTIONS

The projected parking requirements for the FPSI campus are determined using the Gadsden County Zoning Ordinance for parking. Gadsden County's parking requirements are based on space types and employee head count as opposed to student FTE, which are used in both SREF (State Requirements for Educational Facilities) and in the Tallahassee Land Development Code.

With regard to Gadsden County Zoning Ordinance parking requirements, each space type is allocated a specific number of parking spaces based on the GSF of the facility, and each employee is allocated a parking space. Due to the fact that the requirements are based on actual building space added to the campus and not annual growth, the data is provided for the final year of the capital build out presented herein.

Information set forth below indicates that approximately 465 additional parking spaces will be required at build out.

ADDITIONAL PARKING REQUIREMENTS YEAR 2025

FUTURE BUILDING PARKING SPACE REQUIREMENTS

FUTURE BUILDING	GSF	CALCULATION CRITERIA		SPACES REQUIRED
GROUNDS / MAINTENANCE / RECEIVING FACILITY	11,567		1 SPACE PER 500 gsf	24
CLASSROOM BUILDING B & P ARKING GARAGE	57,720	14 CLASSROOMS	7 SPACES PER CLASSROOM + 1 EMPLOYEE	112
KITCHEN ADDITION / RENOVATION	1,000	EXPAND FOOD PREP AREA	1 SPACE PER 100 gsf	10
AQUATIC CENTER	18,000	4000 sf OF POOL AREA	1 SPACE PER 200 sf OF POOL AREA	20
HOUSING FACILITY ADDITION	66,818	200 ROOMS	1 PER UNIT + 5 EMPLOYEES	205
HIGH SPEED DRIVING TRACK & MOCK VILLAGE	1,200	1 CLASSROOM	7 SPACES PER CLASSROOM + 1 EMPLOYEE	8
EMERGENCY HELICOPTER OPERATIONS BASE	4,000	2 PILOTS, 2 EMT	1 PER EMPLOYEE	4
LEADERSHIP INSTITUTE	11,000	6 CLASSROOMS	7 SPACES PER CLASSROOM + 1 EMPLOYEE	48
YOUTH ENGAGEMENT PAVILION	2,000	POCKET PARK	2 PER ACRE	4
INDOOR FIRING RANGE	6,000	10 FIRING LINES	NO STANDARD	12
3 STORY FIRE TRAINING TOWER	4,000	4 INSTRUCTURAL PLATFORMS	NO STANDARD - INCLUDE IN CR B P ARKING	0
FIRE TRAINING BURN TOWER	3,000	3 INSTRUCTURAL PLATFORMS	NO STANDARD - INCLUDE IN CR B P ARKING	0
DRIVER TRAINING CLASSROOM	5,000	2 CLASSROOMS	7 SPACES PER CLASSROOM + 1 EMPLOYEE	16
FLEET MAINTENANCE BUILDING	5,000	AUTO MAINTENANCE BAYS	1/3 REPAIR BAYS + 1/250 sf OFFICE	2
				465

LANDSCAPE NARRATIVE

OVERVIEW & SUMMARY

The landscape narrative provides guidance for appropriate tree species selection and locational criteria for the main campus. It will work in concert with the Conceptual Landscape Master Plan which provides a physical context suggesting where trees may be located on campus. The intent of the master plan and tree palette is to build upon the existing conditions of the campus.

The species and placement of trees will build upon the existing landscape to further the theme of a unified framework across the campus. The Landscape Master Plan reflects existing conditions including quads, greens, circulation paths and stormwater facilities. Natural areas cover most of the site which include large swaths of undevelopable land due to wetlands and natural features. Based upon this framework, design consistency and visual cohesion will be achieved through practical design solutions that are maintenance friendly.

EXISTING CONDITIONS

The campus is located on the largest property of all TSC campuses. However, most of the property is undeveloped forest. The northern boundary is bordered by Highway 90 and the southern boundary is bordered by Interstate 10. Both the east and west boundaries are bordered by undeveloped forest. Buildings, parking lots, streets, quads, housing, and open space make up the campus. A limited number of trees are planted on site, and it is mostly lawn other than the parking lots.

To the west of the campus are a correctional facility, driving range, explosion range and a firing range. These areas will not receive trees due to their uses.

To the far south near I-10 is a high-speed driving track under development.

INVASIVE EXOTIC PLANT REMOVAL

Invasive exotic plants may be found throughout the natural areas on the property and adjacent to it. Removal of invasive and exotic plant species should be conducted to allow the establishment of native species and reduce spread onto the developed portions and within natural areas. Identification and removal of invasive species will be conducted in accordance with the guidance published by the Florida Invasive Species Council.

TREE SPECIES SELECTION

A strong emphasis is placed upon the use of native species. The planting of monoculture communities is not allowed to ensure resilience against disease or infestation. A list of approved tree species is included herein but is not all inclusive and not meant to be the only species allowed. Species proposed which are not on the list shall be reviewed and approved by TSC. Consideration will be given to ecological, economic, and aesthetic desires balanced with currently available nursery stock within the region.

TREE PLACEMENT

Areas of high visibility and importance require a formal and consistent layout of trees whereas areas of passive use provide space for a more natural arrangement of trees to mimic complimentary areas within and adjacent to the campus. Ecologically sensitive areas may exist in the undeveloped portion of the property and should be assessed as the campus considers future expansion into this area. Always use the right plant for the right place. Following are descriptions of treatments to the existing spaces on campus:

1. Streetscapes: Academy Drive and College Drive carry into campus and are streets which could receive streetscape planting. To create an enhanced arrival and departure experience, these corridors should be planted with canopy trees at a spacing interval of 25 to 50 feet on center. Canopy species should be used that naturally limb up at maturity to allow an open understory to allow passage of vehicles without conflict while providing shade along the route and views outward from the corridor across the campus. Offset trees from the edge of travel lanes with consideration of what vehicles may need vertical and horizontal clearance.

2. Open Space: These areas are comprised of expansive lawns that include pedestrian paths and canopy trees. Buildings and roadways further define the edges of these spaces. Clear sight lines should be created into and out of these open spaces throughout the campus. The location of trees should consider solar orientation to best provide shade at appropriate times of day in relation to seating areas.

3. Quadrangles: The Florida Highway Patrol Training Academy and the Florida Public Safety Institute along with the future Aquatic Training Facility and classroom building will create a strong quadrangle with multiple walking paths throughout. Adding trees in a formal pattern will strengthen the formality of the space and provide much needed shade.

4. Buildings: Avoid planting too close to buildings for future maintenance considerations. Respect sight lines from within and to buildings.

5. Parking Lots: Place trees adjacent to and within parking lots which provide shade and aid in reduction of the urban heat island effect. Avoid species known to drop leaves or blooms which may stain cars or cause maintenance issues to adjacent pavement. Ensure proper planting space is provided for roots of trees to allow healthy growth and avoid damage to pavement areas from roots. Consider the use of root barriers where planting areas are confined.

6. Stormwater Facilities: Plant to recreate natural arrangements of trees to the extent proper maintenance and access can be provided. Locate plantings to avoid facilities being eyesores to the public. Rather, they can become an amenity within the site.

7. Lighting: Trees shall be located to avoid conflicts with pedestrian and vehicular use area lighting including but not limited to walking paths, within parking lots, adjacent to buildings, etc. Consideration must be given not only to the trees at the time of planting but also in accordance with what the mature size of the tree will be in years to come.

8. Utilities: Provide coordination with proposed and existing utilities – above and below ground. Consider the mature size of roots and canopies of trees to avoid future conflict. Trees should be kept a minimum of ten (10) feet horizontally from underground utilities. When within ten (10) feet, root barriers should be placed directly adjacent to underground utilities through close coordination with utility providers. Canopy trees should be kept a minimum of thirty (30) feet horizontally from overhead utilities. Within thirty (30) feet, understory trees that reach a mature height of no more than fifteen (15) feet should be used.

9. Pavement: Trees should be kept a minimum of five (5) feet horizontally from edges of pavement where possible. When within five (5) feet, root barriers should be placed directly adjacent to pavement.

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

CPTED principles must be met when considering tree selection and placement. The five principles include natural surveillance, natural access control, territorial reinforcement, activity support and maintenance. Following are descriptions of each principle to consider in relation to trees:

1. NATURAL SURVEILLANCE – The intended users can observe the property. Effective lighting of a property is an example of natural surveillance.

2. NATURAL ACCESS CONTROL – Controlling and reducing the number of access points to a property. Gated communities are an example of access control.

3. TERRITORIAL REINFORCEMENT – Creating a clear delineation of space and separating your space from non-legitimate users.

4. ACTIVITY SUPPORT – Placing activity where individuals become part of the natural surveillance.

5. MAINTENANCE – Regularly scheduled maintenance routine will ensure the property demonstrates territoriality and natural surveillance.

MAINTENANCE, OPERATIONS, & EMERGENCY VEHICLES

Maintenance is an integral consideration in the development of the campus. As plant material is selected and located, coordination shall occur with maintenance staff to ensure a plan which they can maintain in perpetuity in a way that meets the design vision. Tree planting locations must consider the special needs of service operations, large truck deliveries and emergency vehicles. Tree selection shall also consider irrigation needs and strive to achieve xeriscape where possible to help reduce water use.

NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
SOUTHERN LIVE OAK	TULIP POPLAR	EASTERN REDBUD	SABAL PALM
SWAMP CHESTNUT	EASTERN RED CEDAR	YAUPON HOLLY	
SHUMARD OAK	SYCAMORE	WAX MYRTLE	
NUTTALL OAK	AMERICAN HOLLY	DAHOON HOLLY	
WILLOW OAK	EASTERN PALATKA HOLLY	SWEETBAY MAGNOLIA	
RED MAPLE	SOUTHERN MAGNOLIA	DOWNY SERVICEBERRY	
BLACK GUM	BALD CYPRESS	FRINGETREE	
RIVER BIRCH	POND CYPRESS		
FLORIDA ELM	LONGLEAF PINE		
WATER HICKORY	AMERICAN HORNBEAM		
LOBLOLLY BAY	PERSIMMON		
REDBAY	PIGNUT HICKORY		
AMERICAN BEECH			

NON-NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
LOBLOLLY PINE		CRAPE MYRTLE [SPP.]	WASHINGTON PALM
SLASH PINE		SAUCER MAGNOLIA	
		STAR MAGNOLIA	

SUMMARY

Florida's significant population growth in recent years impacts the number of public service personnel necessary to ensure adequate response to emergencies. In 2022, Florida was recognized as the fastest growing state in America with a population of 22,247,251, an increase of 1.9% from 2021 to 2022. This growth equates to 955 residents moving to Florida each day. According to the Office of Economic and Demographic Research, the state will add another 317,000 residents in 2023. While Florida's population continues to grow, there continues to be a trend toward high rates of public safety personnel retiring or leaving the profession due to opportunities developing in the private sector.

Retirement and hiring trends of local law enforcement agencies have an exponential impact on course participation and facility usage at FPSI. In a recent study compiled by the Police Executive Research Forum, on a national level, criminal justice agencies reported hiring more sworn officers in 2022 than in 2021, 2020, or 2019. While this sounds promising, agencies are also losing officers faster than they can hire new ones, so staffing levels of sworn members continue to decline. Notably, resignations are still increasing with 50% of the agencies participating in the study experiencing 50% more resignations in 2022 than 2019. There was a trend that suggested retirements have increased, however, in 2022 there was an equilibrium in the trend. Retirement numbers are still higher than pre-pandemic numbers in 2019, but incentives may be affecting this stabilization. While resignations rise and retirements continue to affect staffing, agencies also noted significant a drop in the number of applications received for open officer positions on a national level.

While these statistics may paint a bleak picture for policing on a national level, Florida has implemented several strong initiatives to help increase the applicant pool of both new officers and experienced officers from other states. Notably, in 2021, the Florida Legislature passed, and Governor Ron DeSantis signed a bill that increased the base salaries of state law enforcement to $52,500 to be more competitive with the rising salaries in local law enforcement agencies and in the private sector. Additionally, with the Governor's signing of House Bill 3 following the 2022 Florida Legislative Session, the Florida Law Enforcement Recruitment Bonus Payment Program was created. The program aims to aid in the recruitment of law enforcement officers within the state and attract out-of-state officers to Florida. The program administers one-time bonus payments of $5,000 after taxes to each eligible newly employed officer within the state.

- A person who gains or is appointed to full-time employment as a certified law enforcement officer with a Florida criminal justice agency on or after July 1, 2022 and has never previously been employed as a law enforcement officer in the state.
- Maintain continuous full-time employment with a Florida law enforcement agency for at least two consecutive years. The required two-year employment period at one or more Florida law enforcement agencies, but such a period must not contain any break longer than 15 calendar days.

The bonus payment is taxable income; therefore, each bonus payment made by the Florida Department of Economic Opportunity to newly employed officers was funded at the gross amount of $6,694, which includes $1,694 for the payment of taxes. In a June 26, 2023, press release, Governor DeSantis announced that Florida has issued more than 2,265 bonuses in one year, and that since inception, the total amount awarded is nearly $15 million. This program has proven successful in attracting experienced law enforcement professionals, but there is also some indication that Florida's pro-law enforcement climate is also influencing this shift.

Florida has also established the Hometown Heroes program to help law enforcement officers, firefighters, military veterans and active-duty military personnel to purchase their first home in the communities they serve. The program provides down payment and closing cost assistance to eligible homebuyers who are purchasing a home for the first time or buyers who have moved to Florida and are purchasing their first home in the state. All of these programs have the potential to influence a choice to move to Florida and to choose a first responder career.

FPSI offers basic recruit programs for law enforcement, corrections, correctional probation, and firefighter. In the last two fiscal years, law enforcement academy participation has significantly increased over pre-pandemic numbers and due to increased recruitment by state and local agencies, FPSI is adding an additional course to meet an increasing demand for instruction. On average 75% of students attending law enforcement basic recruit are sponsored by a law enforcement agency. While the last five years has remained somewhat steady for corrections basic recruit, a local sheriff's office has requested an additional three basic corrections course for the current fiscal year, as such, the student rate is anticipated to at least double in the coming year.

STUDENT ENROLLMENT

PROGRAM	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
LAW ENFORCEMENT	122	135	23	171	183
CORRECTIONS	33	57	38	30	33
CORRECTIONAL PROBATION	192	170	80	135	137
FIREFIGHTER	64	49	57	54	52

Nationally, criminal justice agencies acknowledge that recruitment and retention challenges are impacted by on ongoing concern with public perception of law enforcement, changes in police roles and responsibilities, and a shift in the values and expectations of a younger generation of law enforcement officers. Studies also suggest that a strong job market and increasing options in remote work opportunities are influencing the choice to leave policing. Notably, Army Secretary Christine Wormuth described a shortfall in those who are choosing the military as a career, she stated “We’re competing for talent just like all the folks in industry are, and the job market is hot right now. Wages have gone up a lot, and that’s great for Americans, but it’s making it harder for us in the Army to compete.” Due to the paramilitary nature of criminal justice, the comparison of hiring challenges to the armed forces is logical.

FPSI is supporting state and local law enforcement by working collaboratively with community outreach efforts to help guide a more positive impression of criminal justice professionals. The focus is not only on improving perceptions of criminal justice, but how to be a part of the solution by considering a criminal justice career. The Institute is likewise working with agency partners to identify courses and subject matter that may influence a choice to stay in the profession. This trend emphasizes the need for a more robust approach to continuing education and leadership development.

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OVERVIEW

Tallahassee State College commissioned DAG Architects, Inc. to prepare a Master Plan, Land Use Amendment and PUD documentation for their new Wakulla Environmental Institute (WEI) Campus located on 207 acres just south of Crawfordville, Florida. The Master Plan team analyzed and evaluated the property for the proposed campus in its entirety, and its varied uses, needs and environment to understand the Institute in a comprehensive manner. The Campus Master Plan addresses the general order of the campus and it's architectural and design elements, and provides a systematic understanding of the campus to maximize opportunities and identify constraints. Its purpose is to channel, not dictate, the predictability of change. Therefore, the goal of the Campus Master Plan is to develop a conceptual framework for the physical development, growth and enhancement of the campus that identifies short term and long term objectives with an implementation outline.

The Vision of the Wakulla Environmental Institute is to make Wakulla County a world class destination that brings together education, conservation and recreation in a manner that stimulates economic development in an environmentally responsible way. (Source: Wakulla Environmental Website)

The Florida Department of Education (FLDOE) has standards and guidelines applicable to classrooms and academic services. Workforce development and training facilities are not easily defined by FLDOE and WEI certainly transcends the traditional academic aspect of a state college, by providing experiential learning opportunities for workforce development.

This aspect of WEI is an on-going and expanding part of its overall mission. Since many of the training facilities may be funded in whole or part by sponsored programs, Federal grants, and Restore Act Funding, the process and operation of expansion is more complex and entrepreneurial than in a traditional state college environment. It is important therefore, that the Master Plan establishes a framework that can readily adapt to change in order to remain responsive to regional workforce needs such as the Practical Training and Conference Center Areas.

The Institute will continue to offer environmentally focused degrees, certificates and programs in Environmental Science Technology, Green Guide Environmental Education, Oyster Aquaculture, Sustainable Agriculture, and Unmanned Technology (Drone) Applications. In addition, in response to community need, the campus will expand its programmatic offerings to include high-demand health science degrees and certifications. With these and future training programs WEI will educate the next generation of Environmental and Health Service Professionals.

The Institute will offer environmentally focused degrees, certificates and programs in Environmental Science Technology, Green Guide Environmental Education, Oyster Aquaculture, Sustainable Agriculture, and Unmanned Technology (Drone) Applications. With these and future training programs WEI will educate the next generation of Environmental Professionals.

WAKULLA ENVIRONMENTAL INSTITUTE
EXISTING & PROJECTED
BUILDING REQUIREMENTS

		EFIS#		Acedemic Buildings GSF	Training Buildings GSF	Training Areas Acres	Other GSF	Estimated Cost Current Market
EXISTING FACILITIES	①	06-0062 WEI	MULTI-PURPOSE BUILDING	10,000				
	⑦		SMALL PLAT DEMONSTRATION FARM		3,391			
	⑧		ORCHARD			5.00		
	⑨		STORAGE BUILDINGS [2 EACH]			2.00		
	⑪		KARST SINKS & BUFFERS			8.00		
	⑭		PRACTICAL TRAINING AREA			30.90		
	⑳		NATURAL AREA & WETLANDS			134.00		
			CATAGORY TOTAL	10,000	3,391	179.90		
FUTURE FACILITIES	②		ACADEMIC OFFICES & LABS	10,000				$4,500,000
	③		AQUACULTURE & OYSTER FARMING LABS	75,000				$33,750,000
	④		FORESTRY, LAND MGMNT, & DRONE TRNG LABS	75,000				$33,750,000
	⑤		ECO TRAINING CENTER	68,252				$30,713,400
	⑥		CLASSROOM & CONFERENCE CENTER BLDG.	23,212	92,852			$52,228,800
	⑩		STORAGE BUILDING		3,000			$600,000
	⑫		BAT HOUSE				150	$67,500
	⑮		UNPAVED OVERFLOW PARKING			2.00		
	⑯		OUTLOOKS & EDUCATIONAL DISPLAYS			0.50		
	⑰		PEDESTRIAN, BICYCLE, & VEHICULAR CIRCULATION			14.00		
	⑱		KIOSKS & COMFORT STATIONS				3,000	
	⑲		NOT USED					
			CATAGORY TOTAL GSF	251,464	102,634	16.50	3,150	155,609,700
			TOTAL CURRENT AND FUTURE GSF	261,464	106,025	196.40	3,150	

EXISTING BUILDING AREA	**13,391 GSF**
EXISTING NON-DOE FACILITIES AREA	**3,391 GSF**
EXISTING ACADEMIC FACILITIES AREA	**10,000 GSF**
FUTURE BUILDING AREA	**362,098 GSF**
FUTURE NON-DOE FACILITIES AREA	**110,634 GSF**
FUTURE ACADEMIC FACILITIES AREA	**251,464 GSF**

WEI LAND MASSING PLAN

FUTURE PROJECTS NARRATIVES

HEALTHCARE CLASSROOMS & LABS

Building number two will be designed for Geriatric Nursing and health care accelerator programs with classrooms, labs and support space for healthcare education.

AQUACULTURE & OYSTER FARMING LABS

In building number three, there will be classrooms, office space, and labs for aquaculture training. In this building we will have a full-scale hatchery for training purposes and a vertical farm atrium. The vertical farm atrium will be used for demonstration in hydroponics and shellfish nursery/hatchery training, which is desperately needed by local aquaculture farmers.

AG SCIENCE, FORESTRY/LAND MANAGEMENT, UAV (DRONE) LAB & MARINE ENGINE LAB

In building number four, there will be classrooms, office space, an industrial kitchen, an indoor drone flight operations lab, a drone manufacturing lab, and a marine engine mechanical lab. The industrial kitchen will be used for our Agricultural Science program for training in value added products (i.e., canning, food processing, packing and preparation). The indoor drone flight operations lab allows us to train students in inclement weather and at night. The drone manufacturing lab will allow us to train students on manufacturing practices, systems engineering, and power systems for drone technologies. The marine engine mechanical lab will benefit the community by training students in marine engine systems and repairs.

ECO TRAINING CENTER

In building number five, there will be a large convention center, conference rooms, classrooms, and office space. Currently, in Wakulla County, there is no space suitable for hosting large events, so this convention center will fulfill that need.

FUTURE EDUCATIONAL FACILITY & CONFERENCE CENTER

Building number six will house classrooms for both environmental and health care studies surrounding a large conference hall. It wil include classrooms, lecture halls, conference space, office space, and other support amenities.

SMALL PLOT DEMONSTRATION FARM

This five-acre plot is dedicated to experiential learning in sustainable and autonomous agriculture practices. Other areas of focus will be soil conservation, composting, aquaponics, orchard management, integrated pest and disease management, and horticulture.

FUTURE STORAGE BUILDING

Building number ten will be used to store agriculture equipment, implements, and supplies.

BAT HOUSE

Building number twelve will be a bat house used to collect and provide guano, a premiere natural fertilizer, to our demonstration farm. Attracting bats will be a natural form of pest management which will reduce the need for pesticides.

PRACTICAL ECO TRAINING AREA

In this area we have reserved land for future sustainable manufacturing and other environmental training applications.

ECO DISPLAYS, OVERLOOKS AND GAZEBOS

In area sixteen, there will be boardwalks, gazebos, and overlooks to study Florida ecosystems. This area is intended to have an exceptionally light footprint and used for training in natural Florida habitats.

SOLAR ARRAYS

WEI plans to be a net-zero campus, providing all our power needs through sustainable, renewable energy.

CAMPUS ACTIVITY ZONES & PUD REQUIREMENTS

The WEI campus is divided into four separate activity zones in compliance with the initial County approved Planned Unit Development (PUD) specifications. The Conservation area, Classroom and Administration area, the Conference Center area, and the Practical Training area. Recently two additional parcels of land have been added which will extend the areas of the Conservation and Practical Training areas. These additions will require an update to the PUD specifications with Wakulla County.

THE CONSERVATION AREA

The Conservation Area is located at the extreme northern portion of the WEI property. It includes recently purchased property which increased its area from 36.71 to 69.5 acres. In addition to the area included above a twenty-five' perimeter buffer around the entire site and a seventy-five' wide buffer around all sinks on the site are included as conservation area. The intent for this area is to provide for the protection of all wetlands, sinkhole lakes, Gum swamps and associated buffers. It is intended that these areas be conserved with minimal disturbance and construction.

A. Principal uses allowed in this area include, but are not necessarily limited to, the following:

- Buffering of environmentally sensitive areas
- Passive recreation including but not limited to trails, boardwalks, and overlooks.
- Outdoor education (including demonstration projects)
- Managed habitat for threatened or endangered species
- Stormwater outfalls

B. Prohibited Uses

- Commercial operations
- Commercial operations
- Residential
- Industrial
- Roadways

C. Development Standards

• The Conservation Area shall be kept in its “natural state” which means that there will be no disturbances except for removal of native vegetation less than 2” BDH, exotic plants, noxious plants, downed trees, planted pines, briars, kudzu, etc.
• Passive recreation facilities may be constructed and shall minimize wetland impacts by using best management practices.
• Stormwater outfalls are allowed and shall be constructed using best management practices to preclude erosion.
• Other passive recreation facilities (picnic shelters, overlooks) may be constructed in in buffer (upland) areas.
• Interpretive signs are encouraged to enhance education.
• Innovative infrastructure facilities for environmental research and education.

THE CLASSROOM AND ADMINISTRATION AREA

The Classroom and Administration area is in the south-central portion of the site and contains approximately 51.2 acres. The intent is for this area to provide for classrooms, laboratories, and administrative space consistent with the educational mission of WEI and TSC.

A. Principal Uses in this area include, but are not necessarily limited to, the following:

• Classroom buildings
• Administration buildings
• Cafeteria
• Book/school supply store
• Computer laboratory
• Research/Training laboratory
• Copy/printing shop
• Other supported retail activities
• Sustainable living laboratory
• Infrastructure Support facilities

B Prohibited Uses

• Commercial (other than described above)
• Industrial (other than demonstration projects)

C Development Standards

• Minimum Building Setbacks from property lines
  Front Setback – 100 feet
  Side Setback – 100 feet
  Rear setback – 100 feet
• Maximum building Restrictions
  Coverage – 60%
  Height – 75 feet
  Density – N/A

THE CONFERENCE CENTER AREA

The Conference Center area is located.in the north-central portion of the site and contains approximately 36.4 acres. The intent is for this area to provide for conferences and seminars relating to the Institutes recreation and educational activities.

A. Principal Uses in this area include, but are not necessarily limited to, the following:
• Hospitality training
• Recreation training
• Hotel
• Hotel Operations training
• Eating and Drinking Establishing
• Active and Passive recreation
• Infrastructure Support facilities

B Prohibited Uses
• Commercial (other than described above)
• Industrial (other than for demonstration purposes)

C Development Standards
• Minimum Building Setbacks from property lines
  Front Setback – 100 feet
  Side Setback – 100 feet
  Rear setback – 100 feet

• Maximum building Restrictions

Coverage – 60%

Height – 75 feet

Density – N/A

THE PRACTICAL TRAINING AREA

The Practical Training area is located at the southernmost part of the site and contains approximately 36.5 acres. This area will provide practical hands-on training.

A Principal Uses in this area include, but are not necessarily limited to, the following:

- Fixed Equipment training
- Mobile Equipment training
- Equipment Storage and Staging
- Research and/or Training laboratories.
- Various hands-on training facilities
- Infrastructure Support facilities

B Prohibited Uses

- Commercial (other than described above)
- Industrial (other than for demonstration purposes)

C Development Standards

- Minimum Building Setbacks from property lines

  Front Setback – 100 feet

  Side Setback – 100 feet

  Rear setback – 100 feet

- Maximum building Restrictions

  Coverage – 60%

  Height – 75 feet

  Density – N/A

WEI CAMPUS ACTIVITY ZONE MAP

WEI STORMWATER BASIN NARRATIVE

FUTURE STORMWATER BASIN 1

This future stormwater Basin as shown hereon will collect stormwater flow via overland flow and piping to a bio infiltration swale to Pond 1. Future Basin 1's primary service area will be the existing Multi-purpose Building, future Classroom and Lab Buildings 2, 3 and 4 and other associated impervious areas.

FUTURE STORMWATER BASIN 2

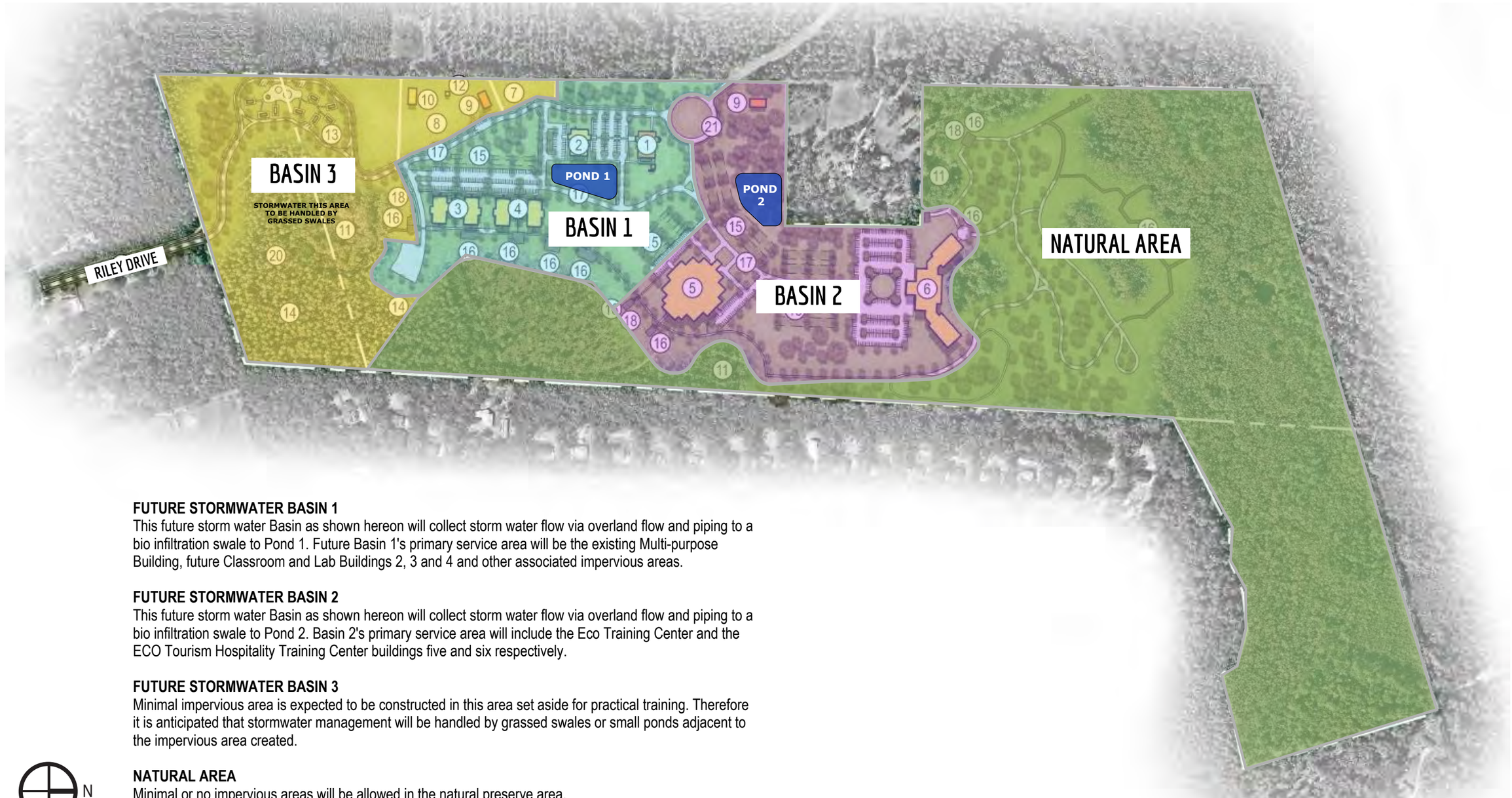
This future stormwater Basin as shown hereon will collect stormwater flow via overland flow and piping to a bio infiltration swale to Pond 2. Basin 2's primary service area will include the Eco Training Center and the Eco Tourism Hospitality Training Center buildings 5 and 6 respectively.

FUTURE STORMWATER BASIN 3

Minimal impervious area is expected to be constructed in this area set aside for practical training. Therefore, it is anticipated the stormwater management will be handled by grasses swales or small ponds adjacent to the impervious area created.

NATURAL AREA

Minimal or no impervious areas will be allowed in the natural preserve area.



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FUTURE STORMWATER BASIN 2
This future storm water Basin as shown hereon will collect storm water flow via overland flow and piping to a bio infiltration swale to Pond 2. Basin 2's primary service area will include the Eco Training Center and the ECO Tourism Hospitality Training Center buildings five and six respectively.

FUTURE STORMWATER BASIN 3
Minimal impervious area is expected to be constructed in this area set aside for practical training. Therefore it is anticipated that stormwater management will be handled by grassed swales or small ponds adjacent to the impervious area created.

N

NATURAL AREA
Minimal or no impervious areas will be allowed in the natural preserve area.

ENVIRONMENTAL INITIATIVES

SUSTAINABLE CAMPUS DESIGN

With our land management training, the WEI campus is designed to have annual prescribed burns run through it. We are not aware of any other College campus with this design as part of their program offerings. Our land management practices are set up to encourage native wildlife to make this campus their home as demonstrated by gopher tortoises, deer, turkey, associated reptiles commonly seen by our students. The materials that each building will be made of are fire retardant and will allow for these practices to continue as part of our zero energy footprint under our sustainable practices program.

KARST SINKS STEWARDSHIP

Thorough investigation of the sink holes on this campus through our diving volunteers revealed an extensive cave system beneath our campus. This underground river system, is believed to empty into Spring Creek which is the largest known fresh water spring in the World. Wakulla Environmental Institute is committed to using best land management practices that preserve the sink holes and underground river system.

SUSTAINABLE FARMING DEMONSTRATION PROJECT AND ELEMENTS

The Institute has 5 acres dedicated to sustainable agriculture demonstration and training. 1 acre is currently equipped with over 100 fruit trees, vines, and bushes, 2 hoop houses, a recirculating aquaponics catfish pond system run by a closed solar panel system, seasonal vegetable garden beds, and a chicken coop. We have plans to add a beehive, bat house, and extend the fruit tree orchard in the additional 4 acres.

SUSTAINABLE AGRICULTURE TRAINING PROGRAM

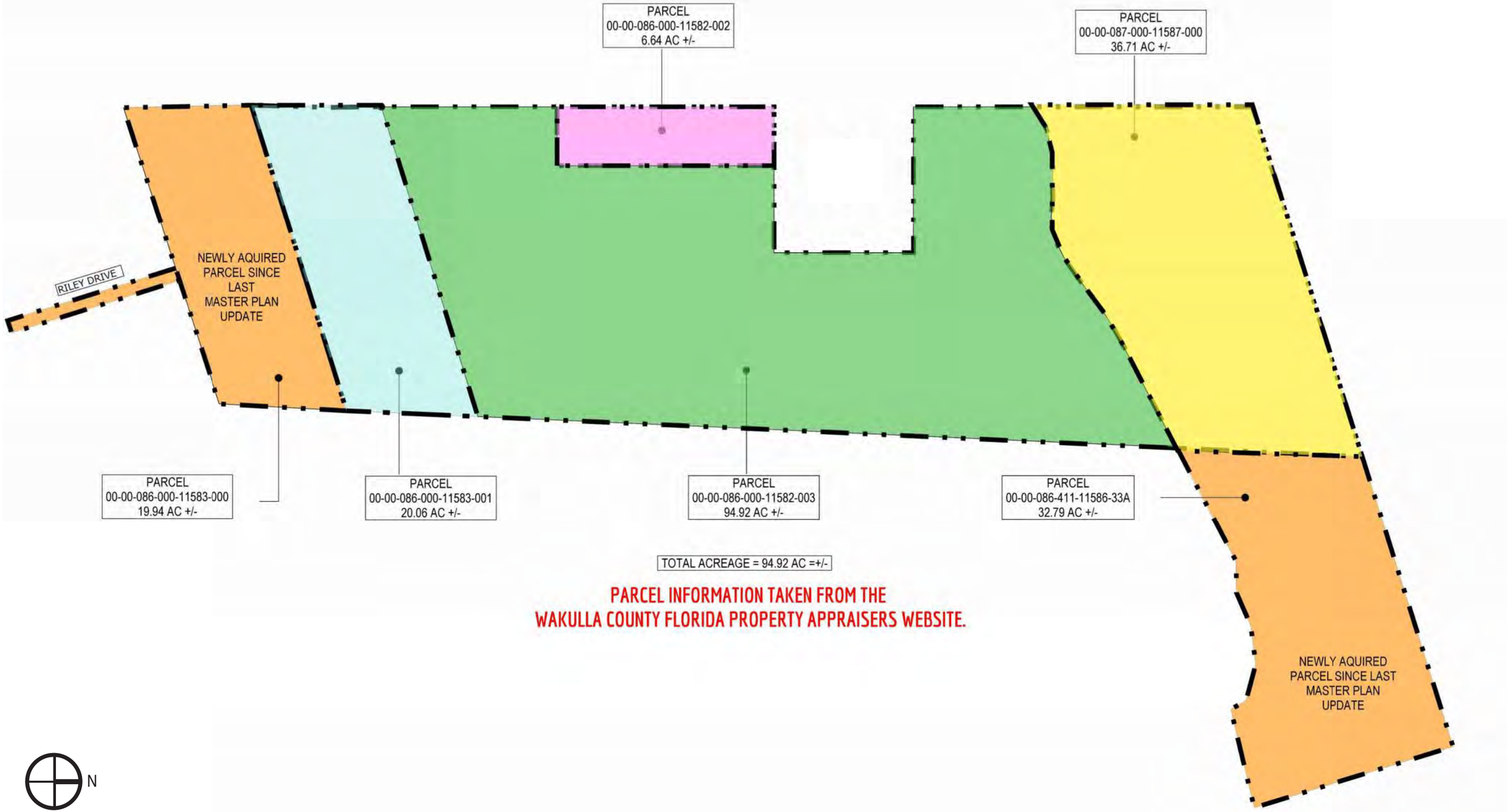
a. Urban / Small Plot Farming
b. Precision Agriculture
c. Horticulture
d. Hydroponics
e. Agronomy

AQUACULTURE TRAINING PROGRAM

a. Oyster Aquaculture Training Program
b. Oyster Nursery Training Program
c. Oyster Hatchery Training Program

OYSTER FILTRATION PROJECTS AND INITIATIVES

WEI's Oyster Reef Restoration Development Initiative was the first Oyster Aquaculture Training program in the state of Florida. Responsible for over 150 new businesses and over 1000 people employed statewide.



WEI PROPERTY HOLDINGS MAP

PROJECTED SPACE NEEDS

Currently WEI generates FTE of approximately sixty-five students. WEI requires large outdoor areas for training students. Therefore its 10,000 square foot multi-purpose building appears adequate for their current needs for environmental education over the five-year master plan update period.

The College intends to provide healthcare education on this campus so there is an immediate need for a new facility to house several healthcare related programs on site. It is anticipated this will require a building of approximately 12,000 square feet. The future projects shown for this campus are scalable, meaning that they can be built in phases as funding becomes available.

Most of the proposed projects on this campus will probably need to be funded by donations, grants, or private-public partnerships.

PROJECTED PARKING REQUIREMENTS

The projected parking requirements for the WEI campus are determined using the Wakulla County Zoning Ordinance for parking. Wakulla County's parking requirements are based on space types and employee head count as opposed to student FTE, which are used in both SREF (State Requirements for Educational Facilities) and in the Tallahassee Land Development Code.

With regard to Wakulla Counties Zoning Ordinance regarding parking requirements, each space type is allocated a specific number of parking spaces based on the GSF of the facility, and each employee is allocated a parking space. Since the requirements are based on actual building space added to the campus and not annual growth, the data is provided for the final year of capital build out presented herein.

Information set forth below indicates that approximately 332 additional parking spaces will be required at final build out.

ADDITIONAL PARKING REQUIREMENTS AT BUILD OUT

FUTURE BUILDING	GSF	CALCULATION CRITERIA		SPACES REQUIRED
ACADEMIC OFFICES & LABS	10,000	8 CLASSROOMS	3.5 SPACES / CLASSROOM + 1 INSTRUCTOR = 4.5	36
AGRICULTURAL & OYSTER FARNING LABS	50,000	13 CLASSROOMS & LABS	3.5 SPACES / CLASSROOM + 1 INSTRUCTOR = 4.5	58.5
FORESTRY, LAND PLANNING & DRONE LAB	50,000	13 CLASSROOMS & LABS	3.5 SPACES / CLASSROOM + 1 INSTRUCTOR = 4.5	58.5
ECO TRAINING CENTER	68,252	18 CLASSROOMS & LABS	3.5 SPACES / CLASSROOM + 1 INSTRUCTOR = 4.5	63
LECTURE HALL & CLASSROOMS	90,000	24 CLASSROOMS & LABS	3.5 SPACES / CLASSROOM + 1 INSTRUCTOR = 4.5	108
STORAGE BUILDING	8,000	STORAGE	1 SPACE PER 1,000 GSF	8
				332

LANDSCAPE NARRATIVE

OVERVIEW & SUMMARY

The landscape narrative is meant to provide guidance for appropriate tree species selection and locational criteria as the Wakulla Environmental Institute (WEI) campus develops. It will work in concert with the Conceptual Landscape Master Plan which provides a physical context suggesting where trees may be located on campus. The intent of the master plan and tree palette is to recreate an environment that blends as seamlessly as possible into the surroundings.

The campus is proposed to grow through phased implementation of projects. As projects and supporting infrastructure are implemented, trees will be employed to provide shade, reduce heat island affect, stabilize soils, manage water runoff, and recreate diverse habitats.

The species and placement of trees will create a unified framework using landscape across the campus. The Landscape Master Plan establishes a design vocabulary for outdoor spaces ranging from quads, greens, and circulation paths to stormwater facilities and natural areas. Based upon this framework, design consistency and visual cohesion will be achieved through practical designs solutions that are maintenance friendly.

EXISTING CONDITIONS

The campus, in its current state, has a multi-purpose building and two storage buildings on site. Most of the remaining balance of the campus is undisturbed, comprised of naturally occurring plant communities. Plant communities within Wakulla County, as per the Florida Association of Native Nurseries (FANN), include Hydric Hammocks, Pine Flatwoods, Saltwater Marshes, Sandhills, Upland Mesic Hardwood Forests and Wetland Swamp Forests. All but the Saltwater Marshes community may be present on the site. Examples of tree species found within each plant community are as follows:

1. Hydric Hammocks

a. Canopy Trees: Sugarberry, Black Walnut, Laurel Oak, Winged Elm, American Elm, Southern Magnolia, Mockernut Hickory, Tulip Poplar, Willow Oak, Southern Catalpa, River Birch, Sweetgum, Water Hickory, Sycamore, Loblolly Pine, Loblolly Bay

b. Understory Trees: Possumhaw, Swamp Dogwood, Swamp Bay, Red Buckeye

2. Pine Flatwoods

a. Canopy Trees: White Cedar, Slash Pine, Swamp Bay, Longleaf Pine, Water Oak, Southern Live Oak, Pop Ash, Loblolly Bay, Sweetgum

b. Understory Trees: Fringetree, Witch Hazel, Dahoon Holly, Sparkleberry, Snowbell, Hazel Alder

3. Sandhills

a. Canopy Trees: Longleaf Pine, Southern Live Oak, Turkey Oak, Post Oak, Common Persimmon

b. Understory Trees: Sassafras, Sparkleberry

4. Upland Mesic Hardwood Forests

a. Canopy Trees: Black Walnut, Shumard Oak, White Oak, Southern Live Oak, Winged Elm, American Elm, Southern Magnolia, Pignut Hickory, Mockernut Hickory, Chinquapin Oak, Laurel Oak, Swamp Chestnut Oak, Water Oak, Florida Sugar Maple, American Beech,
Sweetgum, Box Elder

b. Understory Trees: Fringetree, Flowering Dogwood, Witch Hazel, Red Mulberry, Southern Crabapple, Flatwoods Plum, Eastern Redbud, Red Buckeye

5. Wetland Swamp Forests

a. Canopy Trees: White Cedar, Water Tupelo, Red Maple, Bald Cypress, Slash Pine, Swamp Bay, Sweet Bay, Mockernut Hickory, Overcup Oak, Pop Ash, Water Hickory, Box Elder

b. Understory Trees: Honey Locust, Swamp Bay, Possumhaw, Hazel Alder

INVASIVE EXOTIC PLANT REMOVAL

Removal of invasive and exotic plant species from the ecologically sensitive areas of campus are of high importance to allow the establishment of native species. Identification and removal of invasive and exotic species will be conducted in accordance with the guidance published by the Florida Invasive Species Council.

TREE SPECIES SELECTION

A strong emphasis is placed upon the use of native species. The planting of monoculture communities is not allowed to ensure resilience against disease or infestation. A list of approved tree species is included herein but is not all inclusive and not meant to be the only species allowed. Species proposed which are not on the list shall be reviewed and approved by TSC leadership. Consideration will be given to ecological, economic, and aesthetic desires balanced with currently available nursery stock within the region.

TREE PLACEMENT

Areas of high visibility and importance require a formal and consistent layout of trees whereas areas of passive use provide space for a more natural arrangement of trees to mimic the natural areas within and adjacent to the campus. Successional plantings are envisioned to grow over time from small to large plants. These would be areas of low visibility and expected to have a limited maintenance requirement.
Ecologically sensitive areas, such as the natural preserve, conservation area, and karst sinks are protected from future development impacts. Landscape improvements in these areas will occur only when environmental benefits are identified. Following are descriptions of spaces that may exist as the campus develops:

1. Streetscapes: These corridors will have trees at a spacing interval of 25 to 50 feet on center. Canopy species should be used that naturally limb up at maturity to allow an open understory to allow passage of vehicles without conflict while providing shade along the route and views outward from the corridor across the campus. Offset trees from edge of travel lanes with consideration of what vehicles may need vertical and horizontal clearance.

2. Open Space: These areas should be comprised of lawns, pedestrian paths and canopy trees. Buildings and roadways will help to form the edges of these. Clear sight lines should be created into and out of these open spaces throughout the campus. Location of trees should consider solar orientation to best provide shade at appropriate times of day in relation to seating areas.

3. Quadrangles: These may not be as prevalent on the WEI campus as the main campus, but in areas where an outdoor space may be created by adjacent buildings, find opportunities for lawn areas and walking paths to have shade from proposed trees. Much of the quadrangles is best kept as open for wide and long views through the space.

4. Buildings: Avoid planting too close to buildings for future maintenance considerations. Respect sight lines from within and to buildings.

5. Parking Lots: Place trees adjacent to and within parking lots which provide shade and aid in reduction of the urban heat island effect. Avoid species known to drop leaves or blooms which may stain cars or cause maintenance issues to adjacent pavement. Ensure proper planting space is provided for roots of tree to allow healthy growth and avoid damage to pavement areas from roots. Consider use of root barriers where planting areas confining.

6. Stormwater Facilities: Plant to recreate natural arrangements of trees to the extent proper maintenance and access can be provided. Locate plantings to avoid facilities being eyesores to the public. Rather, they can become an amenity within the site.

7. Lighting: Trees shall be located to avoid conflicts with pedestrian and vehicular use area lighting including but not limited to walking paths, within parking lots, adjacent to buildings, etc. Consideration must be given not only to the trees at time of planting but also in accordance with what the mature size of the tree will be in years to come.

8. Utilities: Provide coordination with proposed and existing utilities – above and below ground. Consider mature size of roots and canopies of trees to avoid future conflict. Trees should be kept a minimum of ten (10) feet horizontally from underground utilities. When within ten (10) feet, root barriers should be placed directly adjacent to underground utilities through close coordination with utility providers. Canopy trees should be kept a minimum of a thirty (30) feet horizontally from overhead utilities. Within thirty (30) feet, understory trees that reach a mature height of no more than fifteen (15) feet should be used.

9. Pavement: Trees should be kept a minimum of five (5) feet horizontally from edges of pavement where possible. When within five (5) feet, root barriers should be placed directly adjacent to pavement.

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

CPTED principles must be met when considering tree selection and placement. The five principles include natural surveillance, natural access control, territorial reinforcement, activity support and maintenance. Following are descriptions of each principle to consider in relation to trees:

1. NATURAL SURVEILLANCE – The intended users can observe the property. Effective lighting of a property is an example of natural surveillance.

2. NATURAL ACCESS CONTROL – Controlling and reducing the number of access points to a property. Gated communities are an example of access control.

3. TERRITORIAL REINFORCEMENT – Creating a clear delineation of space and separates your space from non-legitimate users.

4. ACTIVITY SUPPORT – Placing activity where individuals become part of the natural surveillance.

5. MAINTENANCE – Regularly scheduled maintenance routine will ensure the property demonstrates territoriality and natural surveillance.

MAINTENANCE, OPERATIONS, & EMERGENCY VEHICLES

Maintenance is an integral consideration in development of the campus. As plant material is selected and located, coordination shall occur with maintenance staff to ensure a plan which they can maintain in perpetuity in a way that meets the design vision. Tree locations shall take into account the special needs of service operations, large truck deliveries and emergency vehicles.

NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
SOUTHERN LIVE OAK	TULIP POPLAR	EASTERN REDBUD	SABAL PALM
SWAMP CHESTNUT OAK	EASTERN RED CEDAR	YAUPON HOLLY	
SHUMARD OAK	SYCAMORE	WAX MYRTLE	
NUTTALL OAK	AMERICAN HOLLY	DAHOON HOLLY	
WILLOW OAK	EASTERN PALATKA HOLLY	SWEETBAY MAGNOLIA	
RED MAPLE	SOUTHERN MAGNOLIA	DOWNY SERVICEBERRY	
BLACK GUM	BALD CYPRESS	FRINGETREE	
RIVER BIRCH	POND CYPRESS		
FLORIDA ELM	LONGLEAF PINE		
WATER HICKORY	AMERICAN HORNBEAM		
LOBLOLLY BAY	PERSIMMON		
REDBAY	PIGNUT HICKORY		
AMERICAN BEECH			

NON-NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
LOBLOLLY PINE		CRAPE MYRTLE [SPP.]	
SLASH PINE		SAUCER MAGNOLIA	
		STAR MAGNOLIA	

SUMMARY

E.O. Wilson, the world's most prominent environmentalist, has called this unique area of North Florida the fifth hottest spot for biodiversity. Because of its geographical location between the Gulf and Atlantic, mountains and sea, there is an extremely high concentration of plant and animal species, some found nowhere else in the world.

This is the catalyst that sparked the vision for the WEI which is surrounded by a million acres of conservation lands with rich and diverse ecosystems. Breathtaking natural spots with wetlands and two connected sinkholes dot the expansive 212-acre property that will be shared with future eco-tourism visitors. Nearby Wakulla Springs State Park, the Gulf Specimen Marine laboratory, St. Marks Wildlife Refuge, the Ochlocknee River State Park, Capital City to the Sea Trails and San Marcos de Apalache Historic State Park broaden the appeal of the campus to potential eco-tourist.

Everything at WEI is designed with the environment in mind including its first building which in addition to being designed for net zero energy consumption boasts 10,000 square feet of classrooms, meeting spaces, a state-of-the art wet lab and plenty of covered porch area for taking in the beautiful campus scenery. Other features include a solar panel covered parking area and rain collection tanks for use in cooling the air conditioning and flushing toilets.

The Wakulla Environmental Institute, "A one stop shop for all things environmental" has a simple mission of sustainability — to preserve the area heritage and deep environmental assets while staying in tune with the changing times. Indeed, 850 Magazine in a recent article referred to the Institute as an "Environmentally and Economically Savvy Game Changer."

INDEX

OVERVIEW

TSC's Ghazvini Center for Healthcare Education features more than 85,000 square feet of learning space devoted to emergency medical services, nursing, radiologic technology, respiratory care, pharmacy technology, and surgical technologies. The Center is located in the heart of Tallahassee's medical corridor and is equipped with cutting-edge technology, allowing students to strengthen and apply their skills in simulated real-time settings. The facility houses classrooms, conference rooms, a one-of-a-kind onsite library and learning commons, laboratory space, two accredited simulation centers, a computer lab, and administrative offices. TSC is committed to providing well-trained professionals to the local healthcare community.

TSC offers a Bachelor of Science in Nursing, an Associate of Science in Nursing which includes the Healthcare Professional-to-RN, and a Nurse Assistant Long Term Care certificate. Healthcare programs also include A.S. degrees in Dental Hygiene, Emergency Medical Services (EMS) Technology, Surgical Services, Radiologic Technology, and Respiratory Care. Certificate programs include Central Sterile Processing Technologist, Dental Assisting, Emergency Medical Technician, Endoscopy Technician, Paramedic, and Surgical Technology Specialist.

TSC was named one of the Top 10 Best Associate Degree in Nursing (ADN) Programs in the Southeast for 2022 by NursingProcess.org, a nursing educational resource, based on NCLEX-RN pass rates, academic quality, the nursing school's reputation, and affordability. In 2021, TSC was ranked Most Affordable Online Nursing Degree by Education Reference Desk, a nationally recognized provider of college planning resources.

Healthcare is one of the largest economic sectors in the United States, employing one out of every eight American workers.
In 2023 the College expanded the successful Bachelors of Science in Nursing (BSN) and Associate of Science in Nursing/Registered Nurse degree (ADN) programs. The BSN program is designed for registered nurses who have completed an ADN and are employed as nurses to be able to pursues the BSN. The first baccalaureate class of 17 students enrolled in the 2016 summer term, and the program now enrolls approximately 60 new students annually. The ADN program produces approximately 70 students each year.

TSC expanded the BSN program in direct response to healthcare providers in our community. A BSN Employer Interest Survey was sent to healthcare administrators at six facilities in the College's service district. 100% of respondents stated there is a need for more educational programs in Gadsden, Leon, and Wakulla counties that prepare nurses at the BSN level. 100% also indicated that they support TSC's BSN program expansion. Data for the TSC service district indicate a workforce of 3,248 registered nurses; of these, only about one-third are BSN credentialed. Representatives from both area hospitals, Tallahassee Memorial Hospital (TMH), and Capital Regional Medical Center (CRMC) have attended TSC District Board of Trustees (DBOT) meetings to discuss their need for more BSN prepared nurses and their preference for TSC graduates who remain local.

One major employer of nurses in the region, TMH, advertises nationally for BSN credentialed applicants to fill its 250 annual vacancies, but despite these efforts, the hospital is able to hire only 58% of its nurses with the baccalaureate degree. Leaving a sizable BSN hiring gap each year. The Florida Department of Economic Opportunity (FDEO) data projects 114 annual job openings in TSC's district.

The College doubled the number of nursing students, doubled the size of the simulation center in the same footprint and now needs to expand additional classroom and laboratory space and add additional parking.

Legend

- Existing Buildings
- Proposed Buildings
- ① Health Care Training Facility
- ② Addition with Parking Garage

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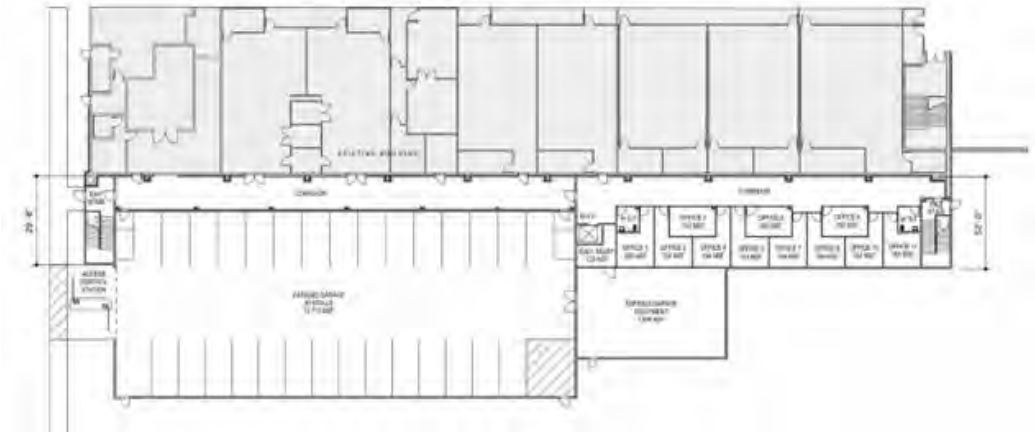
FUTURE PROJECTS NARRATIVE

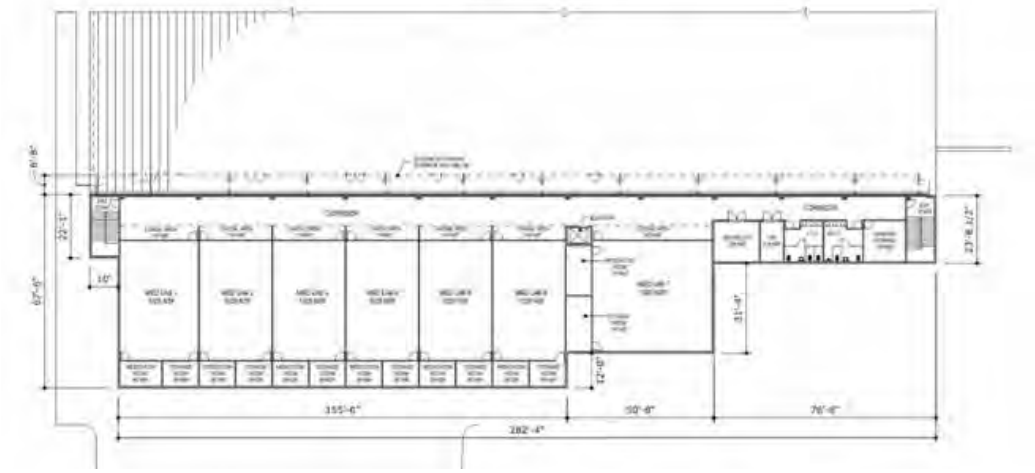
MEDICAL TRAINING LABS & FACULTY OFFICES

The Ghazini site is almost fully built out, but a conceptual study has shown that a two-story addition of approximately 33,000 square feet is feasible. The addition would have a parking garage and faculty offices on the first floor and seven laboratory classrooms on the second floor. At a minimum these labs could support 147 additional medical students. Given the current high demand and potential increased demand in the coming years TSC may consider a three-story addition with the top floor built out at a later date.

GHAZVINI CENTER MEDICAL LAB ADDITION
SCHEMATIC FIRST FLOOR PLAN - NTS
17,255 GSF



GHAZVINI CENTER MEDICAL LAB ADDITION
SCHEMATIC SECOND FLOOR PLAN - NTS
15,284 GSF



STORMWATER BASIN NARRATIVE

The Ghazvini Center's stormwater currently discharges its 5.65 acres of impervious area to the Goodwood Regional stormwater management area which is located north of the campus. Tables 1 and 2 below show that the SWMA currently has capacity to receive additional stormwater runoff from approximately twenty-five acres of impervious area. This capacity is more than sufficient to receive additional run-off from the Ghazvini campus at full build out.

TABLE 1

GOODWOOD REGIONAL STORMWATER MANAGEMENT FACILITY

Capacity Account Record

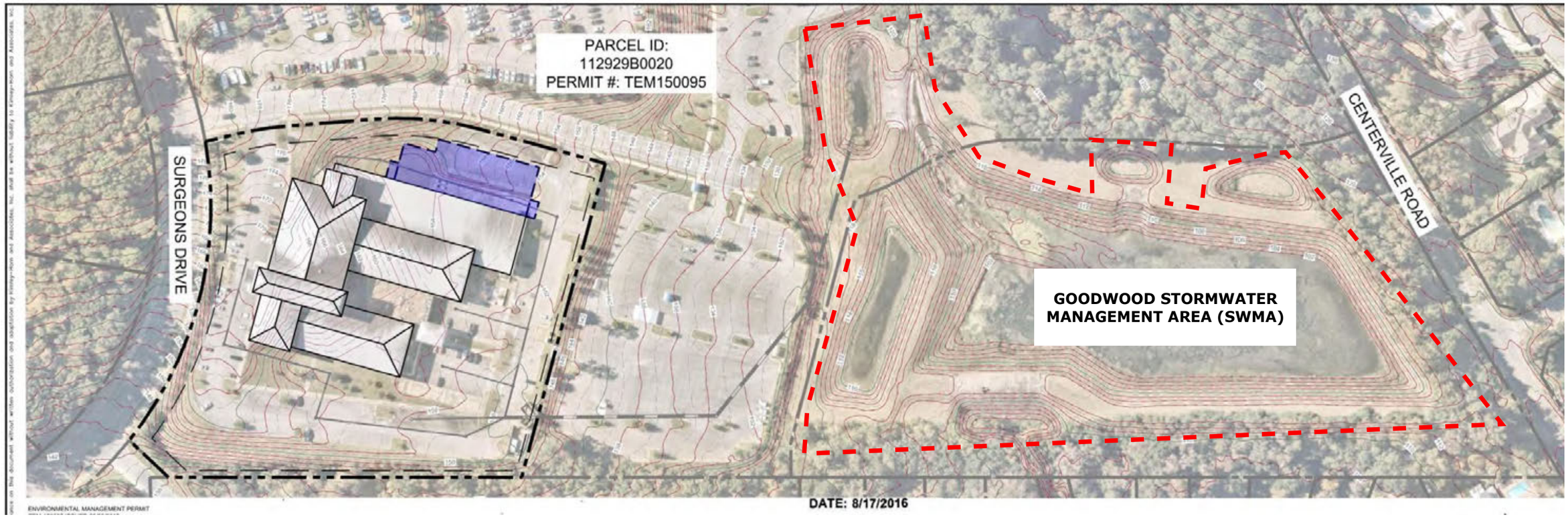
Contributing Property Description	Contributing Area (Acres)	Existing Impervious Area [1] (Acres)	Allowed Imperious Area (Acres)	Constructed Impervious Area (Acres)	Available Impervious Area (Acres)
Low Density Residential	40.10	10.03	10.03	0.00	0.00
High Density Residential	9.70	2.91	2.91	0.00	0.00
Commercial	60.22	51.19	51.19	(0.11) [7]	0.11
Local Streets	7.49	7.49	7.49	0.00	0.00
Hospital [4,8,10]	9.52	8.09	8.09	(0.13)	0.13
Kann	81.45	0.78	53.76 [6]	27.12 [5]	25.86
TOTAL	208.48	80.48	133.47	26.87	26.11 [6]

TABLE 2

Contributing Property Description	Contributing Area (Acres)	Existing Impervious Area [1] (Acres)	Allowed Imperious Area (Acres)	Constructed Impervious Area (Acres)	Available Impervious Area (Acres)
S.E. Employees Parking Lot - (TEM000029)	5.42	0.00	3.51	3.51	0.00
S.E. Employees Parking Lot Expansion - (TEM010084)	1.59	0.00	1.12	1.12	0.00
Surgeons Drive Phase 1 (Sta119+17.96 to 128+7.89) - (TEM 050228)	1.72	0.00	1.37	1.27	0.10
Goodwood Carriage House - (TEM050267)	0.20	0.00	0.20	0.20	0.00
Sugeons Drive Phase II - (Net added,including TPCA parcel)- (TEM00-0084)	3.37	0.77	1.97	1.97	0.00
One Healing Place (West Segment) - (TEM090065)	1.06	0.01	0.47	0.55	-0.08
TMH Cancer Center (TEM090088)	4.90	0.00	2.86	2.86	0.00
Ambulatory Sugical Center (TEM100009)	2.69	0.00	1.61	1.61	0.00
TCC Ghaxvini Center & TMH Parking Relocation (TEM090012) & (TEM 00048)		0.00	5.65	5.65	0.00
Remote Parking Expansion (TEM150095)		0.00	7.28	7.28	0.00
M.T. Musian Surgery Tower [9]			1.10	1.10	0.00
Remainder available for future projects		0.00	26.62	0.00	26.62
TOTAL	20.95	0.78	53.76	27.12	25.86

NOTES:

1. Data based on permit documents for Goodwood RSF by Broward Davis and Associates.
2. Bixler Emergency Center (TEM000246) and Surgeon's Drive Extension (TEM0001070) projects reduced overall Hospital impervisous area by 0.27 acres.
3. Contributing area was reduced from 84 acres to 81.45 due to right of way taking along Miccosukee Road.
4. Total impervious area available for construction per Broward Davis permit documents
5. Total impervious area constructed on Southeast Tract as referenced in Table 2.
6. Total impervious area available for future construction.
7. 1623 Medical Drive project (TEM 150060) reduced overall Commercial impervious area by 0.11 acres.
8. Hodges Drive widening (TEM150086) to utilize 0.13 acres of capacity allocated to the Hospital made available by Bixler Emergency Center / Note 2 above resulting in 0.14 acres of available impervious campacity.
9. M. T. Mustian Surgery Tower is not located in the Southeast Tract but will be utilizing available capacity originally allocated for the Southeast Tract. The project includes demolition of 3.72 acres of existing impervious area with a net of 1.10 acres of impervious area.
10. Material Management Docks (TEM50055) resulted in no change in impervious area. TMH Temporary Trash Loading Dock relocation (TEM150119) resulted in an increase in impervious area of 0.



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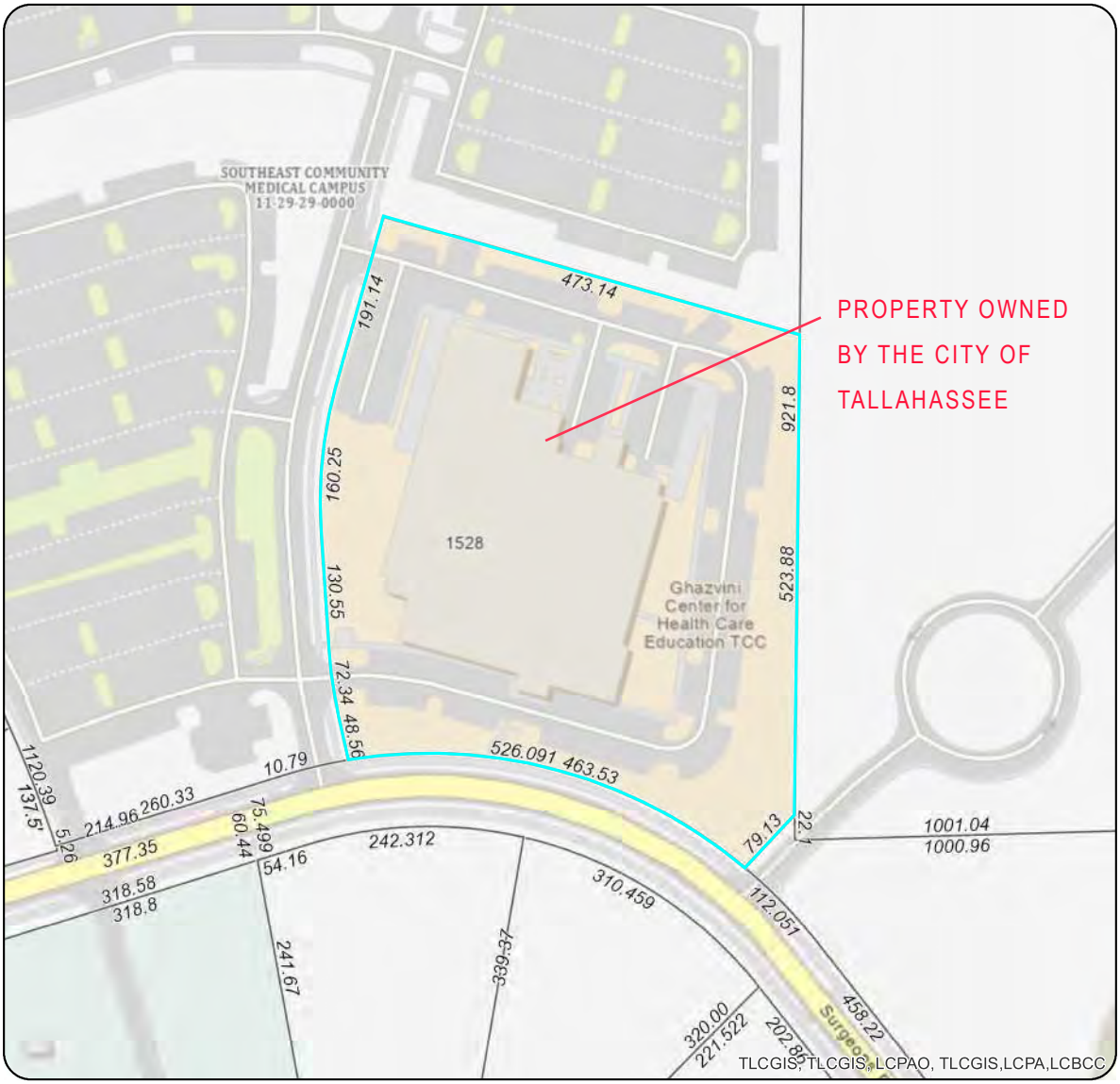
TSC GHAZVINI CENTER STORMWATER BASIN MAP

ENVIRONMENTAL INITIATIVES

SOLAR CANOPY ARRAYS

During recent remodeling at the Ghazvini Center, solar canopy arrays were added to the plaza to provide shading while generating electricity for the campus.
In addition, the remodeling complied with all green building initiatives required by state statute and TSC energy efficiency standards.

TSC GHAZVINI CENTER PROPERTY HOLDINGS MAP



Leon County Property Appraiser

Legend

Township	Lot	Building
Section	Access Easement	Park
Subdivision	River	City Limit
Tax Parcel	Waterbody	Imagery 1/2015

N

0 0.0275 0.055 0.11

mi

Akin Akinyemi, PhD, RA, CFA, CMS
Leon County Property Appraiser

315 S. Calhoun St, Third Floor
Tallahassee, Fl. 32301

Phone: (850) 606-6200
Fax: (850) 606-6201

Email: admin@leonpa.org
Website: leonpa.org

Date Printed: Apr 06, 2024

PROJECTED SPACE NEEDS

As stated in the Overview section of this report there is tremendous interest from the local medical community for TSC and the Ghazvini Healthcare Center to train more BSN credentialed healthcare nurses. The Florida Department of Economic Opportunity (FDEO) data projects 114 annual job openings in TSC's district.

Although the Ghazvini Campus is close to build-out at the existing campus conceptual studies show that a 33,000 square foot two-story building addition is feasible.

The College, the local Hospitals, the State, Leon County, and the City of Tallahassee all support this expansion and with that universal support one would expect a funding source to become available for the project.

The conceptual addition to the campus is discussed in more detail in the Future Projects Narrative section.

CIRCULATION & PARKING PROJECTIONS

The current parking counts are sufficient for the existing facility based on square footage and attendance calculations.

The proposed future two-story addition will require additional parking spaces. The parking projections were calculated using criteria from the Florida Building Code Chapter 453 which lists one parking space for every two students.

The student count for a laboratory classroom is determined by allowing fifty square feet per student and one space for each faculty member and employee:

Seven Labs @ 1,028 NSF = 7,196 NSF
7,196 NSF/50 sf/student = 144 Students/2 = 72
Additional Faculty & Staff = 10 +/-
Approximately 82 additional parking spaces required.

A three-story addition would require an additional 164 parking spaces if that option is selected.

Any additional parking spaces will need to be negotiated with the City of Tallahassee for allocation within the shared parking lots.

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TSC GHAZVINI CENTER CAMPUS SHARED PARKING

LANDSCAPE NARRATIVE

OVERVIEW & SUMMARY

The landscape narrative provides guidance for appropriate tree species selection and locational criteria for the Ghazvini Center campus. It will work in concert with the Conceptual Landscape Master Plan which provides a physical context suggesting where trees may be located on campus. The campus is just over 6 acres and mostly developed. The intent of the master plan and tree palette is to build upon the existing conditions of the campus.

The species and placement of trees will create a unified framework across the campus. The Landscape Master Plan reflects mostly existing conditions . Although limited in improvements, design consistency and visual cohesion will be achieved through practical design solutions that are maintenance friendly.

EXISTING CONDITIONS

The campus is bordered by Surgeons Drive to the south, a parking access road to the west, parking to the north and natural vegetation to the east. The Ghazvini Center and parking lots cover the majority of the site. Trees have been planted throughout the site per City of Tallahassee Land Development Code requirements. The site is on a hillside and has a fair amount of slope dropping from south to north. No storm ponds exist on site as it is served by an offsite storm facility. The canopy trees are predominantly Southern Live Oaks and the understory trees mostly Crape Myrtles. The live oaks provide a year-round evergreen canopy while the crape myrtles are deciduous and provide seasonal color when blooming.
Other trees on campus include magnolias and hollies.

INVASIVE EXOTIC PLANT REMOVAL

Due to the developed nature of the campus, invasive exotic plants are not as prevalent. When observed, removal of invasive and exotic plant species from the property should be conducted. Identification and removal of invasive species will be conducted in accordance with the guidance published by the Florida Invasive Species Council.

TREE SPECIES SELECTION

A strong emphasis is placed upon the use of native species. Although a small campus, the planting of monoculture communities is not allowed to ensure resilience against disease or infestation. A list of approved tree species is included herein but is not all inclusive and not meant to be the only species allowed. Species proposed which are not on the list shall be reviewed and approved by TSC. Consideration will be given to ecological, economic, and aesthetic desires balanced with currently available nursery stock within the region.

TREE PLACEMENT

Areas of high visibility and importance require a formal and consistent layout of trees whereas areas of passive use provide space for a more natural arrangement of trees to mimic complimentary areas within and adjacent to the campus. There do not appear to be ecologically sensitive areas on the property but assessment should be considered for future expansion. Always use the right plant for the right place.

Following are descriptions of treatments to the existing spaces on campus:

1. Streetscapes: This applies to the property edges along Surgeons Drive and the parking access road. These corridors should be planted with canopy trees at a spacing interval of 25 to 50 feet on center. Canopy species should be used that naturally limb up at maturity to allow an open understory to allow passage of vehicles without conflict while providing shade along the route and views outward from the corridor across the campus. Offset trees from edge of travel lanes with consideration of what vehicles may need vertical and horizontal clearance. A large amount of the campus edge already has some level of streetscape tree planting. Additional planting can supplement this where feasible.

2. Open Space: Open space is fairly limited on site. Where it does exist, clear sight lines should be created into and out of these open spaces throughout the campus. Location of trees should consider solar orientation to best provide shade at appropriate times of day in relation to seating areas.

3. Quadrangles: There is no space for quadrangles on this campus.

4. Buildings: Avoid planting too close to buildings for future maintenance considerations. Respect sight lines from within and to buildings.

5. Parking Lots: Place trees adjacent to and within parking lots which provide shade and aid in reduction of the urban heat island effect. Avoid species known to drop leaves or blooms which may stain cars or cause maintenance issues to adjacent pavement. Ensure proper planting space is provided for roots of tree to allow healthy growth and avoid damage to pavement areas from roots. Consider use of root barriers where planting areas confining.

6. Stormwater Facilities: There are no stormwater facilities on site.

7. Lighting: Trees shall be located to avoid conflicts with pedestrian and vehicular use area lighting including but not limited to walking paths, within parking lots, adjacent to buildings, etc. Consideration must be given not only to the trees at time of planting but also in accordance with what the mature size of the tree will be in years to come.
8. Utilities: Provide coordination with proposed and existing utilities – above and below ground. Consider mature size of roots and canopies of trees to avoid future conflict. Trees should be kept a minimum of ten (10) feet horizontally from underground utilities. When within ten (10) feet, root barriers should be placed directly adjacent to underground utilities through close coordination with utility providers. Canopy trees should be kept a minimum of thirty (30) feet horizontally from overhead utilities. Within thirty (30) feet, understory trees that reach a mature height of no more than fifteen (15) feet should be used.
9. Pavement: Trees should be kept a minimum of five (5) feet horizontally from edges of pavement where possible. When within five (5) feet, root barriers should be placed directly adjacent to pavement.

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

CPTED principles must be met when considering tree selection and placement. The five principles include natural surveillance, natural access control, territorial reinforcement, activity support and maintenance. Following are descriptions of each principle to consider in relation to trees:

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4. ACTIVITY SUPPORT – Placing activity where individuals become part of the natural surveillance.

5. MAINTENANCE – Regularly scheduled maintenance routine will ensure the property demonstrates territoriality and natural surveillance.

MAINTENANCE, OPERATIONS, & EMERGENCY VEHICLES

Maintenance is an integral consideration in development of the campus. As plant material is selected and located, coordination shall occur with maintenance staff to ensure a plan which they can maintain in perpetuity in a way that meets the design vision. Tree planting locations must consider the special needs of service operations, large truck deliveries and emergency vehicles. Tree selection shall also consider irrigation needs and strive to achieve xeriscape where possible to help reduce water use.

NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
SOUTHERN LIVE OAK	TULIP POPLAR EASTERN	EASTERN REDBUD	SABAL PALM
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SHUMARD OAK		WAX MYRTLE	
NUTTALL OAK	AMERICAN HOLLY	DAHOON HOLLY	
WILLOW OAK	EASTERN PALATKA HOLLY	SWEETBAY MAGNOLIA	
MAPLE BLACK	SOUTHERN MAGNOLIA	DOWNY SERVICEBERRY	
GUM RIVER BIRCH	BALD CYPRESS	FRINGETREE	
FLORIDA ELM	POND CYPRESS		
WATER HICKORY	LONGLEAF PINE		
LOBLOLLY BAY	AMERICAN HORNBEAM		
REDBAY	PERSIMMON		
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		STAR MAGNOLIA	

SUMMARY

Trained health care professionals are in high demand across the nation with one in every eight Americans employed by this industry. The greater Tallahassee area is no exception with local and surrounding counties healthcare providers and hospitals in desperate need of additional healthcare workers.

TSC and the Ghazvini Center strive to meet the needs of the surrounding healthcare agencies by delivering healthcare graduates in a variety of disciplines. They are committed to providing well trained health care personnel to the local healthcare community. Its high caliber level of training has been recognized by several national organizations for their graduation success rates and their economical on-line training curriculum.

Due to the high level of demand for additional accredited healthcare personnel, local hospitals and other healthcare agencies have pressed TSC to increase the number of accredited healthcare graduates. The Center has recently doubled the number of nursing students and doubled the size of its simulation center within its existing footprint. To meet this additional demand TSC has performed conceptual studies for a significant addition to this campus. The concept proposes a two story 33,000 square foot addition to the campus. Given the current high demand and possible increase in demand in the coming years TSC may need to consider a three-story addition with the top floor built out later.

When this Architect first contacted the leadership at the Florida Department of Education about this Master Plan update, they said the expectation was for State Colleges to “be able to turn on a dime to support and meet the needs of their community”. I believe that TSC and the Ghazvini Centers response to the healthcare communities needs are a perfect example of this approach.

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OVERVIEW

Gadsden County is a small, largely rural, majority-minority community with tremendous potential, but also many challenges. More than 25% of the population live below the federal poverty threshold and more than 80% of students are eligible for free or reduced-price lunch, making it one of the most impoverished counties in Florida. With more than 20% of the population over the age of 25 with less than a high school diploma, education represents a tremendous opportunity for economic mobility for residents of Gadsden.

TSC's Gadsden Center was established in 2016 to help provide comprehensive educational support services and anchor workforce training opportunities. Thanks to our successes, the College seeks to grow in several critical areas with demonstrated need:

• Expand our workforce training programming in Heating, Ventilation, Air Conditioning, Refrigeration (HVAC), which currently has a 100% job placement rate.

• Add new healthcare programming in Patient Care Technician certification, and expand our nursing assistant, phlebotomy, and home health aide programs.

• Expand our Eagle Connections program for students with intellectual disabilities.

• Expand our in-demand General Education Development (GED®) preparation and English as a Second Language (ESOL) programs.

• Add additional admissions and advising support personnel for students who wish to continue their education at TSC.

HEALTHCARE PROGRAMS

TSC will expand the current healthcare education programs at the Gadsden Center to include Patient Care Technician (PCT), a 600-hour program designed to prepare students for employment as advanced cross trained nursing assistants, including Health Care Technicians, Patient Care Assistants, Nursing Aides and Orderlies, Home Health Aides, or Allied Health Assistants. This PCT program offers a broad foundation of knowledge and skills, expanding the traditional role of the nursing assistant, for both acute and long-term care settings.

Along with the PCT program, the new space would provide for additional students in the existing areas of Home Health Aide, Certified Medical Assistant, Nursing Assistant and Certified Phlebotomy Technician.

• According to the Bureau of Labor Statistics, employment in the healthcare field is projected to grow 16% over the next decade.

• Healthcare will add about 2.6 million jobs to the economy, more than any other sector.

• There are over 20,000 vacant nurse openings across Florida.

• Currently on Indeed, there are 1,447 healthcare jobs in the Tallahassee Metropolitan Statistical Area which includes Gadsden County

EAGLE CONNECTIONS

TSC will expand its celebrated Eagle Connections program to the Gadsden Center. Eagle Connections increases independent living and employment opportunities for students with intellectual disabilities by helping them earn an employment credential, employability skills and provides for internship opportunities. The program is currently offered on main campus, and operates in partnership with Florida Postsecondary Comprehensive Transition Program, the Leon County Schools Transition Program, the Florida Agency for Persons with Disabilities and Vocational Rehabilitation.

• It is estimated that 12% of Florida residents have a cognitive disability.

• Students with cognitive disabilities have a high school graduation rate of 67% is nearly 20% lower than other students.

• US News & World Reports states that only 25% of students with an intellectual disability go on to attend college.

• For people with intellectual disabilities the employment rate is only 19%.

GED® AND ESOL

TSC will expand the existing, in-demand GED® preparation programming to provide in-class instruction, books and materials and preparation software, as well as counseling and guidance for the admission process to TSC's many degree programs.

• An estimated 4,000 Gadsden County residents aged 25 years or older do not have a high school diploma. Another 1,900 have less than a 9th grade education.

• According to the Bureau of Labor Statistics, individuals who did not complete high school had an 8% unemployment rate compared to 6% for high school graduates and 3% for college graduates.

LEGEND

1 EXISTING MULTI-PURPOSE BLDG [02-0003 GSC]

2 EXISTING PARKING LOT

3 FUTURE TWO STORY CLASSROOM BLDG

4 FUTURE TWO STORY PARKING DECK

5 VEHICLE RAMP

6 EXISTING RETENTION POND

7 SUBMITTAL PENDING TO VACATE KENT STREET

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TSC GADSDEN CENTER EXISTING & FUTURE PROJECTS MAP

FUTURE PROJECTS NARRATIVE

CLASSROOM AND LABORATORY BUILDING ADDITION

Due to the increased educational and workforce development needs of Gadsden County TSC has enlarged its program offerings and prepared conceptual studies for additional classroom space on their Gadsden Campus to address that need. A legislative budget request was sent to the state legislature this past session but failed to make it into the final budget.

The proposed building addition would consist of a two-story classroom and laboratory building of approximately 15,000 square feet and a 25,000 two level parking deck and vehicle ramp to provide the additional parking spaces required for the addition.

The classroom building would have solar panels on the roof and the upper parking deck level will be covered by a solar canopy.
The new building addition would allow space for approximately 200 additional students if set up for lab space alone.

Currently underway is a request to the City of Quincy to vacate Kent Street that runs along the eastern property line. If approved this would extend the eastern property line approximately twenty-five feet to the east.

The existing stormwater management area was originally sized for full build out of the property so no expansion of this system is anticipated with the additional building and parking deck addition.

STORMWATER NARRATIVE

The Gadsden Center's stormwater is currently discharged to an on-site retention pond. The pond was originally designed and sized to accommodate all the stormwater run-off from the site at full build out. Therefore, if development of the site stays within the parameters of the original project permits no additional area will be required for this function.

ENVIRONMENTAL INITIATIVES

The existing multi-purpose building presently on site was designed as a “net zero” energy efficient building. It was designed with a well-insulated thermal envelope, energy efficient HVAC equipment and lighting systems along with roof mounted solar panels. Any energy that had to be drawn from the electrical grid would be fed back to the grid so that annually the net energy usage from the grid was zero.

To date the solar panels have not been installed so this critical component will need to be added in the future.

PROPERTY HOLDINGS MAP

The Gadsden Centers property site consists of five separate parcels. The property is bounded by Pat Thomas Parkway, Kent Street, Laura Street and West Clark Street on the West, East, South and North respectively.

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PROJECTED SPACE NEEDS

Statistics listed in the Overview part of this report show that Gadsden County has a significant percentage of its population that have not completed high school resulting in low income and low employment prospects.

In 2023 the State Senator for Gadsden County asked the College to expand the capacity of the Gadsden Center to raise the education level of the populace and provide training for better employment and income prospects.

Subsequently the college started an architectural conceptual study to determine the feasibility of enlarging the campus buildings to find out how many additional students could be accommodated on the campus. The resulting study showed that approximately two-hundred students could be added in a workforce development lab type design. A legislative budget request was submitted in the 2024 legislature session but did not make the final budget.

Currently a request to vacate an adjacent street is being prepared for submittal to the City of Quincy. If approved, it will add more property to the campus.
When approved and the project is completed the campus will have maximized its build-out capacity and more property will need to be obtained for future growth.

CIRCULATION & PARKING PROJECTIONS

The current parking accommodation is sufficient for the existing facility based on square footage and attendance calculations.

The proposed future addition described herein will require additional parking spaces. One hundred additional parking spaces would be needed to comply with applicable parking ordinances. To this number a diversity factor of twenty percent was applied since all labs and classrooms are not always fully occupied. This resulted in a requirement for eighty additional spaces. To meet this requirement an elevated parking deck was required.

A request to the City of Quincy is being prepared to ask for Kent Street to the east of the property to be vacated. If successful additional parking could be installed.

LANDSCAPE NARRATIVE

OVERVIEW & SUMMARY

The landscape narrative provides guidance for appropriate tree species selection and locational criteria for the Gadsden Center campus. It will work in concert with the Conceptual Landscape Master Plan which provides a physical context suggesting where trees may be located on campus. The campus is quite small with limited growth proposed. The intent of the master plan and tree palette is to provide trees to the campus which currently has only a few trees on campus.

The species and placement of trees will create a unified framework across the campus. The Landscape Master Plan reflects the addition of one building and expanded parking. Although limited in improvements, design consistency and visual cohesion will be achieved through practical design solutions that are maintenance friendly.

EXISTING CONDITIONS

The campus is one city block in size, bordered by streets on all four sides. One building, the TSC Gadsden Center, a parking lot, sidewalks and a storm pond are the only built elements on site. A few Southern Live Oaks are along the edges of the property. Where possible, these should be preserved. Otherwise, the property is mostly lawn.

INVASIVE EXOTIC PLANT REMOVAL

Due to the developed nature of the campus, invasive exotic plants are not as prevalent. Removal of invasive and exotic plant species from the storm pond should be conducted to allow the establishment of native species and reduce spread onto the developed portions. Identification and removal of invasive species will be conducted in accordance with the guidance published by the Florida Invasive Species Council.

TREE SPECIES SELECTION

A strong emphasis is placed upon the use of native species. Although a small campus, the planting of monoculture communities is not allowed to ensure resilience against disease or infestation. A list of approved tree species is included herein but is not all inclusive and not meant to be the only species allowed. Species proposed which are not on the list shall be reviewed and approved by TSC. Consideration will be given to ecological, economic, and aesthetic desires balanced with currently available nursery stock within the region.

TREE PLACEMENT

Areas of high visibility and importance require a formal and consistent layout of trees whereas areas of passive use provide space for a more natural arrangement of trees to mimic complimentary areas within and adjacent to the campus. There do not appear to be ecologically sensitive areas on the property but assessment should be considered for future expansion. Always use the right plant for the right place.

Following are descriptions of treatments to the existing spaces on campus:

1. Streetscapes: Streets bordering all sides of campus. To create an enhanced arrival and departure experience, these corridors should be planted with canopy trees at a spacing interval of 25 to 50 feet on center. Canopy species should be used that naturally limb up at maturity to allow an open understory to allow passage of vehicles without conflict while providing shade along the route and views outward from the corridor across the campus. Offset trees from edge of travel lanes with consideration of what vehicles may need vertical and horizontal clearance. The campus is bordered on the west by the high traffic roadway of Pat Thomas Parkway and a large warehouse across the parkway. Trees can be used to buffer the sounds of high traffic and views of the warehouse.

2. Open Space: These areas are comprised of expansive lawns that include pedestrian paths and canopy trees. Clear sight lines should be created into and out of these open spaces throughout the campus. Location of trees should consider solar orientation to best provide shade at appropriate times of day in relation to seating areas.

3. Quadrangles: It is not envisioned there will be any true quadrangles on this campus.

4. Buildings: Avoid planting too close to buildings for future maintenance considerations. Respect sight lines from within and to buildings.

5. Parking Lots: Place trees adjacent to and within parking lots which provide shade and aid in reduction of the urban heat island effect. Avoid species known to drop leaves or blooms which may stain cars or cause maintenance issues to adjacent pavement. Ensure proper planting space is provided for roots of tree to allow healthy growth and avoid damage to pavement areas from roots. Consider use of root barriers where planting areas confining.

6. Stormwater Facilities: Plant to recreate natural arrangements of trees to the extent proper maintenance and access can be provided. Locate plantings to avoid facilities being eyesores to the public and screen fencing where possible. Rather, they can become an amenity within the site.

7. Lighting: Trees shall be located to avoid conflicts with pedestrian and vehicular use area lighting including but not limited to walking paths, within parking lots, adjacent to buildings, etc. Consideration must be given not only to the trees at time of planting but also in accordance with what the mature size of the tree will be in years to come.

8. Utilities: Provide coordination with proposed and existing utilities – above and below ground. Consider mature size of roots and canopies of trees to avoid future conflict. Trees should be kept a minimum of ten (10) feet horizontally from underground utilities. When within ten (10) feet, root barriers should be placed directly adjacent to underground utilities through close coordination with utility providers. Canopy trees should be kept a minimum of thirty (30) feet horizontally from overhead utilities. Within thirty (30) feet, understory trees that reach a mature height of no more than fifteen (15) feet should be used.

9. Pavement: Trees should be kept a minimum of five (5) feet horizontally from edges of pavement where possible. When within five (5) feet, root barriers should be placed directly adjacent to pavement.

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

CPTED principles must be met when considering tree selection and placement. The five principles include natural surveillance, natural access control, territorial reinforcement, activity support and maintenance. Following are descriptions of each principle to consider in relation to trees:

1. NATURAL SURVEILLANCE – The intended users can observe the property. Effective lighting of a property is an example of natural surveillance.

2. NATURAL ACCESS CONTROL – Controlling and reducing the number of access points to a property. Gated communities are an example of access control.

3. TERRITORIAL REINFORCEMENT – Creating a clear delineation of space and separates your space from non-legitimate users.

4. ACTIVITY SUPPORT – Placing activity where individuals become part of the natural surveillance.

5. MAINTENANCE – Regularly scheduled maintenance routine will ensure the property demonstrates territoriality and natural surveillance.

MAINTENANCE, OPERATIONS, & EMERGENCY VEHICLES

Maintenance is an integral consideration in development of the campus. As plant material is selected and located, coordination shall occur with maintenance staff to ensure a plan which they can maintain in perpetuity in a way that meets the design vision. Tree planting locations must consider the special needs of service operations, large truck deliveries and emergency vehicles. Tree selection shall also consider irrigation needs and strive to achieve xeriscape where possible to help reduce water use.

NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
SOUTHERN LIVE OAK	TULIP POPLAR EASTERN	EASTERN REDBUD	SABAL PALM
SWAMP CHESTNUT OAK	RED CEDAR SYCAMORE	YAUPON HOLLY	
SHUMARD OAK		WAX MYRTLE	
NUTTALL OAK	AMERICAN HOLLY	DAHOON HOLLY	
WILLOW OAK	EASTERN PALATKA HOLLY	SWEETBAY MAGNOLIA	
MAPLE BLACK	SOUTHERN MAGNOLIA	DOWNY SERVICEBERRY	
GUM RIVER BIRCH	BALD CYPRESS	FRINGETREE	
FLORIDA ELM	POND CYPRESS		
WATER HICKORY	LONGLEAF PINE		
LOBLOLLY BAY	AMERICAN HORNBEAM		
REDBAY	PERSIMMON		
AMERICAN BEECH	PIGNUT HICKORY		

NON-NATIVE TREE SPECIES

CANOPY TREES	CANOPY TREES	UNDERSTORY TREES	PALMS
LOBLOLLY PINE		CRAPE MYRTLE [SPP.]	WASHINGTON PALM
SLASH PINE		SAUCER MAGNOLIA	
		STAR MAGNOLIA	

SUMMARY

The Gadsden Campus will reach its full build-out potential once the proposed addition is completed. It has the potential to provide laboratory space for 343 full-time students or 648 full time students if all spaces are used as traditional classroom space. If both lab space and traditional classroom space is contemplated the approximate average capacity would be 490 students. To reach the traditional classroom or average capacity would require additional property to accommodate the required parking and additional stormwater retention areas.

Assuming the funding becomes available during the 2025 legislative session it seems feasible that the project could be designed and constructed to meet a December 2026 opening date. It is anticipated that the construction process would have minimum impact on the continued operation of the existing campus facilities.

It is recommended that the solar arrays that were planned for the original building design be installed when possible. This would reduce energy consumption and comply with TSC's commitment to maintaining a sustainable environment.

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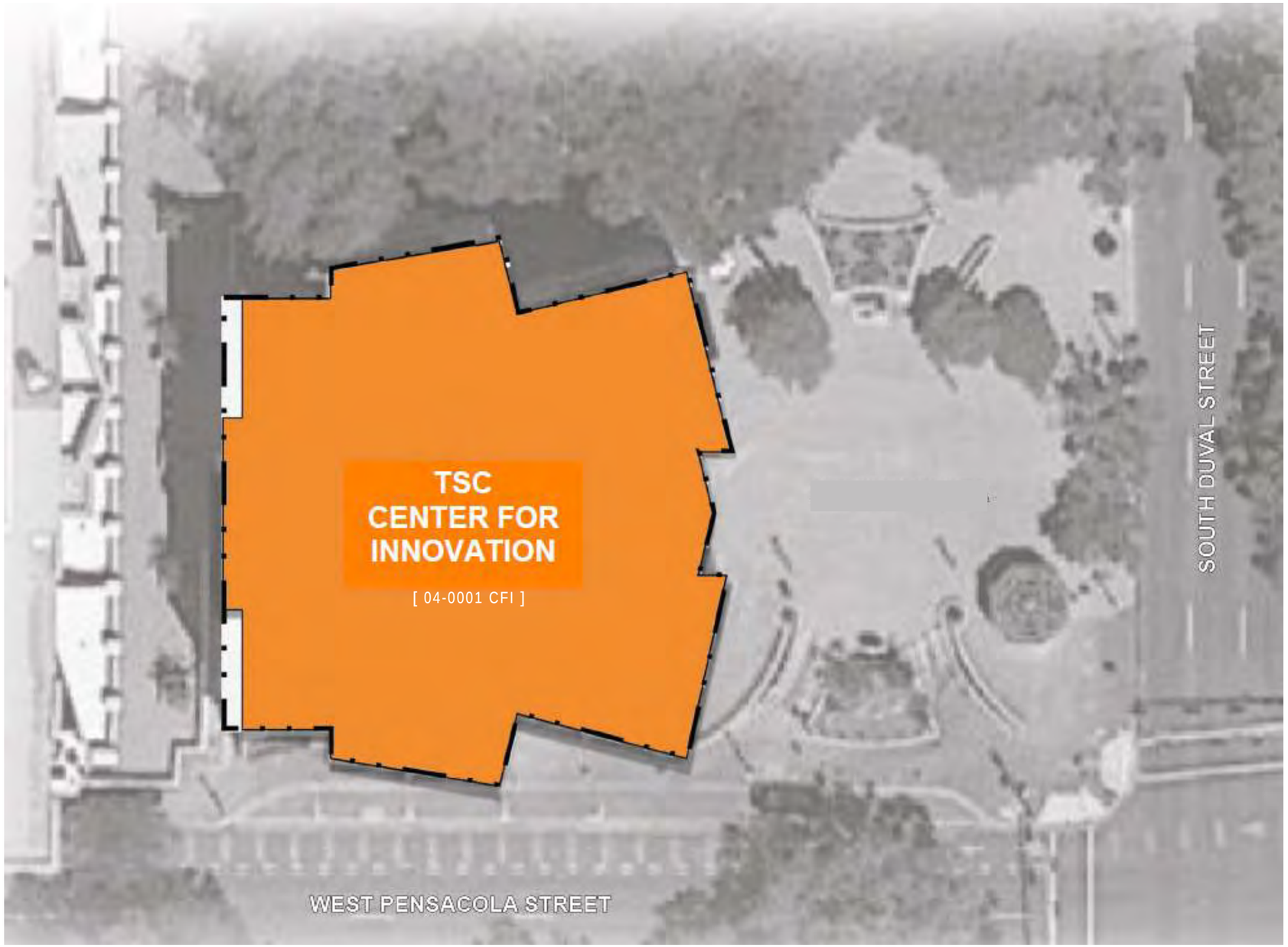
OVERVIEW

TSC's Center for Innovation (CFI) brings together the public sector, private businesses and nonprofit organizations in one space. Recognizing that we can provide more opportunities to our students and our community by breaking down silos, CFI provides a ideal location. Within the 34,000 square foot facility, we provide technology infused training rooms, classrooms, and offices.

The Center is home to The Institute for Nonprofit Innovation and Excellence (INIE) which helps local agencies access the resources and training necessary to better fulfill their missions. Through a focus on capacity-building, collaboration, and creativity, INIE works to enhance the nonprofit sector and ensure that it continues to serve as a driving force for this region's economy and quality of life. Soon to be co-located with INIE, is the Association of Florida Colleges and the Florida College System Athletics Association. Both organizations are responsible for providing statewide leadership to the colleges within the FCS.

The Center is also home to organizations that are focused on information technology solutions and implementation at the state level. The college has upgraded and expanded availability for businesses and state-wide organizations to coordinate and collaborate on technology-related issues. The Florida Technology Council is one such partner. TSC is now building on these relationships to utilize their expertise by providing internships and shadowing opportunities for our students in cyber-security and technology fields.

Our goal is to create opportunities for our students as well as real learning experiences as they are working on their A.S. degrees in STEM fields.



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TSC INNOVATION CENTER

FUTURE PROJECTS NARRATIVE

The Center for Innovation Building is under College ownership as part of a long-term lease agreement between the City of Tallahassee, Leon County Schools, and the TSC District Board of Trustees.

Sited on Kleman Plaza at the intersection of West Pensacola Street and South Duval Street there is no room for expanding the building footprint.

PROPERTY HOLDINGS MAP

PROJECTED SPACE NEEDS

No additional area can be added to the existing building footprint due to its location on Kleman Plaza in downtown Tallahassee. However the interior of the building is being remodeled to accommodate two tenants and the exterior of the building is undergoing needed maintenance and repair.

Currently the exterior of the building is being renovated and waterproofed with the exterior wall finish, doors, windows, and exterior stairwell being replaced.

Interior remodeling and renovations are under way to allow the Association of Florida Colleges to be located on the third floor and the Institute for Non-Profit Innovation and Excellence (INNIE) to be moved to the second floor.

SUMMARY

The Center for Innovation Building is under College ownership as part of a long-term lease agreement between the City of Tallahassee, Leon County Schools, and the TSC District Board of Trustees.

Sited on Kleman Plaza at the intersection of West Pensacola Street and South Duval Street there is no room for expanding the building footprint.

The exterior perimeter of the two-story building serves as its lot lines separating it from Kleman Plaza and establishing the limits of TSC's responsibility for maintenance and operations. The Plaza lighting, hardscape, and landscaping are the responsibility of the city. Parking is provided by a connected underground parking garage.

The building has been remodeled several times since TSC took over the building creating interior spaces conductive to collaboration and creativity.

Purportedly the building was designed to receive an additional floor. If considered the building would have to be shut down during the construction period while additional superstructure work and the relocation of rooftop equipment occurred.