

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.	Secondary English 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).	13.1305
1.5	Anticipated program implementation date.	August 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).	Secondary English/Language Arts Instruction

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 1,063 individuals employed as secondary school teachers in 2023 in Lake and Sumter Counties. The demand is expected to increase to 1,220 by 2031; with a need for 773 new secondary teachers by 2031 due to retirement and attrition (this includes all subject areas). In Lake and Sumter counties there is a 14.8% increase in the need for secondary teachers and a 15.1% increase for middle school teachers over the next ten years. 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 includes English as the 2nd most needed teacher certification in the state of Florida. The nearest university that offers a secondary English education major reported that only 30 of all of their current education students (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 secondary English education teachers within Lake-Sumter State College's local community. The primary pathway to program admission is an AA degree. The curriculum includes required coursework for ESOL and Reading Endorsements to be obtained, along with English Education courses in Methods and Content for English, Literature, and Writing in secondary programs. Practicums (clinical experiences) are embedded throughout the program and begin in the initial semester and a final, paid internship takes place in their final semester. Program completers will be eligible for employment as 6-12 ELA teachers, Literacy Coaches, Content Area Specialists and will be qualified to work in public and private schools upon completion. Additionally, students will be eligible to enter Master's Degree programs to further their education and opportunities. The average starting salary for middle school teachers is \$60,069.00 and for high school teachers it is \$75,845.00.

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 demonstrates a total number of 151 jobs in the Secondary and Middle School Teacher SOC Coded occupations. These SOC codes were included because they relate to the Secondary English Education program being proposed as they encompass all secondary (middle and high school) teachers. While all 151 job openings are not related specifically to Secondary English Education, that position is included in the total. The FLDOE's identification of Secondary English as a High Demand Teacher Needs Area also emphasizes their inclusion in these numbers. The average salary for a middle or high school (secondary) teacher currently is \$67,943. The only institution in our service area that has graduates associated with the CIP code 13.1305 (English/Language Arts Teacher Education) was UCF and the five-year average of graduates was 5, with 2022 graduating zero English Language Arts Teacher Education students. Utilizing the IPEDS NCES website to identify accredited postsecondary institutions in our service district, I was unable to obtain any graduates from other local institutions related to the CIP code for the last three years. This comparison included Rollins College, St. Leo University, UCF, and UF.

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	2023	2029	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Secondary School Teachers, except Special and Career/Technical Education	25-2031	Lake & Sumter Counties	1063	1220	14.77	773	36.46	\$ 75,837	B	BLS
Middle School Teachers, Except Special and Career/Technical Education	25-2022	Lake & Sumter Counties	563	648	15.10	436	28.87	\$ 60,050	B	BLS
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
Total						151	\$ 32.67	\$ 67,943		

*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	2022	2021	2020			5-year average or average of years available if less than 5-years
University of Central Florida	13.1305	0	4	21			8
	Total	0	4	21	0	0	5

*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	151	0	8	151	143						
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 Secondary English 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 Planning & Zoning Department Resources). 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 Secondary English 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 Secondary English 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.

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 Secondary English 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.

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 Secondary English 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.

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.

On April 23, 2024 I discussed the opportunity for a Secondary English Education Program with Sumter County Superintendent, Mr. Shirley. He confirmed a need in Sumter County for Secondary Educators with ELA degrees as a need. On the same day I spoke with Lake County Superintendent regarding LSSC's interest in pursuing a Bachelor's in Secondary English Education and she also confirmed the need exists in Lake County. May 1, 2024 – The Executive Director for Elementary Education worked with Land and Sumter County teachers to examine existing course offerings at Florida State Universities and Colleges in the area of Secondary English, as well as LSSC's current class offerings to develop a guided pathway from the AA degree to the Bachelor's Degree utilizing existing resources.

<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 Secondary English 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>