

NOTICE OF INTENT

Form No. BAAC-01

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 Notice of Intent 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 notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand, supply, and unmet need
- Planning process

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

| | |
|------------------------|---------------------------|
| Institution Name: | Lake-Sumter State College |
| Institution President: | Dr. Laura Byrd |

PROGRAM SUMMARY

| | | |
|-----|---|---|
| 1.1 | Program name. | Exceptional Student 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). | 13.1001 |
| 1.5 | Anticipated program implementation date. | Fall 2025 |
| 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). | Exceptional Student Education |

PROGRAM DESCRIPTION

2.1 This section is the **executive summary** of this notice of intent. 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. We encourage approximately 300 words for a sufficient description.

According to the Florida Commerce Bureau of Workforce Statistics and Economic Research, there were approximately 14,034 individuals employed as Exceptional Student Education (ESE) teachers in 2023 in Florida. The demand is expected to increase to 15,244 by 2031; with a need for 1220 new ESE teachers by 2031 due to retirement and attrition. There are currently 24 ESE vacancies listed in Lake County, with the expectation that there will be additional postings as the school year begins, as noted on May 1, 2024 when there were 38 advertised ESE vacancies in Lake County. Furthermore, The Florida Department of Education annually identifies which certification areas represent the greatest need among teachers statewide. The recommended High Demand Teacher Needs Areas for the 2024-2025 school year includes ESE as the **most** needed teacher certification in the state of Florida. The nearest university that offers a Bachelors of Exceptional Student Education degree program reported that only 30 of their all of their current education students including all programs (accounting for 1.32%) reside in Lake-Sumter's geographic region (based on active student mailing address postal code data) (retrieved from UCF IKM Active Student Information File). This indicates an untapped potential pool of ESE teachers within LSSC's community. The primary pathway to program admission is an AA degree. The curriculum includes coursework for required ESOL and Reading Endorsements, along with Exceptional Student Education Courses including Assessments, Autism Spectrum Disorders, Classroom Management in Special Education and Assistive Technology, along with uniform core curriculum required subject-area standards. Program completers will be qualified to become a K-12 ESE teacher, Behavior Support Specialist, or district support personnel in Exceptional Student Education. Additionally, students will be eligible to work in public and private schools upon completion. They will also be eligible to enter Master's Degree programs to further their education and opportunities. The average starting salary for Exceptional Student Education Teachers is \$60,414 (retrieved from the Florida Commerce Bureau of Workforce Statistics and Economic Research portal).

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.

Table 3.1.1 includes statewide data to demonstrate the need for Exceptional (Special) Education Teachers. This data was not available locally, however, when consulting with superintendents from both Lake and Sumter Counties, ESE Teachers were their highest need area, as demonstrated by the State's High Needs Certification areas. With the data from table 3.1.1, it is notable that the state of Florida requires 1220 ESE teachers per year, and currently all state universities and colleges within a wider geographic region (Central Florida and beyond) are producing 23 ESE teachers per year, on average. Considering the size of the districts in Central Florida, along with the high need in Lake & Sumter Counties alone, there is a need for a program to prepare highly qualified ESE teachers for Lake and Sumter County Schools that would provide qualified professional ESE Educators state-wide. Additional data from the 2023-2024 Regional Demand Occupations List for Workforce Development Area 12 indicated that there is a 1.66% growth in the Elementary ESE Teacher workforce annually and 136 openings in this region annually. The output of K-12 ESE teachers is not currently meeting the demand in the Lake and Sumter geographic region, or the entire Workforce Development Area 12 (retrieved from https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fmsresources.labormarketinfo.com%2Flibrary%2Frdol%2Frdol_all_2324.xlsx&wdOrigin=BROWSELINK).

**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.

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 | 2022 | 2021 | 2020 | NA | NA | 5-year average or average of years available if less than 5-years |
| Daytona State College | 13.1001 | 3 | 9 | 7 | | | 6 |
| Rollins College | 13.1001 | 0 | 0 | 0 | | | 0 |
| Saint Leo University | 13.1001 | 0 | 0 | 0 | | | 0 |
| Seminole State College | 13.1001 | 0 | 0 | 0 | | | 0 |
| University of Central Florida | 13.1001 | 30 | 30 | 15 | | | 25 |
| University of Florida | 13.1001 | 0 | 8 | 13 | | | 7 |
| Valencia College | 13.1001 | 0 | 0 | 0 | | | 0 |
| | | | | | | | |
| | | | | | | | |
| | Total | 33 | 47 | 35 | 0 | 0 | 23 |

*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 | 1220 | 33 | 23 | 1187 | 1197 | | | | | | |
| 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.

There are no postsecondary institutions within our region that have the capacity to meet the existing needs for Exceptional Student Education Teachers. Lake County is 17th out of 67 counties in population, and 5th in projected annual growth rate. Lake County is 11th in absolute population growth with an anticipated growth of +214,000 by 2050, and 36th in student generation rate (according to Lake County Schools' Growth Planning Department). 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. Sumter County was identified in 2023 as the fastest-growing county in the state of Florida, according to the US Census Bureau. Sumter County added 10,103 residents from April 2021 to April 2022, representing a 7.5% increase year over year. Sumter County has five elementary schools, three middle schools, and three high schools, including the public and charter schools. With the expected growth and awareness of incoming population, the need for Exceptional Student Education Teachers is highlighted as a necessary component of local workforce growth and Lake-Sumter State College is well-positioned with the county to provide for the needs of Lake and Sumter County Schools. 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 Exceptional Student Education Baccalaureate Program while pursuing the Registered Apprenticeship Program for the ESE 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. With the opportunity to create the Registered Apprenticeship, the opportunity for Paraprofessionals to attend school tuition free in partnership with Lake & Sumter Counties should increase the applicant pool.

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 Exceptional Student Education BS program will be qualified to work in both public 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 education and opportunities. Additionally, they'll be eligible to be Special Education (ESE) teachers, Behavior Support Facilitators, ESE Support Personnel (district and/or school based), and interventionists.

PLANNING PROCESS

4.1 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.

April 18, 2024 – Executive Cabinet met to discuss potential for additional Bachelor's in Education programs based on FLDOE released High Demand Teacher Needs. April 19 – May 6, 2024: Collaboration took place between the Executive Director of Elementary Education and the Accreditation Dean to develop the proposal for the C&I committee meeting, utilizing the input from External Stakeholders. May 14, 2024 - Presented a plan for consideration of the Exceptional Student Education Bachelor's Program to Lake-Sumter State College's Curriculum and Instruction Committee that included the rationale, justification, projected budget and coursework. It received approval from the committee to bring forward for consideration to Strategic Planning Council and the Board of Trustees for exploration of this program. June 19, 2024 - The Board of Trustees approved pursuing State Board approval of this program. July 18 – August 15, 2024 the review of the budgetary expectations for the ESE Program was completed and approved by both the Vice President of Finance for LSSC and the Vice President of Academic Affairs with LSSC.

4.2 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.

In February of 2024, Lake County Superintendent Kornegay approached me about partnering with Lake County Schools to develop the Exceptional Student Education program at Lake Hills in partnership with LSSC to help meet the growing demands for ESE Teachers. On April 23, 2024, I discussed the opportunity for an Exceptional Student Education Program with Sumter County Superintendent, Mr. Shirley. He confirmed a need in Sumter County for ESE Educators as a need. On the same day I spoke with Lake County Superintendent regarding LSSC's interest in pursuing a

Bachelor's in Exceptional Student Education based on her recommendation, and she also confirmed her continued support based on the need that exists in Lake County. May 3, 2024 The Executive Director of Elementary Education met with the Principal at Lake Hills (ESE) School in Lake County and a member of her staff to discuss the possibility of partnering to develop the Exceptional Student Education BS at LSSC. The conversation led to a discussion of coursework and opportunities for the Registered Apprenticeship as an opportunity to increase the candidate pool and remove potential barriers from entering the teaching profession. Additional meetings took place after the LSSC Board of Trustees approval on June 19, 2024, and June 27, 2024 to select course offerings to develop for the ESE BS Program at LSSC and how existing practicums and internship will be modified for this program. Work continued with the Registered Apprenticeship exploration with Lake County Schools, Sumter County Schools, and the Gateway Education group to submit for the PCOG Grant to develop the registered apprenticeship program.

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| <p>4.3 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>4.3.1 Public Universities in College’s Service District</p> |
| <p>Date(s): July 9, 2024</p> <p>Institution(s): Consortium Academic Coordination Committee (CACC) institutions including: UCF, Seminole State College, Valencia College, Central Florida College, and Daytona State College</p> <p>Activity Descriptions and Outcomes: The information submitted in APPRISE was shared with CACC with a request for feedback and review by July 15, 2024. The informal information was shared regarding the Exceptional Student Education Bachelor’s Program being proposed by LSSC to the DFC.</p> |
| <p>4.3.2 Regionally Accredited Institutions in College’s Service District</p> |
| <p>Date(s): July 9, 2024</p> <p>Institution(s): CACC Institutions (same as above)</p> <p>Activity Descriptions and Outcomes: Same as above</p> |
| <p>4.3.3 Institutions outside of College’s Service District (If applicable)</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> |