



Hernando County School District and BloomBoard

“Learn It” University Program Proposal

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Educator Advancement Program Proposal for HCSD

PROPOSAL SUMMARY

BloomBoard, Inc. (“**BBI**”) is a talent development company with a core focus in supporting the preparation, advancement, and retention of PreK-12 educators. BBI partners with school districts across the country to embed educator advancement programs into the day-to-day logistics of the classroom. The fully accredited, portfolio-based degree and certification programs offered on its cloud-based technology platform (the “**BBI Platform**”) are tailored to honor educators' valuable time while effectively attracting and retaining top-tier talent. BBI works with a diverse array of higher education institutions to offer its district partners affordable residency-like degree and certification programs that develop educators' skills and advance their careers through a unique on-the-job learning model.

The Hernando County School District (“**HCSD**”) is the leading catalyst and advocate for public education on the west, central coast of Florida. HCSD educated approximately 23,000 students in grades Pre-K-12 across 23 schools. HCSD employs almost 1,500 teachers. In the HCSD Strategic Plan published in 2018, the district established five Pillars to direct its collective focus and resources over the next five years. One of the Pillars is titled “People,” with the objective of strategically recruiting, developing, and retaining quality staff by providing staff with the appropriate coaching, support, and professional learning opportunities:

Hernando County School District, Pillar 2 lists three objectives, at the time of this proposal, two of which can be satisfied using BloomBoard programs (with the third coming soon):

- *Objective A: enhance recruitment and hiring process.*
 - *Objective B: Build leadership capacity at all levels (program coming soon through BloomBoard)*
 - *Objective C: increase the employee retention rate of qualified personnel.*
- ([HCSD Strategic Plan, Pillar 2](#))

To assist Hernando County School District in achieving these objectives and addressing the current teacher recruiting challenges, BBI is prepared to work with HCSD to offer the following unique Educator Advancement Program (the “**Program**”) to HCSD staff and teachers. This Program will assist the Hernando County School District in its efforts to recruit, develop, and retain highly qualified staff.

Bachelor’s Degree Programs: These Programs provide job-embedded coursework, coaching, and classroom experience to enable aspiring educators to complete the credit hours necessary to earn a fully accredited Bachelor’s Degree in Early Childhood Education, Elementary Education, and/or Special Education (the “**B.S. Degree Programs**”) and be eligible to apply for a teaching certificate pending compliance with all relevant state requirements.

The Program courses are offered by BBI's higher education partners on the BBI Platform. Prior to commencing cohort engagement, BBI and the District will engage in a planning session to confirm the Program components to be prioritized by HCSD, the number of participants who will enroll in the Program(s), and the desired Program timing. BBI and HCSD will plan the launch dates for each

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Program cohort and work together to promote the opportunities within the HCS D community. Concurrently, BBI will also provide registered apprenticeship process management consulting services to the District if requested, as detailed in the next section of this proposal.

PROGRAM COMPONENTS

The Educator Advancement Programs offered by BBI's university partners on the BBI Platform require learners to participate actively in a combination of portfolio-based activities, from actual classroom practice. The number of courses and credit hours within a Program will vary depending upon the Program selected. Each course within a Program includes a set of portfolio-based unit assessments. Participants will have access to collaboration tools on the BBI Platform, which they can use to engage with cohort peers and faculty as they work through the unit assessments within each course. Faculty provide coaching and lead synchronous classes to guide participants through learning activities and portfolio development. Learning activities build upon key concepts with research, case studies, and other examples. Synchronous office hours include structured collaborative discussions and support for various learning activities, portfolio creation, and platform navigation. Participants demonstrate their knowledge and skill by submitting a specific portfolio of artifacts for each unit.

If desired by the District, BBI can also provide strategic consultation, design support, and technical assistance to help the district obtain Registered Apprenticeship ("RA") approval from the U.S. Department of Labor ("USDOL") for qualifying Programs. A Registered Apprenticeship confers a nationally recognized credential for apprentices and may unlock state and federal workforce dollars to fund the Program(s).

If the District's state or commonwealth provides funding for RA programs, and the district is interested in pursuing that funding, BBI can provide strategic consultation, design support, and technical assistance at no additional cost to help the District obtain RA program approval from the USDOL for qualifying Programs. RA programs require districts to provide additional information about applicants and complete compliance tasks in accordance with USDOL regulations, including, but not limited to:

- Salary schedules for classified staff and teachers
- Signing of various official RA program documents
- Tracking and maintenance of demographic data of all program applicants (e.g., names, addresses, race/ethnicity, gender, Veteran status, etc.)
- Systematic tracking of basis of selection for all applicants (e.g., assigning application and interview scores)
- Use of USDOL templates for apprentice progress tracking by mentors

If the District elects to pursue RA program approval and related funding opportunities, the District must commit to completing the required application and compliance tasks. BBI will support the District in completing these tasks.

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DISTRICT EXPECTATIONS AND ASSURANCES

HCSD will operate under the following expectations and assurances:

- HCSD will identify participants for enrollment in the Bachelor of Science Programs,
- HCSD will pay the District's portion of the Program fees for each participant in a timely manner, consistent with the District Investment outlined in the Pricing section of this proposal.
- For the residency components of the Program(s) to be successful, HCSD will agree to abide by the applicable Programmatic Assurances set forth in Appendix A, which are also incorporated by reference into BBI's Educator Advancement Program Terms and Conditions.
- Unless otherwise compelled via legal request (e.g. FOIA, etc.), HCSD will keep the terms of this agreement strictly confidential and will not share any structure or pricing information with outside parties without express written consent from BBI.
- HCSD will ensure that all participants are prepared to connect to the BBI Platform to engage in the Program(s) according to the following technical requirements:
 - The BBI Platform used to deliver the Program courses and unit assessments currently supports SSO utilizing SAML2.0.
 - Browser compatibility – Chrome and Safari are recommended for full Platform functionality. Due to lack of CSS support, Internet Explorer is not advised.
 - No third-party browser plugin software is required for full Platform functionality (e.g. Flash, Java, etc.)

BLOOM BOARD EXPECTATIONS AND DELIVERABLES

Through this partnership, BBI will operate under the following expectations and is committed to providing the following deliverables:

- BBI will support HCSD in its efforts to identify participants for enrollment in the Bachelor's Degree Program.
- BBI will provide support to HCSD to enable the district to implement the Program(s) consistent with the applicable Programmatic Assurances set forth in Appendix A.
- BBI will coordinate with BBI's university partners on an ongoing basis to facilitate successful Program implementation and timely issuance of credit hours and degrees by BBI's university partners to successful Program candidates.
- BBI will provide all Program participants with access to BBI Platform licenses to engage in the Program courses and unit assessments. Platform access will include portfolio submission and review tools and services, virtual collaboration and facilitation tools and services, and access to public and private resources associated with each unit.
- With leadership from the HCSD team, the BBI Educator Success Team will support the expansion of the Programs based upon the results of this implementation.

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TIMELINE

High-Level Project Plan (Tentative and Subject to Change):

- **Fall 2025:** HCS D and BBI sign a partnership agreement.
- **Fall 2025:** HCS D and BBI engage in planning sessions to determine the implementation plan, launch dates, and cohort numbers for the Bachelor's Degree program. BBI supports HCS D in the District's efforts to identify participants to enroll in the Program cohorts, including the creation and distribution of promotional materials, communication plans, and implementation plans.
- **November 2025:** Program participants will complete the application process to become students of BBI's university partners, and HCS D and BBI will launch the first Program cohorts.
- **Ongoing Throughout Program Term:** BBI and HCS D will support participants as they engage in the Program coursework and unit assessments using the BBI Platform. Ongoing technical support is available through BBI's online help center.
- **Ongoing Throughout Program Terms:** BBI and HCS D leadership will engage in semi-regular check-in calls, as needed, to discuss Program feedback, onboarding logistics, and partnership successes and challenges.
- **Spring/Fall 2026:** The BBI Educator Success Team and HCS D staff will conduct a mid-Program check-in to assess the progress of the Program participants and determine potential Program course corrections and/or subsequent next steps.
- **Spring 2026:** The BBI Educator Success Team and HCS D will meet to assess the outcomes of the initial implementation year and discuss Program expansion options for Academic Year 2026-2027.

PRICING

Total Cost: \$74,950

- **Bachelor's Degree Program Fees:**

- **Two-Year AA > BS Program**

- **TUITION:** \$30,000 per participant in total tuition for the standard two-year program (excluding federal financial aid and apprenticeship funding subsidies).
 - **DISTRICT INVESTMENT:** Per year per participant, total District investment payment due upon enrollment:
 - \$7,495 per year for two years (\$14,990 total)
 - **Total District Investment:** 5 participants X \$14,990 = \$74,950
 - **ANTICIPATED PARTICIPANT AID:** \$6,050 expected contribution per year per participant. The actual participant contribution may vary depending upon the total amount of additional funding sources, including financial aid, workforce funding, and the final District Investment. Should financial aid fall below this threshold, District agrees to pay for the shortage thereby ensuring District's participants have no out of pocket expense for the program.

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- **Additional Fees to be Paid by Participants:** Participants will be required to pay certain non-tuition fees directly to BBI's IHE partner, including but not limited to application, graduation, transcript, technology, and materials fees.
- **NOTE:** Depending upon the outcome of the transcript review conducted by BBI's IHE partner, some participants may be required to take additional courses to fulfill the requirements of the degree Program. Tuition for such courses will be billed at the time the participants are required to enroll in the additional courses.

Upon execution of a binding contract, this Proposal will be governed by the [BloomBoard Educator Advancement Program Terms and Conditions](#), along with any attached Scope of Work or Sales Order. Together, these documents will collectively constitute the 'Agreement' between BloomBoard and the entity to which this Proposal is addressed.

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APPENDIX A

Appendix A: Programmatic Assurances

Definitions

- **Mentor Teacher:** The teacher who will be reasonably available to the resident during working hours to provide feedback, advice, and/or guidance and is willing to provide mentorship/guidance to the resident as progress is made through the program.
 - The mentor must meet university and/or state requirements for mentors under which the candidate completes student teaching requirements. These requirements apply for mentors during the internship semester(s). There is flexibility with other semesters. When necessary, the mentor may be a school administrator or instructional coach who meets the state requirements and works with the candidate and the teacher whose class the resident is working in. Florida mentors must have:
 - completed clinical education training program (training offered online),
 - five years of teaching experience,
 - reading endorsement,
 - ESOL endorsement,
 - teaching license at the level that you are providing mentorship for (early childhood, elementary, exceptional student), and
 - an "effective" or above rating in three most recent evaluations.
 - This teacher's classroom will typically serve as the primary residency placement, the place in which the candidate can observe, work one-on-one with students, lead small groups, and teach whole classes as required by clinical hours and student teaching. As necessary, this teacher will assist the candidate in identifying other placements to engage in clinical experiences and/or student teaching.
- **Organizational Lead:** An individual within the system who is able to coordinate with mentors, coordinate schedules and navigate decision making regarding the residents' time, monitor resident progress, and support interventions, as needed.
- **Time in Residence:** Time each day/week in which the resident is working on program assignments, observing teaching, and teaching or co-teaching in one-on-one, small group, or whole group settings, usually under the supervision of the mentor.

Assurances

1. **Clinical Residency:** The district shall allow candidates to complete field experience and student teaching requirements, as set forth by Barry University and the Florida Department of Education. Each candidate shall have regularly scheduled time (e.g., one period per day or the equivalent of five periods per week) in their residency placement to work on coursework, do observations, and practice teaching methods as required by the coursework.

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- a) **Class Authority:** Each candidate must have a similar level of access and permissions as would typically be afforded to a student teacher completing a clinical placement, including the opportunity to regularly lead lessons, make instructional decisions (e.g., pacing, grouping of students, formative assessment methods, etc.), interact with parents, and review pertinent information about their students in accordance with school/school system policies, as required by the coursework. Residents also need to either own or co-own the classroom space and culture, including the opportunity to establish norms and routines.
- b) **Access to Curriculum:** Each candidate shall be provided with curriculum and instructional materials in each subject area they are assigned to teach, including but not limited to a scope and sequence, unit plans, necessary texts, detailed lesson plans, assessments, and student-facing materials. While candidates may make adjustments to lessons to meet the needs of students, they should not be expected to develop their own instructional materials.
- c) **Permission to Video:** The District shall permit candidates to record video for artifacts as needed for assignments, for the purpose of submitting them to the BloomBoard platform for analysis and review by Barry University faculty. The District shall ensure candidates understand the necessary permissions for adhering to school/school system policies regarding student and employee privacy. The District will work with the Union as necessary to ensure candidates have this permission.

- d) **Placement**
 - i) **Early Childhood Program Candidates:** Each candidate shall ideally be assigned to an early childhood (Pre-K) or lower elementary (K–2) placement during their time in residency, and have access to a group of students for four to six weeks at a time (as opposed to changing classrooms every day). If the candidate is placed in an early childhood (Pre-K) setting, they will need access to K–2nd grade level classroom to complete some assignments, particularly during methods coursework. When completing specialization coursework, candidates should have access to Pre-K or Kindergarten classrooms to complete some assignments.
 - ii) **Elementary Program Candidates:** Each candidate shall ideally be assigned to a general education 1st through 6th grade elementary classroom, during their time in residency, and have access to a group of students for four to six weeks at a time (as opposed to changing classrooms every day). Candidates may be placed in a Kindergarten classroom for their residency but will need access to 1st through 6th grade level classroom to complete some assignments, particularly during methods coursework.
 - iii) **Special Education Program Candidates:** Each candidate shall work with students who have IEPs in a K-12 placement and work on content-based coursework (math, ELA, science, social studies) aligned to the state content standards during their time in residency when completing content-specific coursework.
 - iv) **Every Subject Area:** Each candidate shall have the ability to teach in each subject area (ELA, math, science, and social studies) as needed during terms in which the candidate is taking specified methods coursework, if not self-contained.

2. Local Candidate Support

- a. The mentor will be reasonably available to the resident during working hours to provide feedback, advice, and/or guidance. If the candidate is a long-term sub or teacher of record, the

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- ideal mentor is one with the same grade and subject assignments such that they share a curriculum, or be an instructional coach for the participant.
- b. The District shall ensure that all mentors attend program orientation and training.
3. **FAFSA and other Grants:** As determined by the district funding strategy, candidates will apply for FAFSA and other identified and agreed upon federal, state, and/or local funding opportunities, as well as additional available federal and state funding for the residency program annually or on the timeline required by the program.
4. **Best Practices:** The district acknowledges the following best practices and agrees to consider them.
- a. **Candidate Agreement with District (MOU):** Utilize a memo/commitment of understanding ([template](#)) with candidates, stipulating the terms of the benefit including costs, repayments and employment requirements.
 - b. **Principals:** Ensure principals at participating schools attend a BBI information session and provide their candidate(s) the time, resources, and access to classrooms necessary to engage in the program coursework, complete the assignments, and meet university field experience hours, including student teaching requirements.
 - c. **Organizational Lead:** Assign a senior-level instructional coach or curriculum director as Organizational Lead. This person shall: attend Program training(s); regularly and consistently communicate with BBI to track participant progress and support program implementation; and coordinate with BBI to train mentors, principals, and other staff as needed.
 - d. **Program candidates should receive the same informational communications and be invited to attend the same professional development and meetings as teachers with similar grade/subject assignments, as appropriate. Districts provide initial orientation on the following topics:** ethics/professional conduct rules, FERPA, technology-related policies, and any policies specific to the school/system.
 - e. **When videotaping classrooms with students and/or school staff, work with candidates to accommodate for students or staff who have not given permission to be on video – this can often be accomplished by having those individuals sit out of the range of the camera and/or placing them with the backs of their heads to the camera.**