

BACCALAUREATE PROPOSAL APPLICATION

Form No. BAAC 02

Section 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for Florida College System baccalaureate program proposals. The completed proposal form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at ChancellorFCS@fldoe.org.

CHECKLIST

The proposal requires completion of the following components:

- Institution Information
- Program summary
- Program description
- Workforce demand, supply, and unmet need
- Student costs: tuition and fees
- Enrollment projections and funding requirements
- Planning process
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Supplemental materials

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name.	Lake-Sumter State College
Institution President.	Dr. Heather Bigard

PROGRAM SUMMARY

1.1	Program name.	Elementary Education
1.2	Degree type.	<input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	13.1202
1.5	Anticipated program implementation date.	August 2024
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: Click or tap here to enter text.
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Elementary Education

PROGRAM DESCRIPTION

2.1 This section will serve as an **executive summary of this proposal**. We recommend providing an abbreviated program description including but not limited to: the program demand current supply, and unmet need in the college's service district; primary pathways to program admission; overview of program curriculum; career path and potential employment opportunities; and average starting salary. Throughout the proposal, please include in-text references to the supplemental materials for reviewers to reference. We encourage approximately 500 words for a sufficient description.

Lake and Sumter Counties are growing at a rapid pace creating additional demand for certified educators throughout the central Florida region (Section 3.2). Lake-Sumter State College continuously strives to provide exceptional workforce for their service region and the continued growth has opened the door for the opportunity to partner with our K-12 School Districts. According to the Florida Department of Economic Opportunity, by 2029 there will be 1,346 elementary and Kindergarten teacher positions in the two-county area, with an unmet need of 168 K-6 teachers (Table 3.1.1). Lake-Sumter State College (LSSC) has committed to providing opportunities to develop certified educators to meet the growing demand. Candidates who have met the state-mandated requirements outlined in section 1004.04(3)(b), F.S., will be admitted into the program. The primary pathway into the program will be through completion of the General Education (AA) degree already established at Lake-Sumter State College. Currently, 136 of our students have indicated a desire to further their education in elementary or early childhood BS programs, demonstrating further the growing demand for the opportunity at LSSC (Appendix G). Students will graduate with state required Reading and ESOL Endorsements and will be certified to teach in K-6 classrooms throughout the state of Florida, in public, private, and charter schools earning an average starting salary of \$51,969 annually (Table 3.1.1). They will also be eligible to apply for admission to Master's Degree programs.

The curriculum offered within the Bachelor of Science Program in Elementary Education will include courses that ensure understanding of the Uniform Core Curriculum to ensure program completers are prepared to instruct Kindergarten through sixth grade students to meet high standards for academic achievement. Students will complete three reading content and methods courses, two mathematics content and methods courses, content integrated literacy strategies for social studies and science (along with methods and content), and utilize technology throughout the program while completing clinical practicums based in elementary school settings throughout the program's entirety. Coursework will also include assessment, measurement, data, ethics and professionalism, and all courses will be aligned to the Florida Educator Accomplished Practices and the Florida Teacher Certification Examination competencies and skills as prescribed in Rule 6A-4.0021, F.A.C. for the Elementary Education Subject-Area Examinations and the Professional Education Exam. Clinical experiences will be coordinated with district partners to ensure continuity of expectations and communication throughout the program and that placements are diverse in nature and high-quality for each candidate (Table 13.7.1). Students in the program will develop an understanding of theory and

pedagogy, while using clinical experiences to apply theory to practice using research-based practices. All course content will comply with Florida Statutes.

To ensure accessibility, courses will be offered in mixed mode when appropriate. All clinical based components of the program will be completed in person, on school campuses with elementary students. Classes will meet either face to face or synchronously, to develop candidates' understanding of theory and pedagogy during the course of the program. Additionally, we are analyzing EDF 4467, SSE 3312, and EDG 4410 as potential asynchronous courses to be accompanied by clinical/in-person requirements for assignment completion and mastery demonstration. We will continually analyze student outcome data from courses, post-graduation success rates, and FTCE to determine if courses are preparing LSSC students to prepare K-6 students for academic achievement and make decisions regarding course offerings.

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce demand, supply, and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from Sections 3.1.1 to 3.1.4. For proposed programs without a listed Standard Occupational Classification (SOC) linkage, provide a rationale for the identified SOC code(s). If using a SOC that is not on the CIP to SOC crosswalk, please justify why the SOC aligns with the baccalaureate program.

According to the Florida Department of Economic Opportunity, there were approximately 1,948 individuals employed as elementary education teachers in 2021 in Lake and Sumter Counties. The demand is expected to increase by approximately 11% in 2029, to 2,163; with 168 new job openings in 2029, due to growth, retirement, and attrition (Table 3.1.1). The annual average salary for Elementary Education Teachers and Kindergarten Teachers is \$51,969. As noted within tables 3.1.2 and 3.1.3, there are no other entities independent of the college that are projecting jobs that LSSC's Bachelor of Science in Elementary Education is proposing to prepare candidates for, and there are no institutions within our service district that are supplying adequate workforce of pre-service teacher candidates for Lake and Sumter Counties. This maintains the unmet need projected at 168 job openings, as shown in Table 3.1.4. There are no universities within our region supplying significant workforce in this area. While the University of Central Florida has an Elementary Education program, a five-year average of students interning within Lake and Sumter counties shows that annually Lake County receives 20.4 student interns (prospective teachers) and Sumter County receives 1.4 interns. If we use the same formula provided within table 3.1.4 to determine Lake and Sumter Counties' needs, the range of estimated unmet need would be 146.2 within the five-year average, and 151 for the most current year's data. The data provided by the Director of Professional Learning for Lake County Schools and the Supervisor for Career Technical and Adult Education from Sumter County Schools highlights the disparity in the Total Job Openings compared with the number of degrees awarded specifically for the regions of Lake and Sumter Counties. Similar data for the University of Florida (UF) was analyzed due to its

proximity to the LSSC campus. According to Lake County five-year data the average number of UF interns provided to the county is 0.4 annually. Lake County hosted one UF intern in 2018-2019 and another in 2021-2022. Sumter County Schools provided data for three years of intern placements and only two students in total were from the University of Florida within the three-year period. Interns from Saint Leo University, College of Central Florida, University of West Florida, University of Phoenix, and Valdosta State University were also cited within the data provided, but the number of interns placed were between one and four (with only Saint Leo University having more than three) (Appendix E and F: Lake and Sumter Intern Lists). There is an anticipated uptick of workforce development from Saint Leo University for Sumter County Schools, as they just enacted a dual enrollment opportunity with their High School Teaching Academy. However, LSSC is committed to offering similar opportunities and the proximity for students to LSSC is much closer than to Saint Leo University (11 miles from Wildwood Middle High to LSSC's Leesburg Campus compared with 52 miles to St. Leo University's campus; while it's equal-distance from South Sumter High School to St. Leo and LSSC's Leesburg Campus but only ten miles from LSSC's Sumter County Campus), and can provide additional opportunities for students to enroll in a teacher preparation program with less financial barriers. A point of clarification that should be noted is that not all interns are hired in the county they intern within. For instance, of the ten interns who were in Lake County Schools in the Spring 2023 semester, only eight were hired by Lake County Schools. Additionally, there is nothing preventing interns from surrounding counties from coming to Lake or Sumter County for employment upon graduation and the access to that data has not been maintained by our local education partners. UCF's Dean of the College of Community Innovation and Education provided the following data in response to LSSC's Notice of Intent: At present, among students active in one of UCF's graduate or undergraduate education programs (N = 2,277; including undergraduate and graduate, state approved, non-state approved, and pending teacher preparation majors), only 30 students (1.32%) resided in the same geographic area as LSSC (LSSC's geographic region being inclusive of the institution's postal code and the eight adjoining postal codes; based on active student mailing address postal code data) (Source: UCF IKM Active Student information file). The use of this data was to suggest minimal impact on UCF's existing teacher preparation program enrollment by the approval of LSSC's program, but it also demonstrates the disparity in available training and untapped pool of candidates from our service region.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

3.1.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	2021	2029	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Elementary Education Teacher	252021	Lake and Sumter	1749	1943	11.09	1174	25.27	\$ 52,562	B	BLS
Kindergarten Teacher	252012	Lake and Sumter	199	220	10.55	172	24.70	\$ 51,376	B	BLS
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
					Total	168	\$ 24.99	\$ 51,969		

*Please replace the “Base Year” and “Projected Year” headers with the years reflected in the projections portal (e.g., Base Year is 2019, Projected Year is 2027).

**Please note that the “Level Change” column in Table 3.1.1 corresponds to the “Percent Growth” employment projections data produced by the DEO.

***Please note that the “Total Job Openings” columns is preset to be divided by 8.

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE (LIST NAME OF OTHER ENTITY HERE)

3.1.2 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	*Base Year	*Projected Year	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
						Total	0			

*Please replace the "Base Year" and "Projected Year" headers with the corresponding years reported.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

3.1.3 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

Program		Number of Degrees Awarded					
Institution Name	CIP Code	*Most Recent Year	*Prior Year 1	*Prior Year 2	*Prior Year 3	*Prior Year 4	5-year average or average of years available if less than 5-years
	Total	0	0	0	0	0	0

*Please replace the "Most Recent Year" through "Prior Year 4" headers with the corresponding years reported.

ESTIMATES OF UNMET NEED

3.1.4 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

	Demand	Supply		Range of Estimated Unmet Need							
	(A)	(B)	(C)	(A-B)	(A-C)						
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference						
DEO Total	168	0	0	168	168						
Other Totals				0	0						

3.2 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data and information not reflected in the data presented in Sections 3.1.1 to 3.1.4, such as local economic development initiatives, emerging industries in the area, or evidence of rapid growth.

Lake County is 17th out of 67 counties in population, and 5th in projected annual growth rate. They are 11th in absolute population growth with an anticipated growth of +214,000 by 2050, and 36th in student generation rate. There are currently 23 public elementary schools, 9 public middle schools, 2 multi-level schools (K-8) and 8 public high schools. Additionally, Lake County Schools has four conversion charter schools, serving students in grades K-8 and 7 charter schools serving grades K-8. There are additional educational needs in Lake County within the specialty schools that serve as alternative placement or credit recovery programs. With the expected growth and awareness of incoming population, the need for elementary education teachers is highlighted as a necessary component of local workforce growth and Lake-Sumter State College is well-positioned within the county to provide for the needs of Lake County Schools. Sumter County is the fastest growing district in the state of Florida. Both counties have access to High School Teaching Academies and are planning to expand the program to develop the pipeline. Additionally, the recruitment process will seek to attract current employees within the K-12 school systems that are not instructional, such as paraprofessionals and substitutes for the Elementary Education Baccalaureate Program. Strong relationships exist between LSSC, LCS and SCS for development of pathways for future teachers, including paid internships and opportunities to substitute. Clinical experiences will be embedded throughout the program, also supporting Lake and Sumter County Schools' current and future students and teachers.

Additionally, enrollment in state universities in Elementary Education Programs is declining, and localizing and providing an Elementary Education BS program for less money could eliminate potential barriers to entering the teaching profession. The decline in enrollment is impacting the teacher availability locally. Five-year data from Lake County Schools demonstrates that the number of jobs posted for elementary level teachers compared to the average numbers of applicants for the position is on a downward trend. This data suggests the demand for more qualified applicants. For example, in 2018, 94 jobs were posted and on average, 49 people applied for the position. In 2023, 64 jobs were posted with only an average of 18 applicants. Even more telling is the number of jobs posted compared to the number of hiring requests. Again, a five-year trend reveals only about 83.33% of elementary instructional positions are being filled. That indicates that 16.66% of the positions are unfilled annually, demonstrating the demand for qualified applicants (Appendix I – Lake County Schools Applicant and Vacancy Data Trends).

3.3 If the education level for the occupation identified by the Florida Department of Economic Opportunity (DEO) or the Bureau of Labor Statistics (BLS) presented in Sections 3.1.1 to 3.1.2 is below or above the level of a baccalaureate degree, provide justification for the inclusion of that occupation in the analysis.

The education level identified by both the Florida Department of Economic Opportunity and BLS is the baccalaureate degree.

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

Graduates of the Elementary Education Baccalaureate degree program will be qualified to work in public, charter, and private schools upon completion of the degree and subsequent state certification requirements. Students will be Reading and ESOL Endorsed and will be eligible to enter Master's Degree programs to further their educational opportunities.

STUDENT COSTS: TUITION AND FEES

4.1 The Excel spreadsheets in Sections 4.1 - 4.3 are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the anticipated cost for a baccalaureate degree (tuition and fees for lower-division and upper-division credit hours) at the proposing FCS institution.

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	\$ 109.73	60	\$ 6,584
Tuition & Fees for upper division:	\$ 122.25	60	\$ 7,335
Tuition & Fees (Total):		120	\$ 13,919

Select if the program will be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees. If selected, please indicate below how the institution will make up any difference above \$10,000 (e.g., institutional scholarships).

The first three (of five) semesters of the BS program offer a paid clinical opportunity with both Lake & Sumter County Schools to implement coursework. The last semester of coursework provides teacher candidates with a full-time, paid internship opportunity within the surrounding counties. A partnership currently exists between the Education Foundation, Lake County School and LSSC to provide tuition reimbursement to final internship teacher candidates who successfully complete their final internship within Lake County Schools to offset the cost of tuition, along with the paid opportunities provided to students throughout the program within the clinical setting. Tables 4.2 and 4.3 show the cost of tuition for institutions that are not in our service district but do supply minimal workforce to our region. We included the cost of tuition for those institutions to show the potential removal of cost as a barrier to pursuing a Bachelor’s Degree in Elementary Education that LSSC can provide.

4.2 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district or at each state university operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University of Central Florida	\$ 212.28	120	\$ 25,474
University of Florida	\$ 212.17	120	\$ 25,460
			\$ -
			\$ -
			\$ -

4.3 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district or at each nonpublic institution operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
St. Leo University	\$ 675.00	120	\$ 81,000
Stetson University	\$ 1,307.50	120	\$ 156,900
			\$ -
			\$ -
			\$ -

PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

5.1 To activate the Excel spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected enrollment information for the first four years of program implementation. Unduplicated headcount enrollment refers to the actual number of students enrolled. Full-time equivalent (FTE) refers to the full-time equivalent of student enrollment.

		Year 1	Year 2	Year 3	Year 4
5.2	Unduplicated headcount enrollment:	111	211	238	253
5.3	Program Student Credit Hours (Resident)	3275	5743	6637	6961
5.4	Program Student Credit Hours (Non-resident)	364	638	737	773
5.5	Program FTE - Resident (Hours divided by 30)	109.1666667	191.4333333	221.2333333	232.0333333
5.6	Program FTE - Non-resident (Hours divided by 30)	12.13333333	21.26666667	24.56666667	25.76666667
5.7	Total Program FTE	121.3	212.7	245.8	257.8

PROJECTED DEGREES AND WORKFORCE OUTCOMES

6.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected number of degrees awarded, the projected number of graduates employed, and the projected average starting salary for program graduates for the first four years of program implementation. Please note the “Year 1” column in the “Count of Degrees Awarded” row (6.2) is not likely to have any graduates taking into account length of time to degree completion.

		Year 1	Year 2	Year 3	Year 4
6.2	Count of Degrees Awarded	0	96	96	111
6.3	Number of Graduates Employed	0	86	86	101
6.4	Average Starting Salary	NA	\$ 51,969.00	\$ 51,969.00	\$ 51,969.00

REVENUES AND EXPENDITURES

7.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Complete the following table by entering the projected program expenditures and revenue sources for the first four years of program implementation.

		Year 1	Year 2	Year 3	Year 4
7.2	Program Expenditures:	\$ 381,800.00	\$ 539,880.00	\$ 750,552.00	\$ 753,379.00
7.2.1	Instructional Expenses	\$ 347,100.00	\$ 490,800.00	\$ 682,320.00	\$ 684,890.00
7.2.2	Operating Expenses	\$ 34,700.00	\$ 49,080.00	\$ 68,232.00	\$ 68,489.00
7.2.3	Capital Outlay				
7.3	Revenue:	\$ 468,788.54	\$ 722,307.94	\$ 847,301.22	\$ 880,532.50
7.3.1	Upper Level - Resident Student Tuition Only	\$ 334,024.00	\$ 585,712.00	\$ 676,859.00	\$ 709,904.00
7.3.2	Upper Level - Nonresident Student Fees	\$ 124.54	\$ 1,955.94	\$ 2,142.22	\$ 2,328.50
7.3.3	Upper Level - Other Student Fees	\$ 10,800.00	\$ 10,800.00	\$ 13,500.00	\$ 13,500.00
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources	\$ 123,840.00	\$ 123,840.00	\$ 154,800.00	\$ 154,800.00
7.4	Carry Forward:		\$ 86,988.54	\$ 269,416.48	\$ 366,165.70
7.4.1	Total Funds Available	\$ 468,788.54	\$ 809,296.48	\$ 1,116,717.70	\$ 1,246,698.20
7.4.2	Total Unexpended Funds (carry forward)	\$ 86,988.54	\$ 269,416.48	\$ 366,165.70	\$ 493,319.20

*Please replace the “Year 1” through “Year 4” headers with the corresponding years reported.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

8.1 Provide a narrative justifying the estimated program enrollments and outcomes as they appear in Sections 5.1 – 6.1.

Enrollment projections were estimated as follows: Fall 2024: 90 student start/enrolled. To establish a starting cohort, we analyzed three potential sources of data. LSSC's current general admission practice is to ask students their intended job/continuing education interests upon entering Lake-Sumter State College (LSSC) as required by Florida Statute 2007.23. At the start of the Fall 2023 semester, out of 2,500 students surveyed, 105 indicated they were interested in pursuing a degree in Education. More specifically, 75 of the 105 indicated interest in Elementary Education, and 31 indicated Early Childhood Education (Appendix G: Enrollment Projections). These are our current LSSC students. Additionally, our district partners (both Lake and Sumter Counties) have High School Teaching Academies (HSTA) present in the local high schools and their Lead Teachers have agreed to serve on the Advisory Board to LSSC for the Elementary Education program, should the Baccalaureate Degree be approved. These programs will also provide pathways for high school students to link directly from high school to Lake-Sumter State College to earn their Bachelor's Degree in Elementary Education. Two of the HSTA teachers have been tapped for credentialing and dual enrollment opportunities exist for those high school students to earn college credit towards their BS degree during their high school programming which will also help recruitment efforts for the LSSC program. There are currently six sections of students who are in the teaching academies in both counties. Finally, we plan to work with Lake and Sumter County Schools to create a pathway for paraprofessionals, to try to recruit future teachers from the workforce, who we know already have a passion for working with children and have experience within the local schools. At a recent "So You Want To Be A Teacher" event, 120 existing staff identified themselves as wanting to pursue a degree in education. If we can expedite their education and work within their schedule to provide a clinical based approach to training, we are hoping to create a pathway for current paraprofessionals to become certified teachers while being paid through partnerships with local districts. This pathway would create more enrollment, which is also considered within the projections. Ultimately, we have conservatively estimated opening enrollment based on the existing pool of students, and the potential to recruit students from local high schools and existing, school-based positions. As the Fall 2024, 90-student cohort progresses through the program, we have estimated an attrition rate of 15 – 30% based on current trends at LSSC by the end of the program. For example, the Fall 2024 cohort of 90 students plus the Spring 2025 cohort of 30 students would indicate an unduplicated headcount for Year 1 of 120. However, when considering attrition throughout the year, we estimate an actual total of 111 unduplicated headcount enrollment for Year 1, as indicated in Table 5.1, line 5.2. This explains the discrepancy of 120 students anticipated to start the program in Fall of 2024 and Spring of 2025, with the unduplicated headcount only reflecting 111 of the initial enrollments due to anticipated attrition, part time enrollment, etc. A new 90-student cohort will start in Fall of 2025, and another new 30-student cohort will start in Spring of 2026, thus adding an additional estimated 100 students to the programs existing student body. Each year's initial starting enrollment, including the preceding semesters' anticipated enrollment with attrition figured in, is shown within Appendix H (Workforce Program Enrollment). We plan to increase the fall cohort

size in Year 3 to 120 students. We will consistently maintain a 30-student cohort for Spring semesters. In regards to workforce outcomes, Table 6.1 indicates a 90% job placement for graduating teacher candidates. This number is based on the anticipated unmet need indicated in Table 3.1.2 of 168 teachers annually, along with the natural attrition that occurs within the college's program. The completers of the BS in Elementary Education are typically well-prepared and eager to join the workforce upon completion. There are rare instances where a candidate goes straight into their Master's program, or does not start a full-time position due to their personal desires. However, a majority of graduates from teacher preparation institutes are typically hired during their final internship semester and are highly coveted in their field due to their level of preparedness, certification status, and endorsements.

8.2 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program as well as expenditures as they appear in Section 7.1.

The source of revenue was generated by utilizing the projected enrollment of 90 students starting the first two fall semesters, 120 students starting the following two fall semesters, and 30 students starting each spring and creating an unduplicated headcount per credit hour accounting for attrition each semester. Each semester was mapped out by course-offering to determine the number of faculty for each semester to keep class ratios at 30:1 and account for attrition (shown in Appendix H: Workforce Program Enrollment). From there, for resident tuition only, we multiplied the rate of tuition (currently \$91.79) by 90% of the unduplicated credit hours for each year. The Nonresident student fees only were calculated by removing the tuition rate from the nonresident tuition and fees (\$93.14) and multiplying that amount by 10% of the unduplicated credit hours for each year. For resident and nonresident student projections we estimate a 90%/10% split, with 90% representing students who qualify for resident tuition and fees and 10% who qualify as nonresident for tuition and fees. For line item 7.3.3 we anticipated the total unduplicated credit hours and multiplied that number annually by the fees that all students pay that are in addition to tuition and fees applied to the per credit hour cost. These fees include a parking fee at \$2 per credit hour for on campus courses, a security equipment fee of \$2 per credit hour for on campus courses, and a \$30 application fee per student. Additionally, there is a proportionate amount of revenue generated from courses already offered within the general education program that can be utilized for start-up costs associated with the program. The expenditures are based on projected staffing for the anticipated enrollment. The first semester will be limited in course availability and offering, and all 90 students will enroll in similar coursework. As the students progress in their coursework, additional staff and course sections will be offered. The college's current anticipated enrollment is for a 90-student fall start and a 30-student spring start. After two years we anticipate increasing the fall enrollment to 120 while maintaining a 30-student spring start. With our program at around 111 new students annually (accounting for attrition), the maximum faculty would be seven, full-time faculty, with only three to four adjuncts. This is an ideal situation for the fidelity of the program to be maintained by the hired faculty in lieu of hiring adjunct instructors to facilitate the program. The goal at LSSC would be to hire full-time faculty who would be experts in the program with a full understanding of the course sequence, Lake and Sumter County School District expectations, and expectations of the program to fully prepare future teachers for today's classrooms (Appendix H: Budget Allocation

Worksheet). By accounting for attrition throughout each cohort's progression through the program we were generally able to capture an estimated revenue and expenditure picture of the program.

PLANNING PROCESS

9.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the baccalaureate program. For example, summarize actions taken by the academic department proposing the degree, any non-academic departments, the college-wide curriculum committee, the college president, the Board of Trustees and any other areas.

January 2023: Review of regional labor demand data; **February 2023:** Lake-Sumter State College upper-level administrators discussion of resources needed to begin degree proposal; **March 2023:** Review of regional postsecondary institutions offering elementary education degrees; **April 2023:** Presentation to LSSC Board of Trustees requesting permission to enter the exploratory phase of program development; **May 4, 2023:** LSSC entered the program into APPRISe portal; **June 28, 2023:** LSSC hired Executive Director to continue the work towards program approval; **July 14, 2023:** NOI Submitted to DFC for review; **October 20, 2023:** Curriculum & Instruction Committee Presentation of course credit additions for requested courses and catalog descriptions for the Elementary Education program offering; **October 30, 2023:** Strategic Planning Presentation of Elementary Education Program; **December 15, 2023:** Submit program to SACSCOC for Accreditation purposes; week of **January 16, 2024:** Recommendation to Approve the Elementary Education Program to the College Board of Trustees.

9.2 Summarize the external planning process with the business and industry community. In timeline format, please describe your institution's interactions and engagements with external stakeholders, including but not limited to industry advisory boards meetings, discussions with advisory committees, briefings from local businesses, consultations with employers, and conducting paper and online surveys.

January 2023 – Discussed the need for a teacher preparation program with Sumter County Schools at the January Sumter Partnership Collaboration meeting. Discussed teacher shortage in Sumter County Schools; **February 2023** – Met with Lake County Schools Superintendent to discuss program and school district teacher needs; **February 2023** – Met with University of Central Florida representatives to discuss program; **April 19, 2023** – LSSC Board of Trustee approval to explore BS in Elementary Education program; **May 2023** – Share intent to offer program with CACC (UCF DirectConnect Consortium Academic Coordinating Committee). CACC includes UCF and central Florida area Florida College System institutions; **July 2023** – Met with two recent graduate groups from teacher preparation institutions to discuss course offerings and reality/needs of their programs to help determine options for coursework for the LSSC program; **August 2023** – Surveyed current students for post AA interests including education and elementary education as options; **August 21, 2023** – visit with Lake Hills (ESE School) to discuss opportunities to partner and prepare teacher candidates for ESE inclusion classrooms; **September 8, 2023** – formally meet with Superintendent Shirley & discuss opportunities for workforce development during first two semesters with Sumter County Students and substitute opportunities; September 2023- formed the Advisory Board, consisting of the Superintendents from both Lake and Sumter Counties (Diane Kornegay and Richard Shirley respectively), two elementary principal representatives from Lake and Sumter Counties (Andrea Steenken and Jaimie Kinney respectively), one high school assistant principal (Stacie Keevney), three High School Teaching Academy Lead Teachers from Lake and Sumter Counties (Bonnie Watkins and Dr. Opal Mahoney from Lake County and Amy Burns from Sumter County), and Christine Palmer, the Teacher of the Year from Lake County who also works with new teachers as a mentor; **September 6, 2023** – Met with district officials from Lake County to discuss a scholarship opportunity and expansion of high school teaching academy to Leesburg High School (LHS) to include funding for ALL LHS students to receive four-year BS degree in education with 5 year commitment to teach in Leesburg upon graduation, planned for next steps; **September 14, 2023** - Partnership established with Sumter County Schools and Lake County Schools to provide clinical workforce partnership throughout the BS program, with students being hired Mondays & Fridays for EDG 4942 and EDG 4943 by both school districts. Coordinated key personnel for the program coordination, discussed paraprofessional partnership opportunities with Lake County; **October 3, 2023** – met with Superintendents from both districts, President Bigard, and key college leaders to discuss district needs for teacher recruitment and dual enrollment credentialing; **October 11, 2023** – visited Wildwood Middle High School Teaching Academy to establish relationship with teacher and students; **October 13, 2023** – visited Lake County’s Paraprofessional Professional Development Day to provide information about the potential opportunity to currently employed Paraprofessionals; **October 23, 2023** – visited South Sumter High School Teaching Academy and met with Principal to discuss opportunities for students at LSSC; **October 27, 2023** – visit Tavares High School Teaching Academy students to conduct mathematics lesson and develop relationships with potential students; **October 31, 2023** – meet with Director of Professional Learning at Lake County to conduct field study of internship placements to ensure clinical experiences include diverse settings for all students as required by Initial Teacher Preparation Program requirements; **Nov 2, 2023** - Collaboration meeting with Digital Services Librarian regarding resource library for EE program; **Dec. 7, 2023** - Professional Development Council Meeting with Sumter County to introduce myself to all school & district representatives on the council; **Dec. 14, 2023** - Teacher of the Year Selection Committee Judging for Sumter County Schools.

<p>9.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.</p>
<p>9.3.1 Public Universities in College’s Service District</p> <p>Date(s): Click or tap here to enter text.</p> <p>Institution(s):</p> <p>Activity Descriptions and Outcomes:</p>
<p>9.3.2 Regionally Accredited Institutions in College’s Service District</p> <p>Date(s): Click or tap here to enter text.</p> <p>Institution(s): Click or tap here to enter text.</p> <p>Activity Descriptions and Outcomes: Click or tap here to enter text.</p>
<p>9.3.3 Institutions outside of College’s Service District (If applicable)</p> <p>Date(s): May 2023/August 2023</p> <p>Institution(s): All affiliated universities and colleges with the Direct Connect to UCF Consortium Academic Coordination Committee, to include the University of Central Florida, College of Central Florida, Seminole State College of Florida, and Daytona State College</p> <p>Activity Descriptions and Outcomes: Although these institutions are not in LSSC’s service district, many are in the workforce region. Therefore, LSSC submitted a summary of the intent to offer an Elementary Education Bachelor’s program at Lake-Sumter State College to the Direct Connect to UCF Consortium Academic Coordination Committee for review and feedback in May and again with the submission of the NOI. The Colleges listed above all voiced their support of LSSC’s addition of an Elementary Education BS Program. UCF indicated that they believe there is a saturation of elementary education programs in Florida, but indicated that if LSSC were to open an Elementary Education Program the “impact on UCF’s Elementary Education Program would likely be limited.” This is the only feedback received from the CACC & NOI submission.</p>

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	May 4, 2023
10.2	Indicate the date of District Board of Trustees approval.	Initial approval received April 19, 2023; Final approval scheduled for January 17, 2024.
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	July 24, 2023
10.4	Indicate the date the completed proposal was submitted to DFC.	November 1, 2023*
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the next SBOE meeting.</p>	January 17, 2024
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	January 1, 2023 submission deadline. Approval slated for 4-6 months (April – June 2024)
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	May - June 2024
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2024

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

11.1 Describe the existing facilities and equipment that the students in the program will utilize.

Currently coursework will take place at the Leesburg and Clermont Lake Sumter State Campuses and synchronously online. The Leesburg campus classrooms will provide a local campus for Sumter and Lake County residents, while the Clermont campus will provide a local campus for the south end of Lake County (and surrounding counties in the four corners area). The students will also utilize local classrooms within Lake and Sumter County Schools. As enrollment increases spaces in South Lake County and Sumter County will be considered for course offerings. All of the equipment and facilities are already in existence and the program does not have additional needs in these areas.

11.2 Describe the new facilities and equipment that will be needed for the program (if applicable).

NA

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

12.1 Describe the existing library and media resources that will be utilized for the program.

At Lake-Sumter State College, we have three campus libraries. Our extensive database collection will provide credible resources for our students, faculty, and staff. A few of the many that will assist current and future students is the database ERIC (Education Resources Information Center). ERIC has five main user groups: academics, researchers, educators, policymakers, and the public. ERIC is widely used by students, researchers, faculty members, and others responding to course requirements or developing reports for their work. Education Source, available through EBSCO, has full-text, non-open access journals not available in any version of Academic Search, full-text education-related conference papers, and videos related to education and e-learning (ebSCO.com, 2023). A thorough search of the peer reviewed journals within the library database at LSSC revealed a plethora of journals relating to elementary education including child development, teaching all subject areas (English, Reading, Science, Social Sciences, Mathematics), teaching exceptional students (both gifted and students with learning disabilities and emotional disabilities), e-learning, distance learning, assessment, curriculum and instruction, and education policies and professional topics. A specific journal list is available upon request. All courses will infuse the science of reading research using the What Works Clearinghouse and other resources, as recommended by the Florida Department of Education. The number of journals available to our students will supplement the courses and texts selected and allow students the most up-to-date curriculum and research available that is aligned to the Uniform Core Curriculum and Florida Statutes. Journals selected for use in coursework will be continuously monitored for alignment to FLDOE and Florida statutory requirements. At Lake

Sumter State College, our Learning Services Division envelopes the Library, Learning Center, and Testing Center. The library offers multiple databases, books, and digital media services to assist our students, faculty, and staff. The library also has study rooms, study pods, and a peaceful environment for our students, faculty, and staff. The Learning Center has excellent qualified tutors for multiple subjects. Writing, research, and citation assistance are available virtually and face-to-face. The Learning Center hours are especially helpful to our students, with assistance available beyond traditional times and on weekends. Librarians also have virtual hours during the Learning Center hours. Lake-Sumter State College Testing Services offers a wide variety of testing for LSSC students and the greater community. All testing provided by LSSC Testing Services is completed in-person, on-campus.

12.2 Describe the new library and media resources that will be needed for the program (if applicable).

The LSSC library faculty is excited to collaborate with the BS in Elementary Education program to implement an Elementary Education Resource Library supplemented with materials that would be advantageous for LSSC's pre-service teachers to have access to. The list of materials includes dash robots, ozobot robots, space to manipulate the robots, the latest technology to practice with including portable document cameras and iPads that record on the televisions that most classrooms have, and continuing to provide access to and professional development on current technologies as they are developed. We are also discussing availability of AI, Virtual Reality, and manipulatives, along with children's books that adhere to Florida statutes. In addition to this program, we are also collaborating to offer tutoring for FCTE assessments as a part of the library services offered at LSSC.

ACADEMIC CONTENT

13.1 List the admission requirements for the proposed baccalaureate program and describe the process for each admission pathway as reported in section 1.6, including targeted 2+2 agreements, academic GPA, test scores, fingerprints, health screenings, background checks, signed releases, and any other program requirements (as applicable).

The program will admit candidates that have met the state-mandated requirements outlined in s. 1004-04(3)(b), Florida Statutes, prior to admission, ensuring candidates have a GPA of at least a 2.5 on a 4.0 scale. Additionally, students must complete a General Education requirement (AA degree from an approved Florida College System or State University System Institution), meet the Gordon Rule requirement, meet the Foreign Language Admission Requirement, complete the following courses with a minimum letter grade of "C-" (1.75) or better: EDF 2005; and meet the Civics Literacy Requirement. Students must disclose criminal background information that may preclude them from becoming certified at the time of admission. For continued enrollment in the program, students must be fingerprinted and screened by the Florida Department of Law Enforcement prior to entering any school and additional documentation may be required by

participating school districts. For any student who has completed an AA degree but has not taken the common prerequisite of EDF 2005, the first semester EDG 4942 course will be replaced by EDF 2005 and permission will be granted for enrollment into RED 3012, MAE 3311, TSL 4080 and EEX 4070.

13.2 What is the estimated percentage of upper-division courses in the program that will be taught by faculty with a terminal degree?

25%

13.3 What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections?

Year 1	Year 2	Year 3
30:1	30:1	30:1

13.4 What specialized program accreditation will be sought, if applicable? What is the anticipated specialized program accreditation date, if applicable?

We will pursue specialized accreditation (currently CAEP or AQEP) once we secure approval for the Baccalaureate Program and the Initial Teacher Preparation Program to enhance the reputation of the program at Lake Sumter State. Preparations for approval from the FLDOE will begin immediately upon approval from the State Board of Education for the Baccalaureate Program.

13.5 If there are similar programs listed in the Common Prerequisites Manual (CPM), list the established common prerequisites courses by CIP code (and track, if any).

13.1202 Elementary Teacher Education EDF X005 Intro to Education (established common prerequisite course). This program will be Track 1 in the Common Prerequisite Manual.

13.6 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

My institution does not anticipate proposing revisions to the common prerequisite manual.

My institution does anticipate proposing revisions to the common prerequisite manual, as summarized below.

Click or tap here to enter text.

13.7 The Excel spreadsheets below are set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

For each primary pathway identified in Section 1.6, list all courses required once admitted to the baccalaureate program by term, in sequence. Include credit hours per term and total credits for the program. Please note what courses fulfill general education (ge), program core (pc), elective requirements (elec), and what courses apply to concentrations (conc), if applicable, by including the provided abbreviations in parentheses following each course title.

13.7.1 Program of Study for Students with A.A. Degree		
Term 1	Course Title	Credit Hours
RED 3012	Basic Foundations of Reading (pc)	3
MAE 3311	Teaching Mathematics in the Elementary School (pc)	3
EEX 4070	Curriculum and Instructional Strategies for Exceptional Students (pc)	3
TSL 4080	ESOL Foundations: Second Language Acquisition and Culture (pc)	3
EDG 4942	Practicum in Elementary Education II (pc)	3
Total Term Credit Hours		15
Term 2	Course Title	Credit Hours
RED 4519	Diagnostic and Corrective Reading Strategies (pc)	3
LAE 4314	Language Arts in the Elementary School (pc)	3
SSE 3312	Content Literacy Strategies in Elementary Social Studies (pc)	3
TSL 4240	ESOL Methods, Curriculum and Assessment (pc)	3
EDG 4943	Practicum in Elementary Education III (pc)	3
Total Term Credit Hours		15
Term 3	Course Title	Credit Hours
LAE 3414	Children's Literature (pc)	3
SCE 3310	Integration of Science and Technology in the Elementary School (pc)	3
Total Term Credit Hours		6
Term 4	Course Title	Credit Hours
MAE 4326	Practicum for Teaching Mathematics in the Elementary School (pc)	3
RED 4942	Practicum for Assessment and Instruction of Reading (pc)	3
EDG 4410	Classroom Management and Instruction (pc)	3
EDF 4467	Measurement, Evaluation, and Assessment in Education (pc)	3
Total Term Credit Hours		12
Term 5	Course Title	Credit Hours
EDF 4945	Internship in Elementary Education (pc)	9
EDF 4936	Capstone in Elementary Education (pc)	3
Total Term Credit Hours		12
Term 6	Course Title	Credit Hours
Total Term Credit Hours		0
Program Total Credit Hours:		60

13.7.2	Program of Study for Students with A.S./A.A.S. Degree	
Term 1	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 2	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 3	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 4	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 5	Course Title	Credit Hours
	Total Term Credit Hours	0
Term 6	Course Title	Credit Hours
	Total Term Credit Hours	0
	Program Total Credit Hours:	0

13.8 Indicate whether the program is being proposed as a limited or restricted access program.

- Limited Access
- Restricted Access
- N/A

Provide additional information (e.g., enrollment capacity, admissions requirements, etc.) if the program is being proposed as a limited or restricted access program.

PROGRAM TERMINATION

14.1 Provide a plan of action if the program is terminated in the future, including teach-out alternatives for students.

Lake Sumter State College is dedicated to its students and in the event of a program termination the students who were currently in the program would be provided the opportunity to complete the program within a two-year timeframe. All students enrolled within the program would be informed of the teach-out and notified of the specific date that the program would terminate. A specific plan for completion would be provided to each student to attempt to ensure their timely completion of the program. If they are unable to complete their plan of study within the two-year timeframe, LSSC would work with the student to help facilitate a transfer to an institution that does provide an elementary education program. At the time the termination was decided, no new enrollment would be accepted in order to facilitate the teach-out. Students who did not want to remain in the program would work with an advisor to find an existing program at a state college or university within their realm of ability to travel or attend online and the Executive Director of Elementary Education at LSSC would work to help the student transfer to the existing program of choice. Due to the uniform nature of the coursework associated with education at the local state colleges, most (if not all) of the coursework should transfer with minimal disruption to the timeline to graduation.

SUPPLEMENTAL MATERIALS

15.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts. Throughout the proposal, please include in-text references to the supplemental materials for reviewer reference.

A. Letter of support from Lake County Superintendent Diane Kornegay; B. Letter of Support from Sumter County Superintendent Richard Shirley; C. Letter of support from Jake Stein, Principal at Tavares High School; D. Letter of support from Kathy Mayhugh, Principal of Mascotte Charter School; E. Lake County List of Interns; F. Sumter County List of Interns; G. Enrollment Projections LSSC, Fall 2023; H. Budget Allocations Worksheet, I. Lake County Schools Applicant and Vacancy Data; J. Letter of Support from Representative Truenow; K. Letter of Support from Representative Temple.

15.2 List any objections or alternative proposals for this program received from other postsecondary institutions. If objections or alternative proposals were received, institutions are welcome to submit a rebuttal and include any necessary supporting documentation.

No objections or alternative proposals were submitted.



Appendix A: Superintendent Kornegay Letter of Support

Superintendent:
Diane S. Kornegay, M.Ed.

School Board Members:
District 1
Bill Mathias
District 2
Tyler Brandeburg
District 3
Marc Dodd
District 4
Mollie Cunningham
District 5
Stephanie Luke

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

October 5, 2023

To Whom it May Concern,

Teacher recruitment and retention is one of the greatest challenges facing school districts across the country. In Lake County, we have established several proactive programs to increase the teacher pipeline including a high school teaching academy through our Career and Technical Education Programs.

In our high school teaching academy, students are encouraged to explore the field of education through a formalized program of study. Students enrolled in the teaching academy work as academic tutors for younger students at a nearby elementary school and the course curriculum, exposes them to all areas of the teaching profession including classroom management, lesson planning, progress monitoring and best practices for teaching and learning.

Upon graduation from high school, many of the students who participate in the teaching academy, leave Lake County to continue their pursuit of a bachelor's degree in education. Because there is no local avenue for them to obtain a bachelor's degree, our ability to bring them back to teach in a Lake County school becomes a greater challenge. For other high school graduates who want or who need to stay home and attend college, education is not an option given that currently, Lake Sumter State College does not have a bachelor's program in education. Having a bachelor's degree in education program at our local Lake Sumter State College will not only provide a direct pathway from our teaching academy, it will also help us to garner more interest in the field of education across all of our high schools and throughout our community.

I am writing to express my support of Lake Sumter State College to add a program for the attainment of a Bachelor's Degree in Elementary Education as well as my appreciation for your consideration.

Sincerely,

Diane Kornegay, Superintendent
Lake County Schools



SUMTER COUNTY SCHOOL BOARD

2680 W C-476, Bushnell, Florida 33513 – <http://www.sumter.k12.fl.us>

Preparing the Next Generation Today!

Richard A. Shirley
Superintendent of Schools

BOARD MEMBERS

District 1 **Sally Moss**
District 2 **Brett Sherman**
District 3 **David A. Williams**
District 4 **Russell Hogan**
District 5 **Kathie L. Richard**

TELEPHONE (352) 793-2315

Superintendent

Ext. 50208 Fax 793-4180

Assistant Superintendent

Ext. 50247 Fax 793-4180

Curriculum & Instruction

Ext. 50206 Fax 793-4180

Elementary Education

Ext. 50210 Fax 793-4180

Secondary Education

Ext. 50207 Fax 793-4180

Student Services

Ext. 50211 Fax 793-4180

School Safety

Ext. 50232 Fax 793-4180

Finance

Ext. 50233 Fax 793-4963

Human Resources

Ext. 50220 Fax 793-2096

Employee Benefits

Ext. 50230 Fax 793-2096

Food Service

Ext. 52200 Fax 793-4277

Professional Development

Ext. 50226 Fax 793-2096

MIS/Data Processing

Ext. 50241 Fax 793-4963

Exceptional Education

Ext. 50259 Fax 793-1612

Information Technology

Ext. 50263 Fax 793-4377

Adult Education

Ext. 54200 Fax 793-6508

Facilities

Ext. 52201 Fax 793-9298

Maintenance

Ext. 52212 Fax 793-9298

Warehouse

Ext. 52220 Fax 793-5547

Transportation

Ext. 53200 Fax 793-1083

October 4, 2023

Chairman Gibson and State Board of Education Members,

It is with excitement that I share my support of the Elementary Education Program addition at Lake Sumter State College. This program will be a welcome addition, in close proximity to both Sumter and Lake Counties, providing highly-qualified teacher candidates for our local district schools. We are excited to partner with Lake Sumter State College to strengthen our High School Teaching Academies and identify existing staff, such as paraprofessionals and substitute teachers who have a desire to teach, and would now have accessibility to a program that would offer exceptional educational experiences and high-quality coursework to train our future workforce.

In addition, we are already seeking ways to partner with the Elementary Education program to strengthen clinical experiences for students to ensure realistic, classroom-based instruction is provided. We want to engage students with classroom experience from the beginning of their time at Lake Sumter State, so the transition to the district is seamless and the expectations are realistic and attainable. Students will be immersed in our schools throughout the program, providing a service to the K-12 school district while obtaining the knowledge, skills, and expertise to become teachers.

Finally, we have modeled the program after the apprenticeship opportunities provided in the state of Florida. Students in Sumter County will have job embedded experiences throughout the program, and support will be provided from Lake Sumter State and District Mentor Teachers. We are invested in this program as a community, and cannot wait to have a local program where we can all invest in preparing future teachers. I am a member of the current Advisory Board, and plan to continue to work alongside Superintendent Kornegay, Dr. Luke, and other members of the committee to ensure our program is the best in the state!

Thank you for your consideration of the program.

Sincerely,

Richard A. Shirley
Superintendent of Schools



Tavares High School
603 N. New Hampshire Avenue
Tavares, Florida 32778-2699
Phone (352) 343-3007
Fax (352) 343-8614

Oct. 19, 2023

Chairman Gibson and State Board of Education Members,

I am excited to share my support for the addition of an Elementary Education program to Lake Sumter State College. This program would be a great addition to the college and our regional area as a whole. We have a desperate need for quality educators in our local region as well as across the state. This program will help provide quality educators. Tavares High School is one of a few high schools in the state that have our own Teaching Academy and we are excited to partner with Lake Sumter State College to develop strong and dedicated educational professionals. This partnership would allow us to identify existing staff, such as paraprofessionals and substitute teachers who have the desire to teach, to have access to a program that would offer exceptional educational experiences and high quality coursework preparing them for future career endeavors.

Tavares High School is currently in our sixth year of our implementation and has grown to have four course offerings. Our high school students engage throughout their time in the teaching academy with Tavares Elementary School students to begin their pathway toward teacher certification. The intentionality of growing our own has the roots embedded and the addition of an initial teacher preparation program will be the missing element to complete the pathway. The college is planning to have interaction with high school students enrolled in the HTSA program, while offering dual enrollment of the EDF 2005 on campus and course waivers for the clinical hours they have accrued during their time at Tavares High School.

Thank you for your consideration of the program addition. Please do not hesitate to contact me if you have any additional questions or would like to visit our Tavares High School Teaching Academy.

Jacob R. Stein

A handwritten signature in blue ink, appearing to read "Jacob R. Stein".

Principal, Tavares High School



MASCOTTE CHARTER SCHOOL

Tiffany Mayhugh-Rego, CEO/Principal

Leah Bulterma, Assistant Principal

Tony Coleman, Assistant Principal

Amy Lowry, Dean

October 2023

Chairman Gibson and State Board of Education Members,

I would like to express my enthusiastic support for the Elementary Education Program addition at Lake Sumter State College. As a charter school leader and advocate for quality education, I firmly believe the introduction of this program has the potential to significantly impact the development and preparation of future educators. By offering comprehensive training and innovative teaching methods, this program will undoubtedly contribute to the excellence of our educational system.

At Mascotte Charter School, we have a partnership with LSSC for our Swoop Academy, a program that helps to enhance each elementary student's learning with an individualized tutoring program tailored to each student's need. This program provides tutoring opportunities for Lake Sumter State College students pursuing an AA degree. LSSC students who have an interest in the field of teaching are able to get a glimpse of the profession, work alongside veteran teachers to provide remediation and acceleration to students in areas of reading and mathematics, and begin developing the skills necessary for the baccalaureate program and teaching.

LSSC students will be offered these type of opportunities to develop skills prior to even entering the baccalaureate program, and will have had the benefit of being immersed in a thriving Title 1, charter school to develop a new perception about how those students can, and do, achieve. We are excited to continue our partnership with Lake Sumter State College to help strengthen clinical experiences for students to ensure realistic, classroom-based instruction for today's diverse and dynamic classrooms.

We look forward to continuing the partnership beyond the Swoop Academy and hosting interns by providing opportunities for substitute teaching and volunteering throughout the completion of the Bachelor's Program. We need exceptional teachers and are excited to work alongside our local state college to help develop and cultivate the next generation of future teachers. As a community, we should invest in educational initiatives that have the potential to make a lasting positive impact on our children's lives.

Thank you for your consideration of the program.

Sincerely,

A handwritten signature in blue ink that reads "Tiffany Mayhugh-Rego". The signature is fluid and cursive.

Tiffany Mayhugh-Rego

RE: Number of Interns

Appendix E: Lake County List of Interns



Heald-Oldham, Lucile <OldhamC@lake.k12.fl.us>

To Luke, Stephanie; Scott, Tiffany

Cc Obando, Laine C

From: Heald-Oldham, Lucile <OldhamC@lake.k12.fl.us>

Sent: Tuesday, July 18, 2023 3:46 PM

To: Scott, Tiffany <ScottT1@lake.k12.fl.us>

Cc: Obando, Laine C <ObandoL@lake.k12.fl.us>

Subject: RE: Number of Interns

As requested – revised to reflect UCF Elementary Ed Intern IIs.

University of Central Florida (UCF) Elementary ED Interns IIs

2018-19	2019-20	2020-21	2021-22	2022-23	Total
Fall 2 Spring 13	Fall 2 Spring 8	Fall 3 Spring 20	Fall 5 Spring 19	Fall 5 Spring 1 (district placed only)	78

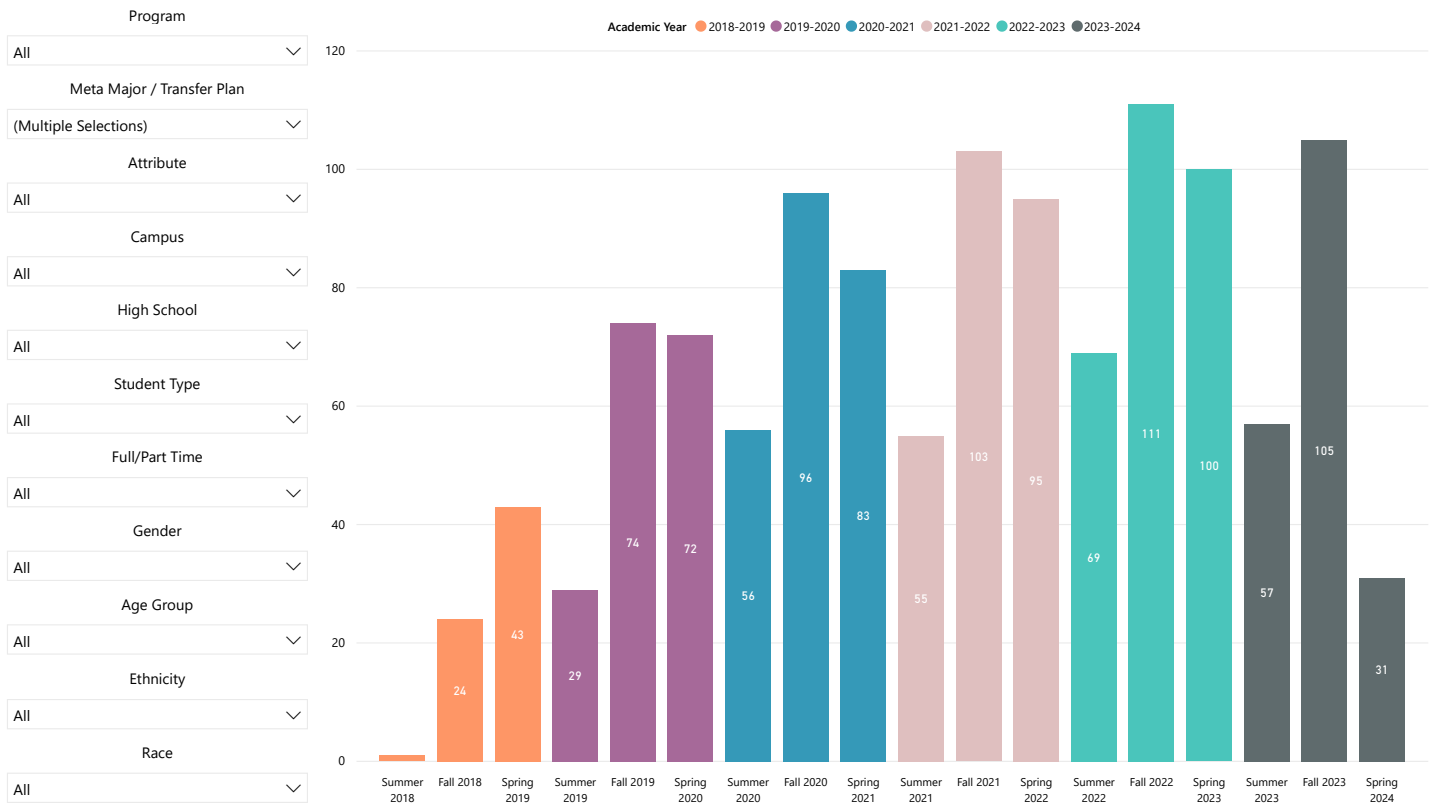
University of Florida (UF) Interns

2018-19	2019-20	2020-21	2021-22	2022-23	Total
1	0	0	1	0	2

Kindest regards,

Cele Oldham, Ed.D. NBCT
Program Specialist/PDCP Coordinator

Appendix G: Enrollment Projections LSSC, Fall 2023



Appendix H: Budget Allocations Worksheet		2024-25			2025-26			2026-27			2027-28		
Cohort	Measure	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
BS-EDU Cohort 1	Headcount	90	81	77	75	75							
	Credit Hours / HC	15	15	6	12	12							
	Total Credit Hours	1350	1215	462	900	900							
BS-EDU Cohort 2	Headcount		30	27	26	25	21						
	Credit Hours / HC		15	6	15	12	12						
	Total Credit Hours		450	162	390	300	252						
BS-EDU Cohort 3	Headcount				90	81	77	75	75				
	Credit Hours / HC				15	15	6	12	12				
	Total Credit Hours				1350	1215	462	900	900				
BS-EDU Cohort 4	Headcount					30	27	26	25	21			
	Credit Hours / HC					15	6	15	12	12			
	Total Credit Hours					450	162	390	300	252			
BS-EDU Cohort 5	Headcount							120	108	100	90	90	
	Credit Hours / HC							15	15	6	12	12	
	Total Credit Hours							1800	1620	600	1080	1080	
BS-EDU Cohort 6	Headcount								30	27	26	25	21
	Credit Hours / HC								15	6	15	12	12
	Total Credit Hours								450	162	390	300	252
BS-EDU Cohort 7	Headcount										120	108	100
	Credit Hours / HC										15	15	6
	Total Credit Hours										1800	1620	600
BS-EDU Cohort 8	Headcount											30	27
	Credit Hours / HC											15	6
	Total Credit Hours											450	162
BS-EDU Total	Headcount	90	111	104	191	211	125	221	238	148	236	253	148
	Credit Hours / HC	15	30	12	42	54	24	42	54	24	42	54	24
	Total Credit Hours	1350	1665	624	2640	2865	876	3090	3270	1014	3270	3450	1014
Annual Credit Hours		3,639			6,381			7,374			7,734		
Director		27			27			27			27		
Full-time Faculty		2			4			7			7		
Adjunct		42			81			36			36		
Cost Director		126,000			126,000			128,520			131,090		
Cost Full-time Faculty		187,500			300,000			525,000			525,000		
Cost Adjunct		33,600			64,800			28,800			28,800		
Total Instructional Cost		347,100			490,800			682,320			684,890		

Avg specific to month and year. number of postings that have higher than avg applicant.

Month May

Year	# Job Postings	# Apps Avg	# Apps > Avg	# Apps		# Apps >	
				Average	% Change	Average	% Change
2018	94	49	15	51.63%		15.96%	
2019	92	40	20	43.03%	↓ -8.60%	21.74%	↑ 5.78%
2020	106	29	33	27.07%	↓ -15.96%	31.13%	↑ 9.39%
2021	84	36	23	43.17%	↑ 16.10%	27.38%	↓ -3.75%
2022	77	18	18	22.97%	↓ -20.20%	23.38%	↓ -4.00%
2023	64	18	11	28.59%	↑ 5.62%	17.19%	↓ -6.19%
Grand Total	517	18	120	36.08%	-4.61%	23.21%	0.25%

3-year Average	31.07%	26.75%
5-year Average	37.57%	23.92%

Summary

This table establishes percentages based on average number of applications per job posting. Data is filtered by month, and by postings of or related to Elementary-level positions.

Considerations

Month May

Year	# Job Postings	# Hiring Requests	% Hiring	
			Requests	% Change
2018	94	74	78.72%	
2019	92	76	82.61%	↑ 3.89%
2020	106	92	86.79%	↑ 4.18%
2021	84	75	89.29%	↑ 2.49%
2022	77	61	79.22%	↓ -10.06%
2023	64	47	73.44%	↓ -5.78%
Grand Total	517	425	81.68%	-1.06%

3-year Average	85.10%
5-year Average	83.33%

Summary

This table establishes a percentage of job postings for which a hiring request is submitted. Data is filtered by month, and by postings of or related to Elementary-level positions.

Considerations

- Some job postings may have more than one position listed (data not available).
- Some job postings may have more than one hiring request submitted (data not available).
- Some unfilled job postings are re-submitted as a new posting. Unable to identify re-submitted postings.
- Some hiring requests may be cancelled prior to an employee completing onboarding.



Florida House of Representatives

Representative Keith Truenow

District 26

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(352) 742-6275
Fax: 888-635-2334

Tallahassee Office:

417 The Capitol
402 South Monroe Street
Tallahassee, FL 32399
(850) 717-5031

October 31, 2023

Chairman Benjamin J. Gibson
State Board of Education
215 South Monroe Street
Tallahassee, Florida 32301

Dear Chairman Gibson and the State Board of Education

Ladies and Gentlemen:

Please accept this letter as an indication of my full support of Lake-Sumter State College's application to add a Bachelor's Degree program in Elementary Education. Lake-Sumter has been the main source of providing education to the students of Lake and Sumter County since the 1960s.

As you are aware, there is a huge need for additional teachers to meet the needs of Florida's primary education system. The legislature has acknowledged this need with additional funding for the education of teachers and to encourage qualified people to enter the field of education. These funds would not be useful without more spots for teachers to learn their trade.

Lake-Sumter is willing to step up and help the State of Florida meet the growing demand for educators as our population grows daily. Please accept this letter as my complete support of the efforts of Lake-Sumter State College to step up and help all of us provide the workforce our education system so desperately needs.

Thank you for your time and attention to this matter.

Warm regards,

A handwritten signature in blue ink that reads "Keith Truenow".

State Representative Keith Truenow

**Chair of Criminal Justice Subcommittee, Judiciary Committee, Infrastructure Strategies Committee,
Agriculture, Conservation, & Resiliency Subcommittee, Constitutional Rights, Rule of Law &
Government Operations Subcommittee, Agriculture & Natural Resources Appropriations Subcommittee**



Florida House of Representatives
State Representative John P. Temple
District 52

Committee's

State Affairs Committee
Insurance & Banking Subcommittee
PreK-12 Appropriations Subcommittee

Education Quality Subcommittee, Vice-Chair
Water Quality, Supply & Treatment Subcommittee
Postsecondary Education & Workforce Subcommittee

October 31, 2023

Chairman Benjamin J. Gibson
State Board of Education
215 South Monroe Street
Tallahassee, Florida 32301

Dear Chairman Gibson and the State Board of Education

Ladies and Gentlemen:

Please accept this letter as my full support of Lake-Sumter State College's efforts to add a Bachelor's Degree program in Elementary Education to their list of programs. Lake-Sumter is seeking to help fill a void that exists in the State of Florida's education workforce by providing this opportunity to individuals seeking to become a teacher.

There is a huge need for additional teachers to meet the needs of Florida's primary education system. Following the lead of the 2023 Legislature, I would ask that you show your support of our efforts to increase the number of qualified teachers in The Great State of Florida.

Lake-Sumter is willing to help fill the need for more teachers and I am asking you to assist them in their efforts by approving this application. Thank you for your time and attention to this matter.

Warm regards,

A handwritten signature in black ink, appearing to read "John P. Temple".

John P. Temple
Florida House of Representatives, District 52

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