



STATE COLLEGE OF FLORIDASM
MANATEE - SARASOTA

DISTRICT BOARD OF TRUSTEES

SCF Mission:

State College of Florida, Manatee-Sarasota, guided by measurable standards of institutional excellence, provides engaging and accessible learning environments that result in student success and community prosperity.

SCF Vision:

State College of Florida, Manatee-Sarasota is the region's first choice for innovative, responsive, quality education, workforce training and community partnership.

SCF Values:

Integrity. We have a tradition of delivering our promises responsibly and transparently.

Collaboration. SCF is boldly engaging our partners to achieve the dynamic future we envision.

Innovation. We define best practices and create opportunity with forethought.

Inclusivity. SCF is an open access institution where all are welcomed and supported as part of the SCF college community.

AGENDA

The District Board of Trustees
State College of Florida, Manatee - Sarasota
Regular Meeting
SCF Bradenton - Board Room 7/160
June 25, 2024 5:30 pm

- 1. Meeting Call to Order – Mr. Thomson**
- 2. Invocation and Pledge of Allegiance - Dr. Nielsen**
- 3. Public Comment - Mr. Thomson**
- 4. President’s Report - Dr. Probstfeld**
- 5. Approval of Non-Financial Consent Agenda Items (“Consent Agenda A”)**

Exhibit A:	Minutes of May 21, 2024 BOT Meeting - Page 5
Exhibit B:	Minutes of June 4, 2024 TSI Advisory Committee Quarterly Meeting - Page 8
Exhibit C:	Amended Summer 2024 Lifelong Learning & Workforce Development Schedule - Page 11
Exhibit D:	HR Personnel Actions Monthly Report May 2024 – Page 16
Exhibit E:	2024-25 Annual SCF Manatee County School Board D/E Articulation Agreement - Page 17
Exhibit F:	2024-25 Annual SCF Sarasota County School Board D/E Articulation Agreement - Page 50
Exhibit G:	2024-25 Annual SCF Charlotte County School Board D/E Articulation Agreement - Page 85
Exhibit H:	2024-25 Annual SCFCS Reunification Plan - Page 116
Exhibit I:	2024-25 Annual SCFCS Safe School Officer Scheduling - Page 125
Exhibit J:	2024-25 Annual SCFCS Mental Health Services Plan - Page 126
Exhibit K:	2024-25 Annual SCFCS Comprehensive Evidence-Based Reading Plan (CERP) - Page 144
Exhibit L:	2024-25 Annual SCFCS Enrollment Process - Page 174
Exhibit M:	Grant No. 24-06 Clean Energy Manufacturing Workforce - Page 176
Exhibit N:	Grant No. 24-07 2024-25 Carl D. Perkins CTE - Page 179
Exhibit O:	Grant No. 24-08 Pathways to Career Opportunities Expansion - Page 182
Exhibit P:	Grant No. 24-09 2024-25 College Reach-Out Program (CROP) - Page 185
Exhibit Q:	Grant No. 24-10 Federal Nonprofit Security - Page 187

6. Approval of Financial Consent Agenda Items (“Consent Agenda B”)

Exhibit R:	Monthly Financial Report April 2024 – Page 190
Exhibit S:	Budget Amendment FY 2023-24 April 2024 #32-37 - Page 195
Exhibit T:	SCFCS Financial Report(s) April 2024 - Page 201
Exhibit U:	Acceptance of Gifts and Grants April 2024 – Page 203

Exhibit V:	Property Disposals - Page 204
Exhibit W:	Delinquent Accounts Write-Off - Page 205

7. Facilities Project List (Informational Only) - Julie Jakway

Exhibit X: Project List – Page 209

8. Facilities

Construction Projects & Updates - Chris Wellman

Exhibit Y: Building 26, Bradenton, HVAC Rooftop Equipment - Page 210

9. FY 2024-2025 Draft Operating Budget - Julie Jakway

Exhibit Z: Fee Schedule – Page 211

Tracked Changes – Page 212

Exhibit Clean Copy – Page 216

Exhibit AA: Salary Schedule – Page 220

Tracked Changes – Page 221

Clean Copy - Page 250

Exhibit BB: Budget - Page 276

10. President’s 2023-2024 Completed Goal Report - Dr. Probstfeld

11. Old Business

12. New Business

- **Dr. Probstfeld Resolution - Mr. Thomson**

13. Board Comments & Meeting Adjournment

MINUTES**THE DISTRICT BOARD OF TRUSTEES -- STATE COLLEGE OF FLORIDA, MANATEE – SARASOTA
REGULAR MEETING**

Date: May 21, 2024 5:30 p.m.**Location:** SCF Bradenton**Proceedings:**

The District Board of Trustees of State College of Florida, Manatee – Sarasota held a Regular Meeting on May 21, 2024 at SCF Bradenton.

Board Members Present: Rod Thomson – Board Chair, Jaymie Carter, Taylor Collins, Dominic DiMaio, Mike Fuller, Mark Goodson, and Ryan Moore

Administrators Present: President Carol Probstfeld, Vice Presidents Ryan Hale, Julie Jakway, Brittany Nielsen and General Counsel Steve Prouty Absent: Dr. Todd Fritch,

1. Meeting Call to Order - Mr. Thomson

Mr. Thomson called the meeting to order at 5:30 pm.

2. Invocation and Pledge of Allegiance

Dr. Nielsen delivered the invocation and led the pledge.

3. Public Comment

The following faculty members addressed the Board concerning SCF faculty salaries: Dennis Runde, Philip Travis, Jennifer Biesel, Katherine Bzura, and Colleen Paige.

4. President's Report

Dr. Probstfeld shared with the Trustees highlights of the Spring 2024 graduation.

Mission Moment: SCF Mission Statement Annual Review - Dr. Ryan Hale

Dr. Hale reviewed with the Board the SCF Mission Statement. After due discussion and consideration, Mr. Goodson motioned to approve the current SCF Mission Statement with no revisions, Mr. Moore seconded, and the Board unanimously approved.

5. Approval of Non-Financial Consent Agenda Items (Consent Agenda A)

Exhibit A:	Minutes of April 30, 2024 BOT Meeting - Page 5
Exhibit B:	2024-2025 SCF Board of Trustees Calendar - Page 8
Exhibit C:	Amended Summer 2024 Lifelong Learning & Workforce Development Schedule - Page 9
Exhibit D:	HR Personnel Actions Monthly Report April 2024 - Page 13
Exhibit E:	Sabbatical Leave Requests - Page 14

After due discussion and consideration, Mr. Goodson motioned to approve the Non-Financial Consent Agenda, Ms. Carter seconded, and the Board unanimously approved.

6. Approval of Financial Consent Agenda Items (Consent Agenda B)

Exhibit F:	Monthly Financial Report March 2024 - Page 25
Exhibit G:	Budget Amendment FY 2023-24 March 2024 #28-31 - Page 30
Exhibit H:	SCFCS Financial Report(s) March 2024 - Page 35
Exhibit I:	Acceptance of Gifts and Grants March 2024 - Page 37
Exhibit J:	Property Disposals - Page 38
Exhibit K:	Campus Bookstore Services Contract - Page 40

After due discussion and consideration, Mr. Goodson motioned to approve the Financial Consent Agenda, Ms. Collins seconded, and the Board unanimously approved.

7. Facilities Project List (informational Only)

Exhibit L: Project List - Page 59

8. Facilities

Construction Projects & Updates - Chris Wellman

Exhibit M: Capital Improvement Program Fiscal Year 2025-26 through 2029-30 - Page 60

Mr. Wellman presented to the Board, for the Board’s approval, the SCF Capital Improvement Program Fiscal Year 2025-26 through 2029-30. After due discussion and consideration, Mr. DiMaio motioned to approve the CIP as presented, Mr. Goodson seconded, and the Board unanimously approved.

9. FY 2024-2025 Draft Operating Budget- Julie Jakway

Exhibit N: Fee Schedule - Page 88
Tracked Changes - Page 89
Clean Copy - Page 93

Exhibit O: Salary Schedule - Page 97
Tracked Changes - Page 98
Clean Copy - Page 126

Exhibit P: Budget - Page 152

Ms. Jakway presented a first look at the draft 2024-25 SCF Operating Budget. Ms. Jakway explained that the Board would be voting on the proposed budget at the June meeting.

10. Old Business

None

11. New Business

Dr. Probstfeld brought to the attention of the Board the 2024-2025 meeting schedule.

Mr. Thomson announced the resignation of Dominic DiMaio from the SCF Board and acknowledged Mr. DiMaio for his many years of service and support of SCF.

Mr. DiMaio thanked the Board.

12. Board Comments/Updates & Adjournment

Mr. Goodson recognized the efforts of Dr. Probstfeld in regard to the funding of the Nursing Program and the Line Grant Initiative.

Ms. Carter thanked the faculty for their public comments.

Mr. Fuller provided an SCF Foundation update and invited the Trustees to attend the June 25th SCF LLC naming ceremony honoring Dr. Probstfeld.

Mr. DiMaio acknowledged the faculty.

Mr. Moore thanked the faculty for their comments.

Ms. Collins echoed the board’s appreciation for the faculty.

Ms. Collins also expressed her concern at the need of additional SCF Board Members.

Mr. Thomson also acknowledged the faculty.

The meeting was adjourned at 6:40 p.m.

Chair, Board of Trustees

Carol Probstfeld, Secretary, Board of Trustees

State College of Florida, Manatee-Sarasota | Traffic Safety Institute

Advisory Committee Quarterly Meeting – 6/4/24

ATTENDING: Dana McMahon, Manatee County Probation; Jennifer Burgh, Manatee County Probation; Sgt. Chuck Flint, Sarasota County Sheriff's Office; Michael Miranda, Citizen Representative; Vicki Gillerin, TSI Director and Clinical Supervisor

The meeting was called to order by TSI Director Gillerin at 12:06 pm.

OLD BUSINESS: Jennifer Burgh made a motion to approve the minutes of the 3/5/24 TSI Advisory Committee meeting and it was seconded by Michael Miranda. Motion passed.

OUTPUT-TSI Report:

- A. Director Gillerin presented TSI's student contacts since the last quarterly meeting. The total number of student contacts for this period increased by 327 which is typical of the quarter following the Winter Break.

TSI Student Enrollments/Contacts	3/5/24 – 6/3/24
BDI	66
IDI	24
DUI Level One	337
DUI Level Two	159
DUI Evaluations	587
DUI Victim Panel	127
IID Updates	77
SSS Periodic Updates	208
Totals:	1,585

- B. Director Gillerin provided an update on TSI staffing levels. Three *Specialist, TSI Customer Service* positions were filled. Debbie Jonuska started on 2/26/24 and was assigned to the downtown Sarasota TSI office. Rhonda Harvey started on 6/3/24 and was assigned to the Bradenton TSI office. Jonathan Cunard is scheduled to start on 6/17/24 and will be assigned to the Bradenton TSI office but will be a floater and work in all TSI offices based on staffing needs. After he is fully trained, there are plans to have him at the Venice TSI office at least one day a week, with the eventual goal of having that office open a minimum of two days a week.

Catherine Okeson, a contracted DUI Evaluator and DUI Level II Instructor, has announced her plans to resign at the end of September. There have been continuous challenges related to hiring contracted DUI Evaluators and DUI Instructors over the last several years in DUI programs throughout the state including TSI. Discussion ensued. After reviewing TSI's projected revenue for the next fiscal year, the Committee had no objection to hiring a full-time DUI/SSS Evaluator and DUI Instructor. The job description for that position will be reviewed, updated, and re-scored by Human Resources (if needed) prior to the position being posted.

State College of Florida, Manatee-Sarasota | Traffic Safety Institute

Advisory Committee Quarterly Meeting – 6/4/24

- C. Director Gillerin reviewed current revenue for FY 23-24. It is projected that TSI will have \$875,000.00 in total revenue by June 30, 2024. That projection does not account for unearned revenue that will be carried over to the FY 24-25 budget. Unearned revenue will likely increase this year as fewer classes were scheduled for May and June due to DUI instructor availability.
- D. Director Gillerin advised the Committee that TSI will begin using Judicial Innovations to process all in-person credit card payments beginning on 7/1/24 in the Bradenton and Sarasota offices. Signs will be posted in each office to alert customers of this change and any associated service fees. Contact information for Judicial Innovations will be available to all customers.
- E. Director Gillerin distributed the National Highway Traffic Safety Administration Alcohol Impaired Driving Traffic Safety Facts 2022 Data report published in May 2024. Key findings indicated that traffic fatalities in alcohol-impaired-driving crashes decreased by 0.7 % from 2021 to 2022. In 2022 there were 13,524 fatalities in motor vehicle traffic crashes in which at least one driver was alcohol impaired. Also, one alcohol-impaired-driving fatality occurred every 39 minutes in the United States in 2022.

INPUT

Law Enforcement:

Sgt. Coleman, Manatee County Sheriff's Office, was unable to attend but provided an update via email:

- MCSO arrested 173 impaired drivers since 2/5/24 which is an increase of 1.2% over the same period last year
- Three new Deputies joined the Traffic Unit replacing three others who left the unit. One moved to day shift, so the night shift now has 7 Deputies.
- The Traffic Unit is working more crashes due to personnel issues with Florida Highway Patrol making it difficult to locate and apprehend impaired drivers
- Sheriff Wells stands by the Traffic Unit, but will not increase the size of the unit at this time
- Sgt. Coleman assisted Florida Department of Transportation with a mid-block crossing survey on 14th St. W and offered feedback and recommendations
- The Traffic Unit participated in the Nationwide Click It or Ticket program. Compared to last year the agency wrote more seatbelt violation tickets

Sgt. Flint reported that this year (as of 5/31/24) SCSO has issued 11,000 tickets; responded to 3,052 crashes; and made 271 DUI arrests (92% of arrests made by DUI Unit, 37% of DUI arrests were crash related). SCSO continues utilizing grant money to assist on the interstate and in work zones and they have provided over 1,028-man hours to date and have funds through 9/30/24. The HVE grant provided 440-man hours and has recently wrapped up. SCSO participated in Click It or Ticket and wrote 73 seatbelt tickets in 2.5 hours. The Traffic Unit added two new Deputies for a total of 26 and the agency intends to add more in the next fiscal year.

Misdemeanor Probation:

Dana McMahon reports that the Probation Unit has one vacant PO position now, but they plan to hire from a recent interview pool. There is a pilot program utilizing the Offender Work Program (OWP) as a sanction in the specialty courts. If successful, that may lead to the need for an additional OWP Probation Officer.

Jennifer Burgh reports that the Pre-trial Services unit at the jail is busy and they may need to hire another PO to assist with the increased workload due to the bond schedule changes that recently took place.

State College of Florida, Manatee-Sarasota | Traffic Safety Institute

Advisory Committee Quarterly Meeting – 6/4/24

State Attorney's Office:

No representatives in attendance.

Clinical Supervisor/Treatment Representative:

Vicki Gillerin reported that DUI evaluations are currently being scheduled several weeks out from registration due to a higher than usual number of client “no-shows”. While those clients are required to pay a rescheduling fee per DHSMV rules, those individuals are rescheduled within the same pool of appointments available to all clients.

Citizen/Business Representative:

Nothing to report.

With no further business the meeting was adjourned at 1:02 pm.

NEXT MEETING: Tuesday, September 10, 2024 - 12:00 pm Lunch will be provided.

Traffic Safety Institute, 5840 26th St W, Bldg. 18, Room 112, Bradenton, FL 34207

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2024

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
16007	SCF Softball Recruitment Camp (Girls - High School)	7/22/24	7/25/24	\$250.00	SCF Bradenton (Softball Field)	TBD
16055	Social Security 101 - Lakewood Ranch Campus	5/21/24	5/21/24	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
16056	Social Security 101 - Lakewood Ranch Campus	5/23/24	5/23/24	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
16057	Social Security 101 - Lakewood Ranch Campus	6/25/24	6/25/24	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
16058	Social Security 101 - Lakewood Ranch Campus	6/27/24	6/27/24	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
16067	SCF Leadership Academy Boot Camp	8/23/24	8/23/24	\$299.00	SCF Lakewood Ranch (CIT)	Dudley
16078	Business Writing	5/16/24	5/16/24	\$0.00	SCF Bradenton (Building 3)	Rogers
16079	Conducting Effective Meetings	7/9/24	7/9/24	\$0.00	Zoom	Roth
16086	Accountability	8/21/24	8/21/24	\$0.00	Zoom	Dudley
16087	Priority & Time Management	6/12/24	6/12/24	\$0.00	Zoom	Dudley
16089	Change Management	5/8/24	5/8/24	\$0.00	Zoom	Bresler
16090	Change Management	7/10/24	7/10/24	\$0.00	Zoom	Bresler
16104	FAA REMOTE PILOT - DRONE SAFETY	6/15/24	6/15/24	\$299.00	SCF Bradenton (26 West Center)	Bagley
16143	05: MAY 14th — 26 West Center Tours	5/14/24	5/14/24	\$0.00	SCF Bradenton (26 West Center)	Rodgers-Mislyan
16144	06: JUNE 11th — 26 West Center Tours	6/11/24	6/11/24	\$0.00	SCF Bradenton (26 West Center)	Rodgers-Mislyan
16145	07: JULY 18th — 26 West Center Tours	7/18/24	7/18/24	\$0.00	SCF Bradenton (26 West Center)	Rodgers-Mislyan
16146	08: AUGUST 15th — 26 West Center Tours	8/15/24	8/15/24	\$0.00	SCF Bradenton (26 West Center)	Rodgers-Mislyan
16157	ChatGPT/Artificial Intelligence: Beginner	5/21/24	5/21/24	\$129.00	SCF Bradenton (26 West Center)	Rodgers-Mislyan
16158	ChatGPT/Artificial Intelligence: Beginner	6/4/24	6/4/24	\$129.00	SCF Bradenton (26 West Center)	Bagley
16161	Microsoft Co-Pilot & Power Automate: Beginner	6/14/24	6/14/24	\$299.00	SCF Bradenton (26 West Center)	Bagley
16165	Office Tools for Remote Professionals: Beginner	5/16/24	5/16/24	\$199.00	SCF Bradenton (26 West Center)	Bagley
16168	HubSpot: Manage Your Prospects/Customers: Beginner	5/10/24	5/10/24	\$129.00	SCF Bradenton (26 West Center)	*
16171	Teams Design Better Together Using FIGMA: Beginner	5/10/24	5/10/24	\$299.00	SCF Bradenton (26 West Center)	Link
16174	Canva Digital Design: Beginner	5/22/24	5/22/24	\$129.00	SCF Bradenton (26 West Center)	*
16209	Leadership Session 3	5/9/24	5/9/24	\$0.00	Zoom	Marco
16210	Leadership Session 4	5/16/24	5/16/24	\$0.00	Zoom	Marco
16211	Leadership Session 5	5/30/24	5/30/24	\$0.00	Zoom	Marco
16214	Excel 4	5/14/24	5/14/24	\$0.00	Off-site Sarasota (contract training)	Devine
16215	Excel 1	8/13/24	8/13/24	\$0.00	Off-site Sarasota (contract training)	Devine
16216	Excel 2	8/27/24	8/27/24	\$0.00	Off-site Sarasota (contract training)	Devine
16219	Peer Today, Boss Tomorrow	5/13/24	5/13/24	\$0.00	Off-site Sarasota (contract training)	Dudley
16220	Netiquette	5/20/24	5/20/24	\$0.00	Off-site Sarasota (contract training)	Smith
16225	Computer Basics	5/29/24	5/29/24	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
16226	Excel - Level 2	5/16/24	5/16/24	\$129.00	SCF Lakewood Ranch (CIT)	Devine
16227	Excel - Level 1	5/2/24	5/2/24	\$129.00	SCF Lakewood Ranch (CIT)	Devine
16228	Excel - Level 3	6/6/24	6/6/24	\$129.00	SCF Lakewood Ranch (CIT)	Miscik

(\$0.00 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2024

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
16229	Outlook	6/11/24	6/11/24	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
16230	Excel - Level 4	6/20/24	6/20/24	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
16231	Computer Basics	6/29/24	6/29/24	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
16240	CDCA-WREB-CITA Testing Site Fee	5/1/24	5/1/24	\$125.00	SCF Bradenton (Building 2)	*
16241	SCF Baseball Camp (Boys - High School)	7/8/24	7/11/24	\$250.00	SCF Bradenton (Baseball Field)	Hill
16242	SCF Beach Volleyball Camp (Girls - High School)	6/17/24	6/20/24	\$250.00	SCF Bradenton (Beach Volleyball Court)	Vercosa
16243	SCF Court Volleyball Camp (Girls - High School)	7/15/24	7/18/24	\$250.00	SCF Bradenton (Building 17)	Bobo-McKenzie
16244	STEAM Detective Agency (Venice)	6/3/24	6/7/24	\$299.00	SCF Venice (Building 800)	Schaeffer
16245	STEAM Artful Engineering (Venice)	6/10/24	6/14/24	\$299.00	SCF Venice (Building 800)	Schaeffer
16247	STEAM Future Innovators (Venice)	6/17/24	6/21/24	\$299.00	SCF Venice (Building 800)	Schaeffer
16248	STEAM Time Travelers (Venice)	6/24/24	6/28/24	\$299.00	SCF Venice (Building 800)	Schaeffer
16250	STEAM and the Great Outdoors (Venice)	7/15/24	7/19/24	\$299.00	SCF Venice (Building 800)	Schaeffer
16251	STEAM in the Kitchen (Venice)	7/22/24	7/26/24	\$299.00	SCF Venice (Building 800)	Schaeffer
16264	Introduction to Robotics - Middle School - 9:00AM-3:00PM	6/10/24	6/14/24	\$299.00	SCF Bradenton (26 West Center)	Bagley
16266	2024 Elementary STEM Camp - Week 1 - LWR - 8am - 12noon - Tinkering Tech ""	6/10/24	6/14/24	\$175.00	SCF Lakewood Ranch (CIT)	Roberts
16267	2024 Elementary STEM Camp - Week 2 - LWR - 8am - 12noon - Makers and Inventors""	6/17/24	6/21/24	\$175.00	SCF Lakewood Ranch (CIT)	Roberts
16268	2024 Elementary STEM Camp - Week 3 - LWR - 8am - 12noon - Chemistry and Magic""	6/24/24	6/28/24	\$175.00	SCF Lakewood Ranch (CIT)	Roberts
16269	2024 Elementary STEM Camp - Week 4 - LWR - 8am - 12noon - Circuit Breakers""	7/8/24	7/12/24	\$175.00	SCF Lakewood Ranch (CIT)	Roberts
16270	2024 Coding Academy Elementary STEM Camp - Week 4 - Venice - 8am - 12noon - Circuit Breakers""	7/8/24	7/12/24	\$175.00	SCF Venice (Building 800)	Bagley
16271	2024 Elementary STEM Camp - Week 5 - LWR - 8am - 12noon - Rollercoaster Mania ""	7/15/24	7/19/24	\$175.00	SCF Lakewood Ranch (CIT)	Roberts
16272	2024 Coding Academy Elementary STEM Camp - Week 5 - Venice - 8am - 12noon - Rollercoaster Mania ""	7/15/24	7/19/24	\$175.00	SCF Venice (Building 800)	Bagley
16273	2024 Elementary STEM Camp - Week 6 - LWR - 8am - 12noon - Crime Scene Science ""	7/22/24	7/26/24	\$175.00	SCF Lakewood Ranch (CIT)	Roberts
16274	2024 Elementary STEM Camp - Week 7 - LWR - 8am - 12noon - Deep Blue Discoveries""	7/29/24	8/2/24	\$175.00	SCF Lakewood Ranch (CIT)	Roberts
16275	Intermediate Robotics - Middle School - 9:00AM-3:00PM	6/17/24	6/21/24	\$299.00	SCF Bradenton (26 West Center)	Bagley
16276	Ethical Hacking and Manufacturing - Middle and High School - 9:00AM-3:00PM	6/24/24	6/28/24	\$299.00	SCF Bradenton (26 West Center)	Bagley

(\$0.00 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2024

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
16277	Futuristic Finishing using Virtual Reality - Middle and High School - 9:00AM-3:00PM	7/8/24	7/12/24	\$299.00	SCF Bradenton (26 West Center)	Bagley
16278	Pre-College AI and Engineering - High School - 9:00AM-3:00PM	7/15/24	7/19/24	\$299.00	SCF Bradenton (26 West Center)	Bagley
16279	Before and After Care BRADENTON - Middle and High School Camps - 8:00AM-4:00PM	6/10/24	7/19/24	\$50.00	SCF Bradenton (26 West Center)	Roberts
16281	Enrolled Agent Live Online	7/17/24	12/7/24	\$1,199.00	Online or Hybrid	Groff
16285	Retirement Planning Today - Bradenton Campus	5/7/24	5/14/24	\$49.00	SCF Bradenton (Building 18)	Carota
16286	Retirement Planning Today - Bradenton Campus	5/9/24	5/16/24	\$49.00	SCF Bradenton (Building 18)	Carota
16292	(BLS/CPR) Basic Life Support	5/11/24	5/11/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16293	(BLS/CPR) Basic Life Support	5/15/24	5/15/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16294	(BLS/CPR) Basic Life Support	5/17/24	5/17/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16296	(BLS/CPR) Basic Life Support	5/24/24	5/24/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16297	(BLS/CPR) Basic Life Support	6/21/24	6/21/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16298	(BLS/CPR) Basic Life Support	6/22/24	6/22/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16299	(BLS/CPR) Basic Life Support	6/26/24	6/26/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16300	(BLS/CPR) Basic Life Support	6/28/24	6/28/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16301	(BLS/CPR) Basic Life Support	6/29/24	6/29/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16302	(BLS/CPR) Basic Life Support	7/10/24	7/10/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16303	(BLS/CPR) Basic Life Support	7/12/24	7/12/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16304	(BLS/CPR) Basic Life Support	7/13/24	7/13/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16305	(BLS/CPR) Basic Life Support	7/17/24	7/17/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16306	(BLS/CPR) Basic Life Support	8/17/24	8/17/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16307	(BLS/CPR) Basic Life Support	8/28/24	8/28/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16310	(BLS/CPR) Basic Life Support	8/24/24	8/24/24	\$60.00	SCF Lakewood Ranch (CIT)	Landes
16313	Meeting Facilitation	5/30/24	5/30/24	\$0.00	SCF Lakewood Ranch (CIT)	*
16314	Meeting Facilitation	5/18/24	5/18/24	\$0.00	SCF Lakewood Ranch (CIT)	*
16316	PowerPoint 2 Tutoring	5/28/24	5/28/24	\$255.00	SCF Venice (Building 400)	Devine
16317	Summer Jazz Band Workshop	6/3/24	6/6/24	\$179.00	SCF Bradenton (Building 11)	*
16318	Music Production Workshop	6/10/24	6/14/24	\$179.00	SCF Bradenton (26 West Center)	*
16319	Music Theatre Audition Intensive	6/20/24	6/20/24	\$29.00	SCF Bradenton (Building 11)	*
16320	Children & Divorce (Spanish)	5/22/24	5/22/24	\$55.00	SCF Bradenton (Building 18)	Cestero
16321	Children & Divorce (Spanish)	6/22/24	6/22/24	\$55.00	SCF Bradenton (Building 18)	Cestero
16322	Children & Divorce (Spanish)	7/13/24	7/13/24	\$55.00	SCF Lakewood Ranch (CIT)	Cestero
16323	Children & Divorce	7/20/24	7/20/24	\$55.00	SCF Bradenton (Building 18)	Doran
16324	Children & Divorce	6/22/24	6/22/24	\$55.00	SCF Lakewood Ranch (CIT)	Doran

(\$0.00 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2024

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
16325	Children & Divorce	5/18/24	5/18/24	\$55.00	SCF Bradenton (Building 18)	Doran
16326	Children & Divorce	5/6/24	5/6/24	\$55.00	Zoom	Doran
16327	Children & Divorce	5/30/24	5/30/24	\$55.00	Zoom	Doran
16328	Children & Divorce	6/11/24	6/11/24	\$55.00	Zoom	Doran
16329	Children & Divorce	6/27/24	6/27/24	\$55.00	Zoom	Doran
16330	Children & Divorce	7/8/24	7/8/24	\$55.00	Zoom	Doran
16331	Children & Divorce	7/30/24	7/30/24	\$55.00	Zoom	Doran
16332	Retirement Readiness Masterclass - Bradenton Campus	6/4/24	6/11/24	\$49.00	SCF Bradenton (Building 18)	Sherrill
16333	Retirement Readiness Masterclass - Bradenton Campus	6/6/24	6/13/24	\$49.00	SCF Bradenton (Building 18)	Sherrill
16335	Social Security 101 - Lakewood Ranch Campus	7/23/24	7/23/24	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
16336	Social Security 101 - Lakewood Ranch Campus	7/25/24	7/25/24	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
16337	Social Security 101 - Lakewood Ranch Campus	8/20/24	8/20/24	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
16338	Social Security 101 - Lakewood Ranch Campus	8/22/24	8/22/24	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
16350	English for College and Communication (Lakewood Ranch)	6/3/24	7/26/24	\$500.00	SCF Lakewood Ranch (CIT)	Wood
16351	English for College and Communication (Bradenton)	6/11/24	8/7/24	\$500.00	SCF Bradenton (Building 18)	Elliott
16352	SCF Summer String Orchestra Workshop	6/25/24	6/28/24	\$179.00	SCF Bradenton (Building 11)	*
16358	Language Verification	5/30/24	5/30/24	\$0.00	Off-site Sarasota (contract training)	Cintron
16363	Meeting Facilitation	5/20/24	5/21/24	\$0.00	SCF Lakewood Ranch (CIT)	*
16364	Meeting Facilitation	6/20/24	6/20/24	\$0.00	SCF Lakewood Ranch (CIT)	*
16365	Kick Off: Team Project Breakout (ELP)	6/19/24	6/19/24	\$0.00	SCF Bradenton (Building 3)	Roth
16366	Mindfulness In The Workplace	5/9/24	5/9/24	\$0.00	Online or Hybrid	Roth
16367	OCA Java Programming	6/10/24	8/7/24	\$3,250.00		Bagley
16368	WordPress Web Developer	6/10/24	8/7/24	\$3,250.00	SCF Bradenton (26 West Center)	Link
16369	UX/UI Web Developer	6/11/24	8/8/24	\$3,250.00	SCF Bradenton (26 West Center)	Link
16370	AWS Cloud Practitioner	6/11/24	8/8/24	\$3,250.00		Lonseth
16371	JavaScript Coding Specialist	6/11/24	8/8/24	\$3,250.00	Location : Online	Taylor
16372	CompTIA Security+ Certification	8/13/24	11/13/24	\$3,250.00	SCF Bradenton (26 West Center)	Seymore
16373	Python Coding Specialist with Industry Certification	6/11/24	8/8/24	\$3,250.00	SCF Bradenton (26 West Center)	Bagley
16374	SCF Leadership Academy Boot Camp	6/14/24	6/14/24	\$299.00	SCF Lakewood Ranch (CIT)	Dudley
16375	Excel - Level 1	7/9/24	7/9/24	\$129.00	SCF Lakewood Ranch (CIT)	Devine
16376	Excel - Level 1	8/2/24	8/2/24	\$129.00	SCF Venice (Building 300)	Devine
16377	Excel - Level 2	7/23/24	7/23/24	\$129.00	SCF Lakewood Ranch (CIT)	Devine
16378	Excel - Level 2	8/16/24	8/16/24	\$129.00	SCF Venice (Building 300)	Devine
16379	Excel - Level 3	8/6/24	8/6/24	\$129.00	SCF Lakewood Ranch (CIT)	Devine
16380	Outlook	8/8/24	8/8/24	\$129.00	SCF Lakewood Ranch (CIT)	Devine
16381	Excel - Level 4	8/20/24	8/20/24	\$129.00	SCF Lakewood Ranch (CIT)	Devine

(\$0.00 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2024

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
16382	Excel - Level 1	8/28/24	8/28/24	\$129.00	SCF Lakewood Ranch (CIT)	Devine
16384	Computer Basics	7/24/24	7/24/24	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
16385	Computer Basics	8/24/24	8/24/24	\$129.00	SCF Venice (Building 300)	Miscik
16387	Excel 1 Tutoring	5/8/24	5/8/24	\$150.00	SCF Lakewood Ranch (CIT)	Devine
16389	Cybersecurity/AWS Bootcamp	8/5/24	12/18/24	\$5,500.00	Microsoft Teams	Ortiz
16395	Understanding Your Leadership Style (ELP)	7/3/24	7/3/24	\$0.00	SCF Bradenton (Building 3)	Dudley
16396	Coaching Vs. Managing (ELP)	7/17/24	7/17/24	\$0.00	SCF Bradenton (Building 3)	Dudley
16397	Meeting Facilitation	7/29/24	8/1/24	\$0.00	SCF Lakewood Ranch (CIT)	*
16398	Managing Difficult Conversations (ELP)	7/31/24	7/31/24	\$0.00	SCF Bradenton (Building 3)	Roth
16399	Meeting Facilitation	7/31/24	7/31/24	\$0.00	SCF Lakewood Ranch (CIT)	*
16400	SCF Leadership Academy Boot Camp	6/28/24	6/28/24	\$0.00	SCF Lakewood Ranch (MTSC)	Dudley
16401	Becoming A Fearless Public Speaker	6/18/24	6/18/24	\$0.00	Off-site Bradenton (contract training)	Dudley

Human Resources Office Personnel Actions Board Exhibits: May 2024

Name	Effective Date	From	To	Classification	Classification Title	Department	Site
Appointments							
Ebony Smith	5/6/2024			Professional	Coordinator, Communications and Media	Communications and Government Relations	Bradenton
David Dinsbier	5/13/2024			Career	Specialist, Payroll	Accounting and Payroll	Bradenton
Janie Richardson	5/28/2024			Professional	Librarian, Reference & Instruction	Learning Resource Center	Bradenton
Changes							
Nikolay Onishchuck	5/20/2024	From		Career	Testing Technician	Testing Center	Bradenton
		To		Career	Specialist, Help Desk	Information Technology Services	Bradenton
Steven Prouty	5/21/2024	From		Administration	General Counsel	General Counsel	Bradenton
		To		Administration	Vice President and General Counsel	General Counsel	Bradenton
Cassandra Holmes	5/21/2024	From		Administration	Executive Director, SCF Foundation	SCF Foundation	Bradenton
		To		Administration	Vice President of Advancement and Executive Director, SCF Foundation	SCF Foundation	Bradenton
Separations							
Neil Ferris	5/2/2024			Career	Advisor, Student Life	Student Life	Venice
Bruce Wassung	5/3/2024			Faculty	Associate Professor and Program Manager, Physical Therapy	Physical Therapy	Bradenton
Dallia Lumpkin	5/3/2024			Professional	Certified School Counselor	SCF Collegiate School	Bradenton
Quinton Ming	5/3/2024			Faculty	ASN/BSN Instructor	Nursing	Bradenton
Ashley Fox	5/3/2024			Faculty	Lecturer, Natural Science	Natural Science	Bradenton
Jocelyn Riley	5/10/2024			Career	Coordinator, Technology	SCF Collegiate School	Bradenton
Jessica Ganzemuller	5/10/2024			Career	Specialist, Recruitment	Enrollment Services	Bradenton
Robert Coppala	5/24/2024			Faculty	ASN/BSN Instructor	Nursing	Bradenton

**EARLY COLLEGE
(DUAL ENROLLMENT)
ARTICULATION AGREEMENT**

**MANATEE COUNTY SCHOOL BOARD
&
STATE COLLEGE OF FLORIDA,
MANATEE-SARASOTA**

2024-2025

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Introduction

The Dual Enrollment Program is authorized under s. 1007.271, Florida Statutes. This program is a cooperative effort between the **Manatee County School Board** and **State College of Florida, Manatee-Sarasota (SCF)**, and is designed to provide accelerated learning mechanisms for qualified high school students on an individual basis. The Florida Legislature has defined a variety of options intended to shorten the time necessary to complete the requirements of a high school diploma, postsecondary certificate or degree and broaden the scope of curricular options available for secondary students (“Early College Programs”).

Through dual enrollment, public secondary students may enroll in postsecondary courses creditable toward high school graduation, a career certificate, and an associate or baccalaureate degree. Dual enrollment students are required to be enrolled on a full-time basis with their high school in a combination of dual enrollment and high school courses (a total of 7 high school credits – 3.5 per semester).

Early College Programs Defined

Dual enrollment (DE)

DE refers to academic or college credit coursework at the postsecondary level that leads to a college credit, certificate, or degree. Early college dual enrollment is available through community colleges and universities.

Early Admission (EA)

EA is a form of dual enrollment through which eligible secondary students enroll, during grade 12, in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.

Accelerated Dual Enrollment program (ADE)

ADE is a form of dual enrollment through which eligible high school students in grades 11 and 12 enroll at SCF on a full-time basis. This accelerated option allows the student to concurrently complete high school and college credits by attending classes at SCF. This program will provide students with the opportunity to earn an Associate’s degree.

Career Dual Enrollment (CDE)

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma.

Career Early Admission (CEA)

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time with State College of Florida, Manatee-Sarasota in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44, Florida Statutes, which are creditable toward the high school diploma and the certificate or associate degree.

College Enrichment

College enrichment *is not* considered dual enrollment. College enrichment is designed to provide an opportunity for qualified high school students to enroll in college-level courses

to add depth to their high school academic program. To take part in College Enrichment a student must apply to SCF as a non-degree seeking student. College enrichment is not governed by this Agreement between the School Board and SCF. Students are responsible for the cost of tuition and instructional materials under this option. Students choosing this option are not eligible for dual enrollment during the same semester in which they have applied as a non-degree seeking student.

Purpose

The purpose of the Agreement is to develop and implement a comprehensive accelerated program for public high school students reducing the time needed to complete requirements of a high school diploma and college degree, broaden the scope of curricular options available to students, and increase the rigor and variety of course offerings available to students. The program provides eligible secondary students the opportunity to take SCF classes while concurrently enrolled in high school.

Through this formal articulation agreement, the school district accepts college-level courses that fulfill high school graduation requirements. After high school graduation, these credits may also be used for degree and certificate programs at SCF and other regionally accredited colleges universities, and technical education centers.

All required costs associated with tuition and fees for Early College programs are waived. Students enrolled in these programs can also participate in both the academic and extracurricular activities provided by the college, have full library privileges, and access to the Tutoring and Academic Success Center.

Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses or limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student at an independent postsecondary institution. §1007.271, Florida Statutes.

In accordance with this statutory language, SCF and the school district have carefully considered the admissions criteria which are best suited to ensure students have the opportunity to be successful in their dual enrollment coursework.

Early College Deadlines

Enrollment deadlines include submission of an application for Early College, placement test results, Early College (dual enrollment) Contract, online Orientation, and Registration. All required materials must be submitted to SCF by these published deadlines or students will be ineligible to participate in the Early College programs.

- Summer and Fall Deadline—May 15th
- Spring Deadline—December 1st

Deadlines for each term will remain constant as defined above.

No exceptions will be made after these published deadlines.

Eligibility, Responsibilities, and Impact

Dual Enrollment

Students enrolled in county district schools, including charter schools, may enroll in DE coursework on an SCF campus, while also taking at least one course on their high school campus. This coursework may not exceed 11 credit hours per semester.

Initial Eligibility

1. The student has a minimum unweighted 3.0 cumulative grade point average (GPA) at the time of application.
2. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
3. The student has 10 high school credits completed successfully prior to the beginning of the term in which the dual enrollment course is to be taken. These credits must include at least 2 mathematics courses, and 2 English courses.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted) to remain eligible for the Early College Programs. The student has maintained a college term GPA of at least 2.0.
2. The student has earned a “C” or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student may not participate in a dual enrollment program for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The dual enrollment student receives both high school and college credit upon successful completion of the course(s). For the high school academic record, DE courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*.

Student Enrollment Responsibilities

The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW. Students who are continuing in Early College programs will not be required to complete a new application. Students who plan to return to Early College after participating in college enrichment/non-degree program or have been absent for an academic year are required to submit a new application by the published deadline.

1. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student may schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
2. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
3. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
4. The student will submit all paperwork to SCF according to the designated deadlines.
5. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
6. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
7. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and taking the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* Early College (dual enrollment) textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

Early Admission

Students enrolled in Grade 12 in public district schools, including charter schools, may enroll in Early College (dual enrollment) coursework on an SCF campus, and must enroll in at least 12 credits, but may not exceed 15 credit hours per term. If a student does not maintain their credit load, they must communicate with their counselor regarding a return to the high school for enrollment in additional courses.

Initial Eligibility

1. The student has completed a minimum of eighteen (18) high school credits, which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher) by the beginning of the semester in which the dual enrollment courses are to be taken.
2. The student has a minimum unweighted 3.0 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted). The student has maintained a college term GPA of at least 2.0.
2. The student has earned a “C” or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student may not participate in a dual enrollment program for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The early admission student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF academic transcript as well as the high school academic transcript. The student must include in the college schedule courses that will meet the requirements for high school graduation. Early admission students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

The student will complete and submit an Application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW. Students who are continuing in Early College programs will not be required to complete a new application. Students who plan to return to Early College after participating in college

enrichment/non-degree program will need to submit a new application by the published deadline.

1. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
2. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
3. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
4. The student will submit all paperwork to SCF according to the designated deadlines.
5. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
6. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
7. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

Accelerated Dual Enrollment

Accelerated Dual Enrollment is a form of dual enrollment through which eligible public high school students in grades 11 and 12 enroll at SCF on a full-time basis. This accelerated option allows the student to concurrently complete high school graduation requirements and college AA degree by attending classes, and receiving guidance related to college course work, at the State College of Florida.

Initial Eligibility

1. The student is entering 11th grade and has completed coursework which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher).
2. The student has a minimum unweighted 3.3 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, reading, and writing. Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student must have completed the following high school courses:
 - a. English I-or equivalent.
 - b. English II-or equivalent.
 - c. Algebra I and passed Algebra I end of course exam, earned a concordant SAT/ACT or PERT score, or met this requirement to the satisfaction of the high school through a waiver.
 - d. Geometry
 - e. Passed Grade 10 English Language Assessment or ACT/SAT with concordant score or has met this requirement to the satisfaction of the high school through a waiver, or other concordant score.
6. The student has satisfied the course prerequisites as required by the current SCF catalog.
7. The student must register for at least 12 college credits and should register for 15 college credits each full-term semester in order to remain on track to receive an Associate in Arts Degree.
8. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted).
2. The student has maintained a college term GPA of at least 2.0.
3. The student must obtain permission of the high school counselor in order to repeat a course for grade forgiveness (in which a D, W or F was earned). This coursework at SCF is considered College Enrichment, not Dual Enrollment. This course repeat will be at the student's expense for tuition and books and other associated fees.

Academic Impact

The Accelerated Dual Enrollment (ADE) student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF academic transcript as well as the high school academic transcript. The student must include in the college schedule courses that will meet the requirements for high school graduation. The Accelerated Dual Enrollment (ADE) students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student schedule testing using this link: <http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to the designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the DE admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment (PERT, SAT, or ACT).
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.

4. Provide information regarding policies and procedures for one time use online access and picking up and returning required DE textbooks.

Career Dual Enrollment

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, Florida Statutes, which count as credits toward the high school diploma. This will not be accepted as a route to the Associate in Arts Degree.

Initial Eligibility

1. The student has a minimum unweighted 3.0 cumulative grade point average (GPA) at the time of application.
2. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
3. The student has 10 high school credits completed successfully prior to the beginning of the term in which the dual enrollment course is to be taken. These credits must include at least 2 mathematics courses, and 2 English courses.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization on the Early College (dual enrollment) Contract from their high school counselor and their parent /guardian.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 2.0 (unweighted).
2. The student has earned a “C” or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student must sit out for the following dual enrollment semester. The student may reapply to the Early College (dual enrollment) program if eligibility returns.

Academic Impact

The Career Dual Enrollment student receives both high school and college credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing.

3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to the designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Career Early Admissions

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44, Florida Statutes, which are creditable toward the high school diploma and the certificate or associate degree.

Initial Eligibility

1. The student has completed a minimum of eighteen (18) high school credits, which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher) by the beginning of the semester in which the dual enrollment courses are to be taken.
2. The student has a minimum unweighted 3.0 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A). Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.

The student has obtained written authorization on the Early College (dual enrollment) Contract from their high school counselor and parent/guardian / **Continuing Eligibility**

1. The student has maintained a high school GPA of at least 2.0 (unweighted).
2. The student has earned a “C” or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student must sit out for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The career early admission student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, DE courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*. The student must include in the college schedule courses that will meet the requirements for high school graduation. Early admission students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of

testing. The student schedule testing using this link:

<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>

3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to their designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment. (
2. Verify the student's eligibility status through the approval of the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

College Enrichment

College enrichment *is not* considered dual enrollment. College enrichment is designed to provide an opportunity for qualified high school students to enroll in college-level courses to add depth to their high school academic program. To take part in College Enrichment a student must apply to SCF as a non-degree seeking student. College enrichment is not governed by this Agreement between the School Board and SCF. Students are responsible for the cost of tuition and instructional materials under this option. Students choosing this option are not eligible for dual enrollment during the same semester in which they have applied as a non-degree seeking student.

Academic Impact

Credits earned may be applicable to an associate degree, and with district approval only may be credited towards the high school diploma; this exception is for students participating in grade forgiveness retake of a SCF course in which the student earned a D or F grade.

Costs

Tuition

For students enrolled in Early College Programs, the School District shall pay per hour tuition at the standard tuition rate of \$71.98 per credit hour from funds provided in the Florida Education Finance Program to SCF when such instruction takes place on the SCF campus or online (E-Campus).

SCF will invoice the School District for the Fall and Spring terms (final settlement within thirty (30) days of receipt). SCF shall provide the School District records adequate to reconcile costs, including student name, hours attended, courses taken, and fees to be assessed. All withdrawals and refunds shall be according to SCF policy as provided in the College Catalog.

As state funds become available for Summer enrollment SCF will invoice the FLDOE for instructional costs/tuition.

Note: College Enrichment *is not* included in DE, thus the student is responsible for all tuition, fees, and textbook expenses.

Textbooks

1. Instructional materials dollars can only be used to pay for the “Required” or “Alternate” not “Optional” texts. The purchase of lab supplies (protective equipment) and/or hardware (graphing calculators) are the responsibility of the students.
2. The School Board will be responsible to SCF for the purchase/rental and replacement costs for all instructional materials obtained through SCF for the Fall and Spring Terms. As state funds become available for Summer enrollment SCF will invoice the FLDOE for instructional materials.
3. The student is responsible to follow all procedures outlined by the School District relative to acquisition and return of textbooks.
4. The SCF Store will charge retail price for required textbooks provided for all dual enrollment students. Purchases from the SCF Store are not required. Charges for any one-time use access codes are the responsibility of the School District.

Special Notes and Requirements

General Notes

- 1) Dual Enrollment students are permitted to take courses on all SCF campuses, which includes online, blended, and lecture courses.
- 2) Students are strongly encouraged to take full term (16 week) courses during Fall and Spring semesters.
- 3) Students interested in Summer coursework should be aware of various start and end times. Students may select 5, 6, 8, 10 or 12 week courses. As state funds become available students may enroll in a maximum of six (6) credit hours.

- 4) Early College (dual enrollment) students are allowed one attempt per course as a part of dual enrollment. Any courses a student wishes to repeat must be taken as a part of the College Enrichment Program by applying to SCF as a non-degree seeking student as described above. (A grade of “W” is considered an attempt).
- 5) Students who do not officially withdraw from classes by the drop/add deadline will be reported as a no-show and will receive a “W” on their transcript. Fees will still be charged to the district.
- 6) Students who earn a W, D, or F will not be eligible for the early college program for one semester, unless approved to do so as an exception approved by the school district representative, and the college representative.
- 7) Students who withdraw or who are withdrawn from SCF must notify the high school counselor immediately.
- 8) Students are permitted to enroll in dual enrollment courses offered before, during or after school hours during the Spring and Fall semesters. Summer dual enrollment will be allowed contingent upon available funding from the state. Any courses registered for by a student outside of the parameters described in this agreement shall not be considered dual enrollment.
- 9) Students may **not** be classified as both Dual Enrollment and College Enrichment in the same semester.
- 10) Not all college courses offered by State College of Florida, Manatee-Sarasota are available through dual enrollment. Restrictions include, but are not limited to:
 - a. The Dual Enrollment Course Equivalency Listing identifies the approved list of DE courses and the high school credit awarded for those courses. This listing is updated annually on www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf (Appendix B).
 - b. Remedial level and enrichment courses are not available for dual enrollment. This includes applied art and music courses which carry special fees.
 - c. Upper-level baccalaureate courses will not be available as part of SCF’s Early College programs.
 - d. Certain nursing and health science courses are not available for Early College (dual enrollment) programs as they are a part of a limited enrollment program.
 - e. Courses eligible for Early College (dual enrollment) must be applicable to the certificate, A.S., or A.A. degree and the high school diploma.
- 11) Courses must be worth 3 or more college credits in order to earn high school credit.
- 12) In the event of an administrative emergency order(s) and/or natural disaster(s) the college and district will entertain alternative methods for placement testing. PSAT scores according to 6A-10.0315 may be used to assess student readiness for college-level work in communication and computation.

Student Information

Campus Resources

Early College students are entitled and encouraged to use SCF resources including libraries, academic resource center, computer labs, and tutorial labs.

Parking Decals

Dual Enrollment and Early Admissions students are issued one parking decal per academic year free of charge. All students must go to the Security Office with a photo ID and copy of their class schedule in order to obtain their parking decal. Any fees accrued on campus due to parking violations are the responsibility of the student.

SCF Student I.D.

All Early College students may obtain a free SCF Student I.D. with a photo ID and another form of photo identification at the Security Office. This SCF Student I.D. will also act as a library card for the student.

SCF Policies

Academic Policies

College-Level Course Expectations

The student will receive a syllabus from the instructor during the first week of class outlining college-level course expectations. This syllabus is to be shared by the student with their parents, as a reference to the expectations of each course.

Students Requesting Accommodation for a Documented Disability

SCF provides reasonable academic accommodations to qualified Early College (dual enrollment) students with disabilities enrolled in dual enrollment courses on SCF and SCF e-Campuses. The SCF Disability Resource Center (DRC) has established a comprehensive plan for responding to all requests for the provision of accommodations (adaptive devices and/or auxiliary staff and services) to meet the individual and unique needs of individuals with disabilities. Students must self-identify to the DRC office and provide documentation of their disability. DRC staff will review submitted documentation and meet with the student to develop an Accommodation Agreement. The DRC staff will explain the accommodation process, DRC services/resources, the importance of self-advocacy and working collaboratively with instructors. Students must take an active role in the accommodation process and are responsible for requesting accommodations each semester.

Repeat Policy

SCF will not waive the tuition for a second attempt on a dual enrollment course. Students wishing to repeat a course are required to pay all tuition and fees associated with the second attempt as well as meet all residency requirements and published deadlines as part of the college enrichment program. Participating students will be eligible for SCF's grade forgiveness policy (see SCF catalog for grade forgiveness policy).

Withdrawal Policy

A student may withdraw from any/all coursework without the academic penalty of an "F" grade by the withdrawal deadline as listed in the State College of Florida, Manatee-Sarasota Academic Calendar. SCF encourages students to discuss withdrawal with the instructor or SCF Success Coach and the high school counselor prior to withdrawing.

It is the responsibility of the student to initiate the withdrawal procedure. Prior to withdrawing from a dual enrollment course, the student must speak with his/her school counselor. For students taking DE courses on an SCF campus or online, they would log into their MySCF Portal and withdraw online. Failure to follow this procedure could result in a grade of "F" being recorded for the student and "F" calculated in the grade point average [GPA]. Students seeking a full withdrawal must complete a hard copy withdrawal form with the Office of the Registrar.

Withdrawals occurring after the established deadline will be granted only if a student demonstrates major verifiable extenuating circumstances clearly beyond the student's control. All such requests must be made directly to the Associate Provost for Faculty and Academic Affairs, who has the final approval/disapproval authority. In such approved cases, the "F" would be changed to a "W" grade, with no GPA consequences.

Grading Policy

It is the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment course grades to the high school transcript as assigned by the postsecondary institution awarding the credit. Grades earned while a student is in the Early College program will become part of the student's permanent college and high school transcript, GPA, and class rank. Students must maintain a 3.0 unweighted high school GPA to remain eligible for the Dual Enrollment/Early Admissions Programs, and a 2.0 unweighted high school GPA to remain eligible for the Career Dual Enrollment and Career Early Admissions Programs.

Transcripts

SCF does not send grade reports to students. **Students are responsible for submitting their official transcripts each semester to their high schools.**

- Final grades for high school credit will be awarded on high school academic transcripts.
- Students must request a transcript from SCF to be sent to their high school registrar for posting on the high school transcript. A fee is charged for the transcript.

<https://scf.edu/StudentServices/Registrar/OfficialTranscripts.asp>

SCF will send a copy of each student's grades to the high school following each semester, per statute these are the grades that must appear in the student's high school transcript.

Student Services Policies

Student Code of Conduct

Students taking dual enrollment courses are subject to the rules and regulations of State College of Florida, Manatee-Sarasota as established in the SCF Catalog and the Student Handbook Planner and County School Board Policies.

Collegiate Environment

While in college courses, students are subjected to a learning environment that promotes an open exchange of ideas. Course content is presented on an adult level, and class discussions require a mature understanding of divergent viewpoints and the ability to think critically on controversial issues.

Impact on Future College/University Admissions and Scholarships

Dual enrollment students who receive a failing grade may have difficulty in meeting future admission requirements at colleges and universities, including financial aid and scholarship opportunities.

Attendance Policy

Punctual and regular class attendance is expected of all students. Any class session missed, regardless of cause, reduces the opportunity for learning and often adversely affects the grade a student achieves in a course. There is a general attendance policy available in the SCF Catalog; however, each instructor will communicate a specific attendance policy that notes consequences in their syllabus (deduction of points for late arrival, early departure, or complete absence.)

Academic Misconduct

Should any instance of academic misconduct arise, the instructor will confer with the Department Chair on the proper manner in which to proceed. Additional information on the student code of conduct can be found in the current SCF Catalog. <https://catalog.scf.edu/content.php?catoid=11&navoid=796> and the Student Handbook/Planner.

Statement of Plagiarism Policy

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer-professional or student-without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Administrative Policies and Procedures

Career Pathways Articulation

Career Pathways is a term used by Federal, State, and Local education to describe activities that are carried on by local consortia which exist for the purpose of promoting the transition from high school career and technical education to post-secondary technical degrees and certificates. The Suncoast Career Pathways Consortium consists of State College of Florida Manatee- Sarasota, Manatee County Schools, and Manatee County Schools. This organization is supported by the Carl D. Perkins Grant to carry on activities including yearly grant writing, creation of promotional materials, in-class presentations, staff development, parent presentations, committee assignments, articulation agreements, and any other activity that promotes the transfer of credits from secondary to postsecondary Career and Technical Programs.

Students who complete a secondary Career Pathway and meet the eligibility requirements have the opportunity to receive college or technical school credit. The students must choose to continue in the same area of study at the postsecondary level in order to receive credit through articulation agreements with partner postsecondary schools. All Career Pathways are based on the course progression identified by the Florida Department of Education; the articulation agreements support more than 150 programs of study in the consortium.

Assurance of High School Credit

Upon satisfactory completion of dual enrollment courses, students will be awarded high school credit. Credit will be noted on the high school transcript as well as the official SCF transcript.

Procedure to Inform Students and Parents

The County School Board will provide eligible students with an informational document describing the educational benefits and eligibility requirements for Early College programs. In a cooperative effort, SCF Outreach and Early College staff will be available to assist in providing information and answering specific questions. All requirements, deadlines, and other information pertaining to the dual enrollment program have been made available on SCF's website at: <https://www.scf.edu/StudentServices/Registrar/EarlyCollege/default.asp>

Exercise of Options to Participate

Students and their parents may exercise their option to participate in dual enrollment by choosing from among any of the above programs for which the student meets the eligibility requirements.

Excess Hours and Acceleration Mechanisms

All twelve (12) of the state's public universities agree that credit hours earned through accelerated programs such as Advanced Placement, Dual Enrollment or College Level Examination Programs, that do not contribute toward the completion of a student's degree, will not be counted for excess hours purposes.

Relationship of Responsibilities

Due to the parallel nature of dual enrollment and early admission course offerings, administrative and procedural responsibilities must be shared between the County School Board and SCF. Students must adhere to registration, attendance, and withdraw policies as determined by County School Board and State College of Florida, Manatee-Sarasota.

Student Complaint/Conflict Resolution

SCF provides students an appropriate means to resolve conflicts or complaints concerning college rules, procedures, and/or course policies at the lowest level possible. The complete process can be found at:

<https://scf.edu/content/PDF/Procedures/4.14.03%20FINAL.pdf>

Statement of Nondiscrimination

SCF is an equal opportunity and access institution that does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information, sexual orientation, and any other factor prohibited under applicable federal, state, and local civil rights laws, rules, and regulations in any of its educational programs, services, or activities, including admission and employment. To report or discuss equity concerns, contact the SCF Equity Officer at 941-752-5323.

State College of Florida, Manatee-Sarasota conforms to the Family Educational Rights and Privacy Act of 1974 (FERPA). No student grades are posted in any public manner; no grades are provided by telephone. Students obtain their grades by conferring in person with their instructors or by accessing them online via SCF Connect.

APPENDIX A

Early College Qualifying Test Scores

6A-10.0315 Demonstration of Readiness for College-Level Communication and Computation

Florida Postsecondary Education Readiness Test (PERT)	Standard Score
Reading	106
Writing	103
Mathematics	114
Next-Generation ACCUPLACER, The College Board (Interim Scores) Through July 2022	
Quantitative Reasoning, Algebra, and Statistics (QAS)	242
Reading	245
Writing	245
Next-Generation ACCUPLACER, The College Board Since August 2022	
Quantitative Reasoning, Algebra, and Statistics (QAS)	261
Reading	256
Writing	253
SAT, The College Board	
Reading Test	24
Writing and Language Test	25
Math Test	24
Digital SAT, The College Board Since June 2023	
Evidence-Based Reading and Writing Section	490
Math Section	480
ACT with Writing or ACT, Inc.	
Reading	19
English	17
Mathematics	19
Classic Learning Test, Classic Learning Initiatives, LLC Since August 2023	
Sum of the Verbal Reasoning and Grammar/Writing Sections	38
Quantitative Reasoning Section	16

It is preferred that students meet criteria in all 3 assessment categories. For courses other than math, students must meet criteria in both College Level English and College Level Reading.

SCF Placement Test Retake Policy

Dual Enrollment students may take the SCF Placement Test only one time per semester not to exceed a maximum of two attempts per calendar year including summer semester. This includes testing administered at SCF and on the high school campus.

SEMESTER ENROLLMENT ELIGIBILITY		
Fall Semester Testing	Spring Semester Testing	Summer Semester Testing
Enrollment <i>following Spring semester</i>	Enrollment <i>following Fall semester</i>	Enrollment <i>following Spring semester</i>

SCF Test Score Acceptance Policy

SCF accepts SAT, ACT, Classic Learning Test, Accuplacer, or PERT test scores for early college program eligibility. Test score reports must have the student’s full name (first and last), test date, and test score results in order to be accepted. Test score reports received by SCF directly from the testing agency. SCF school codes are:

ACT--0741

SAT—5427

APPENDIX B

Dual Enrollment Course Equivalency Information

Please refer to the Dual Enrollment Course Equivalency List for the latest information on high school credit awarded for dual enrollment courses.

For the most up to date list, please go to

www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf

This list should not be interpreted as the total number of dual enrollment courses available. Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment.

Three-credit (or equivalent) postsecondary courses taken through dual enrollment shall be awarded at least 0.5 high school credits, either as an elective or subject area credit as designated in the local inter-institutional articulation.

Calculating Course Credit Equivalency for Dual Credit

The Dual Enrollment Course Equivalency List is an annually updated list of dual enrollment courses that meet high school graduation requirements and the amount of credit that must be awarded on students' transcripts. While the list identifies commonly taken dual enrollment courses that satisfy subject area requirements, current law allows for any course in the Statewide Course Numbering System (SCNS) with the exception of physical education and remedial courses to be available for dual enrollment. This list can be found at www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf.

According to the list, all three-credit (or equivalent) postsecondary courses taken through dual enrollment that are part of a postsecondary career / technical program of study (PSAV Certificate, Technical Certificate, Advanced Technical Certificate, ATD, AAS, AS) shall be awarded 0.5 elective credits toward high school graduation.

College certificate programs are separated into courses, which makes transfer and articulation easier. As a guideline, 135 instructional hours is equivalent to one secondary credit (120 with block scheduling), however, the determination of equivalency should be based on content, not "seat time." Instructional hours in career education programs are also known as "clock hours." Career certificate programs are broken into discrete sets of competencies called occupational completion points (OCPs). Most OCPs are divisible by 75 clock hours, so, for example, a 150-clock hour OCP (or community college career-technical course) should be equivalent to one high school credit.

Bright Futures Eligibility

The Bright Futures Comprehensive Course Table (CCT) lists the secondary and dual enrollment postsecondary courses and programs used to determine Bright Futures eligibility. If there is a program or course specified in an inter-institutional articulation agreement that is not in the CCT, one should contact the Standards, Benchmarks, and Frameworks Section at 850-245-9020 for review and approval of the equivalency.

Gold Seal Eligibility

To be eligible for the Gold Seal Scholarship, students must earn three secondary credits in a single career and technical program. Career-technical postsecondary credit (and where applicable, combined with high school course credit) earned through dual enrollment can be used to meet GSVS eligibility requirements.

This articulation agreement between the SCF and the County School Board provides for eligibility of DE and EA courses to be considered for both Bright Futures and Gold Seal eligibility. High school and community college programs/courses that would apply toward for Bright Futures eligibility may be accessed at:

https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA AND
MANATEE COUNTY SCHOOL BOARD
ARTICULATION AGREEMENT
2024- 2025**

The purpose of this Agreement is to define the acceleration mechanisms available between Manatee County School Board and State College of Florida, Manatee-Sarasota and to specify the details of the day-to-day operations of Dual Enrollment/Early Admission programs.

This Agreement is pursuant to and in furtherance of the provision of 1007.271.

The term of this Agreement shall remain in effect for the 2024-2025 academic year, which includes Fall 2024, Spring 2025, and Summer 2025. An executed and signed letter of intent will constitute annual renewal.

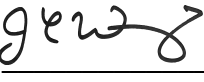
MANATEE COUNTY SCHOOL BOARD APPROVAL:



Chairman – Chad Choate III
Manatee County School Board

5/2/2024

Date



Superintendent
Manatee County School Board

05/02/2024

Date

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA APPROVAL:

President
State College of Florida, Manatee-Sarasota

Date

Chairman, District Board of Trustees
State College of Florida, Manatee-Sarasota

Date

**EARLY COLLEGE
(DUAL ENROLLMENT)
ARTICULATION AGREEMENT**

**SARASOTA COUNTY SCHOOL BOARD
&
STATE COLLEGE OF FLORIDA,
MANATEE-SARASOTA**

2024-2025

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Introduction

The Dual Enrollment Program is authorized under s. 1007.271, Florida Statutes. This program is a cooperative effort between the **Manatee County School Board and State College of Florida, Manatee-Sarasota (SCF)**, and is designed to provide accelerated learning mechanisms for qualified high school students on an individual basis. The Florida Legislature has defined a variety of options intended to shorten the time necessary to complete the requirements of a high school diploma, postsecondary certificate or degree and broaden the scope of curricular options available for secondary students (“Early College Programs”).

Through dual enrollment, public secondary students may enroll in postsecondary courses creditable toward high school graduation, a career certificate, and an associate or baccalaureate degree. Dual enrollment students are required to be enrolled on a full-time basis with their high school in a combination of dual enrollment and high school courses (a total of 7 high school credits – 3.5 per semester).

Early College Programs Defined

Dual enrollment (DE)

DE refers to academic or college credit coursework at the postsecondary level that leads to a college credit, certificate, or degree. Early college dual enrollment is available through community colleges and universities.

Early Admission (EA)

EA is a form of dual enrollment through which eligible secondary students enroll, during grade 12, in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.

Accelerated Dual Enrollment program (ADE)

ADE is a form of dual enrollment through which eligible high school students in grades 11 and 12 enroll at SCF on a full-time basis. This accelerated option allows the student to concurrently complete high school and college credits by attending classes at SCF. This program will provide students with the opportunity to earn an Associate’s degree.

Career Dual Enrollment (CDE)

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma.

Career Early Admission (CEA)

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time with State College of Florida, Manatee-Sarasota in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44, Florida Statutes, which are creditable toward the high school diploma and the certificate or associate degree.

College Enrichment

College enrichment *is not* considered dual enrollment. College enrichment is designed to provide an opportunity for qualified high school students to enroll in college-level courses

to add depth to their high school academic program. To take part in College Enrichment a student must apply to SCF as a non-degree seeking student. College enrichment is not governed by this Agreement between the School Board and SCF. Students are responsible for the cost of tuition and instructional materials under this option. Students choosing this option are not eligible for dual enrollment during the same semester in which they have applied as a non-degree seeking student.

Purpose

The purpose of the Agreement is to develop and implement a comprehensive accelerated program for public high school students reducing the time needed to complete requirements of a high school diploma and college degree, broaden the scope of curricular options available to students, and increase the rigor and variety of course offerings available to students. The program provides eligible secondary students the opportunity to take SCF classes while concurrently enrolled in high school.

Through this formal articulation agreement, the school district accepts college-level courses that fulfill high school graduation requirements. After high school graduation, these credits may also be used for degree and certificate programs at SCF and other regionally accredited colleges universities, and technical education centers.

All required costs associated with tuition and fees for Early College programs are waived. Students enrolled in these programs can also participate in both the academic and extracurricular activities provided by the college, have full library privileges, and access to the Tutoring and Academic Success Center.

Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses or limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student at an independent postsecondary institution. §1007.271, Florida Statutes.

In accordance with this statutory language, SCF and the school district have carefully considered the admissions criteria which are best suited to ensure students have the opportunity to be successful in their dual enrollment coursework.

Early College Deadlines

Enrollment deadlines include submission of an application for Early College, placement test results, Early College (dual enrollment) Contract, online Orientation, and Registration. All required materials must be submitted to SCF by these published deadlines or students will be ineligible to participate in the Early College programs.

- Summer and Fall Deadline—May 15th
- Spring Deadline—December 1st

Deadlines for each term will remain constant as defined above.

No exceptions will be made after these published deadlines.

Eligibility, Responsibilities, and Impact

Dual Enrollment

Students enrolled in county district schools, including charter schools, may enroll in DE coursework on an SCF campus, while also taking at least one course on their high school campus. This coursework may not exceed 11 credit hours per semester.

Initial Eligibility

1. The student has a minimum unweighted 3.0 cumulative grade point average (GPA) at the time of application.
2. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
3. The student has 10 high school credits completed successfully prior to the beginning of the term in which the dual enrollment course is to be taken. These credits must include at least 2 mathematics courses, and 2 English courses.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted) to remain eligible for the Early College Programs. The student has maintained a college term GPA of at least 2.0.
2. The student has earned a "C" or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student may not participate in a dual enrollment program for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The dual enrollment student receives both high school and college credit upon successful completion of the course(s). For the high school academic record, DE courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*.

Student Enrollment Responsibilities

The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW. Students who are continuing in Early College programs will not be required to complete a new application. Students who plan to return to Early College after participating in college enrichment/non-degree program or have been absent for an academic year are required to submit a new application by the published deadline.

1. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student may schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
2. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
3. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
4. The student will submit all paperwork to SCF according to the designated deadlines.
5. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
6. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
7. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and taking the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* Early College (dual enrollment) textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

Early Admission

Students enrolled in Grade 12 in public district schools, including charter schools, may enroll in Early College (dual enrollment) coursework on an SCF campus, and must enroll in at least 12 credits, but may not exceed 15 credit hours per term. If a student does not maintain their credit load, they must communicate with their counselor regarding a return to the high school for enrollment in additional courses.

Initial Eligibility

1. The student has completed a minimum of eighteen (18) high school credits, which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher) by the beginning of the semester in which the dual enrollment courses are to be taken.
2. The student has a minimum unweighted 3.0 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted). The student has maintained a college term GPA of at least 2.0.
2. The student has earned a “C” or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student may not participate in a dual enrollment program for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The early admission student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF academic transcript as well as the high school academic transcript. The student must include in the college schedule courses that will meet the requirements for high school graduation. Early admission students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

The student will complete and submit an Application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW. Students who are continuing in Early College programs will not be required to complete a new application. Students who plan to return to Early College after participating in college

enrichment/non-degree program will need to submit a new application by the published deadline.

1. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
2. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
3. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
4. The student will submit all paperwork to SCF according to the designated deadlines.
5. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
6. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
7. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

Accelerated Dual Enrollment

Accelerated Dual Enrollment is a form of dual enrollment through which eligible public high school students in grades 11 and 12 enroll at SCF on a full-time basis. This accelerated option allows the student to concurrently complete high school graduation requirements and college AA degree by attending classes, and receiving guidance related to college course work, at the State College of Florida.

Initial Eligibility

1. The student is entering 11th grade and has completed coursework which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher).
2. The student has a minimum unweighted 3.3 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, reading, and writing. Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student must have completed the following high school courses:
 - a. English I-or equivalent.
 - b. English II-or equivalent.
 - c. Algebra I and passed Algebra I end of course exam, earned a concordant SAT/ACT or PERT score, or met this requirement to the satisfaction of the high school through a waiver.
 - d. Geometry
 - e. Passed Grade 10 English Language Assessment or ACT/SAT with concordant score or has met this requirement to the satisfaction of the high school through a waiver, or other concordant score.
6. The student has satisfied the course prerequisites as required by the current SCF catalog.
7. The student must register for at least 12 college credits and should register for 15 college credits each full-term semester in order to remain on track to receive an Associate in Arts Degree.
8. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted).
2. The student has maintained a college term GPA of at least 2.0.
3. The student must obtain permission of the high school counselor in order to repeat a course for grade forgiveness (in which a D, W or F was earned). This coursework at SCF is considered College Enrichment, not Dual Enrollment. This course repeat will be at the student's expense for tuition and books and other associated fees.

Academic Impact

The Accelerated Dual Enrollment (ADE) student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF academic transcript as well as the high school academic transcript. The student must include in the college schedule courses that will meet the requirements for high school graduation. The Accelerated Dual Enrollment (ADE) students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to the designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the DE admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment (PERT, SAT, or ACT).
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.

4. Provide information regarding policies and procedures for one time use online access and picking up and returning required DE textbooks.

Career Dual Enrollment

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, Florida Statutes, which count as credits toward the high school diploma. This will not be accepted as a route to the Associate in Arts Degree.

Initial Eligibility

1. The student has a minimum unweighted 3.0 cumulative grade point average (GPA) at the time of application.
2. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
3. The student has 10 high school credits completed successfully prior to the beginning of the term in which the dual enrollment course is to be taken. These credits must include at least 2 mathematics courses, and 2 English courses.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization on the Early College (dual enrollment) Contract from their high school counselor and their parent /guardian.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 2.0 (unweighted).
2. The student has earned a "C" or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student must sit out for the following dual enrollment semester. The student may reapply to the Early College (dual enrollment) program if eligibility returns.

Academic Impact

The Career Dual Enrollment student receives both high school and college credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing.

3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to the designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Career Early Admissions

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44, Florida Statutes, which are creditable toward the high school diploma and the certificate or associate degree.

Initial Eligibility

1. The student has completed a minimum of eighteen (18) high school credits, which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher) by the beginning of the semester in which the dual enrollment courses are to be taken.
2. The student has a minimum unweighted 3.0 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A). Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.

The student has obtained written authorization on the Early College (dual enrollment) Contract from their high school counselor and parent/guardian / **Continuing Eligibility**

1. The student has maintained a high school GPA of at least 2.0 (unweighted).
2. The student has earned a “C” or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student must sit out for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The career early admission student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, DE courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*. The student must include in the college schedule courses that will meet the requirements for high school graduation. Early admission students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of

testing. The student schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>

3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to their designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment. (
2. Verify the student's eligibility status through the approval of the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

College Enrichment

College enrichment *is not* considered dual enrollment. College enrichment is designed to provide an opportunity for qualified high school students to enroll in college-level courses to add depth to their high school academic program. To take part in College Enrichment a student must apply to SCF as a non-degree seeking student. College enrichment is not governed by this Agreement between the School Board and SCF. Students are responsible for the cost of tuition and instructional materials under this option. Students choosing this option are not eligible for dual enrollment during the same semester in which they have applied as a non-degree seeking student.

Academic Impact

Credits earned may be applicable to an associate degree, and with district approval only may be credited towards the high school diploma; this exception is for students participating in grade forgiveness retake of a SCF course in which the student earned a D or F grade.

Costs

Tuition

For students enrolled in Early College Programs, the School District shall pay per hour tuition at the standard tuition rate of \$71.98 per credit hour from funds provided in the Florida Education Finance Program to SCF when such instruction takes place on the SCF campus or online (E-Campus).

SCF will invoice the School District for the Fall and Spring terms (final settlement within thirty (30) days of receipt). SCF shall provide the School District records adequate to reconcile costs, including student name, hours attended, courses taken, and fees to be assessed. All withdrawals and refunds shall be according to SCF policy as provided in the College Catalog.

As state funds become available for Summer enrollment SCF will invoice the FLDOE for instructional costs/tuition.

Note: College Enrichment *is not* included in DE, thus the student is responsible for all tuition, fees, and textbook expenses.

Textbooks

1. Instructional materials dollars can only be used to pay for the “Required” or “Alternate” not “Optional” texts. The purchase of lab supplies (protective equipment) and/or hardware (graphing calculators) are the responsibility of the students.
2. The School Board will be responsible to SCF for the purchase/rental and replacement costs for all instructional materials obtained through SCF for the Fall and Spring Terms. As state funds become available for Summer enrollment SCF will invoice the FLDOE for instructional materials.
3. The student is responsible to follow all procedures outlined by the School District relative to acquisition and return of textbooks.
4. The SCF Store will charge retail price for required textbooks provided for all dual enrollment students. Purchases from the SCF Store are not required. Charges for any one-time use access codes are the responsibility of the School District.

Special Notes and Requirements

General Notes

- 1) Dual Enrollment students are permitted to take courses on all SCF campuses, which includes online, blended, and lecture courses.
- 2) Students are strongly encouraged to take full term (16 week) courses during Fall and Spring semesters.
- 3) Students interested in Summer coursework should be aware of various start and end times. Students may select 5, 6, 8, 10 or 12 week courses. As state funds become available students may enroll in a maximum of six (6) credit hours.

- 4) Early College (dual enrollment) students are allowed one attempt per course as a part of dual enrollment. Any courses a student wishes to repeat must be taken as a part of the College Enrichment Program by applying to SCF as a non-degree seeking student as described above. (A grade of “W” is considered an attempt).
- 5) Students who do not officially withdraw from classes by the drop/add deadline will be reported as a no-show and will receive a “W” on their transcript. Fees will still be charged to the district.
- 6) Students who earn a W, D, or F will not be eligible for the early college program for one semester, unless approved to do so as an exception approved by the school district representative, and the college representative.
- 7) Students who withdraw or who are withdrawn from SCF must notify the high school counselor immediately.
- 8) Students are permitted to enroll in dual enrollment courses offered before, during or after school hours during the Spring and Fall semesters. Summer dual enrollment will be allowed contingent upon available funding from the state. Any courses registered for by a student outside of the parameters described in this agreement shall not be considered dual enrollment.
- 9) Students may **not** be classified as both Dual Enrollment and College Enrichment in the same semester.
- 10) Not all college courses offered by State College of Florida, Manatee-Sarasota are available through dual enrollment. Restrictions include, but are not limited to:
 - a. The Dual Enrollment Course Equivalency Listing identifies the approved list of DE courses and the high school credit awarded for those courses. This listing is updated annually on www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf (Appendix B).
 - b. Remedial level and enrichment courses are not available for dual enrollment. This includes applied art and music courses which carry special fees.
 - c. Upper-level baccalaureate courses will not be available as part of SCF’s Early College programs.
 - d. Certain nursing and health science courses are not available for Early College (dual enrollment) programs as they are a part of a limited enrollment program.
 - e. Courses eligible for Early College (dual enrollment) must be applicable to the certificate, A.S., or A.A. degree and the high school diploma.
- 11) Courses must be worth 3 or more college credits in order to earn high school credit.
- 12) In the event of an administrative emergency order(s) and/or natural disaster(s) the college and district will entertain alternative methods for placement testing. PSAT scores according to 6A-10.0315 may be used to assess student readiness for college-level work in communication and computation.

Student Information

Campus Resources

Early College students are entitled and encouraged to use SCF resources including libraries, academic resource center, computer labs, and tutorial labs.

Parking Decals

Dual Enrollment and Early Admissions students are issued one parking decal per academic year free of charge. All students must go to the Security Office with a photo ID and copy of their class schedule in order to obtain their parking decal. Any fees accrued on campus due to parking violations are the responsibility of the student.

SCF Student I.D.

All Early College students may obtain a free SCF Student I.D. with a photo ID and another form of photo identification at the Security Office. This SCF Student I.D. will also act as a library card for the student.

SCF Policies

Academic Policies

College-Level Course Expectations

The student will receive a syllabus from the instructor during the first week of class outlining college-level course expectations. This syllabus is to be shared by the student with their parents, as a reference to the expectations of each course.

Students Requesting Accommodation for a Documented Disability

SCF provides reasonable academic accommodations to qualified Early College (dual enrollment) students with disabilities enrolled in dual enrollment courses on SCF and SCF e-Campuses. The SCF Disability Resource Center (DRC) has established a comprehensive plan for responding to all requests for the provision of accommodations (adaptive devices and/or auxiliary staff and services) to meet the individual and unique needs of individuals with disabilities. Students must self-identify to the DRC office and provide documentation of their disability. DRC staff will review submitted documentation and meet with the student to develop an Accommodation Agreement. The DRC staff will explain the accommodation process, DRC services/resources, the importance of self-advocacy and working collaboratively with instructors. Students must take an active role in the accommodation process and are responsible for requesting accommodations each semester.

Repeat Policy

SCF will not waive the tuition for a second attempt on a dual enrollment course. Students wishing to repeat a course are required to pay all tuition and fees associated with the second attempt as well as meet all residency requirements and published deadlines as part of the college enrichment program. Participating students will be eligible for SCF's grade forgiveness policy (see SCF catalog for grade forgiveness policy).

Withdrawal Policy

A student may withdraw from any/all coursework without the academic penalty of an "F" grade by the withdrawal deadline as listed in the State College of Florida, Manatee-Sarasota Academic Calendar. SCF encourages students to discuss withdrawal with the instructor or SCF Success Coach and the high school counselor prior to withdrawing.

It is the responsibility of the student to initiate the withdrawal procedure. Prior to withdrawing from a dual enrollment course, the student must speak with his/her school counselor. For students taking DE courses on an SCF campus or online, they would log into their MySCF Portal and withdraw online. Failure to follow this procedure could result in a grade of "F" being recorded for the student and "F" calculated in the grade point average [GPA]. Students seeking a full withdrawal must complete a hard copy withdrawal form with the Office of the Registrar.

Withdrawals occurring after the established deadline will be granted only if a student demonstrates major verifiable extenuating circumstances clearly beyond the student's control. All such requests must be made directly to the Associate Provost for Faculty and Academic Affairs, who has the final approval/disapproval authority. In such approved cases, the "F" would be changed to a "W" grade, with no GPA consequences.

Grading Policy

It is the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment course grades to the high school transcript as assigned by the postsecondary institution awarding the credit. Grades earned while a student is in the Early College program will become part of the student's permanent college and high school transcript, GPA, and class rank. Students must maintain a 3.0 unweighted high school GPA to remain eligible for the Dual Enrollment/Early Admissions Programs, and a 2.0 unweighted high school GPA to remain eligible for the Career Dual Enrollment and Career Early Admissions Programs.

Transcripts

SCF does not send grade reports to students. **Students are responsible for submitting their official transcripts each semester to their high schools.**

- Final grades for high school credit will be awarded on high school academic transcripts.
- Students must request a transcript from SCF to be sent to their high school registrar for posting on the high school transcript. A fee is charged for the transcript.

<https://scf.edu/StudentServices/Registrar/OfficialTranscripts.asp>

SCF will send a copy of each student's grades to the high school following each semester, per statute these are the grades that must appear in the student's high school transcript.

Student Services Policies

Student Code of Conduct

Students taking dual enrollment courses are subject to the rules and regulations of State College of Florida, Manatee-Sarasota as established in the SCF Catalog and the Student Handbook Planner and County School Board Policies.

Collegiate Environment

While in college courses, students are subjected to a learning environment that promotes an open exchange of ideas. Course content is presented on an adult level, and class discussions require a mature understanding of divergent viewpoints and the ability to think critically on controversial issues.

Impact on Future College/University Admissions and Scholarships

Dual enrollment students who receive a failing grade may have difficulty in meeting future admission requirements at colleges and universities, including financial aid and scholarship opportunities.

Attendance Policy

Punctual and regular class attendance is expected of all students. Any class session missed, regardless of cause, reduces the opportunity for learning and often adversely affects the grade a student achieves in a course. There is a general attendance policy available in the SCF Catalog; however, each instructor will communicate a specific attendance policy that notes consequences in their syllabus (deduction of points for late arrival, early departure, or complete absence.)

Academic Misconduct

Should any instance of academic misconduct arise, the instructor will confer with the Department Chair on the proper manner in which to proceed. Additional information on the student code of conduct can be found in the current SCF Catalog. <https://catalog.scf.edu/content.php?catoid=11&navoid=796> and the Student Handbook/Planner.

Statement of Plagiarism Policy

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer-professional or student-without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Administrative Policies and Procedures

Career Pathways Articulation

Career Pathways is a term used by Federal, State, and Local education to describe activities that are carried on by local consortia which exist for the purpose of promoting the transition from high school career and technical education to post-secondary technical degrees and certificates. The Suncoast Career Pathways Consortium consists of State College of Florida Manatee- Sarasota, Manatee County Schools, and Manatee County Schools. This organization is supported by the Carl D. Perkins Grant to carry on activities including yearly grant writing, creation of promotional materials, in-class presentations, staff development, parent presentations, committee assignments, articulation agreements, and any other activity that promotes the transfer of credits from secondary to postsecondary Career and Technical Programs.

Students who complete a secondary Career Pathway and meet the eligibility requirements have the opportunity to receive college or technical school credit. The students must choose to continue in the same area of study at the postsecondary level in order to receive credit through articulation agreements with partner postsecondary schools. All Career Pathways are based on the course progression identified by the Florida Department of Education; the articulation agreements support more than 150 programs of study in the consortium.

Assurance of High School Credit

Upon satisfactory completion of dual enrollment courses, students will be awarded high school credit. Credit will be noted on the high school transcript as well as the official SCF transcript.

Procedure to Inform Students and Parents

The County School Board will provide eligible students with an informational document describing the educational benefits and eligibility requirements for Early College programs. In a cooperative effort, SCF Outreach and Early College staff will be available to assist in providing information and answering specific questions. All requirements, deadlines, and other information pertaining to the dual enrollment program have been made available on SCF's website at: <https://www.scf.edu/StudentServices/Registrar/EarlyCollege/default.asp>

Exercise of Options to Participate

Students and their parents may exercise their option to participate in dual enrollment by choosing from among any of the above programs for which the student meets the eligibility requirements.

Excess Hours and Acceleration Mechanisms

All twelve (12) of the state's public universities agree that credit hours earned through accelerated programs such as Advanced Placement, Dual Enrollment or College Level Examination Programs, that do not contribute toward the completion of a student's degree, will not be counted for excess hours purposes.

Relationship of Responsibilities

Due to the parallel nature of dual enrollment and early admission course offerings, administrative and procedural responsibilities must be shared between the County School Board and SCF. Students must adhere to registration, attendance, and withdraw policies as determined by County School Board and State College of Florida, Manatee-Sarasota.

Student Complaint/Conflict Resolution

SCF provides students an appropriate means to resolve conflicts or complaints concerning college rules, procedures, and/or course policies at the lowest level possible. The complete process can be found at:

<https://scf.edu/content/PDF/Procedures/4.14.03%20FINAL.pdf>

Statement of Nondiscrimination

SCF is an equal opportunity and access institution that does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information, sexual orientation, and any other factor prohibited under applicable federal, state, and local civil rights laws, rules, and regulations in any of its educational programs, services, or activities, including admission and employment. To report or discuss equity concerns, contact the SCF Equity Officer at 941-752-5323.

State College of Florida, Manatee-Sarasota conforms to the Family Educational Rights and Privacy Act of 1974 (FERPA). No student grades are posted in any public manner; no grades are provided by telephone. Students obtain their grades by conferring in person with their instructors or by accessing them online via SCF Connect.

APPENDIX A

Early College Qualifying Test Scores

6A-10.0315 Demonstration of Readiness for College-Level Communication and Computation

Florida Postsecondary Education Readiness Test (PERT)	Standard Score
Reading	106
Writing	103
Mathematics	114
Next-Generation ACCUPLACER, The College Board (Interim Scores) Through July 2022	
Quantitative Reasoning, Algebra, and Statistics (QAS)	242
Reading	245
Writing	245
Next-Generation ACCUPLACER, The College Board Since August 2022	
Quantitative Reasoning, Algebra, and Statistics (QAS)	261
Reading	256
Writing	253
SAT, The College Board	
Reading Test	24
Writing and Language Test	25
Math Test	24
Digital SAT, The College Board Since June 2023	
Evidence-Based Reading and Writing Section	490
Math Section	480
ACT with Writing or ACT, Inc.	
Reading	19
English	17
Mathematics	19
Classic Learning Test, Classic Learning Initiatives, LLC Since August 2023	
Sum of the Verbal Reasoning and Grammar/Writing Sections	38
Quantitative Reasoning Section	16

It is preferred that students meet criteria in all 3 assessment categories. For courses other than math, students must meet criteria in both College Level English and College Level Reading.

SCF Placement Test Retake Policy

Dual Enrollment students may take the SCF Placement Test only one time per semester not to exceed a maximum of two attempts per calendar year including summer semester. This includes testing administered at SCF and on the high school campus.

SEMESTER ENROLLMENT ELIGIBILITY		
Fall Semester Testing	Spring Semester Testing	Summer Semester Testing
Enrollment <i>following Spring semester</i>	Enrollment <i>following Fall semester</i>	Enrollment <i>following Spring semester</i>

SCF Test Score Acceptance Policy

SCF accepts SAT, ACT and PERT test scores for early college program eligibility. Test score reports must have the student’s full name (first and last), test date, and test score results in order to be accepted. Test score reports received by SCF directly from the testing agency. SCF school codes are:

ACT--0741

SAT—5427

APPENDIX B

Dual Enrollment Course Equivalency Information

Please refer to the Dual Enrollment Course Equivalency List for the latest information on high school credit awarded for dual enrollment courses.

For the most up to date list, please go to

www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf

This list should not be interpreted as the total number of dual enrollment courses available. Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment.

Three-credit (or equivalent) postsecondary courses taken through dual enrollment shall be awarded at least 0.5 high school credits, either as an elective or subject area credit as designated in the local inter-institutional articulation.

Calculating Course Credit Equivalency for Dual Credit

The Dual Enrollment Course Equivalency List is an annually updated list of dual enrollment courses that meet high school graduation requirements and the amount of credit that must be awarded on students' transcripts. While the list identifies commonly taken dual enrollment courses that satisfy subject area requirements, current law allows for any course in the Statewide Course Numbering System (SCNS) with the exception of physical education and remedial courses to be available for dual enrollment. This list can be found at www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf.

According to the list, all three-credit (or equivalent) postsecondary courses taken through dual enrollment that are part of a postsecondary career / technical program of study (PSAV Certificate, Technical Certificate, Advanced Technical Certificate, ATD, AAS, AS) shall be awarded 0.5 elective credits toward high school graduation.

College certificate programs are separated into courses, which makes transfer and articulation easier. As a guideline, 135 instructional hours is equivalent to one secondary credit (120 with block scheduling), however, the determination of equivalency should be based on content, not "seat time." Instructional hours in career education programs are also known as "clock hours." Career certificate programs are broken into discrete sets of competencies called occupational completion points (OCPs). Most OCPs are divisible by 75 clock hours, so, for example, a 150-clock hour OCP (or community college career-technical course) should be equivalent to one high school credit.

Bright Futures Eligibility

The Bright Futures Comprehensive Course Table (CCT) lists the secondary and dual enrollment postsecondary courses and programs used to determine Bright Futures eligibility. If there is a program or course specified in an inter-institutional articulation agreement that is not in the CCT, one should contact the Standards, Benchmarks, and Frameworks Section at 850-245-9020 for review and approval of the equivalency.

Gold Seal Eligibility

To be eligible for the Gold Seal Scholarship, students must earn three secondary credits in a single career and technical program. Career-technical postsecondary credit (and where applicable, combined with high school course credit) earned through dual enrollment can be used to meet GSVS eligibility requirements.

This articulation agreement between the SCF and the County School Board provides for eligibility of DE and EA courses to be considered for both Bright Futures and Gold Seal eligibility. High school and community college programs/courses that would apply toward for Bright Futures eligibility may be accessed at:
https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx

To be eligible for the Gold Seal Scholarship, students must earn three secondary credits in a single career and technical program. Career-technical postsecondary credit (and where applicable, combined with high school course credit) earned through dual enrollment can be used to meet GSVS eligibility requirements.

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<p>STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA AND SARASOTA COUNTY SCHOOL BOARD ARTICULATION AGREEMENT 2024- 2025</p>

The purpose of this agreement is to define the acceleration mechanisms available between **Sarasota County School Board** and **State College of Florida, Manatee-Sarasota** and to specify the details of the day-to-day operations of Dual Enrollment/Early Admission programs.

This agreement is pursuant to and in furtherance of the provision of 1007.271.

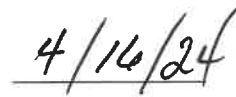
The term of this agreement shall remain in effect for the 2023-2024 academic year, which includes Fall 2024, Spring 2025, and Summer 2025. An executed and signed letter of intent will constitute annual renewal.

SARASOTA COUNTY SCHOOL BOARD APPROVAL:



Chairperson Date

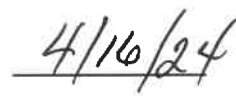
Sarasota County School Board





Superintendent

Sarasota County School Board



Date

Approved as to Form and Legal Content
by Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: MRM
Date: April 11, 2024

Legal Counsel

Sarasota County School Board

Date

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA APPROVAL:

President

State College of Florida, Manatee-Sarasota

Date

Chairman, District Board of Trustees

State College of Florida, Manatee-Sarasota

Date

**EARLY COLLEGE
(DUAL ENROLLMENT)
ARTICULATION AGREEMENT**

**CHARLOTTE COUNTY SCHOOL BOARD
&
STATE COLLEGE OF FLORIDA,
MANATEE-SARASOTA**

2024-2025

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Introduction

The Dual Enrollment Program is authorized under s. 1007.271, Florida Statutes. This program is a cooperative effort between the **Charlotte County School Board** and **State College of Florida, Manatee-Sarasota (SCF)**, and is designed to provide accelerated learning mechanisms for qualified Lemon Bay High School students and Charlotte Virtual School students living in the Lemon Bay High School district. The Florida Legislature has defined a variety of options intended to shorten the time necessary to complete the requirements of a high school diploma, postsecondary certificate or degree and broaden the scope of curricular options available for secondary students (“Early College Programs”).

Through dual enrollment, public secondary students may enroll in postsecondary courses creditable toward high school graduation, a career certificate, and an associate or baccalaureate degree. Dual enrollment students are required to be enrolled on a full-time basis with their high school in a combination of dual enrollment and high school courses (a total of 7 high school credits – 3.5 per semester).

Early College Programs Defined

Dual enrollment (DE)

DE refers to academic or college credit coursework at the postsecondary level that leads to a college credit, certificate, or degree. Early college dual enrollment is available through community colleges and universities.

Early Admission (EA)

EA is a form of dual enrollment through which eligible secondary students enroll, during grade 12, in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.

Accelerated Dual Enrollment program (ADE)

ADE is a form of dual enrollment through which eligible high school students in grades 11 and 12 enroll at SCF on a full-time basis. This accelerated option allows the student to concurrently complete high school and college credits by attending classes at SCF. This program will provide students with the opportunity to earn an Associate’s degree.

Career Dual Enrollment (CDE)

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma.

Career Early Admission (CEA)

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time with State College of Florida, Manatee-Sarasota in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44, Florida Statutes, which are creditable toward the high school diploma and the certificate or associate degree.

College Enrichment

College enrichment *is not* considered dual enrollment. College enrichment is designed to provide an opportunity for qualified high school students to enroll in college-level courses to add depth to their high school academic program. To take part in College Enrichment a student must apply to SCF as a non-degree seeking student. College enrichment is not governed by this Agreement between the School Board and SCF. Students are responsible for the cost of tuition and instructional materials under this option. Students choosing this option are not eligible for dual enrollment during the same semester in which they have applied as a non-degree seeking student.

Purpose

The purpose of the Agreement is to develop and implement a comprehensive accelerated program for public high school students reducing the time needed to complete requirements of a high school diploma and college degree, broaden the scope of curricular options available to students, and increase the rigor and variety of course offerings available to students. The program provides eligible secondary students the opportunity to take SCF classes while concurrently enrolled in high school.

Through this formal articulation agreement, the school district accepts college-level courses that fulfill high school graduation requirements. After high school graduation, these credits may also be used for degree and certificate programs at SCF and other regionally accredited colleges universities, and technical education centers.

All required costs associated with tuition and fees for Early College programs are waived. Students enrolled in these programs can also participate in both the academic and extracurricular activities provided by the college, have full library privileges, and access to the Tutoring and Academic Success Center.

Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses or limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student at an independent postsecondary institution. §1007.271, Florida Statutes.

In accordance with this statutory language, SCF and the school district have carefully considered the admissions criteria which are best suited to ensure students have the opportunity to be successful in their dual enrollment coursework.

Early College Deadlines

Enrollment deadlines include submission of an application for Early College, placement test results, Early College (dual enrollment) Contract, online Orientation, and Registration. All required materials must be submitted to SCF by these published deadlines or students will be ineligible to participate in the Early College programs.

- Summer and Fall Deadline—May 15th
- Spring Deadline—December 1st

Deadlines for each term will remain constant as defined above.

No exceptions will be made after these published deadlines.

Eligibility, Responsibilities, and Impact

Dual Enrollment

Students enrolled in county district schools, including charter schools, may enroll in DE coursework on an SCF campus, while also taking at least one course on their high school campus. This coursework may not exceed 11 credit hours per semester.

Initial Eligibility

1. The student has a minimum unweighted 3.0 cumulative grade point average (GPA) at the time of application.
2. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
3. The student has 10 high school credits completed successfully prior to the beginning of the term in which the dual enrollment course is to be taken. These credits must include at least 2 mathematics courses, and 2 English courses.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted) to remain eligible for the Early College Programs. The student has maintained a college term GPA of at least 2.0.
2. The student has earned a “C” or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student may not participate in a dual enrollment program for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The dual enrollment student receives both high school and college credit upon successful completion of the course(s). For the high school academic record, DE courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*.

Student Enrollment Responsibilities

The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW. Students who are continuing in Early College programs will not be required to complete a new application. Students who plan to return to Early College after participating in college enrichment/non-degree program or have been absent for an academic year are required to submit a new application by the published deadline.

1. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student may schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
2. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
3. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
4. The student will submit all paperwork to SCF according to the designated deadlines.
5. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
6. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
7. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and taking the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* Early College (dual enrollment) textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

Early Admission

Students enrolled in Grade 12 in public district schools, including charter schools, may enroll in Early College (dual enrollment) coursework on an SCF campus, and must enroll in at least 12 credits, but may not exceed 15 credit hours per term. If a student does not maintain their credit load, they must communicate with their counselor regarding a return to the high school for enrollment in additional courses.

Initial Eligibility

1. The student has completed a minimum of eighteen (18) high school credits, which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher) by the beginning of the semester in which the dual enrollment courses are to be taken.
2. The student has a minimum unweighted 3.0 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted). The student has maintained a college term GPA of at least 2.0.
2. The student has earned a "C" or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student may not participate in a dual enrollment program for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The early admission student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF academic transcript as well as the high school academic transcript. The student must include in the college schedule courses that will meet the requirements for high school graduation. Early admission students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

The student will complete and submit an Application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW. Students who are continuing in Early College programs will not be required to complete a new application. Students who plan to return to Early College after participating in college

enrichment/non-degree program will need to submit a new application by the published deadline.

1. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
2. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
3. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
4. The student will submit all paperwork to SCF according to the designated deadlines.
5. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
6. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
7. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

Accelerated Dual Enrollment

Accelerated Dual Enrollment is a form of dual enrollment through which eligible public high school students in grades 11 and 12 enroll at SCF on a full-time basis. This accelerated option allows the student to concurrently complete high school graduation requirements and college AA degree by attending classes, and receiving guidance related to college course work, at the State College of Florida.

Initial Eligibility

1. The student is entering 11th grade and has completed coursework which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher).
2. The student has a minimum unweighted 3.3 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, reading, and writing. Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student must have completed the following high school courses:
 - a. English I-or equivalent.
 - b. English II-or equivalent.
 - c. Algebra I and passed Algebra I end of course exam, earned a concordant SAT/ACT or PERT score, or met this requirement to the satisfaction of the high school through a waiver.
 - d. Geometry
 - e. Passed Grade 10 English Language Assessment or ACT/SAT with concordant score or has met this requirement to the satisfaction of the high school through a waiver, or other concordant score.
6. The student has satisfied the course prerequisites as required by the current SCF catalog.
7. The student must register for at least 12 college credits and should register for 15 college credits each full-term semester in order to remain on track to receive an Associate in Arts Degree.
8. The student has obtained written authorization from parent/guardian and high school counselor on the Early College (dual enrollment) Contract.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 3.0 (unweighted).
2. The student has maintained a college term GPA of at least 2.0.
3. The student must obtain permission of the high school counselor in order to repeat a course for grade forgiveness (in which a D, W or F was earned). This coursework at SCF is considered College Enrichment, not Dual Enrollment. This course repeat will be at the student's expense for tuition and books and other associated fees.

Academic Impact

The Accelerated Dual Enrollment (ADE) student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF academic transcript as well as the high school academic transcript. The student must include in the college schedule courses that will meet the requirements for high school graduation. The Accelerated Dual Enrollment (ADE) students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing. The student schedule testing using this link:
<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>
3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to the designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the DE admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment (PERT, SAT, or ACT).
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.

4. Provide information regarding policies and procedures for one time use online access and picking up and returning required DE textbooks.

Career Dual Enrollment

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, Florida Statutes, which count as credits toward the high school diploma. This will not be accepted as a route to the Associate in Arts Degree.

Initial Eligibility

1. The student has a minimum unweighted 3.0 cumulative grade point average (GPA) at the time of application.
2. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A) in mathematics, and/or reading, and writing. Test scores are valid for 2 years from the date of testing.
3. The student has 10 high school credits completed successfully prior to the beginning of the term in which the dual enrollment course is to be taken. These credits must include at least 2 mathematics courses, and 2 English courses.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.
6. The student has obtained written authorization on the Early College (dual enrollment) Contract from their high school counselor and their parent /guardian.

Continuing Eligibility

1. The student has maintained a high school GPA of at least 2.0 (unweighted).
2. The student has earned a "C" or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student must sit out for the following dual enrollment semester. The student may reapply to the Early College (dual enrollment) program if eligibility returns.

Academic Impact

The Career Dual Enrollment student receives both high school and college credit upon successful completion of the course(s). For the high school academic record, Early College (dual enrollment) courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of testing.

3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to the designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment.
2. Verify the student's eligibility status through the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Career Early Admissions

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44, Florida Statutes, which are creditable toward the high school diploma and the certificate or associate degree.

Initial Eligibility

1. The student has completed a minimum of eighteen (18) high school credits, which must include 2 English courses, 2 Math courses (Algebra/Geometry or higher) by the beginning of the semester in which the dual enrollment courses are to be taken.
2. The student has a minimum unweighted 3.0 cumulative high school grade point average (GPA) at the time of application.
3. The student has achieved a qualifying score on the SAT, ACT, Classic Learning Test, Accuplacer, or PERT by the published deadlines (Appendix A). Test scores are valid for 2 years from the date of testing.
4. The student has met all Early College published deadlines.
5. The student has satisfied the course prerequisites as required by the current SCF catalog.

The student has obtained written authorization on the Early College (dual enrollment) Contract from their high school counselor and parent/guardian / **Continuing Eligibility**

1. The student has maintained a high school GPA of at least 2.0 (unweighted).
2. The student has earned a "C" or better in all attempted dual enrollment classes. If a student earns a D, W, or F in a dual enrolled class the student must sit out for the following dual enrollment semester. The student may reapply to the dual enrollment program if eligibility returns.

Academic Impact

The career early admission student enrolls full-time as an SCF college student and receives both college and high school credit upon successful completion of the course(s). For the high school academic record, DE courses are weighted the same as IB, AP, and AICE. Since college credit is awarded, this grade will remain a part of the SCF *academic transcript* as well as the *high school academic transcript*. The student must include in the college schedule courses that will meet the requirements for high school graduation. Early admission students must meet all state and district course graduation requirements in order to be awarded a high school diploma from the School District.

Student Enrollment Responsibilities

1. The student will complete and submit an application for Early College to SCF by specified deadline. The application is available at www.scf.edu under APPLY NOW.
2. The student will schedule an appointment to take the SCF Placement Test at the Assessment and Testing Center, if necessary. The student will receive G# (student ID) in their welcome letter. Bring picture ID and the temporary SCF ID card on the day of

testing. The student schedule testing using this link:

<http://www.scf.edu/StudentServices/AssessmentTestingCenter/default.asp>

3. The student will complete and submit the electronic Early College (dual enrollment) Contract signed by the high school counselor and a parent/guardian to the SCF Office of Early College by the published deadline.
4. The student will be required to complete an SCF online orientation. The orientation link will be sent to the student's SCF email account for completion.
5. The student will submit all paperwork to SCF according to their designated deadlines.
6. The student will submit the SCF schedule to the high school counselor in order to obtain instructions on getting textbooks and procedures for one time use online access and picking up and returning required DE textbooks.
7. The student will submit any SAT, ACT, AP, or other relevant test scores to SCF directly from the testing agency. The scores may also be transferred from the high school directly to the college if they are present on the student's official transcript.
8. The student will follow the drop/add and grading policies outlined in the current SCF catalog.

Counselor Enrollment Responsibilities

1. Communicate to all interested students the Early College (dual enrollment) admissions process and the appropriate deadlines and timelines for submitting applications/forms and take the appropriate admissions assessment. (
2. Verify the student's eligibility status through the approval of the electronic SCF Early College (dual enrollment) Contract.
3. Assist the student in making course selections, in order to ensure the student is meeting high school graduation requirements.
4. Provide information regarding policies and procedures for one time use online access and picking up and returning *required* DE textbooks.

Student Post-Semester Responsibilities

1. The student will return all textbooks according to School Board Policy.
2. The student will submit official transcripts to the high school according to School Board policy.

College Enrichment

College enrichment *is not* considered dual enrollment. College enrichment is designed to provide an opportunity for qualified high school students to enroll in college-level courses to add depth to their high school academic program. To take part in College Enrichment a student must apply to SCF as a non-degree seeking student. College enrichment is not governed by this Agreement between the School Board and SCF. Students are responsible for the cost of tuition and instructional materials under this option. Students choosing this option are not eligible for dual enrollment during the same semester in which they have applied as a non-degree seeking student.

Academic Impact

Credits earned may be applicable to an associate degree, and with district approval only may be credited towards the high school diploma; this exception is for students participating in grade forgiveness retake of a SCF course in which the student earned a D or F grade.

Costs

Tuition

For students enrolled in Early College Programs, the School District shall pay per hour tuition at the standard tuition rate of \$71.98 per credit hour from funds provided in the Florida Education Finance Program to SCF when such instruction takes place on the SCF campus or online (E-Campus).

SCF will invoice the School District for the Fall and Spring terms (final settlement within thirty (30) days of receipt). SCF shall provide the School District records adequate to reconcile costs, including student name, hours attended, courses taken, and fees to be assessed. All withdrawals and refunds shall be according to SCF policy as provided in the College Catalog.

As state funds become available for Summer enrollment SCF will invoice the FLDOE for instructional costs/tuition.

Note: College Enrichment *is not* included in DE, thus the student is responsible for all tuition, fees, and textbook expenses.

Textbooks

1. Instructional materials dollars can only be used to pay for the "Required" or "Alternate" not "Optional" texts. The purchase of lab supplies (protective equipment) and/or hardware (graphing calculators) are the responsibility of the students.
2. The School Board will be responsible to SCF for the purchase/rental and replacement costs for all instructional materials obtained through SCF for the Fall and Spring Terms. As state funds become available for Summer enrollment SCF will invoice the FLDOE for instructional materials.
3. The student is responsible to follow all procedures outlined by the School District relative to acquisition and return of textbooks.
4. The SCF Store will charge retail price for required textbooks provided for all dual enrollment students. Purchases from the SCF Store are not required. Charges for any one-time use access codes are the responsibility of the School District.

Special Notes and Requirements

General Notes

- 1) Dual Enrollment students are permitted to take courses on all SCF campuses, which includes online, blended, and lecture courses.
- 2) Students are strongly encouraged to take full term (16 week) courses during Fall and Spring semesters.
- 3) Students interested in Summer coursework should be aware of various start and end times. Students may select 5, 6, 8, 10 or 12 week courses. As state funds become available students may enroll in a maximum of six (6) credit hours.

- 4) Early College (dual enrollment) students are allowed one attempt per course as a part of dual enrollment. Any courses a student wishes to repeat must be taken as a part of the College Enrichment Program by applying to SCF as a non-degree seeking student as described above. (A grade of “W” is considered an attempt).
- 5) Students who do not officially withdraw from classes by the drop/add deadline will be reported as a no-show and will receive a “W” on their transcript. Fees will still be charged to the district.
- 6) Students who earn a W, D, or F will not be eligible for the early college program for one semester, unless approved to do so as an exception approved by the school district representative, and the college representative.
- 7) Students who withdraw or who are withdrawn from SCF must notify the high school counselor immediately.
- 8) Students are permitted to enroll in dual enrollment courses offered before, during or after school hours during the Spring and Fall semesters. Summer dual enrollment will be allowed contingent upon available funding from the state. Any courses registered for by a student outside of the parameters described in this agreement shall not be considered dual enrollment.
- 9) Students may **not** be classified as both Dual Enrollment and College Enrichment in the same semester.
- 10) Not all college courses offered by State College of Florida, Manatee-Sarasota are available through dual enrollment. Restrictions include, but are not limited to:
 - a. The Dual Enrollment Course Equivalency Listing identifies the approved list of DE courses and the high school credit awarded for those courses. This listing is updated annually on www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf (Appendix B).
 - b. Remedial level and enrichment courses are not available for dual enrollment. This includes applied art and music courses which carry special fees.
 - c. Upper-level baccalaureate courses will not be available as part of SCF’s Early College programs.
 - d. Certain nursing and health science courses are not available for Early College (dual enrollment) programs as they are a part of a limited enrollment program.
 - e. Courses eligible for Early College (dual enrollment) must be applicable to the certificate, A.S., or A.A. degree and the high school diploma.
- 11) Courses must be worth 3 or more college credits in order to earn high school credit.
- 12) In the event of an administrative emergency order(s) and/or natural disaster(s) the college and district will entertain alternative methods for placement testing. PSAT scores according to 6A-10.0315 may be used to assess student readiness for college-level work in communication and computation.

Student Information

Campus Resources

Early College students are entitled and encouraged to use SCF resources including libraries, academic resource center, computer labs, and tutorial labs.

Parking Decals

Dual Enrollment and Early Admissions students are issued one parking decal per academic year free of charge. All students must go to the Security Office with a photo ID and copy of their class schedule in order to obtain their parking decal. Any fees accrued on campus due to parking violations are the responsibility of the student.

SCF Student I.D.

All Early College students may obtain a free SCF Student I.D. with a photo ID and another form of photo identification at the Security Office. This SCF Student I.D. will also act as a library card for the student.

SCF Policies

Academic Policies

College-Level Course Expectations

The student will receive a syllabus from the instructor during the first week of class outlining college-level course expectations. This syllabus is to be shared by the student with their parents, as a reference to the expectations of each course.

Students Requesting Accommodation for a Documented Disability

SCF provides reasonable academic accommodations to qualified Early College (dual enrollment) students with disabilities enrolled in dual enrollment courses on SCF and SCF e-Campuses. The SCF Disability Resource Center (DRC) has established a comprehensive plan for responding to all requests for the provision of accommodations (adaptive devices and/or auxiliary staff and services) to meet the individual and unique needs of individuals with disabilities. Students must self-identify to the DRC office and provide documentation of their disability. DRC staff will review submitted documentation and meet with the student to develop an Accommodation Agreement. The DRC staff will explain the accommodation process, DRC services/resources, the importance of self-advocacy and working collaboratively with instructors. Students must take an active role in the accommodation process and are responsible for requesting accommodations each semester.

Repeat Policy

SCF will not waive the tuition for a second attempt on a dual enrollment course. Students wishing to repeat a course are required to pay all tuition and fees associated with the second attempt as well as meet all residency requirements and published deadlines as part of the college enrichment program. Participating students will be eligible for SCF's grade forgiveness policy (see SCF catalog for grade forgiveness policy).

Withdrawal Policy

A student may withdraw from any/all coursework without the academic penalty of an "F" grade by the withdrawal deadline as listed in the State College of Florida, Manatee-Sarasota Academic Calendar. SCF encourages students to discuss withdrawal with the instructor or SCF Success Coach and the high school counselor prior to withdrawing.

It is the responsibility of the student to initiate the withdrawal procedure. Prior to withdrawing from a dual enrollment course, the student must speak with his/her school counselor. For students taking DE courses on an SCF campus or online, they would log into their MySCF Portal and withdraw online. Failure to follow this procedure could result in a grade of "F" being recorded for the student and "F" calculated in the grade point average [GPA]. Students seeking a full withdrawal must complete a hard copy withdrawal form with the Office of the Registrar.

Withdrawals occurring after the established deadline will be granted only if a student demonstrates major verifiable extenuating circumstances clearly beyond the student's control. All such requests must be made directly to the Associate Provost for Faculty and Academic Affairs, who has the final approval/disapproval authority. In such approved cases, the "F" would be changed to a "W" grade, with no GPA consequences.

Grading Policy

It is the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment course grades to the high school transcript as assigned by the postsecondary institution awarding the credit. Grades earned while a student is in the Early College program will become part of the student's permanent college and high school transcript, GPA, and class rank. Students must maintain a 3.0 unweighted high school GPA to remain eligible for the Dual Enrollment/Early Admissions Programs, and a 2.0 unweighted high school GPA to remain eligible for the Career Dual Enrollment and Career Early Admissions Programs.

Transcripts

SCF does not send grade reports to students. **Students are responsible for submitting their official transcripts each semester to their high schools.**

- Final grades for high school credit will be awarded on high school academic transcripts.
- Students must request a transcript from SCF to be sent to their high school registrar for posting on the high school transcript. A fee is charged for the transcript.

<https://scf.edu/StudentServices/Registrar/OfficialTranscripts.asp>

SCF will send a copy of each student's grades to the high school following each semester, per statute these are the grades that must appear in the student's high school transcript.

Student Services Policies

Student Code of Conduct

Students taking dual enrollment courses are subject to the rules and regulations of State College of Florida, Manatee-Sarasota as established in the SCF Catalog and the Student Handbook Planner and County School Board Policies.

Collegiate Environment

While in college courses, students are subjected to a learning environment that promotes an open exchange of ideas. Course content is presented on an adult level, and class discussions require a mature understanding of divergent viewpoints and the ability to think critically on controversial issues.

Impact on Future College/University Admissions and Scholarships

Dual enrollment students who receive a failing grade may have difficulty in meeting future admission requirements at colleges and universities, including financial aid and scholarship opportunities.

Attendance Policy

Punctual and regular class attendance is expected of all students. Any class session missed, regardless of cause, reduces the opportunity for learning and often adversely affects the grade a student achieves in a course. There is a general attendance policy available in the SCF Catalog; however, each instructor will communicate a specific attendance policy that notes consequences in their syllabus (deduction of points for late arrival, early departure, or complete absence.)

Academic Misconduct

Should any instance of academic misconduct arise, the instructor will confer with the Department Chair on the proper manner in which to proceed. Additional information on the student code of conduct can be found in the current SCF Catalog, <https://catalog.scf.edu/content.php?catoid=11&navoid=796> and the Student Handbook/Planner.

Statement of Plagiarism Policy

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer-professional or student-without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Administrative Policies and Procedures

Career Pathways Articulation

Career Pathways is a term used by Federal, State, and Local education to describe activities that are carried on by local consortia which exist for the purpose of promoting the transition from high school career and technical education to post-secondary technical degrees and certificates. The Suncoast Career Pathways Consortium consists of State College of Florida Manatee- Sarasota, Manatee County Schools, and Manatee County Schools. This organization is supported by the Carl D. Perkins Grant to carry on activities including yearly grant writing, creation of promotional materials, in-class presentations, staff development, parent presentations, committee assignments, articulation agreements, and any other activity that promotes the transfer of credits from secondary to postsecondary Career and Technical Programs.

Students who complete a secondary Career Pathway and meet the eligibility requirements have the opportunity to receive college or technical school credit. The students must choose to continue in the same area of study at the postsecondary level in order to receive credit through articulation agreements with partner postsecondary schools. All Career Pathways are based on the course progression identified by the Florida Department of Education; the articulation agreements support more than 150 programs of study in the consortium.

Assurance of High School Credit

Upon satisfactory completion of dual enrollment courses, students will be awarded high school credit. Credit will be noted on the high school transcript as well as the official SCF transcript.

Procedure to Inform Students and Parents

The County School Board will provide eligible students with an informational document describing the educational benefits and eligibility requirements for Early College programs. In a cooperative effort, SCF Outreach and Early College staff will be available to assist in providing information and answering specific questions. All requirements, deadlines, and other information pertaining to the dual enrollment program have been made available on SCF's website at: <https://www.scf.edu/StudentServices/Registrar/EarlyCollege/default.asp>

Exercise of Options to Participate

Students and their parents may exercise their option to participate in dual enrollment by choosing from among any of the above programs for which the student meets the eligibility requirements.

Excess Hours and Acceleration Mechanisms

All twelve (12) of the state's public universities agree that credit hours earned through accelerated programs such as Advanced Placement, Dual Enrollment or College Level Examination Programs, that do not contribute toward the completion of a student's degree, will not be counted for excess hours purposes.

Relationship of Responsibilities

Due to the parallel nature of dual enrollment and early admission course offerings, administrative and procedural responsibilities must be shared between the County School Board and SCF. Students must adhere to registration, attendance, and withdraw policies as determined by County School Board and State College of Florida, Manatee-Sarasota.

Student Complaint/Conflict Resolution

SCF provides students an appropriate means to resolve conflicts or complaints concerning college rules, procedures, and/or course policies at the lowest level possible. The complete process can be found at:

<https://scf.edu/content/PDF/Procedures/4.14.03%20FINAL.pdf>Statement of Nondiscrimination

SCF is an equal opportunity and access institution that does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information, sexual orientation, and any other factor prohibited under applicable federal, state, and local civil rights laws, rules, and regulations in any of its educational programs, services, or activities, including admission and employment. To report or discuss equity concerns, contact the SCF Equity Officer at 941-752-5323.

State College of Florida, Manatee-Sarasota conforms to the Family Educational Rights and Privacy Act of 1974 (FERPA). No student grades are posted in any public manner; no grades are provided by telephone. Students obtain their grades by conferring in person with their instructors or by accessing them online via SCF Connect.

APPENDIX A

Early College Qualifying Test Scores

6A-10.0315 Demonstration of Readiness for College-Level Communication and Computation

Florida Postsecondary Education Readiness Test (PERT)	Standard Score
Reading	106
Writing	103
Mathematics	114
Next-Generation ACCUPLACER, The College Board (Interim Scores) Through July 2022	
Quantitative Reasoning, Algebra, and Statistics (QAS)	242
Reading	245
Writing	245
Next-Generation ACCUPLACER, The College Board Since August 2022	
Quantitative Reasoning, Algebra, and Statistics (QAS)	261
Reading	256
Writing	253
SAT, The College Board	
Reading Test	24
Writing and Language Test	25
Math Test	24
Digital SAT, The College Board Since June 2023	
Evidence-Based Reading and Writing Section	490
Math Section	480
ACT with Writing or ACT, Inc.	
Reading	19
English	17
Mathematics	19
Classic Learning Test, Classic Learning Initiatives, LLC Since August 2023	
Sum of the Verbal Reasoning and Grammar/Writing Sections	38
Quantitative Reasoning Section	16

It is preferred that students meet criteria in all 3 assessment categories. For courses other than math, students must meet criteria in both College Level English and College Level Reading.

SCF Placement Test Retake Policy

Dual Enrollment students may take the SCF Placement Test only one time per semester not to exceed a maximum of two attempts per calendar year including summer semester. This includes testing administered at SCF and on the high school campus.

SEMESTER ENROLLMENT ELIGIBILITY		
Fall Semester Testing	Spring Semester Testing	Summer Semester Testing
Enrollment <i>following Spring semester</i>	Enrollment <i>following Fall semester</i>	Enrollment <i>following Spring semester</i>

SCF Test Score Acceptance Policy

SCF accepts SAT, ACT and PERT test scores for early college program eligibility. Test score reports must have the student’s full name (first and last), test date, and test score results in order to be accepted. Test score reports received by SCF directly from the testing agency. SCF school codes are:

ACT--0741

SAT—5427

APPENDIX B

Dual Enrollment Course Equivalency Information

Please refer to the Dual Enrollment Course Equivalency List for the latest information on high school credit awarded for dual enrollment courses.

For the most up to date list, please go to

www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf

This list should not be interpreted as the total number of dual enrollment courses available. Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment.

Three-credit (or equivalent) postsecondary courses taken through dual enrollment shall be awarded at least 0.5 high school credits, either as an elective or subject area credit as designated in the local inter-institutional articulation.

Calculating Course Credit Equivalency for Dual Credit

The Dual Enrollment Course Equivalency List is an annually updated list of dual enrollment courses that meet high school graduation requirements and the amount of credit that must be awarded on students' transcripts. While the list identifies commonly taken dual enrollment courses that satisfy subject area requirements, current law allows for any course in the Statewide Course Numbering System (SCNS) with the exception of physical education and remedial courses to be available for dual enrollment. This list can be found at www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf.

According to the list, all three-credit (or equivalent) postsecondary courses taken through dual enrollment that are part of a postsecondary career / technical program of study (PSAV Certificate, Technical Certificate, Advanced Technical Certificate, ATD, AAS, AS) shall be awarded 0.5 elective credits toward high school graduation.

College certificate programs are separated into courses, which makes transfer and articulation easier. As a guideline, 135 instructional hours is equivalent to one secondary credit (120 with block scheduling), however, the determination of equivalency should be based on content, not "seat time." Instructional hours in career education programs are also known as "clock hours." Career certificate programs are broken into discrete sets of competencies called occupational completion points (OCPs). Most OCPs are divisible by 75 clock hours, so, for example, a 150-clock hour OCP (or community college career-technical course) should be equivalent to one high school credit.

Bright Futures Eligibility

The Bright Futures Comprehensive Course Table (CCT) lists the secondary and dual enrollment postsecondary courses and programs used to determine Bright Futures eligibility. If there is a program or course specified in an inter-institutional articulation agreement that is not in the CCT, one should contact the Standards, Benchmarks, and Frameworks Section at 850-245-9020 for review and approval of the equivalency.

Gold Seal Eligibility

To be eligible for the Gold Seal Scholarship, students must earn three secondary credits in a single career and technical program. Career-technical postsecondary credit (and where applicable, combined with high school course credit) earned through dual enrollment can be used to meet GSVS eligibility requirements.

This articulation agreement between the SCF and the County School Board provides for eligibility of DE and EA courses to be considered for both Bright Futures and Gold Seal eligibility. High school and community college programs/courses that would apply toward for Bright Futures eligibility may be accessed at:

https://www.osfaffelp.org/bfiehhs/fnbpem02_CCTMain.aspx

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA AND
CHARLOTTE COUNTY SCHOOL BOARD
ARTICULATION AGREEMENT
2024- 2025**

The purpose of this Agreement is to define the acceleration mechanisms available between Charlotte County School Board and State College of Florida, Manatee-Sarasota and to specify the details of the day-to-day operations of Dual Enrollment/Early Admission programs.

This Agreement is pursuant to and in furtherance of the provision of 1007.271.

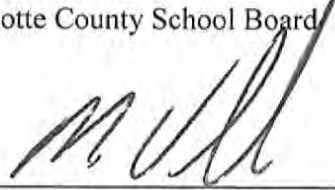
The term of this Agreement shall remain in effect for the 2024-2025 academic year, which includes Fall 2024, Spring 2025, and Summer 2025. An executed and signed letter of intent will constitute annual renewal.

CHARLOTTE COUNTY SCHOOL BOARD APPROVAL:



Chairperson

May 7, 2024

Charlotte County School Board


Superintendent

May 7, 2024
Date

Charlotte County School Board

Approved as to form and legal content
by Attorney, Neil A. Landrigan, J.D.
Attorney for the School Board
of Charlotte County, Florida
March 2024
Email: neil@ncsls.org, 352.8

Legal Counsel
Charlotte County School Board

Date

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA APPROVAL:

President
State College of Florida, Manatee-Sarasota

Date

Chairman, District Board of Trustees
State College of Florida, Manatee-Sarasota

Date

SCFCS Student Reunification

The SCFCS works with State College of Florida Emergency Management officials, Manatee County Emergency Management, Manatee County School District, & follows the Manatee County School District Reunification and Family Assistance Plan.

F.S. 1006.07 highlights charter board approval of a Family Reunification Plan developed by the school safety team. In coordination with expert community, district and college personnel supports noted previously, the Collegiate School has drafted a reunification plan based on the location and resources near each school. Per legislative requirements, the charter school plans are consistent with district policies and address: (a) Identification of potential reunification sites; (b) Training for employees; (c) Multiple methods to effectively communicate with family members of students and staff; and (d) Methods to aid law enforcement in student and staff identification. Additionally, the assistance of reunification software is scheduled for use in both charters.

In cooperation with SCF Public Safety and the local law enforcement entities, SCF Collegiate School follows the district's process for releasing students, as noted in the School District of Manatee County Code of Conduct (pg.54), where communication will be made available to parents as soon as possible, as well as the location and formal process and procedures to pick up the student.

Title SAFETY AND SECURITY - REUNIFICATION
Last Reviewed July 30, 2023 REUNIFICATION

Family Reunification Plans [Rule (6A-1.0018(17), F.A.C.)]

(17) Family Reunification Plans. Each district school board must adopt, in coordination with local law enforcement agencies and local governments, a family reunification plan to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or manmade disaster. This reunification plan must be reviewed annually and updated, as needed. Individual school plans must be consistent with district policies. At a minimum, district reunification plans must address:

- (a) Identification of potential reunification sites;
- (b) Training for employees;
- (c) Multiple methods to effectively communicate with family members of students and staff; and
- (d) Methods to aid law enforcement in student and staff identification.

Purpose: To outline procedures used when conducting a parent/student (family) reunification.

Definitions

A. **Reunification** means the safe, orderly reunion of parents/guardians with their student because the school has been evacuated or closed unexpectedly. Reunification may be necessary following a major fire, gas leak, hazardous material spill, flash flooding, active shooter, act of violence, bomb threat, etc.

B. **Student** means any person, enrolled as a student, regardless of age, in a public school operated and maintained by the Board. Students over the age of 18 may sign themselves out once reaching the Reunification Site and following proper procedure.

C. **Raptor Emergency Management Reunification System** is a mobile application utilized by the School District of Manatee County and SCFCS which syncs with the Student Information System to provide up to date information to Incident Commanders on the location and status of students and staff. This application will be utilized to document the release of all students to their proper guardian.

D. **Unified Command** derives from the Incident Command System and describes the authority structure during a critical incident where several agencies/organizations respond and coordinate for an effective response. For example, SDMC, Police, Fire, Medical, Emergency Management, etc.

E. **School Incident Commander** means the school's on-site representative during a critical incident. This role may be filled by the principal or designee until a higher-level administrator arrives and assumes command.

F. **Secure Assembly Site** means a pre-determined location within walking distance of the school where students will be evacuated to as a preliminary site until transportation to the Reunification Site is arranged.

G. **Reunification Site** means a pre-determined location with the capacity to handle a full-scale reunification event. This site will be coordinated by a Reunification Site Commander and staffed by the Charter Reunification Team. The site will be divided into pre-designated areas for student collection, parent waiting, interview rooms, etc. All required equipment for this purpose will be contained in the Charter Reunification Kits.

Objectives

1. Every student has been accounted for
2. Every staff member has been accounted for
3. Every student still in the school's custody has been successfully reunited with their parent or guardian

Responsibilities

A. School Incident Commander

1. Once a determination is made that reunification will occur, ensure that a reunification event has been initiated in Raptor.
2. Facilitate the release of students from the school to the Secure Assembly Site with other members of the Unified Command to ensure a calm, controlled transfer, once safe to do so.
3. Designate a school coordinator for the Secure Assembly Site and Reunification Site to liaison with School Safety/Law Enforcement
4. Ensure Transportation is aware of the Secure Assembly Site location and provide the approximate number of students/staff being transported to the Reunification Site
5. Follow pre-determined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc. to send parents to the Reunification Site and **not** to come to the school.

B. Charter Reunification Team

1. The Charter Reunification Team will be comprised of members from the College and the Charter who will be specifically trained in Raptor Reunification for deployment after a major event.
2. There will be at least two members cross-trained for each coordinator position.
3. Areas of Responsibility.
 - i. Branch Director of Reunification- Chief or Director of the Safety and Security Department
 - ii. Public Information- SDMC PIO Coordinator/Liaison (Director of Communications)
 - iii. Transport Team at Secure Assembly Site: Provide transportation from Secure Assembly Site to Reunification Site
 1. Transportation Coordinator; 2. Scribe; 3. Team Members; 4. Law Enforcement Officers
 - iv. Parent Parking/Check-In: Law Enforcement assists with perimeter of Reunification Site and staff assists parents with parking and checking in at the Reunification Site. Parents are then escorted to Parent Waiting.
 1. Coordinator; 2. Parking Attendants; 3. Greeters; 4. Check-In Station Attendants; 5. Law Enforcement Officers
 - v. Student Holding Area: Student receiving and waiting at the Reunification Site
 1. Coordinator/Student Activities Director; 2. Counselors; 3. Student Monitors; 4. Teachers/Staff; 5. Law Enforcement Officers
 - vi. Parent/Student Reunification Area: Final process of reunification where parents will digitally sign students out.
 1. Coordinator; 2. Reunifiers; 3. Student Runners; 4. Parent Runners
 - vii. Parent Waiting Area: Location parents will wait until student is ready for reunification.
 1. Coordinator; 2. Parent Monitors
 - viii. Team Staging: Location where all District personnel will check in and receive assignments
 1. Coordinator ; 2. Scribe
 - ix. Reunification Family Services: Provide counseling and assist with parent notifications
 1. Coordinator; 2. District/School Counselors; 3. Sheriff's Office Victim Advocates; 4. Bilingual Support
 - x. Missing Persons Group Liaison: Work with law enforcement to identify students/staff not accounted for in Raptor
 - xi. Dining Services: Provide food and water to students and staff during the reunification process, if available.

Raptor Reunification System

- A. Raptor's mobile app allows teachers to instantly access class rosters to account for their students and seamlessly broadcast the data to incident managers.
- B. Raptor's mobile app provides real-time reporting dashboards that allow incident managers the ability to track the status and location of every individual.
- C. The process of Parent Reunification is streamlined by providing mobile guardian validation, reunification processing, and student release tracking.
- D. The Raptor System provides quick and easy access to each school's incident-specific action plans, facility maps, and emergency operating procedures.
- E. Raptor's Emergency Management System provides detailed after-incident reporting that can easily be exported and used for improving your school's incident response methods or for compliance purposes.

Reunification Event

A. Initiation

1. During an incident, an existing event should have already been initiated through the Raptor Panic App. When a reunification event has been deemed necessary, a message through the Raptor application will be sent out from the Safety & Security Department.
2. Admin, teachers, and staff will be responsible for taking attendance of the students under their control during the lockdown, when safe to do so.
3. For teachers with classes already outside, do not go back into the school. Make your way to the designated school Secure Assembly Site until the all-clear is given and you can return to campus, or the reunification process has begun.

B. Evacuation to the Secure Assembly Site

1. Staff should remain in lockdown until directed to evacuate to the Secure Assembly Site.
2. Teachers will remain with their students. If a teacher is unable to stay with their students, doubling up classes with a "partner" teacher is appropriate.
3. If any students are injured, law enforcement or medical personnel on site should be notified for assistance.
4. Once the teacher has checked in with the Transportation Director (or designee), a bus will be arranged for transport to the Reunification Site.
5. Teachers will check their students into the Secure Assembly Site in the Raptor Application via their electronic device.

C. Student Assembly at the Reunification Site

1. Students will arrive at the Reunification Site and be taken to the Student Assembly area until successfully reunited with their parents
2. Students and teachers will check in with Student Assembly staff through the Raptor App.
3. After being checked in, each student will receive a green band to indicate they have been checked in at the Reunification Site and waiting for parent pick up.
4. After students have been checked in with the Student Assembly Coordinator/staff, teachers and staff of the affected school can be released or receive an assignment from the Team Staging Coordinator to assist.
5. If any student or teacher has information related to the investigation, they will also be given a red band. Students/teachers with red bands will be moved to the interview holding areas. After the interview has been completed and/or evidence collected, the student will be escorted back to the Student Assembly Area.

6. It should be noted that students over the age of 18 can check themselves out at Student Assembly. They should still complete the process through the app and sign themselves out so parent notification is made through the app.
7. Students and teachers will not be able to return to the school to retrieve their vehicles or personal property until the scene has been released.

D. Parental Process

1. In order to maintain control over the reunification process, it is important to keep parents separate from students until the last stage.
2. Parents will be directed to Parent Parking and Parent Check-in upon entering the Reunification Site.
3. Parents will be required to present a government-issued, picture ID for verification. If they do not have a picture ID, the Check-In Coordinator will be notified, and alternate means for identification will be utilized.
4. After checking in through the Raptor App, staff will take the parents in groups to the Parent Waiting Area until their child has been processed through Student Assembly.
5. Once the student has completed the check-in at Student Assembly, the parent and student will be brought to Parent/Student Reunification Area for the final step of reunification.
6. After the parent has signed the student out in the Raptor App, they will be free to leave the Reunification Site.

Revised: June 2024

SCFCS-Venice Student Reunification

State College of Florida Collegiate School Venice (SCFCSV) follows the Sarasota County School District Student Reunification Plan, Chapter 8.18. In the event of an emergency situation requiring reunification operations, The State College of Florida Public Safety Department, SCFCSV head of school, SCFCSV School Resource Officer, and other SCF representatives as deemed necessary will work directly with Sarasota County School Police Department & other agencies to implement student reunification as outlined in Chapter 8.18.

Sarasota County Schools

EMERGENCY CLOSING OF SCHOOLS AND STUDENT REUNIFICATION 8.18 CHAPTER 8.00 – AUXILIARY SERVICES

8.18

In case of an emergency, the Superintendent/designee is authorized to close any school or all schools and to dismiss a school(s) before the regular daily dismissal hour.

The principal may dismiss the school when the Superintendent or designee cannot be contacted and an extreme emergency exists endangering the health, safety, or welfare of students. Any such early dismissal made by the principal shall be reported immediately to the Superintendent's office and the Chief of the Sarasota County Schools Police Department with a statement describing the reasons for early dismissal.

Any emergency closing will be reported to the School Board as quickly as possible with the reasons therefore.

A. In a declared state of emergency, control of students shall be maintained by school personnel until these students are released from school or in the case of transported students until they depart from the school bus.

B. The principal shall cooperate with emergency preparedness authorities and the Sarasota County Schools Police Department during a natural or man-made disaster.

If a riot or similar situation occurs, the principal shall cooperate with the Sarasota County Schools Police Department and law enforcement authorities from the local jurisdiction.

C. One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. Successful planning and implementation also demand partnerships with all responding agencies participating in crisis response. A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene.

D. The District will not announce the location of the reunification site until after all able students have been delivered to the site and the Chief of Police or designee determines it is safe to do so.

E. The Principal designee will work with the SCSPD designee to implement the following. The Principal will assign school staff to the reunification site through the school crisis plan. School and District personnel will arrive at the relocation site and establish the following:

1. Establish a parent check-in location. The process works best when you can keep the parents outside of the building.

- a. Greeters direct parents to the check-in location
- b. Checkers verify ID (District Utility Teams can assist with these roles)
- c. Parents complete reunification cards

2. Establish a student staging area. This area is not in the same location as the check-in

- a. This area is out of sight of parents and is out of sight of the check-in area.
- b. Reunifier recovers students from the staging area and delivers them to the reunification site. The reunification site must be located away from and out of sight of the parent check-in area.
- c. Designated teachers are to remain in the student assembly area to manage students
- d. Students are reunified with parents/guardians after all information is verified

3. Counselors should be available and in a private area out of sight of students and parents. For parents who cannot be reunified with their student.

F. Offsite reunification will follow the same procedures as above but require staff to be assigned to the following jobs.

1. The Principal Transportation Team:

- a. Assemble a master student roster, teacher roster, and guest roster
- b. Account for students on their assigned bus and deliver students to the student staging

area.

2. The district reunification coordinator will assist in the identification of a reunification site

3. The Director of Transportation or their designee will provide transport of students and staff to the reunification site.

4. The Principal will assign a staff member to track students and staff being taken to medical facilities.

5. Reunification Team, have roles already assigned (same as onsite

6. Proceed to location and prepare for student, staff, and parent arrival

7. District teams will be in-route to assist.

G. RECOVERY PHASE:

Recovery starts when the crisis begins. Actions taken during the Recovery Phase may be initiated because of the serious injury or death of a student/staff member

whether naturally or prematurely, violently or accidentally, on-campus or off-campus.

The District and schools will activate designated Crisis Response Teams.

1. Designate members of your staff as members of the school-based crisis response team who have leadership abilities and react with calm assurance in the face of a crisis.

2. The members should be faculty/staff who know and relate well to the students and have the students' respect.

3. The school should include a school counselor, psychologist, or social worker on the crisis response team who has been trained in post-crisis intervention.

4. Other members may include coaches, social workers, and family resource coordinators.
5. School-Based Crisis Response Team roles include the following:
 - a. Leader/Coordinator – coordinates the school’s crisis response team activities, in conjunction with the principal.
 - b. Family Liaison – opens communication between the family and the school; also, provides support to the family, advising them of school and district procedures.
 - c. Phone Tree Coordinator – establishes and disseminates contact information to mobilize the school’s crisis response team in the event of a crisis.
 - d. Support Services Coordinator – assesses and coordinates additional resources.
 - e. School Counselor, Psychologist or Social Worker – provides support to those in need.
 - f. Roamers – members of the crisis response team or staff appointed on the day of the crisis to assist the crisis response team by being visible and available to students.
6. Establish a crisis response action plan with activities, contact information, sample letters to parents/guardians, and staff, and checklists.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1001.51, F.S.

HISTORY: ADOPTED: 08/21/01

REVISION DATE(S): 11/06/18, 08/03/21

Revised: June 2024

Meeting of the
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
June 25, 2024

AGENDA ITEM:

Scheduling for the Safe School Officer/Guardian after school hours.

RECOMMENDATION:

The College recommends the District Board of Trustees approval of the plan for after school safe school officer/guardian required scheduling.

EXPLANATION:

Pursuant to Florida State Board of Education Rule 6A-1.0018, Florida schools are required to establish a policy for safe-school officer assignment outside the regular school day, including during, before, and after school, summer school, during extracurricular activities, and for school-sponsored events.

FISCAL IMPACT yes no

REQUESTED BY:



Kelly Monod, AVP, SCF Collegiate Schools



State College of Florida Collegiate Schools compliance regarding Florida State Board of Education Rule 6A-1.0018

Pursuant to Florida State Board of Education Rule 6A-1.0018, Florida schools are required to establish a policy for safe-school officer assignment outside the regular school day, including during, before, and after school, summer school, during extracurricular activities, and for school-sponsored events.

The charter school leadership teams, with the collaboration of SCF Public Safety, are responsible for determining if safe-school officers are needed for extracurricular activities and after-school events. School administration will consider the number of persons present, the ratio of staff members to students, and any other safety and security measures available.

On the Bradenton campus, a contracted school guardian remains on campus for after school enrichment and all scheduled evening events. The school guardian is assigned when a summer session invites students to campus.

On the Venice campus, a contracted school safety officer remains on campus for after school tutoring and a separate contract is available if determined by administration, for larger, school-sponsored events in the evenings.

Meeting of the
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
June 25, 2024

AGENDA ITEM:

Approval of the Mental Health Services Plans for SCFCS and SCFCS-Venice

RECOMMENDATION:

The College recommends the District Board of Trustees approval of the Mental Health Services Plans for SCFCS and SCFCS-Venice.

EXPLANATION:

In the 2018 legislative session, Senate Bill 7026 established the Mental Health Assistance Allocation (MHAA) Plan within the Florida Education Finance Program to provide funding to assist school districts in establishing or expanding school-based mental health care. The 2023 Florida Legislature passed, and Governor Ron DeSantis signed into law, House Bill (HB) 5101. Section 1006.041, F.S., was created by HB 5101.

The plan must be focused on a multi-tiered system of supports that includes: Direct employment of school-based mental health services providers; contracts or inter-agency agreements with local community behavioral health providers or; Community Action Team services; and policies and procedures for timelines for services, parental/household notification, at-risk students, early identification, de-escalation, and requirements for contacting mental health professionals.

School district plans must include all district schools, including charter schools, unless a charter school elects to submit a plan independently from the school district. For charter schools that opt out, they will develop and submit a detailed plan outlining the local program and planned expenditures to its governing body for approval. After the plan is approved by the governing body, it must be provided to the charter school’s sponsor.

Allocations for the 2024-25 school year are determined by the state based on student count, but have not been determined as of this date.

FISCAL IMPACT yes no

REQUESTED BY:



Kelly Monod, AVP, Collegiate Schools



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2024-25 Mental Health Application State College of Florida Collegiate School

Mental Health Assistance Allocation Plan

Introduction

Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

MHAA Plan Assurances

The District Assures

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives

Yes

Other sources of funding will be maximized-to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services

Yes

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

A school board policy or procedure has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined ins. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined ins. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. s. 1006.041, F.S.

Yes

Evidence-Based Program	Mental Health instruction from Florida Standards
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<ul style="list-style-type: none"> • SCFCS school counselors and academic coaching instructors will provide curriculum and training to bring awareness to negative student behaviors. Students may have the opportunity to self-assess and recognize positive responses to stress, anxiety and other triggers that lead to poor behavior. An improvement in student behavior can foster a more positive school climate. 	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>State College of Florida Collegiate School strives to support students and families through many different modes of support, including Tier I and Tier II Response to Intervention strategies (RTI) and a multi-tiered system of support (MTSS). The RTI process and interventions are managed by the school counselors. SCFCS has a 50 minute daily academic coaching class for 6th-10th grade, and a weekly seminar class for juniors and seniors. During this time, the school counselors, PE coaches, and academic coaching instructors, as well as the 9th grade HOPE course, focus on character building and health/nutrition, while also addressing mental health topics like self-harm, suicidal ideation, adolescent depression, negative and positive coping strategies, resiliency, and expressing feelings.</p> <p>Also addressed is anti-bullying curriculum, social media and internet safety, child trafficking, anti-drug curriculum, and identifying signs and symptoms of mental health issues with resources for help. A particular focus is goal setting and reflection for academics and personal goals and the effects of stress and time management.</p> <ul style="list-style-type: none"> • During the academic coaching course, which incorporates required individual planning sessions with academic coaching instructor, goal setting and academic review with the student, the family and as a collaborative school team. This class is designed to observe student progress as an opportunity for early identification of students in need and have not reached for their resources. • Through school counseling who may refer families to contracted/outside services. Centerstone mental health counselors are available for students who are demonstrating a need for more intensive interventions and need a treatment plan that is managed by mental health professionals. Centerstone meets with families and the student for intake. • Other services include training for staff and instructors in Youth Mental Health First Aid. • Administrative professional development regarding Title IX and at risk students, with collaboration with the State College of Florida’s dean of students. The charter also collaborates with the college’s department of public safety for an additional layer of student support by mandatory reporters on campus for possible crisis events. • Services also include a trained nurse and guidance counselor on staff to assist in dissemination of information and the point person for students. 	
<p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<ul style="list-style-type: none"> • Students have a dedicated teacher assigned to students to monitor the day to day and report changes in behavior or academics, and a trusted ear for students as an advocate. A counselor and school nurse are available for interventions and recovery initiatives at the school. Involuntary assessments to diagnosis and treat are part of the Suncoast Behavioral Health or Centerstone, and maybe aided by SCF public safety’s response and relationship with the MCSO. • Processes returning to school or high monitoring include the counselor and head of school working with parents on specific goals and plans for their student at school. 	

Evidence-Based Program	Direct mental health services from Centerstone
Tier(s) of Implementation	Tier 2 - Tier 3
Describe the key EBP components that will be implemented.	
<p>Centerstone provides school-based therapy at more than 750 public schools, including preschools, elementary schools, middle schools and high schools. School-based therapy is designed to help children and teens overcome emotional, behavioral and social problems that impact their success in school and at home.</p> <p>Centerstone will provide direct access of identified children and youth in need of individual mental health counseling services to a licensed mental health professional, employed by Centerstone, to onsite sessions at SCFCS or by via Telehealth or other arrangement that best meet the client's needs and meets the required communication and approvals of parents/guardians.</p> <p>Centerstone will offer group counseling sessions to both children and youth of SCFCS and other clients identified by SCFCS to benefit from group counseling, with approvals and communication to parents/guardians.</p> <p>Centerstone will provide case management support to engaged children and youth and to the families of those engaged to provide additional support to better address immediate and longer-term goals aimed to improve overall family functioning.</p> <p>Centerstone will provide quarterly trainings for SCFCS staff on topics aimed to improve mental health literacy and to better address and respond to children and youth experiencing an emotional, behavioral or mental health crisis.</p> <p>Centerstone will provide quarterly community mental health education sessions to family members/community members of SCFCS aimed to improve mental health literacy and to develop tools on how to provide support to children and youth experiencing emotional, behavioral or a mental health crisis. Centerstone will communicate regularly with SCFCS to plan for therapy sessions, groups, staff and community education sessions and to provide a status update on the ability to accept new referral and/or the timeline to access services and supports.</p>	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<ul style="list-style-type: none"> • During the academic coaching course, which incorporates required individual planning sessions with academic coaching instructor, goal setting and academic review with the student, the family and as a collaborative school team. This class is designed to observe student progress as an opportunity for early identification of students in need and have not reached for their resources. 	
<p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<ul style="list-style-type: none"> • Through school counseling who may refer families to contracted/outside services. Centerstone mental health counselors are available for students who are demonstrating a need for more intensive interventions and need a treatment plan that is managed by mental health professionals. Centerstone meets with families and the student for intake and diagnosis. 	

Evidence-Based Program	Supplemental programming from Centerstone
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>Academic coaches and teachers, with the support of the school counselors and the director of curriculum and instruction will incorporate evidence-based curriculum from the state to satisfy the 5 hours of mental health education including drug prevention, suicide prevention, human trafficking awareness, resiliency, and understanding the signs and symptoms of mental health.</p>	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>Centerstone will provide quarterly trainings for SCFCS staff on topics aimed to improve mental health literacy and to better address and respond to children and youth experiencing an emotional, behavioral or mental health crisis.</p> <p>Centerstone will provide quarterly community mental health education sessions to family members/community members of SCFCS aimed to improve mental health literacy and to develop tools on how to provide support to children and youth experiencing emotional, behavioral or a mental health crisis. Centerstone will communicate regularly with SCFCS to plan for therapy sessions, groups, staff and community education sessions and to provide a status update on the ability to accept new referral and/or the timeline to access services and supports.</p> <p>All teachers and staff will be trained and certified in Youth Mental Health First Aid and act as first responders to mental health challenges</p> <p>Student groups such as Drug Free Manatee and student leadership will lead the student body on drug education and resiliency initiatives.</p>	
<p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<ul style="list-style-type: none"> • . Centerstone will provide direct access of identified children and youth in need of individual mental health counseling services to a licensed mental health professional, employed by Centerstone, to onsite sessions at SCFCS or by via Telehealth or other arrangement that best meet the client's needs and meets the required communication and approvals of parents/guardians. 	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2024

1:500

2024-2025 proposed Ratio by June 30, 2025

1:250

School Social Worker

Current Ratio as of August 1, 2024

0

2024-2025 proposed Ratio by June 30, 2025

1:1,177

School Psychologist

Current Ratio as of August 1, 2024

0

2024-2025 proposed Ratio by June 30, 2025

0

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2024

1:500

2024-2025 proposed Ratio by June 30, 2025

1:500

Direct employment policy, roles and responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

SCFCS direct employment of our school counselor as well as contracting with Centerstone, allows our school to provide mental health services and counseling to our students which reduces the staff-to-student ratio.

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

SCFCS school counselor and school nurse is supported by student services team, including a college advisor, and has a working relationship with instructors as curriculum for academic coaching is collaboratively designed by the counselor and the teachers. The head of school monitors the opportunities available for collaboration and assists with the scheduling needed for students. Students may have direct mental health services at school, including tele-health opportunities, to allow for a safe and relaxed environment for services.

Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

School based mental health provider is the school counselor and makes referrals to certified mental health professionals for students and families for in depth care. The school counselor works closely with students and families at school as needed until a referral is appropriate.

State College of Florida Collegiate School utilizes the following community providers:

- Centerstone
- Suncoast Mental Health Services
- Selah Freedom for Human Trafficking and Child Sex Trafficking

Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

- Centerstone
- Suncoast Mental Health Services
- Selah Freedom for Human Trafficking and Child Sex Trafficking
- State College of Florida, Manatee- Sarasota, support and resources including Dean of Students, Title IX, CARE Team members, Public Safety and senior leadership.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2024-2025

Mental Health Application
SCF Collegiate School - Venice

Mental Health Assistance Allocation Plan

Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

MHAA Plan Assurances

The District Assures

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.

Yes

Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

Includes a system for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Yes

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

Yes

A school board policy or procedure has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

Evidence-Based Program	Addressing Student Behavior to Improve Mental Health
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>SCFCSV school counselor and academic coaching instructors will provide curriculum and training to bring awareness to negative student behaviors. Students may self-identify and recognize positive responses to stress, anxiety and other triggers that lead to poor behavior. An improvement in student behavior can foster a more positive school climate.</p>	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>State College of Florida Collegiate School-Venice strives to support students and families through many different modes of support, including Tier I and Tier II Response to Intervention strategies (RTI) and a multi-tiered system of support (MTSS). The RTI process and interventions are managed by the school counselor. SCFCS-Venice has a 50 minute daily academic coaching class for 9th and 10th grade, and a weekly seminar class for juniors and seniors. During this time, the school counselor and academic coaching instructors, as well as the 9th grade HOPE course, focus on character building and health/nutrition, while also addressing mental health topics like self-harm, suicidal ideation, adolescent depression, negative and positive coping strategies and expressing feelings.</p> <p>Also addressed is anti-bullying curriculum, social media and internet safety, and identifying resources for help.</p> <p>A particular focus is goal setting and reflection for academics and social/emotional goals and the effects of stress and time management.</p> <ul style="list-style-type: none"> • During the academic coaching course, which incorporates required individual planning sessions with academic coaching instructor, goal setting and academic review with the student, the family and as a collaborative school team. This class is designed to observe student progress as an opportunity for early identification of students in need and have not reached for their resources. • Through school counseling who may refer families to contracted/outside services. JFCS of the Suncoast mental health counselors are available for students who are demonstrating a need for more intensive interventions and need a treatment plan that is managed by mental health professionals. JFCS of the Suncoast meets with families and the student for intake. • Other services include training for staff and instructors in Youth Mental Health First Aid. • Administrative professional development regarding Title IX and at risk students, with collaboration with the State College of Florida’s dean of students. The charter also collaborates with the college’s department of public safety for an additional layer of student support by mandatory reporters on campus for possible crisis events. 	

- **Services also include a trained nurse and guidance counselor on staff to assist in dissemination of information and the point person for students.**

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.

- **Students have a dedicated teacher assigned to students to monitor the day to day and report changes in behavior or academics, and a trusted ear for students as an advocate. A counselor and school nurse are available for interventions and recovery initiatives at the school. Involuntary assessments to diagnosis and treat are part of the MOU with JFCS, and maybe aided by SCF public safety's response and relationship with the SCSO.**
- **Processes returning to school or high monitoring include the counselor and head of school working with parents on specific goals and plans for their student at school.**

Evidence-Based Program	Direct mental health services from the Jewish Family & Children's Services of the Suncoast, Inc. (JFCS)
Tiers of Implementation	Tier 1-3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>JFCS has secured a three-year grant through the Florida Blue Foundation to provide community wellness services and supports and JFCS desires to provide the following services and supports to constituents of SCFCSV.</p> <p>JFCS will provide direct access of identified children and youth in need of individual mental health counseling services to a licensed mental health professional, employed by JFCS, to onsite sessions at SCFCSV or by via Telehealth or other arrangement that best meet the client's needs and meets the required communication and approvals of parents/guardians.</p> <p>JFCS will offer group counseling sessions to both children and youth of SCFCSV and other clients identified by SCFCSV to benefit from group counseling, with approvals and communication to parents/guardians.</p> <p>JFCS will provide case management support to engaged children and youth and to the families of those engaged to provide additional support to better address immediate and longer-term goals aimed to improve overall family functioning.</p> <p>JFCS will provide quarterly trainings for SCFCSV staff on topics aimed to improve mental health literacy and to better address and respond to children and youth experiencing an emotional, behavioral or mental health crisis.</p> <p>JFCS will provide quarterly community mental health education sessions to family members/community members of SCFCSV aimed to improve mental health literacy and to develop tools on how to provide support to children and youth experiencing emotional, behavioral or a mental health crisis.</p> <p>JFCS will communicate regularly with SCFCSV to plan for therapy sessions, groups, staff and community education sessions and to provide a status update on the ability to accept new referral and/or the timeline to access services and supports.</p>	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<ul style="list-style-type: none"> During the academic coaching course, which incorporates required individual planning sessions with academic coaching instructor, goal setting and academic review with the student, the family and as a collaborative school team. This class is designed to observe student progress as an opportunity for early identification of students in need and have not reached for their resources. 	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<ul style="list-style-type: none"> Through school counseling who may refer families to contracted/outside services. JFCS of the Suncoast mental health counselors are available for students who are demonstrating a need for more intensive interventions and need a treatment plan that is managed by mental health professionals. JFCS of the Suncoast meets with families and the student for intake and diagnosis. 	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2024, 1:330

2024-2026 proposed Ratio by June 30, 2025, 1:330

School Social Worker

Current Ratio as of August 1, 2024: SCFCS Venice does not employ a school social worker psychologist but may reach out to the district for resources.

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2024: 1:330 SCFCS Venice contracts with JFCS of the Suncoast

2025-2026 proposed Ratio by June 30, 2025, 1:330

Direct employment policy, roles and responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

- **SCFCS Venice direct employment of our school counselor as well as contracting with JFCS of the Suncoast, allows our school to provide mental health services and counseling to our students which reduces the staff-to-student ratio.**

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

- **SCFCS Venice school counselor and school nurse is supported by student services team, including a college advisor, and has a working relationship with instructors as curriculum for academic coaching is collaboratively designed by the counselor and the teachers. The head of school monitors the opportunities available for collaboration and assists with the scheduling needed for students.**
- **Students may have direct mental health services at school, including telehealth opportunities, to allow for a safe and relaxed environment for services.**

Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

School based mental health provider is the school counselor and makes referrals to certified mental health professionals for students and families for in depth care. The school counselor works closely with students and families at school as needed until a referral is appropriate.

State College of Florida Collegiate School Venice utilizes the following community providers:

- **Jewish Family and Children Services of the Suncoast**
- **Selah Freedom for Human Trafficking and Child Sex Trafficking**

Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

- **Jewish Family and Children Services of the Suncoast**
- **State College of Florida, Manatee- Sarasota, support and resources including Dean of Students, Title IX, CARE Team members, Public Safety and senior leadership.**

Meeting of the
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
June 25, 20234

AGENDA ITEM:

Approval of the State College of Florida Collegiate Schools Reading Remediation Plans.

RECOMMENDATION:

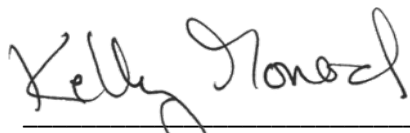
The College recommends the District Board of Trustees approval of the charter reading remediation plans.

EXPLANATION:

The State Board of Education approved amendments to Rule 6A-6.053, F.A.C., District K-12 Comprehensive Evidence-Based Reading Plan (CERP) at the State Board of Education meeting on January 17, 2024. In accordance, the SCF Collegiate Schools have submitted their respective reading plans to indicate the schools meet new amendments, as detailed below.

FISCAL IMPACT ____ yes __X__ no

REQUESTED BY:



Kelly Monod, AVP, SCF Collegiate Schools



Ben Gibson, *Chair*
Ryan Petty, *Vice Chair*
Members
Monesia Brown
Esther Byrd
Grazie Pozo Christie
Kelly Garcia
MaryLynn Magar

MEMORANDUM

TO: School District Superintendents

FROM: Paul O. Burns, Ed.D.

DATE: February 9, 2024

SUBJECT: Amendments to Rule 6A-6.053, Florida Administrative Code (F.A.C.), District K-12 Comprehensive Evidence-Based Reading Plan

Contact Information:

Randi Shiver
850-245-0503
Randi.Shiver@fldoe.org
DPS: 2024-01

The State Board of Education approved amendments to Rule 6A-6.053, F.A.C., District K-12 Comprehensive Evidence-Based Reading Plan (CERP) at the State Board of Education meeting on January 17, 2024. The amendments become effective February 20, 2024.

Rule 6A-6.053, F.A.C., was revised to expand instructional supports per [House Bill 7039](#) and [House Bill 5101](#) from the 2023 legislative session.

The amended rule:

- Revises the title of the rule to “District Comprehensive Evidence-Based Reading Plan” as a result of section (s.) 1003.4201, Florida Statutes (F.S.), and restructures the format of the rule language for clarity;
- Revises title of “Florida’s Formula for Success” to “Florida’s Formula for Reading Success;”
- Requires all reading instruction and professional learning to be grounded in the science of reading;
- Prohibits the use of the three-cueing system model of reading in the following areas: classroom instruction, instructional strategies, instructional materials, interventions and professional learning systems;
- Requires immediate parental notification for students identified with a substantial reading deficiency and/or characteristics of dyslexia, including consulting parents in the development of a required plan;
- Requires students, immediately following identification of a substantial reading deficiency, to be provided reading interventions that are intensive, explicit, systematic and multisensory;
- Requires districts to conduct additional screening for any student identified as having characteristics of dyslexia through the coordinated screening and progress monitoring system;
- Requires students, immediately following identification of characteristics of dyslexia, to be provided dyslexia-specific interventions, such as structured literacy approaches, that are intensive, explicit, systematic and multisensory;
- Requires districts to monitor the implementation of the CERP at the district and school level, including charter schools sponsored by a district;

DR. PAUL O. BURNS
CHANCELLOR OF PUBLIC SCHOOLS

Amendments to Rule 6A-6.053, Florida Administrative Code (F.A.C.), District K-12 Comprehensive Evidence-Based Reading Plan

February 9, 2024

Page Two

- Requires the District CERP to include all district K-12 schools, including charter schools sponsored by the district, unless a charter school elects to create its own plan independently from the district;
- Requires a charter school that elects to develop its own CERP to submit its CERP, approved by its governing board or authority, to the sponsoring district annually by July 15 and meet the requirements of ss. 1002.33(7)(a)2. and 1003.4201, F.S.;
- Requires each district to submit its CERP, approved by its governing board or authority, to the Department annually by August 1; and
- Requires Department approval of the District CERP, including communication to the district reading contact if the plan is incomplete or fails to meet requirements, with a 60-day timeline if revisions are needed.

The entirety of Rule 6A-6.053, F.A.C., District Comprehensive Evidence-Based Reading Plan can be found at <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.053>. Please contact Randi Shiver with questions at 850-245-0503 or Randi.Shiver@fldoe.org.

POB/mw

State College of Florida Collegiate School District Comprehensive Evidence-Based Reading Plan

Annually, school districts and charter schools must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s/charter’s comprehensive system of reading instruction. In order to assist districts/charters, the Florida Department of Education (Department) has developed the attached format for the reading plans. Districts and charters may utilize the Department’s format or an alternative developed by the district school board/charter school. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The SCFCS CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The main charter reading contact will be the Department’s contact for the charter’s CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Kristin Goddard	goddark@scf.edu	(941)752-5494
Data Element	Kristin Goddard	goddark@scf.edu	(941)752-5494
Multi-Tiered System of Supports	Vicki Vara	varav@scf.edu	(941)752-5494
Other (ESE/504/ELL Coordinator)	Sean Sell	sells@scf.edu	(941)752-5494

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. SCFCS will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the charter’s plan. For elementary schools, the expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP		
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$20,000.00	350

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$20,000.00	350
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	\$0.00	350
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	\$20,000.00	350

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
6	9%	80%	7%	82%
7	3%	80%	1%	82%
8	11%	70%	9%	72%
9	4%	79%	2%	81%
10	0%	82%	0%	82%

B. Plan Implementation and Monitoring (Rule 6A-6.053(9), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades 6-8	School Level
Data that will be collected and frequency of review	FAST (PM1/PM2/PM3) Achieve3000 (monthly with level sets in August/May) IXL (Quarterly)
Actions for continuous support and improvement	Paraprofessional in classrooms; Differentiated curriculum with remediation; Small group pull-out for intervention; Continuous individualized practice with supports on Achieve 3000 and IXL for Language Arts
Grades 9-12	School Level
Data that will be collected and frequency of review	FAST (PM1/PM2/PM3) Achieve3000 (monthly with level sets in August/May) IXL Diagnostic (Quarterly) Post Secondary Readiness Test (PERT) (Fall/Spring)
Actions for continuous support and improvement	Paraprofessional in classrooms; Differentiated curriculum with remediation; Small group pull-out for intervention; Continuous individualized practice with supports on Achieve 3000 and IXL for Language Arts; Referral to SCF Tutoring and Academic Success Center (TASC) for dual-enrolled students

2. Describe what has been revised to improve literacy outcomes for students in the SCFCS CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Implemented IXL Language Arts for all grade levels to address skill gaps and provide additional data points for interventions.
 Small group support in classroom based on diagnostic results occurs weekly.
 Professional development for all paraprofessionals focused on evidence-based reading strategies.
 Increased classroom literacy interventions across grade-levels through collaborative plannings and communication amongst grade-level teachers, including Academic Coaches.
 Increased continuity of teacher in-class interventions by clarifying Response to Intervention (RtI) documentation process and procedures for progress monitoring.

3. Describe the process used by the Head of School (HOS) and Director of Curriculum and Instruction (DCI) to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

Bi-monthly review of data by RtI team including Head of School, Director of Curriculum and Instruction, ESE Coordinator, and guidance counselors.
 Regular walk-throughs by the Director of Curriculum and Instruction who may also access/review lesson plans in Canvas LMS.

Administrative attendance at quarterly SLLT/ELA team meetings to discuss curriculum planning and skills scaffolds.
Head of School and Director of Curriculum and Instruction review all communications to families which include ELA curriculum highlights.

4. In addition, describe how the administration monitors collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Through bimonthly RtI meetings data is presented and discussed with the Head of School and DCI. This data is collected from student grades, Achieve Lexil scores, IXL diagnostic scores, and PERT. SLLT/ELA curriculum team meets quarterly to review the same data and monitor overall progress. Instructional strategies are evaluated and implemented with supports on a needed basis. Administration, in collaboration with the SCFCS Dual-Enrollment Coordinator, continues to support students with consistent monitoring of grades and ensures students are presented with the additional resources available to them on the SCF campus. For example, tutoring for college composition courses through the Tutoring and Academic Success Center (TASC).

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the charter using the Just Read, Florida! literacy coach model?

Yes/No

The charter does not have a literacy coach. However, the instructors and administration work together to address the Florida Domains and Standards of Literacy Coaching found here: <https://www.fldoe.org/core/fileparse.php/7539/urlt/LitCoachDefDomainsStands.pdf>

Instructors, in grades 6-10, write their own curriculum based on the B.E.S.T. Standards and college readiness outcomes. They are trained in the RtI process and work as a team with other content teachers, admin, guidance counselors, and paraprofessionals to monitor students and implement interventions. They are supervised and evaluated by a Director of Curriculum and Instruction with a reading endorsement and ELA classroom experience. They work closely with the ESE Coordinator who also holds a reading endorsement and intensive reading classroom experience. This includes steps requiring reflection, follow-up, and parent involvement. Teachers also fill the role of an Academic Coach who supports students through collaboration with content teachers at that grade level. They set curriculum goals, as well as working with students to set individual goals. Also, they contribute to the collection and review of data by the RtI Team.

As a small school, teachers fill many roles, but overall they know students best, and adjust content, instructional strategies, and pacing in order to meet learner needs, regardless (or in addition to) required accommodations. The charter's pedagogical model allows for flexibility and intuitive teaching that meets the student where they are while will challenging them to meet the rigor of a college readiness course. The charter has numerous resources available, including 1:1 technology equipped with adaptive and evidence-based remediation software.

Time is protected for teachers and support staff to engage in meaningful data reflection and goal setting, as well as, the adjustments needed to ensure curriculum outcomes are met by all students. Thorough feedback and follow-up discussions are given priority throughout the school day and during the after-school individualized, focused study hall (Collegiate Hour).

The charter program has many goals for student progress toward dual enrollment beginning in 6th grade. Students who enter the program at any level are provided the individualized supports and interventions needed to ensure they are college-ready by 11th grade. Once on the college campus, DE students have access to the Tutoring and Academic Success Center (TASC) as well as the office hours of individual professors. Students with accommodations receive assistance through the Disability Resources Center (DRC). They may also be re-incorporated into the intervention practices they received in 6th – 10th grade.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the charter will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.

ELA teachers, with guidance from the Director of Curriculum and Instructions, design core curriculum inclusive of grade level standards and student learning outcomes targeted to the six of reading. The core, Tier 1, curriculum provided to all students includes the explicit instruction in reading and writing across genres and contents. The curriculum at these levels also includes regular screening and progress monitoring. Both formative and summative assessment data is

used to differentiate instruction and identify learners in need of Tier 2 and Tier 3 supplemental or individualized support to address skill gaps and remediation needs. At this level, students will be first identified through teacher feedback and the RtI process. Paraprofessionals, alongside the DCI and ESE/ELL Coordinator will establish a schedule of intervention and goal setting which will also address IEP accommodations already in place. Guidance counselors, as part of the RtI team, will work with teachers, paras, and parents to ensure interventions are thoroughly documented and communicated home with the proper permissions.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4, F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades 6-8

5. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students.

Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other IXL Language Arts	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other Achieve 3000 Reading & Comprehension	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other WIDA ACCESS for ELLs	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other IPT Individual Proficiency Test (ELL)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

6. Describe the charter’s process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

Intervention discussion begin with the initiation of the RtI process by ELA teachers. The necessary data is then collected and reviewed by the ELA Curriculum team, HOS, DCI, ESE, and guidance offices. Data is reviewed in a formal RtI meeting and from there ELA teachers and paraprofessionals are brought together with the DCI and ESE Coordinator to establish intervention strategies and a schedule of goals and reinforcement across content areas.

Grades 6-8 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: FAST Reading PM3 at Level 3 or higher + Lexile at or above grade level or IXL at or above grade level.
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence. Teacher driven curriculum with evidence-based instructional strategies alongside strong supplemental resources through Achieve 3000 and IXL.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students are on target or above for their Lexile level and have score 3+ on PM 1.
Explain how the effectiveness of Tier 1 instruction is monitored. Teacher gradebooks, quarterly progress reports, and quarterly report cards, Achieve3000 Lexile Scores, IXL Diagnostic scores.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The administrative framework includes curriculum meetings with instructors within content areas and across grade-levels. Teachers individually review formative grades and feedback trends to identify remediation needs. Paraprofessionals are brought in to collaborate and support in Tier 1 instruction proactively engaging students before additional interventions are discussed. The formal RtI process and differentiated supports are discussed by teachers, admin, and guidance to determine next steps.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: PM2 or 3 Level 2 or below grade level in Achieve and IXL.
Beginning of year data
IF student meets the following criteria at the beginning of the school year: PM3 Level 2 and Achieve 3000 Lexile level or IXL below grade level.

THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Increased weekly supported IXL practice with intervention specialist or paraprofessional. Interventions are supported by strong levels of evidence through Achieve3000, IXL, and differentiated priority/focus current assignments.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Achieve3000 with language support and IXL with ELL/WIDA skills plan as indicated by their ESOL designation. Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.</p>
<p>Number of times per week interventions are provided: Once a week</p>
<p>Number of minutes per intervention session: 45 minutes</p>
<p>Explain how the effectiveness of Tier 2 interventions is monitored. FAST PM 2-3, IXL Diagnostic, Achieve Data, Grades, Teacher feedback</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? A lack of student progress as monitored by Rtl intervention cycle.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Have not made progress after 6-8 weeks of Tier 2 instruction. Drop to PM Level 1 Achieve 3000 Lexile level <i>and</i> IXL far below grade level.</p>
<p>Beginning of year data</p>
<p>IF student meets the following criteria at the beginning of the school year: PM Level 1 Achieve 3000 Lexile level <i>and</i> IXL far below grade level. Other data provided at intake that denotes below grade level performance.</p>
THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Regular individualized instruction with interventionist.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Achieve3000 with language support and IXL with ELL/WIDA skills plan as indicated by their ESOL designation. Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.</p>
<p>Number of times per week interventions are provided: 2-3 times</p>
<p>Number of minutes per intervention session: 30-45 minutes</p>
<p>Explain how the effectiveness of Tier 3 interventions is monitored. FAST PM 2-3, IXL Diagnostic, Achieve Lexile Data, Teacher gradebook, Teacher feedback</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? A lack of student progress as monitored by Rtl intervention cycle after 6 weeks.</p>

Grades 9-12

7. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other IXL Language Arts	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other Achieve 3000 Reading & Comprehension	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other PERT	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – 2x Year

8. Describe the charter’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Intervention discussion begin with the initiation of the RtI process by ELA teachers. The necessary data is then collected and reviewed by the ELA Curriculum team, HOS, DCI, ESE, and guidance offices. Data is reviewed in a formal RtI meeting and from there ELA teachers and paraprofessionals are brought together with the DCI and ESE Coordinator to establish intervention strategies and a schedule of goals and reinforcement across content areas.

Grades 9-12 Decision Tree	
Beginning of year data	
IF student meets the following criteria at the beginning of the school year: FAST Reading PM3 at Level 3 or higher + Lexile at or above grade level or IXL at or above grade level.	
THEN TIER 1 Only	
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence. Teacher driven curriculum with evidence-based instructional strategies alongside strong supplemental resources through Achieve 3000 and IXL.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students are on target or above for their Lexile level and have score 3+ on PM 1.	
Explain how the effectiveness of Tier 1 instruction is monitored. Teacher gradebooks, quarterly progress reports, and quarterly report cards, Achieve3000 Lexile Scores, IXL Diagnostic scores, PERT passage rates	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The administrative framework includes curriculum meetings with instructors within content areas and across grade-levels. Teachers individually review formative grades and feedback trends to identify remediation needs. Paraprofessionals are brought in to collaborate and support in Tier 1 instruction proactively engaging students before additional interventions are discussed. The formal RtI process and differentiated supports are discussed by teachers, admin, and guidance to determine next steps.	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: PM2 or 3 Level 2 or below grade level in Achieve and IXL.	
Beginning of year data	
IF student meets the following criteria at the beginning of the school year: PM3 Level 2 and Achieve 3000 Lexile level or IXL below grade level.	
THEN TIER 1 Instruction and TIER 2 Interventions	
Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Increased weekly supported IXL practice with intervention specialist or paraprofessional. Interventions are support by strong levels of evidence through Achieve3000, IXL, and differentiated priority/focus current assignments.	
Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.	

Achieve3000 with language support and IXL skills plan as indicated by their ESOL designation. Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
Number of times per week interventions are provided: Once a week
Number of minutes per intervention session: 45 minutes
Explain how the effectiveness of Tier 2 interventions are monitored. FAST PM 2-3, IXL Diagnostic, Achieve Data, Grades, Teacher feedback
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? A lack of student progress as monitored by RtI intervention cycle

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Have not made progress after 6-8 weeks of Tier 2 instruction. Drop to PM Level 1 Achieve 3000 Lexile level <i>and</i> IXL far below grade level. PERT (10 th grade) below passing on Reading and Writing sections
Beginning of year data
IF student meets the following criteria at the beginning of the school year: PM Level 1 Achieve 3000 Lexile level <i>and</i> IXL far below grade level. Other data provided at intake that denotes below grade level performance.
THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Regular individualized instruction with paraprofessional support and interventionist.
Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Achieve3000 with language support and IXL skills plan as indicated by their ESOL designation. Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
Number of times per week interventions are provided: 2-3 times
Number of minutes per intervention session: 30-45 minutes
Explain how the effectiveness of Tier 3 interventions are monitored. FAST PM 2-3, IXL Diagnostic, Achieve Lexile Data, Teacher gradebook, Teacher feedback
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? A lack of student progress as monitored by RtI intervention cycle after 6 weeks.

5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

SCFCS ELA Curriculum Team is comprised on four certified teachers who are working toward DCI Reading Endorsement; ESE Coordinator Reading Endorsement
Mentor teachers and Lead teachers are support with lessons and curriculum, assisting new and developing teachers.
Additional PD is available through FDLRS and the district. Other instructional staff are working on reading coursework to meet professional development requirements.

The data meeting teams review current items, but also best practices for analyzing and synthesizing data to better understand how to process and set goals from the raw data. The upcoming SACS accreditation review with Cognia will be instrumental to work on data process and analysis as a collective, with preparations for PD regarding interpretation and analysis of data.
Teachers have opportunities to collaborate in the school day, both scheduled and spontaneous.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).

All students have the opportunity to attend Collegiate Hour, a one-hour study hall staffed by content area teachers. This hour-long session provides an opportunity to work with ELA teachers on an appointment or drop in basis. Students unable to remain at school can schedule tutoring or remediation time during the Academic Coaching block or during the ELA class block. Students also volunteer to tutor students in reading using Achieve3000 as a platform during Coaching and ELA blocks, as well.

7) Family Engagement (Rule 6A-6.053(8)(b)3.o., F.A.C.)

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district’s plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., *New Worlds Reading Initiative*).


For students with substantial reading deficiencies, notifications will go out to parents individually regarding the progress of the students at the start of the year. Ongoing progress monitoring will also be communicated home along with interventions and remediation plans. The student, parent, and Academic Coach, will work with the guidance counselors and ESE Coordinator (if necessary) to establish goals and an individual success plan.

8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)

District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.— i.). The SCF Collegiate School Leadership Team assures the following:

Initials	Assurance
KG	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
VV	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
KG	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
KG	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
n/a	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
n/a	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
n/a	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.

KG	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
KG	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

SCF Collegiate School, Head of School, Karen Lewellen	
Signature: 	Date: June 4, 2024

State College of Florida Collegiate School - Venice Comprehensive Evidence-Based Reading Plan

Annually, school districts and charter schools must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district/charter’s comprehensive system of reading instruction. In order to assist districts/charters, the Florida Department of Education (Department) has developed the attached format for the reading plans. Districts and charters may utilize the Department’s format or an alternative developed by the district school board/charter school. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The SCFCS-Venice CERP depicts and details the role of administration, professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The main charter reading contact will be the Department’s contact for the charter’s CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Karen Peck	peckk@scf.edu	941-408-1451
Data Element	Lori Masucci	masuccil@scf.edu	941-408-1451
Multi-Tiered System of Supports	Lorie Trzeciak	trzecil@scf.edu	941-408-1451

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. SCFCS-Venice will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the charter’s plan. For elementary schools, the expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP		
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the</i>	\$8000.00	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
<i>charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$8000.00	200
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning – teacher program	\$0	200
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	\$8000.	200

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
9	5%	75%	5%	80%
10	4%	79%	4%	85%

B. Plan Implementation and Monitoring (Rule 6A-6.053(9), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades 9-12	School Level
Data that will be collected and frequency of review	Progress monitoring testing; Post Secondary Readiness Test; Achieve3000
Actions for continuous support and improvement	Achieve3000 remediation software. Curriculum with remediation; study and small group opportunities; tutoring; (Currently exploring IXL reading)

2. Describe what has been revised to improve literacy outcomes for students in the SCFCS-Venice CERP based upon the CERP Reflection Tool and a root-cause analysis of student performance data.

Revisions to how the remediation programs are utilized for students, with focus on skill building. Increased planning for cross curricular collaboration, with specific reading strategies for specific outcomes.
Goal creation and planning to align with the School Improvement Plan.

3. Describe the process used by the head of school to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

In addition to classroom walk throughs, the head of school may access lesson plans, which are available for review and feedback with the Canvas Learning Management System. The charter also sends out curriculum highlights to parents in monthly communication.

4. In addition, describe how the head of school monitors collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Leadership monitors student progress in MTSS meetings for Response to Intervention (RtI). This collects data from Achieve, reviews Progress Monitoring scores and PERT. Leadership may collaborate with English teachers in curriculum meetings. Leadership continues to support students with an administrative framework for those who are dual enrolled, and present additional resources for them on campus.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the charter using the Just Read, Florida! literacy coach model?

Yes/No

The charter does not have a literacy coach. However, the instructors and administration work together to address the Florida Domains and Standards of Literacy Coaching, found here: <https://www.fldoe.org/core/fileparse.php/7539/urlt/LitCoachDefDomainsStands.pdf>

Instructors write their own curriculum based on the BEST standards and college readiness outcomes. They are trained in the multi-tiered system of support, and work as a team with other

teachers, admin and student services to monitor students and implement any interventions, with follow up and parents supports. They fill the role of an academic coach, which includes collaboration with a team of curriculum teachers in their cohort/grade level. They set curriculum subject area goals, as well as individual goals for each student. They are part of the data and RtI teams that review the progress of the cohort and the individual student.

As a small school, there are many roles, but overall the instructors know each student well, and may adjust content and presentation of curriculum as needed, regardless of any required accommodations. The charter has an opportunity to be flexible to meet students where they are and develop a plan to assist their progress, while also challenging them with the rigor of a college readiness course. The charter also has many resources available, including technology to incorporate remediation software that is adaptive to student progress and level. There is ample planning time for teachers to make curriculum adjustments and focus on grading that includes feedback and follow up. There is dedicated time for student progress chats and tutoring, inside and outside of the school day.

Time is protected for teachers and support staff to engage in meaningful data reflection and goal setting, as well as, the adjustments needed to ensure curriculum outcomes are met by all students. Thorough feedback and follow-up discussions are given priority throughout the school day and during the after-school individualized, focused study hall (Collegiate Hour).

The charter program has many goals for progress for students to meet dual enrollment qualifications by their junior year, while accepting students at all levels through the required lottery for acceptance. These goals have a multitude of response when developing classroom and individual plans for student success. Once on the college campus, DE students have access to the Tutoring and Academic Success Center (TASC) as well as the office hours of individual professors. Students with accommodations receive assistance through the Disability Resources Center (DRC). They may also be re-incorporated into the intervention practices they received in 9th – 10th grade.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).

- **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the charter will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.

All students are in fully inclusive classrooms, and participate in the diagnostic assignments when they enroll in the school. Further information may be found on each student by reviewing PM data, reviewing specific standards and competencies.

Classroom English curriculum is targeted to specific standards, skills completion, reading and writing, and teachers work to identify gaps and remediate where needed.

Additional support for interventions is led through MTSS tiers, and overseen through the counselors office, with additional support from paras. As a small charter, the counselor's role is woven into the ESE, ESOL and English departments for interventions.

The core, Tier 1, curriculum provided to all students includes the explicit instruction in reading and writing across genres and contents. The curriculum at these levels also includes regular screening and progress monitoring. Both formative and summative assessment data is used to differentiate instruction and identify learners in need of Tier 2 and Tier 3 supplemental or individualized support to address skill gaps and remediation needs. At this level, students will be first identified through teacher feedback and the RtI process.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades 9-12

6. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other Charter Assessment Achieve3000	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other Charter Assessment PERT	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – 2 x year
Other Charter Assessment Possibility: IXL	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

8. Describe the district’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Intervention discussions begin with data collected and reviewed by the English curriculum team, head of school and counselor’s office. Data is reviewed in formal team meetings, and also with curriculum partners to collaborate with other teachers to reinforce priorities for students in need of Tier 2/3 interventions.

Grades 9-12 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year through analysis of their Lexile level and passing scores on PM1, as well as progress reviewed from the previous year. Observational data with focus on fluency, comprehension, analysis and a writing sample.
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence. Core curriculum is written by the instructors using BEST Florida standards and supported with college readiness standards, pulled from the ‘outcomes’ of the SCF literary courses. Achieve 3000 is used as a weekly assignment to promote an increase in the Lexile scores of students.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students are on target or above for their Lexile level and they have passed PM1.
Explain how the effectiveness of Tier 1 instruction is monitored. Progress monitoring is ongoing through instructor oversight and feedback on grading, successful scores on rubrics and overall grades. Students also incorporate reflection as part of their weekly routine, with specific questions focused on their abilities in their coursework.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The administrative framework includes curriculum meetings with instructors in the same subject area, and in all subject areas; Data and Academic Coaching meetings with the counselor and grade level instructors (reviewing students individually and support as a cohort); RtI process followed by all teachers and reviewed by administration; Support from paraprofessionals; Differentiation in the classroom with student choice options.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Any decline in scores from various data points, a decline in work quality, or a specific issue where the student may have new challenges in or out of school.
Beginning of year data
IF student meets the following criteria at the beginning of the school year through analysis of their Lexile level and passing scores on PM1, as well as progress reviewed from the previous year. Observational data with focus on fluency, comprehension, analysis and a writing sample.
THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. All Tier 1 support followed by additional individual instruction, through teacher tutoring and support in/out of the classroom; reading remediation focus through Achieve3000 or as a differentiated priority/focus in

current assignments; small group and paraprofessional support from interventions directed and overseen by the counselor's office.
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</p> <p>Students with disabilities (SWD) receive the required support as outlined on their IEP, which may be supported by technology.</p> <p>Achieve3000 has a component for ELL students, and utilized when needed as well as opportunities for translation supported by technology.</p>
<p>Number of times per week interventions are provided: As needed, and may be based on SWD accommodations. Interventions may or may not be part of direct instruction. Paraprofessionals, under the guidance of the counseling office, may be scheduled in classrooms or to specific students at any time. Teacher-led formal tutoring times are once a week, and may be more based on the curriculum priorities.</p>
<p>Number of minutes per intervention session: This will vary based on the need, the student and the class. The charter is flexible to meet students where they require support. The tutoring sessions are 55 minutes in small groups.</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Instructor formative and summative assessments and individual monitoring of success in the classroom based on grades/rubrics and overall progress to meet learning goals; Data from Achieve 3000 (and possibly IXL) and FAST progress monitoring data.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>RtI meetings are at least monthly, where instructors, the head of school and the counselor may review student progress in all subject areas, and work to collaborate for specific reading cross curricular focus assignments.</p>

<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year through analysis of their Lexile level and scores on PM2, as well as progress reviewed from the previous year. Data from observations with focus on fluency, comprehension, analysis and a writing sample. Dedicated data review of early warning indicators, including current level, course failures, behavior and attendance.</p>
<p>Beginning of year data</p>
<p>IF student meets the following criteria at the beginning of the school year through analysis of their Lexile level and scores on PM1, as well as progress reviewed from the previous year. Data from observations with focus on fluency, comprehension, analysis and a writing sample.</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</p> <p>Students needing Tier 3 instruction will have been identified by RtI teams as progress declines, or does not improve as identified by a lack of any learning gains. Supplemental support is provided by the counselor and head of school as parent participation is incredibly important to promote learning gains.</p>

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Students with disabilities (SWD) receive the required support as outlined on their IEP, which may be supported by technology.

Achieve3000 has a component for ELL students, and utilized when needed as well as opportunities for translation supported by technology.

Number of times per week interventions are provided: As needed, and may be based on SWD accommodations. Interventions may or may not be part of direct instruction. Paraprofessionals, under the guidance of the counseling office, may be scheduled in classrooms or to specific students at any time. Teacher-led formal tutoring times are once a week, and may be more based on the curriculum priorities.

Number of minutes per intervention session: This will vary based on the need, the student and the class. The charter is flexible to meet students where they require support. The tutoring sessions are 55 minutes in small groups.

Explain how the effectiveness of Tier 3 interventions is monitored.

Instructor formative and summative assessments and individual monitoring of success in the classroom based on grades/rubrics and overall progress to meet learning goals; Data from Achieve 3000 (and possibly IXL) and FAST progress monitoring data.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Rtl meetings are at least monthly, where instructors, the head of school and the counselor may review student progress in all subject areas, and collaborative on specific reading cross curricular focus assignments. In addition to required IEP accommodations and/or ELL support, Tier 3 students will have a success plan drafted by the counselor, student and parent regarding progress goals, remediation opportunities and requirements and all supports available.

5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))

Describe the literacy professional learning that will be provided by the charter, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

SCFCS-Venice has two English teachers for grades 9-10 who are completing district/private professional reading courses to meet requirements for an endorsement. Additional PD is available through FDLRS. Other instructional staff are working on reading coursework to meet professional development requirements. The data meeting teams review current items, but also best practices for analyzing and synthesizing data to better understand how to process and set goals from the raw data. The recent SACS accreditation review with Cognia was instrumental to work on data process and analysis as a collective. There is also a mentor teacher program in place, and has been running with annual updates and revisions since the school was opened. Teachers have opportunities to collaborate in the school day, both scheduled and spontaneous.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)](#), F.A.C.)

Describe any tutoring programs available within your charter and include targeted grade levels (e.g., RAISE High School Tutoring).

All students have the opportunity to attend Collegiate Hour study hall, daily, after school for 60 minutes. It is staffed by rotating teachers, with an opportunity to reach other teachers not there on their planning. English Language Arts tutoring is once a week, with drop in and scheduled tutoring available. Students not able to stay after school have scheduled tutoring/remediation with their instructor and/or other support person during the school day. Additional tutoring is available for dual enrolled students through the Tutoring and Academic center on the college campus. There is also a writing center, with in person and virtual appointments, as well as drop in availability. The SCF Library staff is available throughout the school day and evenings. Students have access to their college professors during office hours.

7) Family Engagement ([Rule 6A-6.053\(8\)\(b\)3.o.](#), F.A.C.)

In accordance with the list outlined in [s. 1008.25\(5\)\(d\)](#), F.S., describe the charter’s plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

For students with a substantial reading deficiency, notifications will go out to parents individually regarding the progress of the student before the year, and during. In many cases, grades are affected, and an individual success plan will be in place to address remediation and academic progress, which is completed with the parent(s) and student.

8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)

District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.— i.). The SCF Collegiate School-Venice head of school assures the following:

Initials	Assurance
KP	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
KP	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
KP - in progress	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
KP	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
N/A	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
N/A	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
N/A	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
KP	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
KP	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

SCF Collegiate School-Venice Head of School, Dr. Karen Peck

Signature:

Karen Peck

Date:

5/29/2024

Meeting of the
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
June 25, 2024

AGENDA ITEM:

Approval of the State College of Florida Collegiate Schools Enrollment Process.

RECOMMENDATION:

The College recommends the District Board of Trustees approval of the charter enrollment processes.

EXPLANATION:

In compliance with F.S. 1002.33 (10) (e)(4) & (7), the district has requested a description of the charter schools' enrollment process and approval from the Governing Board. The district requests a record of all the students who apply to the charters, whether or not they are eventually enrolled, is maintained; that the information shall be made available to the Sponsor upon written request; and that the charters maintain documentation of each enrollment lottery conducted. Such documentation provides sufficient detail to allow the Sponsor to verify that the random selection process used was conducted in accordance with section 1002.33(10)(b), FS.

FISCAL IMPACT ___ yes X no

REQUESTED BY:



Kelly Monod, AVP, SCF Collegiate Schools



SCF Collegiate Schools Enrollment Process

The State College of Florida Collegiate School and the State College of Florida Collegiate School-Venice are required to follow statute regarding enrollment. Per F.S. 1002.33, “the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.” Additionally, “The school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other nearby public schools or school districts.”

The charter schools strive to achieve racial/ethnic balance:

Marketing district wide with open house events and district busing options. SCFCS has a blind recruiting process, with applications that do not ask for demographics or English Language Learner or Special Education information. The charter markets to each county, working to provide equal access to information for all families. There are no academic barriers to entrance until the legislation requirements for a dual enrolled student begin in 11th grade.

The charter schools provide equal opportunity for Students with Disabilities (ESE) and students served in English Language Learner (ELL) programs:

Substantial resources are devoted to all levels of the Multi-Tiered System of Support (MTSS), with highly effective staff and teachers to monitor and support students. Each charter contract outlines commitment to equal opportunity for ELL/ESE students, with support from each district’s respective departments and common student databases to ensure compliance.

The charter schools conduct a random lottery for eligible students:

SCF Communications and Marketing department assists the charters with recruitment and marketing. Direct mail and electronic advertising are sent district wide. Information sessions are held on each campus in English and Spanish in Bradenton to assist with communication for a large Spanish speaking community. Tours of the charter school allow access to parents, teachers and students for families.

All prospective families may apply with a link to *Lotterease*, which is a 3rd party web-based company that manages the lottery to ensure a random drawing and waiting list. All lottery history is stored on this 3rd party website and reports may be generated at any time to understand current trends with data and to track applications and manage any waiting lists. Enrollment priority is automatically given to applicants who are siblings and the children of employees or trustees of the college.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
GRANT PROPOSAL**

NO: 24-06	TITLE: Clean Energy and Manufacturing Workforce Training and Technical Assistance Awards	FUNDS REQUESTED: \$ 336,516
SPONSORING AGENCY: U.S. Department of Energy		Cash Match: \$ 0
PROPOSERS: Mr. Samuel Aldrich, Engineering Technology and Construction Technology Program Manager		SCF In-Kind Match: \$ 0

College departments and participating personnel: Dr. Todd Fritch, Executive VP & Provost; Dr. Patricia Rand, Associate Provost; Mr. Gary Baker, Assistant Dean, Business & Technology; and Mr. Samuel Aldrich, Engineering Technology and Construction Technology Program Manager

GRANT SUMMARY:

As part of the Florida Energy Assessment Consortium (FEAC) led by the University of Miami, State College of Florida, Manatee-Sarasota (SCF) has applied for a U.S. Department of Energy grant to develop and open an Industry Assessment Center (IAC) to support small and mid-sized manufacturing companies in the region.

If funded, this three-year grant would also provide a unique opportunity for SCF students, and student interns, to be trained to assess the energy needs of local manufacturers. This endeavor will lead to a well-trained workforce with the skills to meet the evolving needs of the manufacturing and STEM industries in the Manatee-Sarasota area, provide cost-saving opportunities for businesses, and enhance collaborations between the college, local business, and the community at large to improve outcomes for all stakeholders.

Students that are trained for this project will receive scholarships to cover tuition. Each will participate in multiple energy assessments and be required to complete and deliver one final assessment report with cost and energy saving recommendations for the assessed companies. This approach to skills-based assessment is an authentic way for students to demonstrate their ability to apply what they have learned. Conducting assessments in manufacturing businesses and providing technical assistance related to the results of the assessments will provide sustained interactions with industry professionals and opportunities to learn from and develop relationships with employers in the region.

Students conducting the assessments will also be compensated by the grant for their time in the field. The grant will also pay stipends for two faculty to receive training and develop curriculum, and it will provide funds to purchase tools and equipment.

Signature Page

Proposal # 24-06

By signing below, I acknowledge that I have read and approve Grant Proposal #24-06 as listed above.

Sam Aldrich Sr.	_____
Area Administrator	Date
Erin Buckley	_____
Sponsored Projects	Date
Paul Berkle	_____
Director Human Resources	Date
Patricia Rand	_____
Associate Provost for Academic and Faculty Affairs	Date
Brittany K. Nielsen	_____
VP Student Services & Enrollment Management	Date
Julia Jakway	_____
VP Finance and Administrative Services	Date
Todd Fritch	_____
Executive VP & Provost	Date
Ryan C. Hale	_____
VP for Institutional Effectiveness	Date
Dr. Carol Probtfeld	_____
President	Date
_____	_____
Submitted to Board of Trustees	Date

Signature: Sam Aldrich
Email: aldrics@scf.edu

Signature: Paul Berkle
Email: berklep@scf.edu

Signature: Dr. Brittany Nielsen
Dr. Brittany Nielsen (Jun 6, 2024 12:45 EDT)
Email: nielseb@scf.edu

Signature: Todd Fritch
Todd Fritch (Jun 6, 2024 13:41 EDT)
Email: fritcht@scf.edu

Signature: Dr. Carol Probstfeld
Dr. Carol Probstfeld (Jun 11, 2024 12:08 EDT)
Email: probstc@scf.edu

Signature: _____
SCF Board Chair

Signature: Erin Buckley
Email: bucklee@scf.edu

Signature: Dr. Patricia Rand
Dr. Patricia Rand (Jun 6, 2024 10:01 EDT)
Email: randp@scf.edu

Signature: Julia Jakway
Julia Jakway (Jun 6, 2024 12:59 EDT)
Email: jakwayj@scf.edu

Signature: R. C. Hale
Dr. Ryan Hale (Jun 6, 2024 14:17 EDT)
Email: haler@scf.edu

**STATE COLLEGE OF FLORIDA
GRANT PROPOSAL**

NO: 24-07	TITLE: Carl D. Perkins, Career and Technical Education Postsecondary Programs (Federal Funds) Fiscal Year 2024-25	FUNDS REQUESTED: \$ 369,690
SPONSORING AGENCY: Office of Workforce Education – Florida Department of Education		SCF CASH MATCH: \$0
PROPOSER: Dr. Ryan Hale, VP for Institutional Effectiveness, and Dr. Todd Fritch, Executive VP & Provost		SCF IN-KIND MATCH: \$0

College departments and participating personnel: Dr. Todd Fritch, Executive VP/Provost; Dr. Ryan Hale, VP for Institutional Effectiveness; Dr. Brittany Nielsen, VP, Student Services & Enrollment Management; Dr. Patricia Rand, Associate Provost for Academic & Faculty Affairs; A.S. Degree Program Managers and Academic Department Chairs

GRANT SUMMARY:

Through the Division of Career and Adult Education, the Florida Department of Education awards Carl D. Perkins federal grant funds to State College of Florida, Manatee-Sarasota to strengthen the College's A.S. (career and technical education) and certificate programs, thereby augmenting the regional workforce. The Perkins grant includes support for enhancing many activities undertaken by the College's career and technical education programs. A sample of the initiatives funded by the Perkins allocation include:

- Educational materials, software and/or equipment to enhance services, learning environments and required courses for A.S. and college credit certificate programs such as:
 - Accounting Technology
 - Business Administration, Marketing and Management
 - Business Analytics
 - Biotechnology
 - Computer Information Technology, Computer Programming and Analysis, Network Systems Technology and Technology Project Management
 - Construction Management Technology
 - Criminal Justice Technology
 - Early Childhood Education
 - Engineering Technology
 - Entrepreneurship
 - Graphic Design Technology
 - Health Professions Programs, including Physical Therapist Assistant, Dental Hygiene, Occupational Therapy Assistant, Radiography and Nursing
 - Hospitality Management
 - Music Production Technology
 - Paralegal/Legal Assisting
 - Photographic Technology
- Supporting personnel in the Bradenton and Venice Tutoring and Academic Success Centers; experiential learning; and promoting industry certification initiatives.
- A.S. marketing, recruitment and student success innovations include strategic marketing initiatives for recruiting non-traditional students into non-traditional programs, and for career and technical education student persistence, completion, and job placement.
- Support for curriculum development and enhancement, and for the Suncoast Career Pathways Consortium.

SCF Board of Trustees Meeting June 25, 2024

Signature Page

Proposal # 24-07

By signing below, I acknowledge that I have read and approve Grant Proposal #24-07 as listed above.

Ryan C. Hale	_____
Area Administrator	Date
Erin Buckley	_____
Sponsored Projects	Date
Paul Berkle	_____
Director Human Resources	Date
Patricia Rand	_____
Associate Provost for Academic and Faculty Affairs	Date
Brittany K. Nielsen	_____
VP Student Services & Enrollment Management	Date
Julia Jakway	_____
VP Finance and Administrative Services	Date
Todd Fritch	_____
Executive VP & Provost	Date
Ryan C. Hale	_____
VP for Institutional Effectiveness	Date
Dr. Carol Probtfeld	_____
President	Date
_____	_____
Submitted to Board of Trustees	Date

Signature: *TAFS*
Dr. Todd Fritch (Jun 5, 2024 15:05 EDT)
Email: fritcht@scf.edu

Signature: *Paul Berkle*
Email: berklep@scf.edu

Signature: *Dr. Brittany Nielsen*
Dr. Brittany Nielsen (Jun 6, 2024 12:48 EDT)
Email: nielseb@scf.edu

Signature: *Todd Fritch*
Todd Fritch (Jun 6, 2024 13:40 EDT)
Email: fritcht@scf.edu

Signature: *Dr. Carol Probstfeld*
Dr. Carol Probstfeld (Jun 11, 2024 12:17 EDT)
Email: probstc@scf.edu

Signature: _____
SCF Board Chair

Signature: *Erin Buckley*
Email: bucklee@scf.edu

Signature: *Dr. Patricia Rand*
Dr. Patricia Rand (Jun 6, 2024 10:02 EDT)
Email: randp@scf.edu

Signature: *Julia Jakway*
Julia Jakway (Jun 6, 2024 13:02 EDT)
Email: jakwayj@scf.edu

Signature: *R. C. Hale*
Dr. Ryan Hale (Jun 6, 2024 14:18 EDT)
Email: haler@scf.edu

**STATE COLLEGE OF FLORIDA
GRANT PROPOSAL**

NO: 24-08	TITLE: Pathways to Career Opportunities Expansion Grant (PCOG) Program	FUNDS REQUESTED: \$ 644,396
SPONSORING AGENCY: Florida Department of Education, Division of Career and Adult Education		SCF CASH MATCH: \$0
PROPOSER: Dr. Todd Fritch, Executive VP & Provost		SCF IN-KIND MATCH: \$0

College departments and participating personnel: Dr. Todd Fritch, Executive VP/Provost; Dr. Ryan Hale, VP for Institutional Effectiveness

GRANT SUMMARY:

The Pathways to Career Opportunities Grant from the Florida Department of Education provides funding to establish new, operate existing, or expand existing registered apprenticeship programs in Florida's high schools, school district career centers and Florida College System institutions. State College of Florida, Manatee-Sarasota (SCF) has submitted a project concept proposal for this grant, which if selected, will allow the college to apply for a full proposal.

According to Freight Analysis Framework estimates for 2020, more than 95% of Florida's intrastate tonnage was moved by truck. Florida Commerce statistics indicate an expected combined growth of 9.4% for transportation and material moving occupations throughout Florida over the next six years. By 2030, it is projected over 1.2 million transportation jobs will be needed for Florida's thriving economy. Combining the anticipated growth with the current thousands of vacant truck driving jobs statewide, the importance of training and certifying new commercial drivers to support state and national supply chains has never been more evident.

SCF currently has a Pathways Apprenticeship grant, in partnership with Fleetforce Truck Driving School, to recruit and train 50 truck drivers and prepare them to earn their commercial driver license. If funded, this proposal would expand SCF's successful apprenticeship program to 16 additional counties throughout Florida to train another 225 apprentice truck drivers.

Signature Page

Proposal # 24-08

By signing below, I acknowledge that I have read and approve Grant Proposal #24-08 as listed above.

Todd Fritch	_____
Area Administrator	Date
Erin Buckley	_____
Sponsored Projects	Date
Paul Berkle	_____
Director Human Resources	Date
Patricia Rand	_____
Associate Provost for Academic and Faculty Affairs	Date
Brittany K. Nielsen	_____
VP Student Services & Enrollment Management	Date
Julia Jakway	_____
VP Finance and Administrative Services	Date
Todd Fritch	_____
Executive VP & Provost	Date
Ryan C. Hale	_____
VP for Institutional Effectiveness	Date
Dr. Carol Probtfeld	_____
President	Date
_____	_____
Submitted to Board of Trustees	Date

Signature: 
Dr. Todd Fritch (Jun 5, 2024 15:09 EDT)
Email: fritcht@scf.edu

Signature: *Paul Berkle*
Email: berklep@scf.edu

Signature: *Dr. Brittany Nielsen*
Dr. Brittany Nielsen (Jun 6, 2024 12:47 EDT)
Email: nielseb@scf.edu

Signature: *Todd Fritch*
Todd Fritch (Jun 6, 2024 13:40 EDT)
Email: fritcht@scf.edu

Signature: *Dr. Carol Probstfeld*
Dr. Carol Probstfeld (Jun 11, 2024 12:13 EDT)
Email: probstc@scf.edu

Signature: _____
SCF Board Chair

Signature: *Erin Buckley*
Email: bucklee@scf.edu

Signature: *Dr. Patricia Rand*
Dr. Patricia Rand (Jun 6, 2024 10:02 EDT)
Email: randp@scf.edu

Signature: *Julia Jakway*
Julia Jakway (Jun 6, 2024 13:02 EDT)
Email: jakwayj@scf.edu

Signature: *R. C. Hale*
Dr. Ryan Hale (Jun 6, 2024 14:18 EDT)
Email: haler@scf.edu

**STATE COLLEGE OF FLORIDA
GRANT PROPOSAL**

NO: 24-09	TITLE: College Reach-Out Program (CROP) (Tampa Bay CROP Consortium) 2024-25	FUNDS AWARDED \$61,405
SPONSORING AGENCY: Florida Department of Education (State Funding)		SCF CASH MATCH: \$111,389
PROPOSER: Raul Lorenzo, Program Director, College Readiness		SCF IN-KIND MATCH: \$4,070

College departments and participating personnel: Raul Lorenzo, Program Director, College Readiness, Academic Affairs; Heather Shehorn, Assistant Dean, Early College Programs & Strategic Academic Initiatives, Venice Campus Administrator; Dr. Todd Fritch, Executive VP and Provost

GRANT SUMMARY:

The primary goal of the College Reach-Out Program (CROP), established under Section 1007.34 of the Florida Statutes, is to motivate and prepare low-income, educationally disadvantaged students in grades 6 through 12 to pursue and successfully complete a postsecondary education. The State College of Florida, Manatee-Sarasota (SCF) CROP serves students in Manatee and Sarasota counties as a member of the Tampa Bay CROP Consortium, which also includes St. Petersburg College, Hillsborough Community College and the University of South Florida, Tampa.

For 2024-25, the SCF College Reach-Out Program will serve 164 students. In Manatee County the initiative primarily serves students at Lee Middle School and Bayshore, Manatee, Palmetto and Southeast high schools. In Sarasota County, the program serves students at Heron Creek and Booker Middle School and Booker, Sarasota, North Port and Riverview high schools. Each participating school has a site coordinator serving as a mentor to the student participants at that school.

The program activities/topics include motivational speakers; STEM workshops and career exposure; financial aid, study-skill strategies; choosing a college; cultural activities; and career and college admissions information. College placement test preparation, college tours and campus visits are also important components of the program.

Grant funds of \$61,405 will underwrite a portion of the SCF College Readiness Director's, and the Retention Specialist's salaries and benefits. The consortium's proposal includes a one-week summer residential program, which will include at least five CROP students served by SCF, with \$3,000 of the above-mentioned grant funds set aside for that purpose. (Summer Residential Program monies are held by USF Tampa as they host the program.)

To strengthen the project and satisfy state requirements, SCF will provide \$111,389 as a cash match, which includes personnel expense, non-salary expense, travel, supplies, printing and copying, instructional materials, contracted services, and scholarships for CROP participants to attend SCF. Financial Aid provides scholarships through SCF grants, waivers or other resources. SCF's in-kind match is \$4,070. Cash, grants, and in-kind funding from other sources, including scholarships, is projected to be \$47,429.

Signature Page
Proposal # 24-09

By signing below, I acknowledge that I have read and approve Grant Proposal #24-09 as listed above.

<u><i>Raul Lorenzo</i></u> <small>Raul Lorenzo (Jun 5, 2024 11:25 EDT)</small>	_____
Area Administrator	Date
<u><i>Cin Buckley</i></u>	_____
Sponsored Projects	Date
<u><i>Paul Finkle</i></u>	_____
Director Human Resources	Date
<u><i>Dr. Patricia Rand</i></u> <small>Dr. Patricia Rand (Jun 6, 2024 13:00 EDT)</small>	_____
Associate Provost for Academic and Faculty Affairs	Date
<u><i>Dr. Brittany Nielsen</i></u> <small>Dr. Brittany Nielsen (Jun 6, 2024 13:06 EDT)</small>	_____
VP Student Services & Enrollment Management	Date
<u><i>Julia Jakway</i></u> <small>Julia Jakway (July, 2024 13: EDT)</small>	_____
VP Finance and Administrative Services	Date
<u><i>Todd Fritch</i></u> <small>Todd Fritch (Jun 6, 2024 13:39 EDT)</small>	_____
Executive VP & Provost	Date
<u><i>R. C. Hale</i></u> <small>Dr. Ryan Hale (Jun 6, 2024 14:19 EDT)</small>	_____
VP for Institutional Effectiveness	Date
<u><i>Dr. Carol Probstfeld</i></u> <small>Dr. Carol Probstfeld (Jun 11, 2024 12:16 EDT)</small>	_____
President	Date
_____	_____
Submitted to Board of Trustees	Date

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
GRANT PROPOSAL**

NO: 24-10	TITLE: Federal Nonprofit Security Grant FY24	FUNDS REQUESTED: \$ 237,345
SPONSORING AGENCY: U.S. Department of Homeland Security thru the Florida Department of Emergency Management		Cash Match: \$ 0
PROPOSERS: Mr. Shawn J. Patten, Director, Public Safety & Emergency Management		SCF In-Kind Match: \$ 0

College departments and participating personnel: Mr. Shawn J. Patten, Director, Public Safety & Emergency Management; Mr. Chris Wellman, Associate VP Facilities; and Julie Jakway, VP Finance & Administrative Services

GRANT SUMMARY:

The Nonprofit Security Grant Program (NSGP), funded by the U.S. Department of Homeland Security/Federal Emergency Management Agency, provides funding support for target hardening and other physical security enhancements to nonprofit organizations in the U.S. The NSGP promotes emergency preparedness coordination and collaboration activities between public and private community representatives as well as state and local government agencies.

State College of Florida, Manatee-Sarasota (SCF) has submitted a proposal to the NSGP for \$237,345 that would provide additional safety enhancements for SCF students, faculty and staff. If funded, the college will have three years to spend the funds and complete the terms of the grant.

Signature Page

Proposal # 24-10

By signing below, I acknowledge that I have read and approve Grant Proposal #24-10 as listed above.

Shawn J Patten	_____
Area Administrator	Date
Erin Buckley	_____
Sponsored Projects	Date
Paul Berkle	_____
Director Human Resources	Date
Patricia Rand	_____
Associate Provost for Academic and Faculty Affairs	Date
Brittany Nielsen	_____
VP Student Services & Enrollment Management	Date
Julia Jakway	_____
VP Finance and Administrative Services	Date
Todd Fritch	_____
Executive VP & Provost	Date
e	_____
VP for Institutional Effectiveness	Date
Dr. Carol Probstfeld	_____
President	Date
_____	_____
Submitted to Board of Trustees	Date

Signature: Shawn J Patten
Shawn J Patten (Jun 5, 2024 14:44 EDT)
Email: pattens@scf.edu

Signature: Paul Berkle
Email: berklep@scf.edu

Signature: Dr. Brittany Nielsen
Dr. Brittany Nielsen (Jun 12, 2024 14:30 EDT)
Email: nielseb@scf.edu

Signature: TMP
Dr. Todd Fritch (Jun 5, 2024 15:10 EDT)
Email: fritcht@scf.edu

Signature: Dr. Carol Probstfeld
Dr. Carol Probstfeld (Jun 13, 2024 08:50 EDT)
Email: probstc@scf.edu

Signature: _____
SCF Board Chair

Signature: Erin Buckley
Email: bucklee@scf.edu

Signature: Patricia Rand
Patricia Rand (Jun 6, 2024 09:06 EDT)
Email: randp@scf.edu

Signature: Julia Jakway
Julia Jakway (Jun 5, 2024 14:38 EDT)
Email: jakwayj@scf.edu

Signature: R. C. Hale
Dr. Ryan Hale (Jun 5, 2024 15:03 EDT)
Email: haler@scf.edu

**OFFICE OF THE VICE PRESIDENT OF
FINANCE AND ADMINISTRATIVE SERVICES**

Julie Martin Jakway, Vice President

TO: State College of Florida, Manatee – Sarasota
District Board of Trustees

FROM: Julie Martin Jakway
Vice President of Finance and Administrative Services

SUBJECT: *Monthly Financial Report – April 2024*

Two Year Programs

The report for Two Year Programs presents the Budget and Year-To-Date Revenue and Expense for this fiscal year and last fiscal year as of April 30, 2024.

Student Fees revenue for the current year flat compared to the same period last year. Other Student Fees revenue increased by 12% over Other Student Fees reported through April of last year. This is mainly due to an increase in continuing workforce education tuition. Support from Local Government increased by 3% over Support from Local Government through April of last year. State Support increased by 26% over State Support through April of last year due to increased appropriations for the current fiscal year.

In the category of Expenses, overall Personnel costs are 11% higher as compared to last April. Services expense increased 37% and Materials and Supplies expense decreased 2% compared to April of last year. Materials and Supplies expense decrease is due to reduction in data software, minor equipment purchases and library books. Other Current Charges decreased 26% compared to the same category through April of last year. This decrease is due to a reduction in fundable fee waivers. Capital Outlay in April was \$287,594 compared to \$33,310 last April. This increase is mainly due to an increase in office furniture and equipment purchases.

With this fiscal year 83% complete, personnel costs are at 73% of the amount budgeted for the current year, slightly higher compared to the three-year average of 69% for this time of year. Current expenses represent 54% of the amount budgeted, less than the three-year average of 57% this time of year.

In summary, with the year 83% complete:

- Year-To-Date Actual Revenue is 85% of the Adjusted Budget, which is slightly higher compared with the three-year average of 84% for this time of year.
- Year-To-Date Actual Expense is 65% of the Adjusted Budget, which is slightly higher than the three-year average of 64% for this time of year.
- Revenues are higher and expenses are lower as would be expected as a percentage of budget basis.

Baccalaureate Programs

Total Revenue for Baccalaureate Programs consists of Student Fees, Other Student Fees, and Other Revenue. Total Revenue as of April 30, 2024, totaled \$1,636,652, compared to the three-year average of \$1,496,370. Student Fees revenue is \$1,373,542 and Other Student Fees revenue is \$115,604, compared to the three-year average of \$1,309,987 and \$118,943, respectively, for this time of year. Other Revenue is \$147,507 compared to the three-year average of \$67,440 for this time of year. This increase is largely due to higher interest rates in the current year.

Total Expense for Baccalaureate Programs consists of Personnel and Current expenses. Total Expense is \$1,257,778, with Personnel totaling \$1,158,114 and Current Expense totaling \$99,664, compared to the three-year average of \$1,017,750, \$913,530, and \$105,197, respectively, for this time of year.

On a percentage basis, Total Revenue is 88% of that budgeted compared to the three-year average of 87% for this time of year. Total Expense is 67% of that budgeted, which is higher than the 59% three-year average for this time of year.

Collegiate School – Bradenton Campus

Total Revenue for Collegiate School – Bradenton Campus consists of Support from Local Government, State Support, Federal Support, and Other Revenue. Total Revenue as of April 30, 2024, totaled \$4,355,039 compared to the three-year average of \$3,895,660. Support from Local Government is \$3,711,423 compared to the three-year average of \$3,503,976 for this time of year. State Support is \$327,830 compared to the three-year average of \$240,652 for this time of year. Federal Support is \$214,581 compared to the three-year average of \$97,497 for this time of year. This decrease is due to accruing ESSER grants funds back into the previous fiscal year. Other Revenue is \$101,205 compared to the three-year average of \$53,535 for this time of year. This increase is driven by the rise in interest rates in the current fiscal year.

Total Expense for Collegiate School – Bradenton Campus consists of Personnel, Current and Capital Outlay expenses. Total Expense is \$3,794,380, with Personnel totaling \$2,438,839, Current Expense totaling \$896,601 and Capital Outlay expenses totaling \$458,940 during the period. These figures compared to the three-year averages of \$3,409,838, \$2,164,367, \$921,802, and \$323,668, respectively, for this time of year.

On a percentage basis, Total Revenue is 84% of that budgeted, more than the three-year average of 80% for this time of year. Total Expense is 66% of that budgeted, slightly higher than the three-year average of 65% for this time of year.

Collegiate School – Venice Campus

Total Revenue for Collegiate School – Venice Campus consists of Support from Local Government, State Support, Federal Support, and Other Revenue. Total Revenue as of April 30, 2024, totaled \$2,050,686 compared to the three-year average of \$1,518,348. Support from Local Government is \$1,880,306 compared to the three-year average of \$1,397,736 for this time of year. State Support is \$164,624 compared to the three-year average of \$92,048. Federal Support is \$(8,996) compared to the three-year average of \$19,420 for this time of year. This decrease is due to accruing ESSER grants funds back into the previous fiscal year. Other Revenue is \$14,752 compared to the three-year average of \$9,144 for this time of year. This increase is driven by the rise in interest rates in the current fiscal year.

Total Expense for Collegiate School – Venice Campus consists of Personnel, Current and Capital Outlay expenses. Total Expense is \$1,336,515, with Personnel totaling \$96,560, Current Expense totaling \$176,864 and Capital Outlay expenses totaling \$28,244 during the period. These figures compared to the three-year averages of \$1,459,643, \$890,700, \$268,770, and \$300,173, respectively, for this time of year.

On a percentage basis, Total Revenue is 84% of that budgeted, more than the three-year average of 75% for this time of year. Total Expense is 55% of that budgeted, which is less than the three-year average of 57% for this time of year.

State College of Florida
Two Year Revenue and Expense Comparison Report
FY 2023-24 vs. FY 2022-23
Lower Level Programs - Fund 11000

AC Type Description	April 30, 2024				April 30, 2023				Percent Change CY YTD Actual/ PY YTD Actual
	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	
Revenue									
41 Student Fees	13,679,170	13,903,963	13,515,247	97%	13,334,618	13,444,618	13,541,540	101%	0%
42 Other Student Fees	3,678,121	3,560,906	3,324,160	93%	3,039,243	3,175,893	2,963,713	93%	12%
43 Support From Local Government [1]	1,343,347	1,442,047	1,434,849	100%	1,789,423	1,789,423	1,397,420	78%	3%
44 State Support	35,999,152	35,015,298	30,291,523	87%	32,334,055	32,334,055	24,104,299	75%	26%
45 Federal Support	26,000	4,177,286	327,285	8%	0	26,000	26,338	101%	1143%
46 Gifts, Private Grants & Contracts	0	0	0	0%	0	510,000	0	0%	0%
47 Sales and Services Department	827,665	1,187,621	1,012,506	85%	555,362	643,380	842,230	131%	20%
49 Other Revenue [2]	476,544	915,326	1,062,066	116%	141,817	391,817	257,847	66%	312%
4A Non-Revenue Receipts [3]	296,548	100	(3)	-3%	298,548	298,548	3	0%	-225%
Total : Revenue	56,326,547	60,202,547	50,967,632	85%	51,493,066	52,613,734	43,133,390	82%	18%
Grand Total : Revenue	56,326,547	60,202,547	50,967,632	85%	51,493,066	52,613,734	43,133,390	82%	18%
Expense									
Personnel									
51 Salaries-Full Time & Perm Part Time	25,165,669	26,464,322	20,107,654	76%	23,727,397	25,353,136	17,979,709	71%	12%
52 Other Personnel Exp P/T (Non-Perm)	3,709,408	3,797,208	2,506,995	66%	3,743,109	3,748,359	2,664,017	71%	-6%
53 Personnel Benefits	11,991,426	11,052,253	7,590,377	69%	12,357,008	11,057,119	6,669,468	60%	14%
Total : Personnel	40,866,503	41,313,783	30,205,026	73%	39,827,514	40,158,615	27,313,193	68%	11%
Current Expense									
61 Services [4]	11,146,170	15,172,530	9,553,649	63%	10,182,279	10,546,931	6,998,436	66%	37%
62 Materials and Supplies	4,114,207	4,057,581	2,358,980	58%	3,689,740	3,678,762	2,415,476	66%	-2%
63 Other Current Charges [5]	6,608,353	4,279,308	665,806	16%	4,472,369	4,493,112	898,565	20%	-26%
Total : Current Expense	21,868,730	23,509,419	12,578,435	54%	18,344,388	18,718,805	10,312,476	55%	22%
Capital									
71 Capital Outlay	1,145,586	1,188,000	287,594	24%	1,029,246	1,059,840	33,310	3%	763%
Total : Capital	1,145,586	1,188,000	287,594	24%	1,029,246	1,059,840	33,310	3%	763%
Grand Total : Expense	63,880,819	66,011,200	43,071,055	65%	59,201,148	59,937,259	38,658,979	64%	11%

[1] Dual enrollment revenue
[2] Includes interest and dividends, fines and penalties, bad debt recoveries and miscellaneous revenue
[3] Includes non-mandatory transfers in, proceeds from fixed asset sales, over and short, lost revenue recovery from CARES
[4] Includes travel, postage, phone, printing, repairs, service agreements, utilities, advertising, temp svcs, consultants and professional fees, and contractors
[5] Includes central store, scholarships, fee waivers, bad debt expense, unemployment comp and uninsured losses

State College of Florida
Two Year Revenue and Expense Comparison Report
FY 2023-24 vs. FY 2022-23
Upper Level Programs - Fund 12000

AC Type	Description	April 30, 2024				April 30, 2023				Percent Change CY YTD Actual/ PY YTD Actual
		Orig Budget	Adj Budget	YTD Actual	Adj Budget	Orig Budget	Adj Budget	YTD Actual	Adj Budget	
	Revenue									
41	Student Fees	1,302,969	1,414,288	1,373,542	97%	1,283,737	1,283,737	1,273,230	99%	8%
42	Other Student Fees	123,689	130,089	115,604	89%	123,689	123,689	116,242	94%	-1%
44	State Support	178,164	178,164	0	0%	178,164	178,164	0	0%	0%
49	Other Revenue [1]	68,438	147,517	147,507	100%	3,767	48,767	84,157	173%	173%
	Total : Revenue	1,673,260	1,870,058	1,636,654	88%	1,589,357	1,634,357	1,473,629	90%	11%
	Grand Total : Revenue	1,673,260	1,870,058	1,636,654	88%	1,589,357	1,634,357	1,473,629	90%	11%
	Expense									
	Personnel									
51	Salaries-Full Time & Perm Part Time	800,253	845,608	603,771	71%	728,407	728,407	334,246	46%	81%
52	Other Personnel Exp P/T (Non-Perm)	400,451	451,551	371,408	82%	367,000	367,000	400,299	109%	-7%
53	Personnel Benefits	259,408	263,758	182,936	69%	275,679	275,679	106,078	38%	72%
	Total : Personnel	1,460,112	1,560,917	1,158,114	74%	1,371,086	1,371,086	840,623	61%	38%
	Current Expense									
61	Services [2]	35,755	33,600	16,563	49%	25,070	25,183	16,817	67%	-2%
62	Materials and Supplies	83,777	87,592	63,340	72%	77,765	83,514	70,756	85%	-10%
63	Other Current Charges [3]	93,616	189,449	19,761	10%	115,601	115,601	32,447	28%	-39%
	Total : Current Expense	213,148	310,641	99,663	32%	218,436	224,298	120,020	54%	-17%
	Capital									
71	Capital Outlay	0	0	0		2,931	(2,931)	(2,931)	100%	-100%
	Total : Capital	0	0	0		2,931	(2,931)	(2,931)	100%	-100%
	Grand Total : Expense	1,673,260	1,871,558	1,257,778	67%	1,592,453	1,592,453	957,713	60%	31%

[1] Includes interest and dividends, fines and penalties, bad debt recoveries and miscellaneous revenue
[2] Includes travel, postage, phone, printing, repairs, service agreements, utilities, advertising, temp svcs, consultants and professional fees, and contractors
[3] Includes central store, scholarships, fee waivers and bad debt expense

**BUDGET AMENDMENT REQUEST
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

**RESOLUTION NUMBER: Thirty-two (32)
AMENDMENT NUMBER: Thirty-two (32)**

**FISCAL YEAR: 2023-24
April 2024**

FUND NAME: CURRENT UNRESTRICTED

FUND NUMBER: 11000

Beginning Fund Balance	\$ 10,406,451	\$	\$	\$ 10,406,451
REVENUE	60,202,547			60,202,547
TOTAL TO BE ACCOUNTED FOR	\$ 70,608,998	\$ 0	\$ 0	\$ 70,608,998
SALARIES	\$ 40,875,502	\$ 438,280	<a>	\$ 41,313,782
CURRENT EXPENSE	23,358,654			23,159,803
CAPITAL OUTLAY	1,420,447		<c>	1,181,018
ENDING FUND BALANCE	4,954,395			4,954,395
TOTAL ACCOUNTED FOR	\$ 70,608,998	\$ 438,280	\$ 438,280	\$ 70,608,998

JUSTIFICATION:

<a> The \$438,280 increase in Salaries Expense is due to:
Align budget to actual

438,280
\$ <u>438,280</u>

 The \$198,851 decrease in Current Expense is due to:
Purchase computer for Digital Production Manager's office
Purchase of Pure Storage computer system update
Transfer funds for phone system upgrade
Purchase of nursing manequin and supplies for simulation center
Purchase of additional IT storage
Align budget to actuals
Purchase of golf cart

(2,930)
(48,256)
27,836
(52,385)
71,548
(186,599)
(8,065)
\$ <u>(198,851)</u>

<c> The \$239,429 decrease in Capital Outlay is due to:
Purchase computer for Digital Production Manager's office
Purchase of Pure Storage computer system update
Transfer funds for phone system upgrade
Purchase of nursing manequin and supplies for simulation center
Purchase of additional IT storage
Align budget to actual
Purchase of golf cart

2,030
48,256
(27,836)
52,385
(71,548)
(250,780)
8,065
\$ <u>(239,429)</u>

**BUDGET AMENDMENT REQUEST
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

RESOLUTION NUMBER: Thirty-Three (33)
AMENDMENT NUMBER: Thirty-Three (33)

FISCAL YEAR: 2023-24
April 2024

FUND NAME: Upper Division Fund

FUND NUMBER: 12000

CATEGORY	PRESENT BUDGET	INCREASE	DECREASE	REVISED BUDGET
Beginning Fund Balance	\$ 1,982,181	\$	\$	\$ 1,982,181
REVENUE	1,673,260	196,798 <a>		1,870,058
TOTAL TO BE ACCOUNTED FOR	\$ 3,655,441	\$ 196,798	0	\$ 3,852,239
SALARIES	\$ 1,460,111	\$ 100,805 		\$ 1,560,916
CURRENT EXPENSE	214,649	95,993 <c>		310,642
CAPITAL OUTLAY	0			0
ENDING FUND BALANCE	1,980,681			1,980,681
TOTAL ACCOUNTED FOR	\$ 3,655,441	\$ 196,798	\$ 0	\$ 3,852,239

JUSTIFICATION:

<a> The \$196,798 increase in Revenue is due to:
Align budget to actuals

196,798
196,798

 The \$100,805 increase in Salary Expense is due to:
Align budget to actuals

100,805
\$ 100,805

<c> The \$95,993 increase in current expense is due to:
Align budget to actuals

\$ 95,993
95,993

191,986
\$

\$ 0

**BUDGET AMENDMENT REQUEST
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

RESOLUTION NUMBER: Thirty-four (34)
AMENDMENT NUMBER: Thirty-four (34)

FISCAL YEAR: 2023-24
April 2024

FUND NAME: GENERAL RESTRICTED

FUND NUMBER: TWO

CATEGORY	PRESENT BUDGET	INCREASE	DECREASE	REVISED BUDGET
Beginning Fund Balance	\$ 1,608,811	\$	\$	\$ 1,608,811
REVENUE	13,596,025	502,964 <a>		14,098,989
TOTAL TO BE ACCOUNTED FOR	\$ 15,204,836	\$ 502,964	\$ 0	\$ 15,707,800
SALARIES	\$ 4,114,617	\$ 569,223 		4,683,840
CURRENT EXPENSE	2,614,914		476,858 <c>	2,138,056
CAPITAL OUTLAY	1,082,000	435,600 <d>		1,517,600
ENDING FUND BALANCE	7,393,304		25,000 <e>	7,368,304
TOTAL ACCOUNTED FOR	\$ 15,204,835	\$ 1,004,823	\$ 501,858	\$ 15,707,800

JUSTIFICATION:

<a> The \$502,965 increase in Revenue is due to:
Foundation scholarships for CCAMPIS grant daycare services
Establish budget for Nursing Simulation grant

22,964
480,000
\$ 502,964

 The \$569,222 increase in Salaries Expense is due to:
WIOA grant budget re-distribution
Establish budget for Nursing Simulation grant

356,184
213,038
\$ 569,222

<c> The \$467,858 decrease in Current Expense is due to:
Foundation scholarships for CCAMPIS grant daycare services
Foundation scholarships for CCAMPIS grant daycare services
WIOA grant budget re-distribution
Purchase Math/Science supplies
Establish budget for Nursing Simulation grant
Fund Balance to B-SABR Contingency

22,965
10,000
(356,184)
(200,600)
31,962
15,000
\$ (476,857)

<d> The \$435,600 increase in Capital Outlay Expense is due to:
Purchase Math/Science supplies
Establish budget for Nursing Simulation grant

200,600
235,000
\$ 435,600

<e> The \$24,999 decrease in Fund Balance is due to:
Foundation scholarships for CCAMPIS grant daycare services
Fund Balance to B-SABR Contingency

(10,000)
(15,000)
\$ (25,000)

**BUDGET AMENDMENT REQUEST
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

**RESOLUTION NUMBER: Thirty-Five (35)
AMENDMENT NUMBER: Thirty-Five (35)**

**FISCAL YEAR: 2023-24
March 2024**

FUND NAME: COLLEGIATE SCHOOL - BC

FUND NUMBER: 23000

CATEGORY	PRESENT BUDGET	INCREASE	DECREASE	REVISED BUDGET
Beginning Fund Balance	\$ 2,381,295	\$	\$	\$ 2,381,295
REVENUE	4,568,791	0		4,568,791
TOTAL TO BE ACCOUNTED FOR	\$ 6,950,086	\$ 0	\$ 0	\$ 6,950,086
SALARIES	\$ 3,317,576	\$ 23,753 <a>		\$ 3,341,329
CURRENT EXPENSE	1,495,972		23,753	1,472,219
CAPITAL OUTLAY	29,828			29,828
ENDING FUND BALANCE	2,106,710			2,106,710
TOTAL ACCOUNTED FOR	\$ 6,950,086	\$ 23,753	\$ 23,753	\$ 6,950,086

JUSTIFICATION:

<a> The \$23,753 increase in Current Expense is due to:
Align budget to actuals

2,375
\$ 2,375

 The \$1,639 decrease in Capital Outlay is due to:
Align budget to actuals

(23,753)
\$ (23,753)

**BUDGET AMENDMENT REQUEST
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

RESOLUTION NUMBER: Thirty-Six (36)
AMENDMENT NUMBER: Thirty-Six (36)

FISCAL YEAR: 2023-24
April 2024

FUND NAME: COLLEGIATE SCHOOL-VC

FUND NUMBER: 23001

CATEGORY	PRESENT BUDGET	INCREASE	DECREASE	REVISED BUDGET
Beginning Fund Balance	\$ 203,200	\$	\$	\$ 203,200
REVENUE	2,444,573			2,444,573
TOTAL TO BE ACCOUNTED FOR	\$ 2,647,773	\$ 0	\$ 0	\$ 2,647,773
SALARIES	\$ 1,567,545	\$ 4,600	<a>	\$ 1,572,145
CURRENT EXPENSE	742,491		4,600	737,891
CAPITAL OUTLAY	14,052			14,052
ENDING FUND BALANCE	323,685			323,685
TOTAL ACCOUNTED FOR	\$ 2,647,773	\$ 4,600	\$ 4,600	2,647,773

JUSTIFICATION:

<a> The \$4,600 increase in Salaries is due to:
Align budget to actuals

4,600
\$ 4,600

 The \$4,600 decrease in Current Expense is due to:
Align budget to actuals

(4,600)
\$ (4,600)

**BUDGET AMENDMENT REQUEST
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

RESOLUTION NUMBER: Thirty-seven (37)
AMENDMENT NUMBER: Thirty-seven (37)

FISCAL YEAR: 2023-24
April 2024

FUND NAME: UNEXPENDED PLANT FUND

FUND NUMBER: SEVEN

	PRESENT		REVISED	
CATEGORY	BUDGET	INCREASE	DECREASE	BUDGET
Beginning Fund Balance	\$ 13,739,408	\$	\$	\$ 13,739,408
REVENUE	24,417,642			24,417,642
TOTAL TO BE ACCOUNTED FOR	\$ 38,157,050	\$ 0	\$ 0	\$ 38,157,050
SALARIES	\$ 0	\$	\$	0
CURRENT EXPENSE	1,765,301		5,822 <a>	1,759,479
CAPITAL OUTLAY	42,526,784	217,734 		42,744,518
ENDING FUND BALANCE	(6,135,035)		211,912 <c>	(6,346,947)
TOTAL ACCOUNTED FOR	\$ 38,157,050	\$ 217,734	\$ 217,734	\$ 38,157,050

JUSTIFICATION:

<a> The \$5,822 decrease in Current Expense is due to:

VC drive loop cameras	(1,183)
Establish CO&DS for SCF Project Environment Health & Safety	10,000
Guidance and Remediation office furniture	(4,000)
Close out stage lift project	(300)
Close out EDC office remodel project	(339)
Site improvement projects, which include concrete, masonry, landscape sod, irrigation	(10,000)
	<u>\$ (5,822)</u>

 The \$217,734 increase in Capital Outlay is due to:

VC drive loop cameras	1,183
Increase CO&DS for safety/security upgrades	105,000
Guidance and Remediation office furniture	4,000
Increase CIT for maintenance/remodel/renovation	100,000
Campus wide parking lot repairs	139,000
Close out Bldg 8 renovation CIT	(30,890)
Close out stage lift project	(84,357)
Close out EDC office remodel project	(54,611)
Site improvement projects, which include concrete, masonry, landscape sod, irrigation	10,000
Bldg 14 dining room flooring project	135,000
Close out FY24 Parrish campus PO's	(106,591)
	<u>\$ 217,734</u>

<c> The \$211,912 decrease in Ending Fund Balance is due to:

Increase CO&DS for safety/security upgrades	(105,000)
Establish CO&DS for SCF Project Environment Health & Safety	(10,000)
Increase CIT for maintenance/remodel/renovation	(100,000)
Campus wide parking lot repairs	(139,000)
Close out Bldg 8 renovation CIT	30,890
Close out stage lift project	84,658
Close out EDC office remodel project	54,949
Bldg 14 dining room flooring project	(135,000)
Close out FY24 Parrish campus PO's	106,591
	<u>(211,912)</u>

State College of Florida
Two Year Revenue and Expense Comparison Report
FY 2023-24 vs. FY 2022-23
Collegiate School - Bradenton Campus

AC Type Description	April 30, 2024				April 30, 2023				Percent Change CY YTD Actual/ PY YTD Actual
	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	Percent	Orig Budget	Adj Budget	YTD Actual	
Revenue									
43 Support From Local Government [1]	3,954,102	4,523,988	3,711,423	82%	3,938,551	4,216,154	3,554,555	84%	4%
44 State Support [2]	40	7,162	327,830		40	150,040	196,818	131%	67%
45 Federal Support [3]	27,268	448,386	214,581	48%	27,268	365,308	31,965	9%	571%
49 Other Revenue [4]	79,430	176,182	101,205	57%	79,430	79,430	74,964	94%	35%
Total : Revenue	4,060,840	5,155,718	4,355,039	84%	4,045,289	4,810,932	3,858,302	80%	13%
Grand Total : Revenue	4,060,840	5,155,718	4,355,039	84%	4,045,289	4,810,932	3,858,302	80%	13%
Expense									
Personnel									
51 Salaries-Full Time & Perm Part Time	1,834,689	2,380,873	1,788,122	75%	1,834,689	2,210,382	1,665,577	75%	7%
52 Other Personnel Exp P/T (Non-Perm)	59,520	67,574	24,185	36%	59,520	75,520	39,697	53%	-39%
53 Personnel Benefits	732,988	892,882	626,533	70%	732,988	732,988	532,429	73%	18%
Total : Personnel	2,627,197	3,341,329	2,438,839	73%	2,627,197	3,018,890	2,237,704	74%	9%
Current Expense									
61 Services [5]	1,065,835	1,208,762	695,343	58%	1,082,540	1,115,341	698,724	63%	0%
62 Materials and Supplies	269,154	310,213	201,258	65%	269,155	284,160	245,442	86%	-18%
63 Other Current Charges	0	0	0		0	0	0		
Total : Current Expense	1,334,989	1,518,975	896,601	59%	1,351,695	1,399,501	944,166	67%	-5%
Capital									
71 Capital Outlay	538,038	922,103	458,940	50%	274,508	638,661	150,218	24%	
Total : Capital	538,038	922,103	458,940	50%	274,508	638,661	150,218	24%	
Grand Total : Expense	4,500,223	5,782,407	3,794,380	66%	4,253,400	5,057,052	3,332,088	66%	14%

[1] Includes revenue from Manatee County school district
 [2] Includes capital funding from Manatee County school district
 [3] Includes grant revenue
 [4] Includes interest and dividend, teacher supply funds and Best & Brightest Scholarships awarded by Manatee County school board.
 [5] Includes travel, postage, printing, lease, insurance, contracted services (including DE), and professional fees

State College of Florida
Two Year Revenue and Expense Comparison Report
FY 2023-24 vs. FY 2022-23
Collegiate School - Venice Campus

AC Type Description	April 30, 2024				April 30, 2024				Percent Change CY YTD Actual/ PY YTD Actual
	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	Percent	Orig Budget	Adj Budget	YTD Actual	
Revenue									
43 Support From Local Government [1]	2,364,033	2,205,427	1,880,306	85%	1,661,312	1,495,055	1,247,032	83%	51%
44 State Support [2]	0	0	164,624		0	58,376	58,685	101%	181%
45 Federal Support [3]	30,000	224,346	(8,996)	-4%	15,000	210,558	1,801	1%	-599%
49 Other Revenue [4]	2,000	14,800	14,752	100%	1,817	9,817	10,863	111%	
4A Non-Revenue Receipts	0	0	0		3,274	169,274	0	0%	
Total : Revenue	2,396,033	2,444,573	2,050,686	84%	1,681,403	1,943,080	1,318,381	68%	56%
Grand Total : Revenue	2,396,033	2,444,573	2,050,686	84%	1,681,403	1,943,080	1,318,381	68%	56%
Expense									
Personnel									
51 Salaries-Full Time & Perm Part Time	1,044,146	1,109,577	771,562	70%	890,246	1,027,392	728,714	71%	6%
52 Other Personnel Exp P/T (Non-Perm)	17,000	27,500	19,384	70%	25,000	37,960	12,782	34%	52%
53 Personnel Benefits	359,599	415,046	272,145	66%	349,599	387,677	243,916	63%	12%
Total : Personnel	1,420,745	1,552,123	1,063,092	68%	1,264,845	1,453,029	985,413	68%	8%
Current Expense									
61 Services [5]	547,840	586,560	95,898	16%	312,664	407,902	141,975	35%	-32%
62 Materials and Supplies	184,687	176,452	80,966	46%	213,138	218,353	175,249	80%	-54%
Total : Current Expense	732,527	763,013	176,864	23%	525,802	626,255	317,224	51%	-44%
Capital									
Capital Outlay	5,000	117,428	96,560	82%	516,192	532,317	503,937	95%	-81%
Total : Capital	5,000	117,428	96,560	82%	516,192	532,317	503,937	95%	-81%
Grand Total : Expense	2,158,272	2,432,564	1,336,515	55%	2,306,839	2,611,601	1,806,573	69%	-26%

[1] Includes revenue from Sarasota County school district
[2] Includes capital funding from Sarasota County school district
[3] Includes grant revenue
[4] Includes interest and dividends revenue
[5] Includes travel, postage, printing, lease, insurance, contracted services (including DE), and professional fees

ACCEPTANCE OF GIFTS AND GRANTS

It is respectfully requested the District Board of Trustees of State College of Florida, Manatee-Sarasota accept and approve the following gifts and grants.

April 2024		
<u>DONOR/GRANTOR</u>	<u>AMOUNT</u>	<u>DESCRIPTION</u>
<u>Gifts:</u>		
No gifts received		
<u>Grants:</u>		
United States Department of Education		
April YTD Revenue	607,083	
March YTD Revenue	607,083	
Change for Month of April	-	Pell Grant 2022-23
April YTD Revenue	12,181,737	
March YTD Revenue	11,417,953	
Change for Month of April	763,784	Pell Grant 2023-24
Total Received - Gifts	-	
Total Received (Returned) - Pell Grant	763,784	

PROPERTY DISPOSAL

(Complete and route to Vice President, Finance & Administrative Services)



Proposed by Xavier Montgomery
 Name
Manager, Business Operations
 Title

Date 5/31/2024

Description	Asset #	Purchase Price	Purchase Date	Reason for disposal	Method of disposal
Latitude 5510	00035529	\$1350.00	12/03/2020	Obsolete	Escrap
Latitude 5510	00035531	\$1350.00	12/03/2020	Obsolete	Escrap
Latitude 5510	00035533	\$1350.00	12/03/2020	Obsolete	Escrap
Venco Pug Mill	026677	\$2824.29	01/30/2007	Obsolete	Escrap
Ricoh Pro C651EX	029974	\$28325.00	02/07/2012	Obsolete	Escrap
Booklet Finisher	029975	\$7227.00	02/07/2012	Obsolete	Escrap
LCIT RT5060	029976	\$5614.00	02/07/2012	Obsolete	Escrap
Color Controller	029977	\$12381.00	02/07/2012	Obsolete	Escrap
2019 GMC Acadia	033887	\$19907.75	08/14/2018	Transfer to president Emerita	Transfer

Tate Montgomery 05/31/2024
 Proposer Date

Rebecca Fida 05/31/24
 Business Services Administrator Date

Julia Jakway 05/31/24
Julia Jakway (May 31, 2024 15:11 EDT)
 Signature of Vice President, Finance & Administrative Services Date

Signature: *Monica Riskay*
Email: riskaym@scf.edu

Meeting of the
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
June 25, 2024

AGENDA ITEM:

Approval to Write-off Delinquent Accounts – \$4,481.30

RECOMMENDATION:

The College recommends District Board of Trustees’ approval of a Delinquent Account Write-off.

STAFF ANALYSIS:

The College is submitting for approval the delinquent account write-off lists for uncollected receivables recorded prior to June 30, 2022. Each receivable is at least two years old. Accounts older than two years are written off as receivables for financial reporting purposes; however, the debt remains outstanding as an obligation for the debtor. The debtors are not allowed to register or obtain transcripts until the debt is satisfied.

Accounts to be written-off for fiscal year 2023-24 totaled \$4,481.30.

**In fiscal year 2023 write-off’s totaled \$0.00 due to HEERF funds being used to pay student balances incurred during COVID, to allow students the opportunity to re-enroll in school.

<u>Fiscal Year</u>	<u>Amount</u>	<u>Years Included</u>
Written off in 2023	\$ 00.00**	1990 to 6/30/21
Written off in 2022	\$ 282,536.61	1990 to 6/30/20
Written Off in 2021	\$ 291,046.32	1990 to 6/30/19
Written Off in 2020	\$ 276,911.01	1990 to 6/30/18
Written Off in 2019	\$ 331,834.07	1990 to 6/30/17
Written Off in 2018	\$ 366,197.98	1990 to 6/30/16
Written Off in 2017	\$ 452,375.17	1990 to 6/30/15
Written Off in 2016	\$ 479,373.16	1990 to 6/30/14

FISCAL IMPACT YES

Funding Source: N/A

Amount: \$4,481.30

Will this action result in a Budget Amendment? No

If yes, indicate the dollar amount: N/A

Attachment

REQUESTED BY: Julie Jakway
Vice President, Business and Administrative Services

AUTHORIZATION TO CHARGE-OFF DELINQUENT STUDENT AND OTHER ACCOUNTS

It is respectfully requested that the Board of Trustees of State College of Florida, Manatee-Sarasota grant authorization to charge off the following delinquent student and other accounts:

<u>STUDENT IDENTIFIER</u>	<u>TERM</u>	<u>BALANCE</u>
CH-2624	202030	225.00
FP-9203	202110	432.28
HT-7833	202110	15.50
LA-1158	202210	20.00
JB-5912	202210	0.30
AB-7142	202210	20.00
SB-5179	202210	8.54
JB-0619	202210	20.00
KB-8977	202210	20.00
NB-7645	202210	9.00
RB-8365	202210	20.00
DB-9527	202210	20.00
CC-8523	202210	20.00
AC-8874	202210	20.00
AC-2988	202110	150.00
TC-2905	202210	10.55
JC-5525	202210	5.86
HC-8549	202310	35.00
MD-4778	202210	0.40
MD-8339	202210	178.11
JD-9048	202210	20.00
AE-9360	202210	20.00
IF-7994	202110	150.00
BG-4301	202210	0.44
DH-1519	202230	200.00
YH-4991	202220	3.99
LH-1691	202230	200.00
AJ-2370	202210	20.00
TK-0799	202110	300.00
JL-1899	202110	375.00
JL-7086	202210	20.00
JL-1554	202210	20.00
KP-1799	202210	0.35
KR-7689	202220	556.00
AR-9154	202210	20.00
SS-2712	202030	75.00
CT-8227	202210	0.32
JV-8083	202110	350.00
FV-8261	202210	20.00

<u>DW-7061</u>	202210	7.54
<u>RW-5158</u>	202110	40.00
<u>BW-8807</u>	202210	852.12
		<u>\$ 4,481.30</u>

AUTHORIZATION TO WRITE-OFF DELINQUENT STUDENT ACCOUNTS

It is respectfully requested that the Board of Trustees of State College of Florida, Manatee-Sarasota grant authorization to write-off the following delinquent student accounts:

ID	Amount	Type	Term	Reason
KT-4642	\$ 978.00	Non-Title IV	202410	Bankruptcy
MW-5253	\$ 402.00	Title IV	202410	Deceased
TOTAL	\$ 1380.00			

State College of Florida Current Capital Projects With Budgets over \$150,000 as of June 2024	Board of Trustee Approved Budget	Date Board Approved Budget	Source of Funds	Project Justification	Total Estimated Project Expense Includes all Hard and Soft costs	Comments
Completed Since Last Report						
In-Construction						
Bradenton Site Improvements	708,000	5/25/2021	CIF	Drainage/Safety	708,000	Construction
Building Deferred Maintenance, Buildings 17,29,500	1,270,000	6/28/2022	\$8.2M State CARES	Deferred Maint.	1,270,000	Construction
Building Deferred Maintenance, Buildings 300	1,000,000	6/28/2022	\$8.2M State CARES	Deferred Maint.	1,000,000	Construction
Building Maintenance Collegewide: Roof, Floor, Painting	450,000	5/25/2021	CIF, CO&DS	Deferred Maint.	450,000	Construction
Roof Coatings, Collegewide	1,535,000	6/28/2022	\$8.2M State CARES	Deferred Maint.	1,535,000	Construction
MTSC Nursing Student Debriefing Rooms	350,000	6/27/2023	CIF	Nursing Program	350,000	Construction
Collegewide Parking Lot Striping	250,000	6/27/2023	CIF	Safety	250,000	Construction
Building 19 Guidance & Remediation Suite	408,000	10/31/2023	Collegiate School PECO	Student Support	408,000	Construction
Building 14 Student Union Floor Replacement	200,000	10/31/2023	CIF	Deferred Maint.	200,000	Construction
HVAC Deferred Maintenance, Buildings 26	2,658,776	6/28/2022	\$8.2M State CARES	Deferred Maint.	2,658,776	Construction
Lighting Upgrades, Parking, Sidewalks, Neel Auditorium	775,000	6/27/2023	CIF , CO&DS	Safety	775,000	Construction
Building 8 Classroom Upgrades	200,000	6/27/2023	CIF/Fund Balance	Power Distribution	200,000	Construction
In Planning or Design						
Parrish Phase 1 Design	2,209,750	5/23/2023	PECO	Population Shift	2,209,750	Design in process
CIT Faculty Offices	350,000	6/27/2023	CIF	Nursing Program	350,000	Design in process
Total	12,364,526				12,364,526	

Meeting of the
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
June 25th, 2024

AGENDA ITEM:

Contract Approval for Building 26 HVAC Rooftop Equipment, Bradenton Campus

RECOMMENDATION:

The College recommends approval by the Board of Trustees for the contract with Tandem Construction to replace the Building 26 HVAC Rooftop Equipment, Bradenton Campus.

STAFF ANALYSIS:

Through the CCNA process, Tandem Construction was selected for the CM Continuing Contract. Design was completed and Tandem Construction advertised and obtained bids per Florida Statute. The cost of construction, totaling \$2,414,413.39, including general conditions, subcontractor costs, overhead and profit have been evaluated by SCF College Staff and are found to be fair and reasonable. Therefore, requesting Board approval to contract with Tandem Construction for a Guaranteed Maximum Price of \$2,414,413.39.

The HVAC equipment has a 44-week lead time. The work will be accomplished in Summer 2025.

Budgeted Amount: \$2,639,693.43

FISCAL IMPACT Yes

Funding Source: \$8.2M State CARES

Will this action result in a Budget Amendment? Yes

If yes, indicate the dollar amount: \$2,414,413.39

REQUESTED BY: Chris Wellman, AVP, Facilities Management

FUNDING VERIFIED AND APPROVED BY: Julie Jakway

Vice President, Finance and Administrative Services

Meeting of the
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-
SARASOTA June 25, 2024

AGENDA ITEM:

2024/25 College Fee Schedule

RECOMMENDATION:

The College recommends approval by the District Board of Trustees for the 2023/24 Fee Schedule in accordance with FS 1009.23.

STAFF ANALYSIS:

In accordance with Rule # 6XH14-1.07, the College has reviewed special course/lab fees and recommends the following changes:

Course Fee Eliminations: Effective July 1, 2024, the following course fees are recommended for elimination on the fee schedule.

CET 1600, 1610
CGS 1000, 1543, 1570, 2820
CIS 1355
CIS 2321, 2352
COP 2170, 2228
CTS 1150
CTS 2390, 2391, 2392, 2433

FISCAL IMPACT YES

Funding Source: Student Fees

Will this action result in a Budget Amendment? NO

If yes, indicate the dollar amount: \$ N/A

REQUESTED BY: Julie Jakway

FUNDING VERIFIED AND APPROVED BY: Julie Jakway, Vice President, Business and Administrative Services

Click here for current tuition per credit hour.

Courses listed below carry special fees in addition to tuition per credit hour.

ART	Per Term:
ART 1201C, 1205C, 1300C, 1301C.....	\$10
ART 1203C, 2701C, 2702C.....	40
ART 2330C, 2331C.....	20
ART 2500C, 2501C.....	25
ART 2715C.....	75
ART 2750C, 2752C, 2753C, 2771C.....	60
ART 2751C.....	68

COMPUTER SCIENCE

CET 1600, 1610.....	\$26
CGS 1000, 1543, 1570, 2820.....	25
CIS 1355.....	50
CIS 2321, 2352.....	25
GOP 2170, 2228.....	25
GTS 1150.....	25
GTS 2390, 2391, 2392, 2433.....	25

DENTAL HYGIENE

DEH 1002C.....	\$55
DEH 1800C*.....	113
DEH 2802C.....	100
DEH 2804C*.....	191
DEH 2806C*.....	163
DES 1020*.....	13
DES 1100C.....	35
DES 1200C.....	100

**(Includes nonrefundable liability insurance fee. See Additional Fees. If background check and/or drug screening are required, fees will be paid to outside sources.)*

ENGINEERING TECHNOLOGY

EET 1033C, 1141C, 2142C.....	\$25
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EDUCATION

EDE 4942, 4945.....	\$66
EEX 3830, 4995.....	66
LAE 3414.....	10
RED 3309.....	10

FILM	Per Term:
FIL 1420.....	\$10
FIL 1537.....	15
FIL 2423.....	15
FIL 2441.....	25
FIL 2552, 2571.....	35
FIL 2580.....	25

GRAPHIC DESIGN

GRA 1100C, 1206C, 2121C, 2122C, 2950C.....	\$20
GRA 2190C.....	5

HEALTH SCIENCES

HSC 2401.....	\$35
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MUSIC

MUC 1211, 1211B, 2221, 2221B.....	\$240
MVB 1011A, 1011B, 1012A, 1012B, 1013A, 1013B, 1014A, 1014B, 1015A, 1015B, 1311, 1311B, 1312, 1312B, 1313, 1313B, 1314, 1314B, 1315, 1315B, 2321, 2321B, 2322, 2322B, 2323, 2323B, 2324, 2324B, 2325, 2325B.....	240
MVK 1011A, 1011B, 1013A, 1013B, 1311, 1311B, 1313, 1313B, 2321, 2321B, 2323, 2323B.....	240
MVP 1011A, 1011B, 1311, 1311B, 2321, 2321B.....	240
MVS 1011A, 1011B, 1012A, 1012B, 1013A, 1013B, 1014A, 1014B, 1015A, 1015B, 1016A, 1016B, 1311, 1311B, 1312, 1312B, 1313, 1313B, 1314, 1314B, 1315, 1315B, 1316, 1316B, 2321, 2321B, 2322, 2322B, 2323, 2323B, 2324, 2324B, 2325, 2325B, 2326, 2326B.....	240
MVV 1011A, 1011B, 1311, 1311B, 2321, 2321B.....	240
MVW 1011A, 1011B, 1012A, 1012B, 1013A, 1013B, 1014A, 1014B, 1015A, 1015B, 1311, 1311B, 1312, 1312B, 1313, 1313B, 1314, 1314B, 1315, 1315B, 2321, 2321B, 2322, 2322B, 2323, 2323B, 2324, 2324B, 2325, 2325B.....	240

****Fees are subject to change without notice and whenever conditions dictate. Updated fees are posted on the SCF website: SCF.edu/Tuition**

Continued on next page

Rev. 04/2405/23

Courses listed below carry special fees in addition to tuition per credit hour.

NATURAL SCIENCE Per Term:

BSC 1005C, 2419C, 2420C, 2426C, 2427C	\$40
BSC 1007L	35
BSC 1421	12.50
BSC 2010L, 2011L, 2086L	50
BSC 2085L	45
CHM 1020C	40
CHM 1025L, 2045L	35
CHM 2046L	45
CHM 2210L, 2211L	60
ESC 1000C	25
MCB 2010L	70
OCB 1000C	30
PHY 1020C	30
PHY 2048L, 2053L	35
PHY 2049L, 2054L	45

NURSING

NSP 4275C	\$225
NUR 1023*	145.50
NUR 2731C*	13
NUR 2732C	130
NUR 2703C*	210
NUR 4636L*	13

**(Includes nonrefundable liability insurance fee. See Additional Fees. If background check and/or drug screening are required, fees will be paid to outside sources.)*

OCCUPATIONAL THERAPY ASSISTANT

OTH 1001C	\$13
OTH 1014C*	15.50
OTH 1114C	15
OTH 2840L, 2841L	12
OTH 2261C	54

**(Includes nonrefundable liability insurance fee. See Additional Fees. If background check and/or drug screening are required, fees will be paid to outside sources.)*

PHOTOGRAPHY

PGY 1800C, 2401C, 2404C, 2405C, 2801C	\$40
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PHYSICAL EDUCATION Per Term:

LEI 1263	\$10
PEN 2251	15

PHYSICAL THERAPIST ASSISTANT

PHT 1007C, 1211C	\$20
PHT 1124C*, 2321C*	13
PHT 2337C	7
PHT 2931	50

**(Includes nonrefundable liability insurance fee. See Additional Fees. If background check and/or drug screening are required, fees will be paid to outside sources.)*

POLITICAL SCIENCE

INR 2500, 2500A, 2500B	\$100
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PSYCHOLOGY

SLS 1301 (Includes career & affective testing)	\$27
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RADIOGRAPHY

RTE 1002*	\$15.50
RTE 1804L	28
RTE 1814L, 2844L	10
RTE 1824C*	25
RTE 2834L	10

**(Includes nonrefundable liability insurance fee. See Additional Fees. If background check and/or drug screening are required, fees will be paid to outside sources.)*

Additional Fees

202~~34~~ – 202~~45~~ Academic

Access Fee	\$40.00 per term, nonrefundable
Credit for Experiential Learning (C.E.L.) Application Fee	\$5.00 nonrefundable
Credit Card Convenience Fee	1.25% nonrefundable ¹
College Application Fee	\$20.00 nonrefundable ²
Duplicate Diploma Fee	\$15.00 nonrefundable
(Payable before the application for graduation is processed, for each degree.)	
Health Professions Programs	
Application Fee	\$20.00/\$35.00 nonrefundable ³
(One-time fee, payable before application can be processed for admittance to each health profession program, with the exception of ASN-Nursing.)	
Health Occupations Basic Entrance Test (HOBETV)	\$50.00 nonrefundable
Insurance Fee	\$15.50 nonrefundable
Nursing (ASN) Application Fee	\$35.00 nonrefundable
Test of Essential Academic Skills (TEAS)	\$50.00 nonrefundable
International Student Application for Admission Fee ...	\$75.00 nonrefundable
Late Fee	\$50.00 nonrefundable
Inactive OneCard Replacement Fee	\$10.00 nonrefundable
Parking Violations	
Improperly parked in a handicapped space or blocking handicapped ramp	\$250.00
Parking in undesignated areas, blocking traffic, parking in a no-parking area or parked over the line	\$30.00
No current SCF decal, improper decal, or no decal showing	\$20.00
Parked in a reserved or visitor space or parked in a motorcycle space ...	\$30.00
Moving Violations (College student court)	\$20.00 minimum
Reinstatement Fee	\$50.00 nonrefundable
Returned Check Fee	\$20.00 nonrefundable
(A minimum of \$20.00 will be charged for NSF (insufficient) checks. The maximum charge permitted by law is the greater of \$40.00 or 5% of the face amount of the check. The check writer is also responsible for costs associate with the collection.)	
Student ID Card Replacement Fee	\$10.00 nonrefundable

¹Effective January 1, 2022

²Effective for Spring 2022 application submitted on and after October 1, 2021. Prior application fees are applicable toward tuition.

³Effective for Spring 2022 application submitted on and after October 1, 2021, the application fee for all health professions program will be \$35.00

Additional Fees

20234 – 20245 Academic

Testing Fees: nonrefundable

	SCF Student	Non-SCF Student
PERT – Reading	-0-	\$10.00
PERT – Writing	-0-	\$10.00
PERT – Math	-0-	\$10.00
PERT – Retake*	\$10.00	\$10.00
NOTE: PERT = Postsecondary Education Readiness Test		
FCELPT – Reading	-0-	\$10.00
FCELPT – Sentence Skills	-0-	\$10.00
FCELPT – Arithmetic	-0-	\$10.00
FCELPT – Elementary Algebra	-0-	\$10.00
FCELPT – College Level Math	-0-	\$10.00
FCELPT – Retake* (each section)	\$10.00	\$10.00
NOTE: FCELPT = Florida College Entry Level Placement Test		
<i>The PERT and FCELPT nonrefundable retest fee is \$10.00 per section for both SCF and non-SCF students. If your PERT or FCELPT scores are more than two years old, no retest fee is charged.</i>		
CLEP	CLEP test fee + \$15.00 Administration Fee	Same
Proctored Exams	-0-	\$25.00 per test up to three hours in length. \$50.00 per test more than three hours in length.

Transcript Fee..... \$7.00 nonrefundable
(For each transcript, payable with each request. One free official transcript is mailed to each student upon graduation from SCF.)

[Click here for current tuition per credit hour.](#)

Courses listed below carry special fees in addition to tuition per credit hour.

ART

	Per Term:
ART 1201C, 1205C, 1300C, 1301C.....	\$10
ART 1203C, 2701C, 2702C.....	40
ART 2330C, 2331C.....	20
ART 2500C, 2501C.....	25
ART 2715C.....	75
ART 2750C, 2752C, 2753C, 2771C.....	60
ART 2751C.....	68

DENTAL HYGIENE

DEH 1002C.....	\$55
DEH 1800C*.....	113
DEH 2802C.....	100
DEH 2804C*.....	191
DEH 2806C*.....	163
DES 1020*.....	13
DES 1100C.....	35
DES 1200C.....	100

**(Includes nonrefundable liability insurance fee. See Additional Fees. If background check and/or drug screening are required, fees will be paid to outside sources.)*

ENGINEERING TECHNOLOGY

EET 1033C, 1141C, 2142C.....	\$25
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EDUCATION

EDE 4942, 4945.....	\$66
EEX 3830, 4995.....	66
LAE 3414.....	10
RED 3309.....	10

FILM

	Per Term:
FIL 1420.....	\$10
FIL 1537.....	15
FIL 2423.....	15
FIL 2441.....	25
FIL 2552, 2571.....	35
FIL 2580.....	25

GRAPHIC DESIGN

GRA 1100C, 1206C, 2121C, 2122C, 2950C.....	\$20
GRA 2190C.....	5

HEALTH SCIENCES

HSC 2401.....	\$35
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MUSIC

MUC 1211, 1211B, 2221, 2221B.....	\$240
MVB 1011A, 1011B, 1012A, 1012B, 1013A, 1013B, 1014A, 1014B, 1015A, 1015B, 1311, 1311B, 1312, 1312B, 1313, 1313B, 1314, 1314B, 1315, 1315B, 2321, 2321B, 2322, 2322B, 2323, 2323B, 2324, 2324B, 2325, 2325B.....	240
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MVW 1011A, 1011B, 1012A, 1012B, 1013A, 1013B, 1014A, 1014B, 1015A, 1015B, 1311, 1311B, 1312, 1312B, 1313, 1313B, 1314, 1314B, 1315, 1315B, 2321, 2321B, 2322, 2322B, 2323, 2323B, 2324, 2324B, 2325, 2325B.....	240

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Continued on next page

Rev. 04/24

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NATURAL SCIENCE Per Term:

BSC 1005C, 2419C, 2420C, 2426C, 2427C.....	\$40
BSC 1007L.....	35
BSC 1421.....	12.50
BSC 2010L, 2011L, 2086L.....	50
BSC 2085L.....	45
CHM 1020C.....	40
CHM 1025L, 2045L.....	35
CHM 2046L.....	45
CHM 2210L, 2211L.....	60
ESC 1000C.....	25
MCB 2010L.....	70
OCB 1000C.....	30
PHY 1020C.....	30
PHY 2048L, 2053L.....	35
PHY 2049L, 2054L.....	45

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NSP 4275C.....	\$225
NUR 1023*.....	145.50
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**(Includes nonrefundable liability insurance fee. See Additional Fees. If background check and/or drug screening are required, fees will be paid to outside sources.)*

OCCUPATIONAL THERAPY ASSISTANT

OTH 1001C.....	\$13
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PEN 2251.....	15

PHYSICAL THERAPIST ASSISTANT

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POLITICAL SCIENCE

INR 2500, 2500A, 2500B.....	\$100
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PSYCHOLOGY

SLS 1301 (Includes career & affective testing).....	\$27
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RADIOGRAPHY

RTE 1002*.....	\$15.50
RTE 1804L.....	28
RTE 1814L, 2844L.....	10
RTE 1824C*.....	25
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College Application Fee	\$20.00 nonrefundable ²
Duplicate Diploma Fee	\$15.00 nonrefundable
(Payable before the application for graduation is processed, for each degree.)	
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Application Fee	\$20.00/\$35.00 nonrefundable ³
(One time fee, payable before application can be processed for admittance to each health profession program, with the exception of ASN-Nursing.)	
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No current SCF decal, improper decal, or no decal showing	\$20.00
Parking in a reserved or visitor space or parked in a motorcycle space	\$30.00
Moving Violations (College student court)	\$20.00 minimum
Reinstatement Fee	\$50.00 nonrefundable
Returned Check Fee	\$20.00 nonrefundable
(A minimum of \$20.00 will be charged for NSF (insufficient) checks. The maximum charge permitted by law is the greater of \$40.00 or 5% of the face amount of the check. The check writer is also responsible for costs associate with the collection.)	
Student ID Card Replacement Fee	\$10.00 nonrefundable

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²Effective for Spring 2022 application submitted on and after October 1, 2021. Prior application fees are applicable toward tuition.

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PERT – Math	-0-	\$10.00
PERT – Retake*	\$10.00	\$10.00
NOTE: PERT = Postsecondary Education Readiness Test		
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FCELPT – Sentence Skills	-0-	\$10.00
FCELPT – Arithmetic	-0-	\$10.00
FCELPT – Elementary Algebra	-0-	\$10.00
FCELPT – College Level Math	-0-	\$10.00
FCELPT – Retake* (each section)	\$10.00	\$10.00
NOTE: FCELPT = Florida College Entry Level Placement Test		
<i>The PERT and FCELPT nonrefundable retest fee is \$10.00 per section for both SCF and non-SCF students. If your PERT or FCELPT scores are more than two years old, no retest fee is charged.</i>		
CLEP	CLEP test fee + \$15.00 Administration Fee	Same
Proctored Exams	-0-	\$25.00 per test up to three hours in length. \$50.00 per test more than three hours in length.

Transcript Fee..... \$7.00 nonrefundable
(For each transcript, payable with each request. One free official transcript is mailed to each student upon graduation from SCF.)

Meeting of the
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
June 25, 2024

AGENDA ITEM:

2024/25 Salary Schedule

RECOMMENDATION:

The College recommends approval by the District Board of Trustees for the 2024/25 Salary Schedule.

STAFF ANALYSIS:

The 2024/25 College Salary Schedule includes: elimination of positions that are no longer utilized, the addition of new positions and changes to existing positions. The 2024/25 Schedule also codifies the opportunity for employee recognition incentive payments.

FISCAL IMPACT Yes

Funding Source: State Appropriations, Grants, Contracts

Will this action result in a Budget Amendment? No

If yes, indicate the dollar amount: \$ TBD

REQUESTED BY: Julie Jakway

FUNDING VERIFIED AND APPROVED BY: Julie Jakway, Vice President, Finance and Administrative Services

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 SALARY SCHEDULE**

These Salary Schedules are established pursuant to F.S. 1001.65 and rules or policies of the Board of Trustees and serve as a guide for compliance.

Personnel actions submitted to the Board of Trustees for approval in conformance with the salary schedules and/or in accordance with applicable SCF Rules and Procedures will be considered routine personnel actions. The President may authorize variations in hiring practices, travel reimbursements, leaves, compensatory time, overtime, special compensation, severance and pay in lieu of notice, subject to legal requirements and based upon justification and appropriate recommendations of the Director, Human Resources, and executive staff. Special rates of pay that have been adopted for services requiring special certification, and for unique or difficult to fill assignments may be continued or revised to meet College needs and market conditions as deemed necessary by the President. Examples include, but are not limited to, assignments in support of Health Professions Programs; contracts with industry; local, state, or federal grant programs; high technology programs; new College initiatives; and special Staff and Program Development activities.

Other full or part-time job classifications and hourly rates will be added as required. The President, as needed, may authorize special fees and salary rates for independent contractors, consultants, workshops, seminars, exams, grants, and other services. Compensation determinations will consider experience, education, special credentials, and employment market factors.

COMPENSATION PHILOSOPHY

State College of Florida’s Compensation Strategy creates an innovative and progressive program that is competitive, internally equitable, fiscally responsible, and integrated with performance management. The program supports the attainment of the College’s goals by attracting and retaining talent and providing personal and professional growth opportunities during an employee’s career at SCF. The program is flexible and is based on benchmarking reflective of local, regional, and educational industry market considerations. The College will strive to administer the compensation program in a manner that is consistent, equitable and free of discrimination.

The College is committed to openness and transparency around the compensation program to ensure that all employees understand the principles that guide salary decisions. At a minimum, this includes communicating the College’s compensation strategy, compensation ranges, and accurate job responsibilities with existing and future employees.

(THE IMPLEMENTATION OF THESE RATES WILL BE IN ACCORDANCE WITH STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA PROFESSORIAL RANKING SYSTEM AND RULES AND PROCEDURES MANUALS, AND ANY STATE OR FEDERAL LAWS THAT APPLY.)

NOTE: Non-Faculty employees hired after March 31, 2024, will not be eligible for any approved salary increases effective fiscal year 2024-2025.

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 ADMINISTRATIVE/PROFESSIONAL SUPPORT SALARY SCHEDULE

Twelve Month Positions Except Where Noted

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
211	Accountant	\$37,111	\$58,635
	Accountant, Accounts Payable and Fixed Assets		
	Accountant – Finance		
	Accountant, Grants		
	Assistant Bursar		
	Compliance Coordinator and Clinical Liaison		
	Coordinator, 26 West Creative Studio		
	Coordinator, Admissions (Nursing)		
	Coordinator, Alumni/Retirees and Events		
	Coordinator, Assessment and Evaluation (Nursing)		
	Coordinator, Business, 26 West Entrepreneurship Center		
	Coordinator, College and Career Success		
	Coordinator, Enrollment Services		
	Coordinator, Enrollment Technology		
	Coordinator, Financial Aid		
	Coordinator, Lifelong Learning		
	Coordinator, Natural Science Lab		
	Coordinator, Nursing Operations		
	Coordinator, Student Life		
	Coordinator, Student Success, Bridge to Baccalaureate (B2B)		
	Coordinator, Systems and Operations		
	Coordinator, TRIO/Student Support Services Grant Program		
	Coordinator, Workforce Development		
	DUI Evaluator/Instructor		
	DUI/Special Supervision Evaluator		
	Experiential Learning Coordinator		
	Head Men's Basketball Coach/Athletic Coordinator		
	Head Softball Coach/Athletics Academic Success Coordinator		
	Head Tennis Coach /Athletic Coordinator		
	International Student Coordinator & Success Coach		
	Pearson Testing Center Coordinator and Lifelong Learning Specialist		
	Program Director, Early College Programs		
	Program Coordinator, 26 West Entrepreneurship Center		
	Administrative Project Specialist		
212	Administrator, Learning Management System (LMS)	\$41,453	\$65,495
	Advancement Associate Corporate and Community Partnerships		

Commented [A1]: Nursing - Position is now a stipend.

Commented [A2]: Position no longer in use.

Commented [A3]: Foundation - Position is no longer in use.

Commented [A4]: New position - Replaced Office Supervisor, 26 West Center.

Commented [A5]: New position replaced two College and Career Success Coaches.

Commented [A6]: Eliminated, position is no longer in use.

Commented [A7]: New position replaced Staff Assistant III - Lifelong Learning

Commented [A8]: Eliminated, position no longer in use.

Commented [A9]: Eliminated, position is now a Stipend role.

Commented [A10]: Eliminated, position no longer in use.

Commented [A11]: New position replaced Administrative Project Specialist.

Commented [A12]: Level updated to a 212.

Commented [A13]: Eliminated, position replaced by full-time Baseball Coach.

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
212	Advancement Associate, Events and Marketing	\$41,453	\$65,495
	Assistant Director, Public Safety		
	Associate Director, International Student Services		
	Associate Registrar		
	Coordinator, Alternative Certification Program (ACP)		
	Coordinator, CCAMPIS Grant Program		
	Coordinator, Communications and Media		
	Coordinator, Community Outreach		
	Coordinator, Creative Content		
	Coordinator, Database Services, Foundation		
	Coordinator, Degree Audit and Graduation		
	Coordinator, Digital Communications		
	Coordinator, Environmental Safety & Health		
	Coordinator, Facilities Management		
	Coordinator, Grants		
	Coordinator, IT/Coding Academy		
	Coordinator, Procurement		
	Coordinator, Procurement & Fiscal Performance		
	Coordinator, Retention and Assessment & Testing		
	Coordinator, Student Support Services		
	Coordinator, Talent Acquisition		
	Coordinator, Title III Grant Activity		
	Graphics and Web Designer, 26 West Entrepreneurship Center		
	Head Athletic Trainer		
	Head Coach, Baseball		
	Librarian, P/T		
	Librarian, Reference & Instruction		
	Manager, 26 West Community Engagements and Partnerships		
	Manager, 26 West Digital Content		
	Manager, Digital Marketing and Fabrication		
	Manager, Digital Production		
	Manager, Natural Science Lab		
	Manager, Performing Arts Center		
	Manager, Traffic Safety Institute		
	Program Director, College Readiness		
	Program Director, Early College Programs		
	Program Director, Public Safety & Emergency Management		
	Project Coord., Lifelong Learning and Workforce Development		
	Research Analyst		
	Specialist, Instructional Design		
	Systems Analyst, Financial Aid Services		

Commented [A14]: Title updated from Advancement Associate - Community Engagement.

Commented [A15]: New position replaced Coordinator, Grants, Institutional Development.

Commented [A16]: Title updated from Coordinator, Database Services, Institutional Development.

Commented [A17]: Eliminated, position no longer in use.

Commented [A18]: Eliminated, position no longer in use.

Commented [A19]: New position from Facilities re-org. Replaced Manager, Maintenance Operations and ESH.

Commented [A20]: New position from Facilities re-org.. Replaced Office Supervisor role.

Commented [A21]: Eliminated, replaced by Coordinator, Sponsored Projects.

Commented [A22]: New position from Facilities re-org. Replaced Administrative and Budget Specialist, Facilities Management.

Commented [A23]: Eliminated, position no longer in use.

Commented [A24]: Eliminated, position no longer in use.

Commented [A25]: New position funded by SABR that was previously a stipend.

Commented [A26]: New position in IT/Coding Academy.

Commented [A27]: New position. Replaced the Program Coordinator, TSI.

Commented [A28]: Updated level.

Commented [A29]: Eliminated, temporary position, no longer in use (Academic position).

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
213	Associate Director, Financial Aid Services Coordinator, Disability Resource Center Coordinator, Office of the President and Trustee Relations <u>Coordinator, Sponsored Projects</u> Lead Specialist, Instructional Design and Learning Technology Library Supervisor, Access Services Library Supervisor, Collection Development & Technical Services Library Supervisor, Venice Campus Manager, Business Operations Manager, Facilities Management Manager, Human Resources Information Systems Manager, Marketing Manager, Nursing Admissions Manager, Tutoring and Academic Success Center (TASC) Project Manager, Marketing	\$46,303	\$73,159
214	Bursar <u>Director, Advancement, Institutional Development</u> Director, Athletics <u>Director, Career Accelerator</u> <u>Director, Career Technical Education</u> <u>Director, Grants and Scholarships, Institutional Development</u> Director, Institutional Reporting Director, Workforce Services <u>Manager, Accounts Payable</u> <u>Manager, Digital Communications</u> Manager, Facilities Planning, Design and Construction Manager, Financial Services <u>Project Director, TRIO Student Support Services (SSS) Grant</u> Senior Manager, Human Resources Senior Research Analyst Webmaster	\$51,720	\$81,718
215	<u>Accounting & Finance Manager, Institutional Development</u> Associate Controller Assistant Dean, Lifelong Learning and Workforce Development Assistant Dean, Early College Programs and Strategic Academic Initiatives, Campus Administrator, Venice Assistant Dean of Students Assistant Director, Facilities Management Assistant Director, Human Resources	\$57,771	\$91,278

Commented [A30]: New position, replaced Coordinator, Grants.

Commented [A31]: New position replaced Manager, Community Outreach.

Commented [A32]: New position.

Commented [A33]: New position.

Commented [A34]: New position replaced Associate Director, Institutional Development.

Commented [A35]: New Position - Replaced Senior Accountant role.

Commented [A36]: Eliminated, position no longer in use.

Commented [A37]: Title change replaced Program Director, TRIO Student Support Services (SSS) Grant.

Commented [A38]: Title change and level change.

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
215	Director, 26 West Entrepreneurship Center Director, Advanced Technology Center Director, Enrollment Services Director, Library Director, Marketing Director, Retention and College & Career Success	\$57,771	\$91,278
216	Director, Business Services Director, CTLE and Online Learning Director, Public Safety and Emergency Management Director, Sponsored Projects Director, Traffic Safety Institute	\$64,529	\$101,956
217	College Registrar Director, Financial Aid Director, Human Resources Director, Institutional Compliance Director, Institutional Research	\$72,078	\$113,884
218	AVP, Communications and Government Relations AVP, Facilities Management AVP, Finance/Controller AVP, Institutional Effectiveness and Research AVP, Student Services and Enrollment Management Dean of Lifelong Learning & Workforce Development Dean of Nursing Dean of Students	\$80,513	\$127,210
219	Associate Provost for Academic and Faculty Affairs Executive Director, Foundation General Counsel	\$97,811	\$154,541
220	Vice President, Advancement & Executive Director, SCF Foundation Vice President, Finance & Administrative Services Vice President, Institutional Effectiveness Vice President, Student Services & Enrollment Management Vice President and General Counsel	\$107,592	\$169,995
221	Executive Vice President and Provost	Negotiated*	
299	President President Emeriti	Negotiated*	

Commented [A39]: Title change replaced Director, IT/Coding Academy.

Commented [A40]: Eliminated, replaced by AVP, Institutional Effectiveness and Research.

Commented [A41]: New position, replaced Director, Institutional Research.

Commented [A42]: Moved to level 220.

Commented [A43]: Moved to level 220.

Commented [A44]: Moved from level 219

Commented [A45]: Moved from level 219

Commented [A46]: New position.

*In accordance with s. 1012.885 F.S. and s. 1012.886 F.S.

Commented [A47]: Added per SCF-BOT.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 NON-INSTRUCTIONAL COMPENSATION POLICIES**

1. ANNUAL SALARY INCREASE DATE:

Non-instructional employees, full-time or part-time, who occupy a position, approved by the Board of Trustees, which provides an administrative, professional support, technical/paraprofessional, clerical/secretarial, skilled crafts or maintenance service for the College, have a common anniversary date for salary increases, which is recommended by the President to the Board of Trustees for each fiscal year.

2. PAY LEVEL:

Each non-instructional employee position is assigned to a pay level depending upon the relative complexity and level of responsibility of the tasks involved in its job description and labor market competitive rates, based on the College approved job evaluation structure. Each pay level has a distinct salary range determined by an annual review of the salary schedule by the Office of Human Resources. Positions are established within the level structure on the following pages based on recommendations by the Office of Human Resources and approval of the President.

Pay rates/ranges for hard-to-fill positions may be changed to meet College needs and market conditions as deemed necessary by the President.

3. BEGINNING SALARY:

New employees, who meet minimum qualifications will usually be placed at the minimum rate for the pay level, regardless of the fund source.

Additional credit will be allowed for related experience above the minimum experience qualification of the position, up to a maximum of 10 years prior experience over the minimum requirements for new employees. Current employees may receive more than the 10 years maximum experience credit for SCF experience if it is relevant to the new position.

The Director, Human Resources may approve a step increment credit for each year of related experience above the minimum requirements, up to 5 years additional related experience. Usually, the employee will be paid at the Mid-point (Market Rate) if the employee has 5 years additional related experience beyond the minimum experience requirements for the position.

An experience calculation of an additional 1% above the market rate for those with more than 5 years related experience beyond minimum requirements may be granted, up to 10% above the mid-point of the range, with the approval of the Director, Human Resources.

Starting salaries greater than 10% above the mid-point of the range may only be granted with the President's approval. In some cases, relevant education above the minimum requirements may be substituted for experience on a year for year basis. Depending on the position, it may also be possible to substitute some experience for education requirements. All experience calculations and salary rates above mid-point must be approved by the Director, Human Resources, or designee.

4. PROMOTION, REASSIGNMENT, REDUCTION:

- A. PROMOTION is the selection for appointment to a position with a higher pay level than the current position. The salary rate for an employee being promoted will be calculated in accordance with section 3, "Beginning Salary" period. The employee will either receive this calculated rate or 5% for a one level promotion; or 10% for a promotion of two levels, or the minimum salary rate for the level, whichever is greater.
- B. RECLASSIFICATION is the change in position title and/or pay level based upon a significant change in the job responsibilities. Reclassifications for positions currently filled by an incumbent are usually requested during the annual budget process. Under rare circumstances to accommodate the critical needs of the College, reclassifications for vacant positions may be requested at the time of the vacancy. A pay increase may be granted upon the recommendation of the supervisor and the area Vice President to the Director, Human Resources. The job descriptions for recommended reclassification shall be scored by the Director, Human Resources or designee and submitted by the Director, Human Resources to be presented to the President's Advisory Council and President for approval. Calculation of new salary rates for reclassification will be handled the same way as Promotions, as stated in section 4.A. Salary changes for reclassification during the annual budget process will usually become effective on July 1 of the next fiscal year. Salary changes for reclassification requests for vacant positions will become effective as approved by the President.
- C. REASSIGNMENT is the selection for appointment to a position with the same pay level as the current position held. An employee who is reassigned will usually retain his/her current salary. With extenuating circumstances, the employee may either receive a 10% increase based on the recommendations of the supervisor and the Office of Human Resources and the approval of the President, or they may receive a new salary calculation.
- D. REDUCTION is the selection for appointment to a position with a lower pay level than the current position. An employee who is reduced in pay level will receive either the calculated salary as stated in section 3, "Beginning Salary", or a 5% reduction in salary for one level lower, or a 10% reduction in salary for two or more levels lower, whichever salary rate is less of a reduction, unless otherwise approved by the President.
- E. Promotions, reassignments, or reductions will be effective the date the employee assumes the position or the date the position becomes vacant, whichever is later.
- F. Generally, internal applicants must complete at least six months in their current position at a satisfactory level before they are eligible to apply for another position. The area Vice President and the Director, Human Resources may waive this requirement if it is deemed to be in the best interest of the College.
- G. Employees who are on a performance improvement plan are not eligible to apply for another position, nor are they eligible for approved increases until they have satisfactorily completed the performance improvement plan.

5. PART-TIME EMPLOYEES:

A part-time employee is an employee who is hired to fill a Board approved regular classification position, at less than 1950 or 2080 hours per year, for positions normally scheduled for 1950 or 2080 hours, respectively. Part-time employees who are in budgeted positions of 25 hours or more per week are considered full-time for benefits eligibility only.

Part-time employees will be paid based on the salary schedule and prorated based on the number of hours approved for the position.

~~6. PAYMENT ABOVE MAXIMUM FOR PAY RANGE:~~

~~An Employee reaching the established maximum for his/her Pay Range will remain at the maximum level. Any salary adjustments approved for employees of the College will be paid as a supplement which shall be paid proportionately through the employee's approved position length, whether 9, 10, or 12 months, in regularly scheduled pay periods. Such supplements shall not be added to the base rate and shall not be calculated in the final payouts of leave. This payment method shall be in force until such time as the employee's pay range maximum is increased or the employee changes positions.~~

~~Effective July 1, 2024, all regular salary payments above the maximum for the range will be calculated as base compensation.~~

~~Demotions that bring a salary/rate for the position to an amount above the maximum salary for the new Pay Range, the maximum for the Pay Range will prevail.~~

Commented [A48]: Proposed removal.

67. TRAINING OPPORTUNITY PROGRAM (TOP):

Career and Professional Support employees, hired to fill a regular position, approved by the Board of Trustees, have the opportunity to earn additional pay for participation in training/education programs that improve their job skills and enhance their contribution to the College, subject to budget availability. When an eligible employee completes one fiscal year of the required training/education activities that meet TOP criteria and are approved for TOP credit, they will earn \$250, provided the employee is in a paid position at the time of the disbursement. Retirees will be paid the disbursement with their final paycheck. A pro-rated portion may be approved by the President subject to budget availability. Payments will be made in a lump sum, minus required taxes during the first pay period of December. Temporary employees are ineligible for this program.

7. **CLASSIFICATION PLAN:**

Career – Non-Exempt

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
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112	Campus Courier Groundskeeper Specialist, Mailroom Specialist, Shipping/Receiving/Warehouse	\$15.00	\$18.00	Commented [A49]: Eliminated, position no longer in use.
113	Academic Office Assistant Accounting Clerk III	\$15.20	\$19.30	Commented [A51]: Eliminated, position no longer in use. Commented [A52]: Eliminated, position no longer in use.
113	Assistant, Laboratory Assistant, Library Assistant, Office of the Registrar Campus Resource Officer Groundskeeper – Chemical Specialist Groundskeeper – Irrigation Technician Specialist, Central Services Specialist, Ticketing and Guest Services Staff Assistant II	\$15.20	\$19.30	Commented [A53]: Eliminated, position no longer in use. Commented [A54]: Eliminated, position no longer in use.
114	Academic Department Secretary Assistant, Admissions Assistant, College Scheduling and Imaging Assistant, Graduation Assistant, Laboratory – Natural Science Assistant, Student Services (Call Center) Groundskeeper/Sports Specialist, Museum Specialist, Planning, Design & Construction, Administrative Specialist, Traffic Safety Institute Customer Service Staff Assistant III Staff Assistant III – Student Life Trades Worker II – Electrical Trades Worker II – General Maintenance Trades Worker II – General Maintenance (Evening Shift) Trades Worker II – General Maintenance (Part-Time) Trades Worker II – General Maintenance - LWR Trades Worker II – HVAC Mechanical Trades Worker II – Small Engine Mechanic	\$15.40	\$20.60	Commented [A55]: Eliminated, position no longer in use. Commented [A56]: Eliminated, position no longer in use.
115	Academic Division Secretary Business Service & Purchasing Assistant	\$15.60	\$21.90	Commented [A57]: Eliminated, position no longer in use.

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
115	Executive Assistant II Lead, Student Services Assistant (Call Center) Specialist, Accounts Payable Specialist, Admissions Transfer and Evaluation Specialist, CCAMPIS Grant Program Specialist, CTLE & Online Learning Specialist, Customer Service/Facilities Operations - VC Specialist, Driver Improvement Specialist, Financial Literacy Specialist, Office of the Registrar Specialist, Payroll Specialist, Scholarship, Institutional Development Specialist, Transfer Credit Specialist II, Accounting Specialist II, Human Resources Testing Technician	\$15.60	\$21.90
116	Accounting Technician I College and Career Specialist Executive Assistant III – VP/ED Graphic Artist Instructional Assistant Laboratory Support Specialist, Natural Science Lab Office Supervisor, Library Services Office Supervisor, Office of the Registrar Simulation Center Technician Skills Lab Technician Specialist, Education Programs Specialist, IT/Coding Academy Specialist, Public Safety Technology Specialist, Recruitment Specialist, Recruitment and New Student – South Sarasota County Specialist, Retention – Special Programs	\$15.80	\$23.20
117	Accounting Technician II Adjunct Coordinator Lead Graphic Artist Legal Assistant Specialist, Accommodation Administration and Assistive Technology Specialist, Auditorium Support	\$16.43	\$24.64

Commented [A58]: Title Change, replaced Accounts Payable Clerk.

Commented [A59]: New grant-funded position.

Commented [A60]: Eliminated, position no longer in use.

Commented [A61]: Eliminated, position no longer in use.

Commented [A62]: Eliminated, position no longer in use.

Commented [A63]: Title update

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
117	Specialist, Degree Evaluations and Projects	\$16.43	\$24.64
	Specialist, Graduation		
	Specialist, Library Support		
	Specialist, Research		
	Specialist, Technology/Access		
	Supervisor, Early College Programs		
	Supervisor, Public Safety – VC		
	Trades Worker III – Construction Lead		
	Trades Worker III – Electrician		
	Trades Worker III – HVAC Mechanical		
	Trades Worker III – Preventive/General Maintenance		
118	Supervisor, Maintenance and Site Utilities	\$18.07	\$27.11
	Supervisor, Maintenance Operations		

Commented [A64]: Eliminated, position no longer in use.

Commented [A65]: New position.

8. **CLASSIFICATION PLAN:**

Career – Exempt

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
E16	Lab Instructor – 2 D Lab Instructor – Ceramics Lab Instructor – Film Lab Instructor – Graphic Design Lab Instructor – Photography Production Instructor – Theatre Supplemental Instruction Specialist – TRIO SSS Supplemental Instruction Specialist – TASC	\$29,862	\$43,842
E17	Program Coordinator, Traffic Safety Institute	\$32,043	\$48,065
E17	Site Coordinator, Tutoring and Academic Success Center (TASC)	\$32,043	\$48,065
E18	Advisor, Student Life Advisor II, Veterans Benefits College & Career Success Coach Financial Aid Officer, Federal Programs Financial Aid Officer, Scholarships and Grants Financial Aid Officer, Student Employment IT/Coding Academy Student Success Coach Lead, Financial Aid Customer Experience Site Manager, Venice Disability Resource Center Specialist, Loan Officer, Financial Aid Services Specialist, Processor, Financial Aid Services	\$35,245	\$52,868

Commented [A66]: Eliminated, replaced by Manager, Traffic Safety Institute.

*Salary ranges stated are for 12-month positions and are prorated for 9 and 10-month positions.

9. **CLASSIFICATION PLAN:**

Information Technology

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
CAREER – NON-EXEMPT			
311	Specialist, Help Desk Specialist, Technical Support	\$15.00	\$25.86
312	Lab Technical Manager Specialist, Desktop - Audio Visual Support	\$19.56	\$31.30
ADMINISTRATIVE / PROFESSIONAL SUPPORT			
313	Lead, Help Desk Office 365 Specialist Manager, IT Projects Network Systems Administrator Programmer/Report Writer Systems Administrator	\$37,111	\$71,247
314	Manager, IT Client Services Programmer/Analyst Senior Network Systems Administrator Web Application Programmer/Analyst Web Programmer/SharePoint Administrator	\$47,750	\$88,894
315	Manager, IT Infrastructure Manager, IT Security Senior Programmer/Analyst	\$59,577	\$110,913
316	Associate Director, IT Operations Director, Data Analytics	\$66,956	\$117,401
317	Director, Information Operations	\$74,334	\$123,889

Commented [A67]: Eliminated.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 COLLEGIATE SCHOOL EMPLOYEE'S SALARY SCHEDULE**

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
ACADEMIC			
110	Instructor - Collegiate School	\$534,000	\$644,800
210	Certified School Counselor	\$534,000	\$695,700
214	Director of Curriculum and Instruction - Collegiate School	\$51,720	\$81,718
214	Director of Student Services and Counseling – Collegiate School	\$51,720	\$81,718
ADMINISTRATIVE / PROFESSIONAL SUPPORT			
211	Advisor/Instructor	\$534,000	\$644,800
214	Manager, Accounts Payable	\$51,720	\$81,718
217	Head of School – Collegiate School	\$72,078	\$113,884
218	AVP, Collegiate Schools	\$80,513	\$127,210
CAREER NON-EXEMPT			
112	Café Server	\$15.00	\$18.00
112	Custodian - Collegiate School	\$15.00	\$18.00
114	Staff Assistant III	\$15.40	\$20.60
115	Assistant, Technology	\$15.60	\$21.90
115	Executive Assistant II	\$15.60	\$21.90
115	Registration Specialist/Testing Coordinator	\$15.60	\$21.90
116	Collegiate School Behavior Specialist and SCF Public Safety Liaison	\$15.80	\$23.20
116	Collegiate School Resource Officer/Behavior Specialist	\$15.80	\$23.20
116	Office Supervisor, Collegiate School	\$15.80	\$23.20
118	Coordinator, Technology (all campuses)	\$18.07	\$27.11
CAREER EXEMPT			
E16	Supplemental Instruction Specialist, 1:1 ESE Student Teacher Aide	\$29,862	\$43,842

- Commented [A68]: Updated pay ranges per Collegiate School.
- Commented [A69]: Updated pay ranges per the Collegiate School
- Commented [A70]: New position
- Commented [A71]: New position
- Commented [A72]: Updated pay ranges per the Collegiate School
- Commented [A73]: Updated pay ranges per the Collegiate School
- Commented [A74]: Title/Level/Pay Range updated to mirror the Admin/Professional role.
- Commented [A75]: New position replaced Senior Head of Collegiate Schools

NEW SALARIES

In accordance with F.S. 1012.22, newly hired Instructional personnel will be placed within the salary schedule range based on the evaluation of experience. Base salaries do not include compensation for advanced degrees.

ADVANCED DEGREE/HOURS ANNUAL SALARY SUPPLEMENT

In accordance with F.S. 1012.22(1)(c), compensation for advanced degrees is paid in an annual salary supplement. To be eligible for the salary supplement the advanced degree must be held in the individual's area of certification. The supplement does not become part of the employee's continuing base salary. Salary supplements for obtaining advanced degrees are paid in addition to the base salary for the following fiscal year providing official transcripts are received.

Example – Obtaining a master's degree in December – the salary supplement is paid the following fiscal year.

ADDITIONAL ACADEMIC RESPONSIBILITIES

In accordance with F.S. 1012.22(1)(c), compensation for additional academic responsibilities is paid in a salary supplement of 10% of an employee's base salary, unless otherwise authorized by the President due to extenuating circumstances.

ANNUAL PERFORMANCE ADJUSTMENTS

Instructors, Certified School Counselors, Administrators

In accordance with F.S. 1012.22, annual adjustments to salary are based on achieving a "highly effective" or "effective" annual performance rating. Annual performance adjustments are added to the employee's permanent base salary at the start of the following fiscal year.

Annual performance adjustments are dependent on the budget constraints of SCFCS and Board of Trustee approval.

CONTRACTS

Newly hired instructional personnel and school administrators are placed on a probationary contract. Upon successful completion of the probationary period, employees are awarded an annual contract.

Instructors working off contract earn \$150/day for new hire orientation, summer conferences or supplemental assistance.

Instructors working off contract for more than 3 days earn their daily rate. This may take effect when teachers are working off contract during summer school.

Adjunct Teachers: Part-time, temporary

Overload: full time teachers

Overload & adjunct teachers will be compensated at a rate of \$2,000 per 3 semester hours.

Overload & adjunct teachers will be compensated at a rate of \$2,660 per 5 semester hours.

Overload and adjunct teachers will have a deduction from their total compensation for each hour of class time for which they are absent.

Substitute Teachers:

Regular substitute teachers will be paid \$120 per day. Long term substitute teachers, defined as working more than three consecutive weeks, will be paid between \$120 and \$150 per day, depending on experience and discipline.

School Nurse (RN required): \$262 per hour

Commented [A77]: School Nurse requirement and hourly pay rate updated.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024-2025 COLLEGIATE SCHOOL MISCELLANEOUS SALARY SCHEDULE**

Special Salaries for chartered clubs and legislative requirements. Advisors may be any SCF full-time employee.	
AMOUNTS ARE FOR THE CONTRACT YEAR UNLESS OTHERWISE STATED	
Anti-Bullying Club Advisor	\$1,000
Builders Club Advisor	\$1,000
Culture Club Advisor	\$1,000
FBLA –Future Business Leaders of America Advisor	\$1,000
HOSA – Health Occupations Students of America Advisor	\$1,000
International Thespian Society Advisor	\$1,000
Key Club Advisor	\$1,000
Lead Teacher or Mentor Teacher Development	\$1,200
National Honor Society Advisor	\$1,000
National Junior Honor Society Advisor	\$1,000
Odyssey of the Mind Advisor	\$1,000
Student Leadership Team Advisor	\$1,000
Theatre Production (Spring/Fall)	\$730 sem.
TSA – Technology Student Association Advisor	\$1,000

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 FACULTY SALARY SCHEDULE – LOWER DIVISION**

1. ASSIGNMENT OF ACADEMIC RANK:

A. Assignment of Academic Rank to new faculty and promotional decisions of existing faculty will be made according to the criteria in the Initial Hiring Criteria or Professorial Ranking System, approved by the Board of Trustees, as amended from time to time.

B. The Professorial Ranking System recognizes the six ranks listed below:

(1) ADJUNCT FACULTY: Part-time, temporary. See Section #4 below for salary information.

(2) LECTURER: Full-time, with benefits.

(3) INSTRUCTOR

(4) ASSISTANT PROFESSOR

(5) ASSOCIATE PROFESSOR

(6) PROFESSOR

Refer to Section #3B in this section for salaries for Lecturer, Instructor, Assistant Professor, Associate Professor and Professor.

2. ANNUAL, MULTIYEAR, AND CONTINUING CONTRACT STATUS: All new faculty with the Professorial Rank of Instructor, Assistant Professor, Associate Professor, or Professor will be placed on annual or multiyear contract regardless of the number of years of experience.

Note: Those new faculty who begin employment after the regular start of the fall semester will have their pay pro-rated and paid through the final pay date of the 12-month deferred pay schedule. For years subsequent to the first year, the faculty member may elect to change status and be paid over 20, 23, or 26 pays, depending on the length of contract, with prior notice to the Director, Human Resources no later than July 1 of that year.

Continuing contract, multi-year contract, annual contract or partial year contract status for full-time faculty will be determined in accordance with rules and policies of the State Board of Education and the District Board of Trustees.

3. FULL-TIME FACULTY – LOWER DIVISION

A. Full-time faculty are those faculty members who carry a full credit teaching load which is defined as a minimum of 15 classroom or on-line contact hours per week, or its equivalent, in each semester. A full-time faculty member's contract will state the amount of the salary and the term of employment.

B. The following salary schedule will be used for all full-time 9-month faculty:

<u>Level</u>	<u>Rank</u>	<u>Minimum</u>	<u>Maximum</u>
A1	Lecturer	\$25,200	\$36,468
A2	Instructor	\$40,930	\$46,442
A3	Assistant Professor	\$48,147	\$54,324
A4	Associate Professor	\$56,348	\$63,205
A5	Professor	\$65,522	\$83,423

The following positions are twelve (12) month positions:

- Assistant Deans
- Clinical Coordinator
- Clinical Education Coordinators (PTA, OTA and Radiography)
- Completion Coordinator
- Director of Curriculum and Instruction (ASN and BSN)
- Director of Simulation Center
- Program Directors in Health Professions

Commented [A78]: Nursing: Formerly a full-time role, now a stipend role for faculty.

Commented [A79]: Moved to 12-month positions

Commented [A80]: Nursing: Formerly a full-time role, now a stipend role for faculty.

Commented [A81]: Nursing: Formerly Program Managers.

C. Establishing Salaries

1. New Faculty will be placed within the range based on the evaluation of experience in accordance with College procedure for Initial Placement of New Faculty.
2. Faculty will move within the range in accordance with District Board of Trustees approved salary increases.
3. Faculty who have been awarded a promotion according to the Professional Ranking policy will receive the minimum salary for the next rank at the beginning of the next academic year.

D. SUMMER A OR SUMMER B: Full-time faculty who have been recommended for employment for the next academic year, and who teach in the Summer semester(s) will be compensated at a rate of \$2,550.00 per 3 semester hours, up to a maximum of 12 ILH total for all summer sessions. Summer semester hours taught above the established maximum (12) will be compensated at the standard overload rate.

E. SUMMER BENEFIT: Full-time faculty who have been recommended for employment for the next academic year, will be maintained on benefits, including health and other benefits paid for by the College between contract years.

4. OVERLOADS (CREDIT): Both in-unit and out-of-unit full-time faculty (credit) will be compensated at a rate of \$2,100 per 3 semester hours.

Commented [A82]: Updated rate for in-unit & out-of-unit full-time overload faculty (credit) per SCF-BOT MOU 2023.

Overload faculty will have ~~\$32.43~~\$34.05 deducted from their total compensation for each hour of class time for which they are absent.

Commented [A83]: Deduction updated per SCF-BOT MOU 2023.

5. ADJUNCT FACULTY: Adjunct faculty will be compensated at a rate of \$2,000 per 3 semester hours.

Adjunct faculty will have \$30 deducted from their total compensation for each hour of class time for which they are absent.

6. SUBSTITUTES: Substitutes will be paid \$30 per teaching hour. A full-time faculty member in a regular, budgeted position will receive the substitute rate of ~~\$32.43~~ **\$34.05** per teaching hour when substituting outside of his/her regularly established schedule.

Commented [A84]: Both in-unit and out-of-unit full-time faculty will receive the substitute rate of \$34.05

Commented [A85]: Full-time faculty member substitute rate updated per the SCF-BOT MOU 2023.

7. SPECIAL FACULTY SALARIES:

A. Artist-in-Residence \$183 per student
(Faculty who teach applied music classes)

B. Faculty Assessment of Prior Learning (Exam and Review, Portfolio Review) CEL Program \$6 per credit hr.

C. Faculty Re-assessment (Re-Review of Portfolio) CEL Program \$3 per credit hr.

8. Duties other than those listed will be compensated by an overload, a multiple of an overload, a fraction thereof, or be paid based on a proration of the bargaining unit member's base salary.

9. MILITARY SERVICE will be accepted as credit for initial placement provided the instructor was teaching immediately preceding and immediately following obligatory military service, up to a maximum of 5 years.

10. PROFESSIONAL/INDUSTRIAL EXPERIENCE directly related to the assignment at State College of Florida, Manatee-Sarasota may be accepted in lieu of teaching experience up to a maximum of 5 years.

11. HOSPITAL WORK EXPERIENCE MAY BE ACCEPTED, therefore, full-time experience (not internship) may be credited for health science education faculty, up to a maximum of 5 years.

12. DIVIDED TIME EXPERIENCE: Employment of less than 9 months in one position can be added to those months of employment of another location during a single calendar year for credit of one year's experience. For example: 6 months of professional work, plus 4 months of teaching during one calendar year will equate to one year of credit experience.

13. DIRECTED STUDY RATES:

	FULL-TIME FACULTY		ADJUNCT FACULTY	
5 (ILH)	Class = 1/14 x \$ 3,500.00 =	\$250 per student	Class = 1/14 x \$ 3,333.33 =	\$238.00 per student
4.5 (ILH)	Class = 1/14 x \$ 3,150.00 =	\$225 per student	Class = 1/14 x \$ 3,000.00 =	\$214.20 per student
4 (ILH)	Class = 1/14 x \$ 2,800.00 =	\$200 per student	Class = 1/14 x \$ 2,666.67 =	\$190.40 per student
3 (ILH)	Class = 1/14 x \$ 2,100.00 =	\$150 per student	Class = 1/14 x \$ 2,000.00 =	\$142.80 per student
2 (ILH)	Class = 1/14 x \$ 1,400.00 =	\$100 per student	Class = 1/14 x \$ 1333.33 =	\$ 95.20 per student
1 (ILH)	Class = 1/14 x \$ 700.00 =	\$50 per student	Class = 1/14 x \$ 666.67 =	\$47.60 per student

Commented [A86]: Updated rates per SCF-BOT MOU 2023.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 FACULTY SALARY SCHEDULE – Upper Division**

BSN Program or other High Demand Disciplines

A. FULL TIME FACULTY

- Faculty will be hired on annual contracts, or contracts of less than one (1) year, and usually require a Doctorate degree. Masters +30 with exceptional experience may be considered in hard to fill areas, providing the requirements of SACSCOC have been met, with the approval of the Executive Vice President and Provost, the Director, Human Resources, and the President.
- Faculty in the BSN program will be hired on a 9-month contract, with the hiring salary based on experience and education and length of contract.

BSN Salary Range:	Minimum:	Maximum
Doctorate Degree:	\$63,122	\$91,943
Master’s Degree + 30:	\$53,665	\$78,351

B. ADJUNCT FACULTY

- Adjunct and overload rate for doctorate degree faculty is \$2,875 per 3 credit course.
- Adjunct and overload rate for master’s degree faculty is \$2,375 per 3 credit course.

All Other Disciplines

A. FULL TIME FACULTY

- Faculty will be hired on annual contracts and require a Doctorate degree. Master’s Degree + 18 with exceptional experience may be considered in hard to fill areas, providing the requirements of SACS have been met, with the approval of the Executive Vice President and Provost, the Director, Human Resources, and the President.
- Faculty in the Baccalaureate Programs will be hired on a 9-month contract, with hiring salary based on experience and education and length of contract.

Salary Range:	Minimum:	Maximum:
Doctorate Degree	\$57,732	\$82,502
Master’s Degree + 30:	\$53,621	\$78,287
Master’s Degree + 18:	\$49,531	\$72,316

B. ADJUNCT FACULTY

- Adjunct and overload rate for doctorate degree faculty is \$2,600 per 3 credit course.
- Adjunct and overload rate for master’s degree faculty is \$2,185 per 3 credit course.

- C. STIPENDS: Program Manager, Baccalaureate Programs \$2,000
Co-Program Manager, Baccalaureate Programs \$1,000

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

ATHLETICS

SPECIAL SALARIES

Interim Coach	Up to \$100/per day
Interim Trainer	Up to \$150/per day
Mascot/Spotter	\$18/per hour
Sports Camp Assistant*	\$50-250/camp
Sports Camp Assistant Director*	\$300-750/camp
Sports Camp Director*	\$500-1,000 (based on experience and size of camp)
Sports Camp Student Assistant*	\$15/per hour

STIPENDS

Assistant Coach – Baseball	Up to \$8,755
Assistant Coach, Beach Volleyball	Up to \$8,250 \$8,755
Assistant Coach, Court Volleyball	Up to \$8,250 \$8,755
Head Coach – Baseball	Up to \$15,000 \$13,000
Head Coach, Beach Volleyball	Up to \$15,000
Head Coach, Court Volleyball	\$8,000 Up to \$15,000
Head Coach, Softball	Up to \$15,000
Scorekeepers, Clock (basketball), Scoreboard, Ticket Takers	\$35 per contest
Sports Information Specialist	\$65,000

*Salary will be based on the experience in the field of the individual. The Department will recommend the salary and it will be approved by the appropriate ~~Sports Camp Director~~ Director, Athletics.

**~~The coaching staff is eligible for extra pay for playoffs and/or other extra duties.~~

Note: All stipends are periodically reviewed for alignment (amounts and contact hours).

- Commented [A87]: Rates updated per Athletics.
- Commented [A88]: Rates updated per Athletics.
- Commented [A89]: Eliminated, role is moving to an Admin/Professional level FT position.
- Commented [A90]: Rate updated per Athletics.
- Commented [A91]: Rate updated per Athletics.
- Commented [A92]: Rates updated per Athletics.
- Commented [A93]: Moved to Stiped role from Admin/Professional
- Commented [A94]: Rates updated per Athletics.

- Commented [A95]: This note provides a general compensation summary that renders several of the other asterisked notes not needed. Sports Camp Director was updated to the Director, Athletics to be accurate.
- Commented [A96]: This note is no longer relevant here.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

ACADEMICS

SPECIAL SALARIES

Guest Speaker, Science Speaker Series \$75
~~Reader, Scribe for disabled students and faculty~~ ~~\$15/per hour~~

Commented [A97]: Eliminated, positions filled through a temporary service.

STIPEND

Advisor – Brain Bowl \$2,000
 Advisor – Honors PTK Club-Bradenton Campus \$2,000
 Advisor – Honors PTK Club-Venice Campus \$2,000
 Advisor – Phi Beta Lambda-Bradenton Campus \$2,000
~~Advisor – Phi Beta Lambda-Venice Campus~~ ~~\$2,000~~
 Assistant, Dean Up to \$20,000
 Building Code Administrator ~~\$6,43,900~~
 Chair – Department Up to \$9,000
 Collection Manager \$3,000
~~Course Development~~ ~~Up to \$2,000~~
 CROP Site Coordinators \$525 per semester
 Director – MLK \$2,000
 DRC Technical/Lab Assistant \$3,000
 Externship Program Development \$2,000
 Faculty Senate – Officer \$400
 Faculty Senate – President ~~\$2,1000~~
 Gallery Manager ~~\$3,000~~~~\$15/per hour~~
~~Guided Pathways~~ ~~Up to \$2,100~~
~~Instructional Faculty/Clinical Education Coordinator (PTA)~~ ~~\$10,000~~
~~Industry Certification Development~~ ~~\$3,700~~
~~Instructional Material Development~~ ~~\$2,000~~
~~Network, Resources, Open, College & Career (NROC) Admin.~~ ~~\$4,000~~
~~Sigma Kappa Delta - Bradenton~~ ~~Up to \$2,000~~
~~Sigma Kappa Delta - Venice~~ ~~Up to \$2,000~~
 Strategic Initiatives Up to \$10,000
 Summer Initiatives Up to \$15,000
 Test Administrators/Proctors:
 Test Administration
 Administrator – \$75.00 (under 3 hours) Proctor - \$16.67/per hour
 Administrator – \$100.00 (over 3 hours)

Commented [A98]: Added missing stipend for Phi Beta Lambda - Venice.

Commented [A99]: Updated rate.

Commented [A100]: Added Course Development stipend that was missing.

Commented [A101]: Corrected rate based on current stipend.

Commented [A102]: Corrected rate based on current stipend.

Commented [A103]: Added Guided Pathways stipend that was not previously included.

Commented [A104]: New stipend.

Commented [A105]: Eliminated, position no longer in use.

Commented [A106]: Eliminated, position no longer in use.

Commented [A107]: Eliminated, position no longer in use.

Commented [A108]: Added missing Sigma Kappa Delta stipends.

Commented [A109]: Added missing Sigma Kappa Delta stipends.

Note: All stipends are periodically reviewed for alignment (amounts and contact hours).

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

PERFORMING ARTS

SPECIAL SALARIES

Accompanist	\$20-30/per hour
Accompanist for Production	\$1,000 per production
Guest Conductor/Clinician/Recitalist/Visiting Artist	
Category “A” – Local Venue Experience*	Up to \$199
Category “B” – Statewide/Regional Venue Experience*	\$200–499
Category “C” – National/International Venue Experience*	\$500–4,500
Models	\$18
Theatre Prod. Director, Actor, Choreographer, Support	Up to \$2,000

STIPENDS

Director – Choral Ensembles	\$2,000
Director – College Orchestra	\$1,000
Director – Guitar Ensemble	\$1,000
Director – Jazz Ensemble	\$2,000
Director – Symphonic Wind Ensemble	\$1,000
Musical Production Director	\$3,000
<u>Presidential Ensemble Coordinator</u>	<u>\$1,750</u>
<u>Presidential Jazz Ensemble Coach</u>	<u>\$1,500</u>
<u>Presidential String Quartet Coach</u>	<u>\$1,500</u>
Theatre Designer	\$2,000 per production

Commented [A110]: New positions created from an existing stipend role.

Commented [A111]: New positions created from an existing stipend role.

Commented [A112]: New positions created from an existing stipend role.

*Category placement will be based on a review of several professional factors such as academic affiliation, format of performance, degree of technical difficulty of the performance, critic reviews, geographic venues, and reputation of individual(s). The Department will recommend the category and it will be approved by the appropriate Dean, as defined in Category definitions.

Note: All stipends are periodically reviewed for alignment (amounts and contact hours).

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE

SPECIAL SALARIES

Wellness Trainer - \$25-50/per hour

Licensed Dental Professional (Must be currently licensed in the State of Florida) - \$40/per hour

STIPENDS

ASN Level Coordinator - \$500-1,000

~~Clinical Coordinator, OTA – \$3,700~~

Clinical Instructor: Radiography

- Class I (per semester) 1-5 students - \$300
- Class II (per semester) 6 or more students - \$450

Commented [A113]: Eliminated, position no longer receiving stipend.

~~Program Manager – \$1,000~~

~~Program Manager, CIT & Programming Analyst~~

Commented [A114]: Moved, stipend has increased to \$2,000, so CIT & Programming Analyst moved to the Program Manager list below.

Program Manager – \$2,000

- | | |
|---|--|
| 2D Studio Art, A.S. | Entrepreneurship, A.S. |
| 3D Studio Art, A.S. | Exceptional Student Education, A.S. |
| Accounting Technology, A.S. | Fire Science Technology, A.S. |
| Biotechnology, A.S. | Graphic Design Technology, A.S. |
| Business Administration, A.S. | Hospitality and Tourism Management, A.S. |
| CIT & Programming Analyst | Music Technology, A.S. |
| Computer Info Technology, A.S. | Networking & PM, A.S. |
| Criminal Justice Technology, A.S. | Paralegal/Legal Assisting, A.S. |
| Digital Cinema, A.S. | Risk Management, A.S. |
| Digital Photography, A.S. | Theatre, A.A. |
| Early Childhood Education, A.S. | Weekend College, A.S. |
| Engineering Technology, A.S. | |

Commented [A115]: Added missing Program Manager stipends to coincide with our current list.

Commented [A116]: Moved CIT & Programming Analyst stipend due to corrected amount.

Program Manager, Baccalaureate Programs – \$2,000

Supervision and Management, B.A.S.

~~Early Childhood Education~~

~~Elementary Education~~

~~Public Safety and Emergency Management~~

Commented [A117]: Added active stipend.

Commented [A118]: Added active stipend.

Commented [A119]: Added active stipend.

~~Program Manager, Baccalaureate Programs – \$4,000~~

~~Health Services Administration, B.A.S.~~

Commented [A120]: Eliminated, inactive stipend that is no longer used.

Program Manager, Baccalaureate Programs - \$5,000

BAS/BS ~~Supervision~~ [Coordination](#)

Commented [A121]: Title updated from Supervision to Coordination.

Note: All stipends are periodically reviewed for alignment (amounts and contact hours).

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

1. STUDENTS:

- A. For the purposes of employment at State College of Florida, Manatee-Sarasota, students are placed in one of three categories:
- 1) Federal Work Study - Student seeking an A.S. or A.A. degree or a certificate at State College of Florida, Manatee-Sarasota, meeting Federal Financial Aid requirements, preference is shown to student enrolled in a minimum of 6 credit hours. Employment/placement at SCF is through Financial Aid Services and based on meeting the qualifications of the job description.
 - 2) Student Assistants - Student seeking an A.S. or A.A. degree or a certificate at State College of Florida, Manatee-Sarasota and preference is shown to student enrolled in a minimum of 6 credit hours. Employment/placement at SCF is through Financial Aid Services and based on meeting the qualifications of the job description.
 - 3) Peer Advisor Assistants, Campus Ambassadors and SGA Executive Officers – Students seeking an A.S. or A.A. degree or a certificate at State College of Florida, Manatee-Sarasota and taking a minimum of 6 load hours. Employment/placement at SCF is through Financial Aid Services and based on meeting the qualifications of the job description.
- B. Students will be paid \$15 per hour.
- C. Interns: Employment/placement in an SCF paid internship position for SCF Students is through the Office of College and Career Success department, and for all other paid Interns through the Human Resources Office. All internships must be approved in advance by the Vice President, Finance and Administrative Services.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

1. TEMPORARY EMPLOYEES:

A. **TEMPORARY EMPLOYEES:** Most Temporary employees will be hired through the contracted vendor/vendors of the College. Individuals hired to work at State College of Florida, Manatee-Sarasota on a temporary basis will be paid within the range of the position to which they are assigned based on market and experience.

Retired and/or former employees of State College of Florida, Manatee-Sarasota, hired on a temporary basis, may be paid based on the position to be filled and their past SCF experience and prior relative experience as determined by the Director, Human Resources, or designee.

B. **TEMPORARY EMPLOYEES IN INTERIM POSITION:** When the College determines that it requires an existing employee to fill an Interim Position which is in addition to the employee's current position, the College may pay a supplement which is normally 10% of the employee's current base pay, or the minimum rate for the range of said Interim Position, whichever is greater, based on the evaluation of the Director, Human Resources, and subject to the approval of the area Vice President, the Vice President, Finance and Administrative Services, and the President.

2. GRANT PERSONNEL: The College will adhere to established salary schedules, classification plans and hiring procedures when appointing grant personnel.

3. OVERTIME AND COMPENSATORY TIME: The provisions of the Fair Labor Standards Act and its amendments govern all overtime and compensatory time considerations.

4. COMPLIANCE: The College complies with Section 1012.885 and 1012.886, Florida Statute, in compensation to designated individuals by funding remuneration proportionately from authorized College operating revenue sources.

5. EMPLOYMENT OF RETIREES: Re-employment of SCF retirees, or former employees that have taken a distribution and/or retirees of other Florida state agencies shall be employed subject to FRS regulations.

6. PERFORMANCE INCENTIVE PAYMENT: Regular full-time employees, except for SCFCS instructional and SCFCS management staff, who have a completed performance evaluation and who are in a paid status at the time of the one-time salary supplement may be eligible for a performance increase (less applicable taxes). (Those regular part-time employees who have a completed performance evaluation and who are in a paid status at the time of the one-time salary supplement, may receive a pro-rata share of the one-time salary supplement check, less applicable taxes).

7. RECOGNITION: Regular part-time and full-time employees may be eligible for a recognition incentive payment for years of service and upon retirement after at least 5 years of service.

**STATE COLLEGE OF FLORIDA, MANATEE – SARASOTA
2024 – 2025 NON-CREDIT SALARY SCHEDULE**

INSTRUCTIONAL STAFF (NON-CREDIT):

Part-time, non-credit instructional staff will be paid as follows:

A.	(1) Avocational/Occupational Lifelong Learning and Workforce Development – Instructional Staff (2) General Training and Expertise (3) Recognized Expertise (4) Professional (2) Technical Expertise (3) Highly Specialized	\$18-65 28 /per hour — \$25-35/per hour \$35-45/per hour — \$55-65/per hour \$75-150 00 /per hour (with approval of Dean, Lifelong Learning & Workforce Development, LWR) \$150 00 +/per hour (with approval of EVP/Provost)
B.	Coordination: Coordination includes registration, planning, promotion, and other functions such as Range Aide deemed necessary to facilitate the instructional component. (1) Class Coordinator (2) Student Assistant	\$15/per hour \$15/per hour
C.	Curriculum Development	\$18-65/per hour \$15/per hour
D.	Proctor	\$15-35/per hour \$16.67\$/per hour (minimum of 3 per hour and hourly thereafter)
E.	Traffic Safety Institute: (1) Clinical Supervisor* (2) Level II Class Instructor - DUI (3) Evaluator – Special Supervision & DUI (4) Level I Class Instructor - DUI (5) Instructor – Driver Improvement (6) Highly Specialized Roles	\$25/per hour Varies \$22-35 27 /per hour \$22-35 27 /per hour \$22-35 27 /per hour \$22-35 27 /per hour \$35+ (with approval of Dean, Lifelong Learning & Workforce Development, LWR)
*Clinical supervisor rates will vary based upon contractual agreement.		
F.	Para-professional Certification Trainer	— \$22-28/per hour
G.	Workshop Registration Assistant (1) Per 2-hour session (2) Per hour over 2	\$30 — \$15

Commented [A122]: Staff criteria combined into one with a larger rate range.

Commented [A123]: Rates updated to a more accurate range.

Commented [A124]: Rate updated to cover the range of pay for Curriculum Development.

Commented [A125]: Updated range to cover the varying costs.

Commented [A126]: Updated: Pay rates were extended to cover the varying costs.

Commented [A127]: New: #6 added to cover highly specialized roles and experience.

Commented [A128]: Eliminated, F and G because they are not in use at this time.

~~Individuals hired to perform non-teaching duties in support of a non-credit program will be compensated at a rate equivalent to one overload or a multiple of an overload or a fraction thereof commensurate with assigned duties.~~

~~Workforce Training Instructors who have provided over 500 accumulated hours of training for Lifelong Learning and Workforce Development (LLWD/LL/WF) by the end of the fiscal year will receive a one-time~~

~~\$5/hour increase in pay rate, calculated each June 30 and applicable to the following fiscal year. Instructors must have worked consecutive terms. Increases will be calculated to be effective for the fall semester. All~~ instructors are required to attend LLWD/LLWF orientation with their respective director and complete SCF required background check and training such as but not limited to Preventing Workplace Harassment/Title IX and FERPA training, as well as any other required or mutually agreed upon training. Traffic Safety Institute ~~instructors who have been actively teaching and/or evaluating for more than two years may be eligible for an increase in pay rate.~~

Commented [A129]: Verbiage adjusted to reflect current LLWD policies.

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA 2024 – 2025 SALARY SCHEDULE

These Salary Schedules are established pursuant to F.S. 1001.65 and rules or policies of the Board of Trustees and serve as a guide for compliance.

Personnel actions submitted to the Board of Trustees for approval in conformance with the salary schedules and/or in accordance with applicable SCF Rules and Procedures will be considered routine personnel actions. The President may authorize variations in hiring practices, travel reimbursements, leaves, compensatory time, overtime, special compensation, severance and pay in lieu of notice, subject to legal requirements and based upon justification and appropriate recommendations of the Director, Human Resources, and executive staff. Special rates of pay that have been adopted for services requiring special certification, and for unique or difficult to fill assignments may be continued or revised to meet College needs and market conditions as deemed necessary by the President. Examples include, but are not limited to, assignments in support of Health Professions Programs; contracts with industry; local, state, or federal grant programs; high technology programs; new College initiatives; and special Staff and Program Development activities.

Other full or part-time job classifications and hourly rates will be added as required. The President, as needed, may authorize special fees and salary rates for independent contractors, consultants, workshops, seminars, exams, grants, and other services. Compensation determinations will consider experience, education, special credentials, and employment market factors.

COMPENSATION PHILOSOPHY

State College of Florida's Compensation Strategy creates an innovative and progressive program that is competitive, internally equitable, fiscally responsible, and integrated with performance management. The program supports the attainment of the College's goals by attracting and retaining talent and providing personal and professional growth opportunities during an employee's career at SCF. The program is flexible and is based on benchmarking reflective of local, regional, and educational industry market considerations. The College will strive to administer the compensation program in a manner that is consistent, equitable and free of discrimination.

The College is committed to openness and transparency around the compensation program to ensure that all employees understand the principles that guide salary decisions. At a minimum, this includes communicating the College's compensation strategy, compensation ranges, and accurate job responsibilities with existing and future employees.

(THE IMPLEMENTATION OF THESE RATES WILL BE IN ACCORDANCE WITH STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA PROFESSORIAL RANKING SYSTEM AND RULES AND PROCEDURES MANUALS, AND ANY STATE OR FEDERAL LAWS THAT APPLY.)

NOTE: Non-Faculty employees hired after March 31, 2024, will not be eligible for any approved salary increases effective fiscal year 2024-2025.

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 ADMINISTRATIVE/PROFESSIONAL SUPPORT SALARY SCHEDULE
 Twelve Month Positions Except Where Noted

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
211	Accountant Accountant, Accounts Payable and Fixed Assets Accountant – Finance Accountant, Grants Assistant Bursar Coordinator, Admissions (Nursing) Coordinator, Assessment and Evaluation (Nursing) Coordinator, Business, 26 West Entrepreneurship Center Coordinator, College and Career Success Coordinator, Enrollment Services Coordinator, Enrollment Technology Coordinator, Lifelong Learning Coordinator, Natural Science Lab Coordinator, Nursing Operations Coordinator, Student Life Coordinator, Student Success, Bridge to Baccalaureate (B2B) Coordinator, Systems and Operations Coordinator, TRIO/Student Support Services Grant Program Coordinator, Workforce Development DUI Evaluator/Instructor DUI/Special Supervision Evaluator Experiential Learning Coordinator International Student Coordinator & Success Coach Program Coordinator, 26 West Entrepreneurship Center	\$37,111	\$58,635
212	Administrator, Learning Management System (LMS) Advancement Associate Corporate and Community Partnerships Advancement Associate, Events and Marketing Assistant Director, Public Safety Associate Director, International Student Services Associate Registrar Coordinator, Alternative Certification Program (ACP) Coordinator, CCAMPIS Grant Program Coordinator, Communications and Media Coordinator, Community Outreach Coordinator, Creative Content Coordinator, Database Services, Foundation	\$41,453	\$65,495

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
212	Coordinator, Environmental Safety & Health Coordinator, Facilities Management Coordinator, IT/Coding Academy Coordinator, Procurement Coordinator, Procurement & Fiscal Performance Coordinator, Retention and Assessment & Testing Coordinator, Student Support Services Coordinator, Talent Acquisition Graphics and Web Designer, 26 West Entrepreneurship Center Head Coach, Baseball Librarian, P/T Librarian, Reference & Instruction Manager, 26 West Community Engagements and Partnerships Manager, 26 West Digital Content Manager, Digital Marketing and Fabrication Manager, Digital Production Manager, Natural Science Lab Manager, Performing Arts Center Manager, Traffic Safety Institute Program Director, College Readiness Program Director, Early College Programs Project Coord., Lifelong Learning and Workforce Development Research Analyst Specialist, Instructional Design Systems Analyst, Financial Aid Services	\$41,453	\$65,495
213	Associate Director, Financial Aid Services Coordinator, Disability Resource Center Coordinator, Office of the President and Trustee Relations Coordinator, Sponsored Projects Lead Specialist, Instructional Design and Learning Technology Library Supervisor, Access Services Library Supervisor, Collection Development & Technical Services Library Supervisor, Venice Campus Manager, Business Operations Manager, Facilities Management Manager, Human Resources Information Systems Manager, Marketing Manager, Nursing Admissions Manager, Tutoring and Academic Success Center (TASC) Project Manager, Marketing	\$46,303	\$73,159

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
214	Bursar Director, Advancement, Institutional Development Director, Athletics Director, Career Accelerator Director, Career Technical Education Director, Grants and Scholarships, Institutional Development Director, Institutional Reporting Director, Workforce Services Manager, Accounts Payable Manager, Facilities Planning, Design and Construction Manager, Financial Services Project Director, TRIO Student Support Services (SSS) Grant Senior Manager, Human Resources Senior Research Analyst Webmaster	\$51,720	\$81,718
215	Accounting & Finance Manager, Institutional Development Associate Controller Assistant Dean, Lifelong Learning and Workforce Development Assistant Dean, Early College Programs and Strategic Academic Initiatives, Campus Administrator, Venice Assistant Dean of Students Assistant Director, Facilities Management Assistant Director, Human Resources Director, 26 West Entrepreneurship Center Director, Advanced Technology Center Director, Enrollment Services Director, Library Director, Marketing Director, Retention and College & Career Success	\$57,771	\$91,278
216	Director, Business Services Director, CTLE and Online Learning Director, Public Safety and Emergency Management Director, Sponsored Projects Director, Traffic Safety Institute	\$64,529	\$101,956
217	College Registrar Director, Financial Aid Director, Human Resources Director, Institutional Compliance	\$72,078	\$113,884

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
218	AVP, Communications and Government Relations AVP, Facilities Management AVP, Finance/Controller AVP, Institutional Effectiveness and Research AVP, Student Services and Enrollment Management Dean of Lifelong Learning & Workforce Development Dean of Nursing Dean of Students	\$80,513	\$127,210
219	Associate Provost for Academic and Faculty Affairs	\$97,811	\$154,541
220	Vice President, Advancement & Executive Director, SCF Foundation Vice President, Finance & Administrative Services Vice President, Institutional Effectiveness Vice President, Student Services & Enrollment Management Vice President and General Counsel	\$107,592	\$169,995
221	Executive Vice President and Provost		Negotiated*
299	President President Emeriti		Negotiated*

*In accordance with s. 1012.885 F.S. and s. 1012.886 F.S.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 NON-INSTRUCTIONAL COMPENSATION POLICIES**

1. ANNUAL SALARY INCREASE DATE:

Non-instructional employees, full-time or part-time, who occupy a position, approved by the Board of Trustees, which provides an administrative, professional support, technical/paraprofessional, clerical/secretarial, skilled crafts or maintenance service for the College, have a common anniversary date for salary increases, which is recommended by the President to the Board of Trustees for each fiscal year.

2. PAY LEVEL:

Each non-instructional employee position is assigned to a pay level depending upon the relative complexity and level of responsibility of the tasks involved in its job description and labor market competitive rates, based on the College approved job evaluation structure. Each pay level has a distinct salary range determined by an annual review of the salary schedule by the Office of Human Resources. Positions are established within the level structure on the following pages based on recommendations by the Office of Human Resources and approval of the President.

Pay rates/ranges for hard-to-fill positions may be changed to meet College needs and market conditions as deemed necessary by the President.

3. BEGINNING SALARY:

New employees, who meet minimum qualifications will usually be placed at the minimum rate for the pay level, regardless of the fund source.

Additional credit will be allowed for related experience above the minimum experience qualification of the position, up to a maximum of 10 years prior experience over the minimum requirements for new employees. Current employees may receive more than the 10 years maximum experience credit for SCF experience if it is relevant to the new position.

The Director, Human Resources may approve a step increment credit for each year of related experience above the minimum requirements, up to 5 years additional related experience. Usually, the employee will be paid at the Mid-point (Market Rate) if the employee has 5 years additional related experience beyond the minimum experience requirements for the position.

An experience calculation of an additional 1% above the market rate for those with more than 5 years related experience beyond minimum requirements may be granted, up to 10% above the mid-point of the range, with the approval of the Director, Human Resources.

Starting salaries greater than 10% above the mid-point of the range may only be granted with the President's approval. In some cases, relevant education above the minimum requirements may be substituted for experience on a year for year basis. Depending on the position, it may also be possible to substitute some experience for education requirements. All experience calculations and salary rates above mid-point must be approved by the Director, Human Resources, or designee.

4. PROMOTION, REASSIGNMENT, REDUCTION:

- A. PROMOTION is the selection for appointment to a position with a higher pay level than the current position. The salary rate for an employee being promoted will be calculated in accordance with section 3, “Beginning Salary” period. The employee will either receive this calculated rate or 5% for a one level promotion; or 10% for a promotion of two levels, or the minimum salary rate for the level, whichever is greater.
- B. RECLASSIFICATION is the change in position title and/or pay level based upon a significant change in the job responsibilities. Reclassifications for positions currently filled by an incumbent are usually requested during the annual budget process. Under rare circumstances to accommodate the critical needs of the College, reclassifications for vacant positions may be requested at the time of the vacancy. A pay increase may be granted upon the recommendation of the supervisor and the area Vice President to the Director, Human Resources. The job descriptions for recommended reclassification shall be scored by the Director, Human Resources or designee and submitted by the Director, Human Resources to be presented to the President’s Advisory Council and President for approval. Calculation of new salary rates for reclassification will be handled the same way as Promotions, as stated in section 4.A. Salary changes for reclassification during the annual budget process will usually become effective on July 1 of the next fiscal year. Salary changes for reclassification requests for vacant positions will become effective as approved by the President.
- C. REASSIGNMENT is the selection for appointment to a position with the same pay level as the current position held. An employee who is reassigned will usually retain his/her current salary. With extenuating circumstances, the employee may either receive a 10% increase based on the recommendations of the supervisor and the Office of Human Resources and the approval of the President, or they may receive a new salary calculation.
- D. REDUCTION is the selection for appointment to a position with a lower pay level than the current position. An employee who is reduced in pay level will receive either the calculated salary as stated in section 3, “Beginning Salary”, or a 5% reduction in salary for one level lower, or a 10% reduction in salary for two or more levels lower, whichever salary rate is less of a reduction, unless otherwise approved by the President.
- E. Promotions, reassignments, or reductions will be effective the date the employee assumes the position or the date the position becomes vacant, whichever is later.
- F. Generally, internal applicants must complete at least six months in their current position at a satisfactory level before they are eligible to apply for another position. The area Vice President and the Director, Human Resources may waive this requirement if it is deemed to be in the best interest of the College.
- G. Employees who are on a performance improvement plan are not eligible to apply for another position, nor are they eligible for approved increases until they have satisfactorily completed the performance improvement plan.

5. PART-TIME EMPLOYEES:

A part-time employee is an employee who is hired to fill a Board approved regular classification position, at less than 1950 or 2080 hours per year, for positions normally scheduled for 1950 or 2080 hours, respectively. Part-time employees who are in budgeted positions of 25 hours or more per week are considered full-time for benefits eligibility only.

Part-time employees will be paid based on the salary schedule and prorated based on the number of hours approved for the position.

6. TRAINING OPPORTUNITY PROGRAM (TOP):

Career and Professional Support employees, hired to fill a regular position, approved by the Board of Trustees, have the opportunity to earn additional pay for participation in training/education programs that improve their job skills and enhance their contribution to the College, subject to budget availability. When an eligible employee completes one fiscal year of the required training/education activities that meet TOP criteria and are approved for TOP credit, they will earn \$250, provided the employee is in a paid position at the time of the disbursement. Retirees will be paid the disbursement with their final paycheck. A pro-rated portion may be approved by the President subject to budget availability. Payments will be made in a lump sum, minus required taxes during the first pay period of December. Temporary employees are ineligible for this program.

7. **CLASSIFICATION PLAN:**

Career – Non-Exempt

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
112	Groundskeeper Specialist, Mailroom	\$15.00	\$18.00
113	Assistant, Laboratory Assistant, Library Assistant, Office of the Registrar Campus Resource Officer Specialist, Central Services Specialist, Ticketing and Guest Services Staff Assistant II	\$15.20	\$19.30
114	Academic Department Secretary Assistant, Admissions Assistant, Graduation Assistant, Laboratory – Natural Science Assistant, Student Services (Call Center) Groundskeeper/Sports Specialist, Museum Specialist, Traffic Safety Institute Customer Service Staff Assistant III Staff Assistant III – Student Life Trades Worker II – Electrical Trades Worker II – General Maintenance Trades Worker II – General Maintenance (Evening Shift) Trades Worker II – General Maintenance (Part-Time) Trades Worker II – General Maintenance - LWR Trades Worker II – HVAC Mechanical Trades Worker II – Small Engine Mechanic	\$15.40	\$20.60
115	Business Service & Purchasing Assistant Executive Assistant II Lead, Student Services Assistant (Call Center) Specialist, Accounts Payable Specialist, Admissions Transfer and Evaluation Specialist, CCAMPIS Grant Program Specialist, CTLE & Online Learning Specialist, Customer Service/Facilities Operations - VC Specialist, Driver Improvement Specialist, Office of the Registrar	\$15.60	\$21.90

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
115	Specialist, Payroll Specialist, Scholarship, Institutional Development Specialist, Transfer Credit Specialist II, Accounting Specialist II, Human Resources Testing Technician	\$15.60	\$21.90
116	Accounting Technician I Executive Assistant III – VP/ED Graphic Artist Instructional Assistant Laboratory Support Specialist, Natural Science Lab Office Supervisor, Library Services Office Supervisor, Office of the Registrar Simulation Center Technician Skills Lab Technician Specialist, IT/Coding Academy Specialist, Public Safety Technology Specialist, Recruitment Specialist, Recruitment and New Student – South Sarasota County Specialist, Retention – Special Programs	\$15.80	\$23.20
117	Accounting Technician II Adjunct Coordinator Lead Graphic Artist Legal Assistant Specialist, Accommodation Administration Specialist, Auditorium Support Specialist, Degree Evaluations and Projects Specialist, Graduation Specialist, Library Support Specialist, Technology/Access Supervisor, Early College Programs Supervisor, Public Safety – VC Trades Worker III – Construction Lead Trades Worker III – Electrician Trades Worker III – HVAC Mechanical Trades Worker III – Preventive/General Maintenance	\$16.43	\$24.64
118	Supervisor, Maintenance and Site Utilities Supervisor, Maintenance Operations	\$18.07	\$27.11

8. **CLASSIFICATION PLAN:**

Career – Exempt

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
E16	Lab Instructor – 2 D Lab Instructor – Ceramics Lab Instructor – Film Lab Instructor – Graphic Design Lab Instructor – Photography Production Instructor – Theatre Supplemental Instruction Specialist – TRIO SSS Supplemental Instruction Specialist – TASC	\$29,862	\$43,842
E17	Site Coordinator, Tutoring and Academic Success Center (TASC)	\$32,043	\$48,065
E18	Advisor, Student Life Advisor II, Veterans Benefits College & Career Success Coach Financial Aid Officer, Federal Programs Financial Aid Officer, Scholarships and Grants Financial Aid Officer, Student Employment IT/Coding Academy Student Success Coach Lead, Financial Aid Customer Experience Site Manager, Venice Disability Resource Center Specialist, Loan Officer, Financial Aid Services Specialist, Processor, Financial Aid Services	\$35,245	\$52,868

*Salary ranges stated are for 12-month positions and are prorated for 9 and 10-month positions.

9. **CLASSIFICATION PLAN:**

Information Technology

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
CAREER – NON-EXEMPT			
311	Specialist, Help Desk Specialist, Technical Support	\$15.00	\$25.86
312	Lab Technical Manager Specialist, Desktop - Audio Visual Support	\$19.56	\$31.30
ADMINISTRATIVE / PROFESSIONAL SUPPORT			
313	Lead, Help Desk Office 365 Specialist Manager, IT Projects Network Systems Administrator Programmer/Report Writer Systems Administrator	\$37,111	\$71,247
314	Manager, IT Client Services Programmer/Analyst Senior Network Systems Administrator Web Application Programmer/Analyst Web Programmer/SharePoint Administrator	\$47,750	\$88,894
315	Manager, IT Infrastructure Manager, IT Security Senior Programmer/Analyst	\$59,577	\$110,913
316	Associate Director, IT Operations	\$66,956	\$117,401
317	Director, Information Operations	\$74,334	\$123,889

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 COLLEGIATE SCHOOL EMPLOYEE'S SALARY SCHEDULE**

<u>LEVEL</u>	<u>POSITION TITLE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
ACADEMIC			
110	Instructor - Collegiate School	\$53,000	\$64,800
210	Certified School Counselor	\$53,000	\$69,700
214	Director of Curriculum and Instruction - Collegiate School	\$51,720	\$81,718
214	Director of Student Services and Counseling – Collegiate School	\$51,720	\$81,718
ADMINISTRATIVE / PROFESSIONAL SUPPORT			
211	Advisor/Instructor	\$53,000	\$64,800
214	Manager, Accounts Payable	\$51,720	\$81,718
217	Head of School – Collegiate School	\$72,078	\$113,884
218	AVP, Collegiate Schools	\$80,513	\$127,210
CAREER NON-EXEMPT			
112	Café Server	\$15.00	\$18.00
112	Custodian - Collegiate School	\$15.00	\$18.00
114	Staff Assistant III	\$15.40	\$20.60
115	Assistant, Technology	\$15.60	\$21.90
115	Executive Assistant II	\$15.60	\$21.90
115	Registration Specialist/Testing Coordinator	\$15.60	\$21.90
116	Collegiate School Behavior Specialist and SCF Public Safety Liaison	\$15.80	\$23.20
116	Collegiate School Resource Officer/Behavior Specialist	\$15.80	\$23.20
116	Office Supervisor, Collegiate School	\$15.80	\$23.20
118	Coordinator, Technology (all campuses)	\$18.07	\$27.11
CAREER EXEMPT			
E16	Supplemental Instruction Specialist, 1:1 ESE Student Teacher Aide	\$29,862	\$43,842

NEW SALARIES

In accordance with F.S. 1012.22, newly hired Instructional personnel will be placed within the salary schedule range based on the evaluation of experience. Base salaries do not include compensation for advanced degrees.

ADVANCED DEGREE/HOURS ANNUAL SALARY SUPPLEMENT

In accordance with F.S. 1012.22(1)(c), compensation for advanced degrees is paid in an annual salary supplement. To be eligible for the salary supplement the advanced degree must be held in the individual’s area of certification. The supplement does not become part of the employee’s continuing base salary. Salary supplements for obtaining advanced degrees are paid in addition to the base salary for the following fiscal year providing official transcripts are received.

Example – Obtaining a master’s degree in December – the salary supplement is paid the following fiscal year.

ADDITIONAL ACADEMIC RESPONSIBILITIES

In accordance with F.S. 1012.22(1)(c), compensation for additional academic responsibilities is paid in a salary supplement of 10% of an employee's base salary, unless otherwise authorized by the President due to extenuating circumstances.

ANNUAL PERFORMANCE ADJUSTMENTS

Instructors, Certified School Counselors, Administrators

In accordance with F.S. 1012.22, annual adjustments to salary are based on achieving a "highly effective" or "effective" annual performance rating. Annual performance adjustments are added to the employee's permanent base salary at the start of the following fiscal year.

Annual performance adjustments are dependent on the budget constraints of SCFCS and Board of Trustee approval.

CONTRACTS

Newly hired instructional personnel and school administrators are placed on a probationary contract. Upon successful completion of the probationary period, employees are awarded an annual contract.

Instructors working off contract earn \$150/day for new hire orientation, summer conferences or supplemental assistance.

Instructors working off contract for more than 3 days earn their daily rate. This may take effect when teachers are working off contract during summer school.

Adjunct Teachers: Part-time, temporary

Overload: full time teachers

Overload & adjunct teachers will be compensated at a rate of \$2,000 per 3 semester hours.

Overload & adjunct teachers will be compensated at a rate of \$2,660 per 5 semester hours.

Overload and adjunct teachers will have a deduction from their total compensation for each hour of class time for which they are absent.

Substitute Teachers:

Regular substitute teachers will be paid \$120 per day. Long term substitute teachers, defined as working more than three consecutive weeks, will be paid between \$120 and \$150 per day, depending on experience and discipline.

School Nurse (RN required): \$26 per hour

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024-2025 COLLEGIATE SCHOOL MISCELLANEOUS SALARY SCHEDULE**

Special Salaries for chartered clubs and legislative requirements. Advisors may be any SCF full-time employee.	
AMOUNTS ARE FOR THE CONTRACT YEAR UNLESS OTHERWISE STATED	
Anti-Bullying Club Advisor	\$1,000
Builders Club Advisor	\$1,000
Culture Club Advisor	\$1,000
FBLA –Future Business Leaders of America Advisor	\$1,000
HOSA – Health Occupations Students of America Advisor	\$1,000
International Thespian Society Advisor	\$1,000
Key Club Advisor	\$1,000
Lead Teacher or Mentor Teacher Development	\$1,200
National Honor Society Advisor	\$1,000
National Junior Honor Society Advisor	\$1,000
Odyssey of the Mind Advisor	\$1,000
Student Leadership Team Advisor	\$1,000
Theatre Production (Spring/Fall)	\$730 sem.
TSA – Technology Student Association Advisor	\$1,000

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 FACULTY SALARY SCHEDULE – LOWER DIVISION

1. ASSIGNMENT OF ACADEMIC RANK:

A. Assignment of Academic Rank to new faculty and promotional decisions of existing faculty will be made according to the criteria in the Initial Hiring Criteria or Professorial Ranking System, approved by the Board of Trustees, as amended from time to time.

B. The Professorial Ranking System recognizes the six ranks listed below:

(1) ADJUNCT FACULTY: Part-time, temporary. See Section #4 below for salary information.

(2) LECTURER: Full-time, with benefits.

(3) INSTRUCTOR

(4) ASSISTANT PROFESSOR

(5) ASSOCIATE PROFESSOR

(6) PROFESSOR

Refer to Section #3B in this section for salaries for Lecturer, Instructor, Assistant Professor, Associate Professor and Professor.

2. ANNUAL, MULTIYEAR, AND CONTINUING CONTRACT STATUS: All new faculty with the Professorial Rank of Instructor, Assistant Professor, Associate Professor, or Professor will be placed on annual or multiyear contract regardless of the number of years of experience.

Note: Those new faculty who begin employment after the regular start of the fall semester will have their pay pro-rated and paid through the final pay date of the 12-month deferred pay schedule. For years subsequent to the first year, the faculty member may elect to change status and be paid over 20, 23, or 26 pays, depending on the length of contract, with prior notice to the Director, Human Resources no later than July 1 of that year.

Continuing contract, multi-year contract, annual contract or partial year contract status for full-time faculty will be determined in accordance with rules and policies of the State Board of Education and the District Board of Trustees.

3. FULL-TIME FACULTY – LOWER DIVISION

A. Full-time faculty are those faculty members who carry a full credit teaching load which is defined as a minimum of 15 classroom or on-line contact hours per week, or its equivalent, in each semester. A full-time faculty member's contract will state the amount of the salary and the term of employment.

B. The following salary schedule will be used for all full-time 9-month faculty:

<u>Level</u>	<u>Rank</u>	<u>Minimum</u>	<u>Maximum</u>
A1	Lecturer	\$25,200	\$36,468
A2	Instructor	\$40,930	\$46,442
A3	Assistant Professor	\$48,147	\$54,324
A4	Associate Professor	\$56,348	\$63,205
A5	Professor	\$65,522	\$83,423

The following positions are twelve (12) month positions:

- Assistant Deans
- Clinical Coordinator
- Clinical Education Coordinators (PTA, OTA and Radiography)
- Completion Coordinator
- Director of Curriculum and Instruction (ASN and BSN)
- Director of Simulation Center
- Program Directors in Health Professions

C. Establishing Salaries

1. New Faculty will be placed within the range based on the evaluation of experience in accordance with College procedure for Initial Placement of New Faculty.
2. Faculty will move within the range in accordance with District Board of Trustees approved salary increases.
3. Faculty who have been awarded a promotion according to the Professional Ranking policy will receive the minimum salary for the next rank at the beginning of the next academic year.

D. SUMMER A OR SUMMER B: Full-time faculty who have been recommended for employment for the next academic year, and who teach in the Summer semester(s) will be compensated at a rate of \$2,550.00 per 3 semester hours, up to a maximum of 12 ILH total for all summer sessions. Summer semester hours taught above the established maximum (12) will be compensated at the standard overload rate.

E. SUMMER BENEFIT: Full-time faculty who have been recommended for employment for the next academic year, will be maintained on benefits, including health and other benefits paid for by the College between contract years.

4. OVERLOADS (CREDIT): Both in-unit and out-of-unit full-time faculty (credit) will be compensated at a rate of \$2,100 per 3 semester hours.

Overload faculty will have \$34.05 deducted from their total compensation for each hour of class time for which they are absent.

5. **ADJUNCT FACULTY:** Adjunct faculty will be compensated at a rate of \$2,000 per 3 semester hours.

Adjunct faculty will have \$30 deducted from their total compensation for each hour of class time for which they are absent.

6. **SUBSTITUTES:** Substitutes will be paid \$30 per teaching hour. A full-time faculty member in a regular, budgeted position will receive the substitute rate of \$34.05 per teaching hour when substituting outside of his/her regularly established schedule.

7. **SPECIAL FACULTY SALARIES:**

A. Artist-in-Residence \$183 per student
(Faculty who teach applied music classes)

B. Faculty Assessment of Prior Learning (Exam and Review, Portfolio Review) CEL Program \$6 per credit hr.

C. Faculty Re-assessment (Re-Review of Portfolio) CEL Program \$3 per credit hr.

8. Duties other than those listed will be compensated by an overload, a multiple of an overload, a fraction thereof, or be paid based on a proration of the bargaining unit member's base salary.

9. **MILITARY SERVICE** will be accepted as credit for initial placement provided the instructor was teaching immediately preceding and immediately following obligatory military service, up to a maximum of 5 years.

10. **PROFESSIONAL/INDUSTRIAL EXPERIENCE** directly related to the assignment at State College of Florida, Manatee-Sarasota may be accepted in lieu of teaching experience up to a maximum of 5 years.

11. **HOSPITAL WORK EXPERIENCE MAY BE ACCEPTED**, therefore, full-time experience (not internship) may be credited for health science education faculty, up to a maximum of 5 years.

12. **DIVIDED TIME EXPERIENCE:** Employment of less than 9 months in one position can be added to those months of employment of another location during a single calendar year for credit of one year's experience. For example: 6 months of professional work, plus 4 months of teaching during one calendar year will equate to one year of credit experience.

13. **DIRECTED STUDY RATES:**

	FULL-TIME FACULTY		ADJUNCT FACULTY	
5 (ILH)	Class = 1/14 x \$ 3,500.00 =	\$250 per student	Class = 1/14 x \$ 3,333.33 =	\$238.00 per student
4.5 (ILH)	Class = 1/14 x \$ 3,150.00 =	\$225 per student	Class = 1/14 x \$ 3,000.00 =	\$214.20 per student
4 (ILH)	Class = 1/14 x \$ 2,800.00 =	\$200 per student	Class = 1/14 x \$ 2,666.67 =	\$190.40 per student
3 (ILH)	Class = 1/14 x \$ 2,100.00 =	\$150 per student	Class = 1/14 x \$ 2,000.00 =	\$142.80 per student
2 (ILH)	Class = 1/14 x \$ 1,400.00 =	\$100 per student	Class = 1/14 x \$ 1333.33 =	\$ 95.20 per student
1 (ILH)	Class = 1/14 x \$ 700.00 =	\$50 per student	Class = 1/14 x \$ 666.67 =	\$47.60 per student

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 FACULTY SALARY SCHEDULE – Upper Division**

BSN Program or other High Demand Disciplines

A. FULL TIME FACULTY

- Faculty will be hired on annual contracts, or contracts of less than one (1) year, and usually require a Doctorate degree. Masters +30 with exceptional experience may be considered in hard to fill areas, providing the requirements of SACSCOC have been met, with the approval of the Executive Vice President and Provost, the Director, Human Resources, and the President.
- Faculty in the BSN program will be hired on a 9-month contract, with the hiring salary based on experience and education and length of contract.

BSN Salary Range:	Minimum:	Maximum
Doctorate Degree:	\$63,122	\$91,943
Master’s Degree + 30:	\$53,665	\$78,351

B. ADJUNCT FACULTY

- Adjunct and overload rate for doctorate degree faculty is \$2,875 per 3 credit course.
- Adjunct and overload rate for master’s degree faculty is \$2,375 per 3 credit course.

All Other Disciplines

A. FULL TIME FACULTY

- Faculty will be hired on annual contracts and require a Doctorate degree. Master’s Degree + 18 with exceptional experience may be considered in hard to fill areas, providing the requirements of SACS have been met, with the approval of the Executive Vice President and Provost, the Director, Human Resources, and the President.
- Faculty in the Baccalaureate Programs will be hired on a 9-month contract, with hiring salary based on experience and education and length of contract.

Salary Range:	Minimum:	Maximum:
Doctorate Degree	\$57,732	\$82,502
Master’s Degree + 30:	\$53,621	\$78,287
Master’s Degree + 18:	\$49,531	\$72,316

B. ADJUNCT FACULTY

- Adjunct and overload rate for doctorate degree faculty is \$2,600 per 3 credit course.
- Adjunct and overload rate for master’s degree faculty is \$2,185 per 3 credit course.

C. STIPENDS:

Program Manager, Baccalaureate Programs	\$2,000
Co-Program Manager, Baccalaureate Programs	\$1,000

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

ATHLETICS

SPECIAL SALARIES

Interim Coach	Up to \$100/per day
Interim Trainer	Up to \$150/per day
Mascot/Spotter	\$18/per hour
Sports Camp Assistant*	\$50-250/camp
Sports Camp Assistant Director*	\$300-750/camp
Sports Camp Director*	\$500-1,000
Sports Camp Student Assistant*	\$15/per hour

STIPENDS

Assistant Coach – Baseball	Up to \$8,755
Assistant Coach, Beach Volleyball	Up to \$8,250
Assistant Coach, Court Volleyball	Up to \$8,250
Head Coach, Beach Volleyball	Up to \$15,000
Head Coach, Court Volleyball	Up to \$15,000
Head Coach, Softball	Up to \$15,000
Scorekeepers, Clock, Scoreboard, Ticket Takers	\$35 per contest
Sports Information Specialist	\$6,000

*Salary will be based on the experience in the field of the individual. The Department will recommend the salary and it will be approved by the appropriate Director, Athletics.

Note: All stipends are periodically reviewed for alignment (amounts and contact hours).

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

ACADEMICS

SPECIAL SALARIES

Guest Speaker, Science Speaker Series \$75

STIPEND

Advisor – Brain Bowl	\$2,000
Advisor – Honors PTK Club-Bradenton Campus	\$2,000
Advisor – Honors PTK Club-Venice Campus	\$2,000
Advisor – Phi Beta Lambda-Bradenton Campus	\$2,000
Advisor – Phi Beta Lambda-Venice Campus	\$2,000
Assistant, Dean	Up to \$20,000
Building Code Administrator	\$6,400
Chair – Department	Up to \$9,000
Collection Manager	\$3,000
Course Development	Up to \$2,000
CROP Site Coordinators	\$525 per semester
Director – MLK	\$2,000
DRC Technical/Lab Assistant	\$3,000
Externship Program Development	\$2,000
Faculty Senate – Officer	\$400
Faculty Senate – President	\$2,100
Gallery Manager	\$3,000
Guided Pathways	Up to \$2,100
Instructional Faculty/Clinical Education Coordinator (PTA)	\$10,000
Sigma Kappa Delta - Bradenton	Up to \$2,000
Sigma Kappa Delta - Venice	Up to \$2,000
Strategic Initiatives	Up to \$10,000
Summer Initiatives	Up to \$15,000
Test Administrators/Proctors:	
Test Administration	
Administrator – \$75.00 (under 3 hours)	Proctor - \$16.67/per hour
Administrator – \$100.00 (over 3 hours)	

Note: All stipends are periodically reviewed for alignment (amounts and contact hours).

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

PERFORMING ARTS

SPECIAL SALARIES

Accompanist	\$20-30/per hour
Accompanist for Production	\$1,000 per production
Guest Conductor/Clinician/Recitalist/Visiting Artist	
Category “A” – Local Venue Experience*	Up to \$199
Category “B” – Statewide/Regional Venue Experience*	\$200–499
Category “C” – National/International Venue Experience*	\$500–4,500
Models	\$18
Theatre Prod. Director, Actor, Choreographer, Support	Up to \$2,000

STIPENDS

Director – Choral Ensembles	\$2,000
Director – College Orchestra	\$1,000
Director – Guitar Ensemble	\$1,000
Director – Jazz Ensemble	\$2,000
Director – Symphonic Wind Ensemble	\$1,000
Musical Production Director	\$3,000
Presidential Ensemble Coordinator	\$1,750
Presidential Jazz Ensemble Coach	\$1,500
Presidential String Quartet Coach	\$1,500
Theatre Designer	\$2,000 per production

*Category placement will be based on a review of several professional factors such as academic affiliation, format of performance, degree of technical difficulty of the performance, critic reviews, geographic venues, and reputation of individual(s). The Department will recommend the category and it will be approved by the appropriate Dean, as defined in Category definitions.

Note: All stipends are periodically reviewed for alignment (amounts and contact hours).

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

SPECIAL SALARIES

Wellness Trainer - \$25-50/per hour

Licensed Dental Professional (Must be currently licensed in the State of Florida) - \$40/per hour

STIPENDS

ASN Level Coordinator - \$500-1,000

Clinical Instructor: Radiography

- Class I (per semester) 1-5 students - \$300
- Class II (per semester) 6 or more students - \$450

Program Manager – \$2,000

2D Studio Art, A.S.

3D Studio Art, A.S.

Accounting Technology, A.S.

Biotechnology, A.S.

Business Administration, A.S.

CIT & Programming Analyst

Computer Info Technology, A.S.

Criminal Justice Technology, A.S.

Digital Cinema, A.S.

Digital Photography, A.S.

Early Childhood Education, A.S.

Engineering Technology, A.S.

Entrepreneurship, A.S.

Exceptional Student Education, A.S.

Fire Science Technology, A.S.

Graphic Design Technology, A.S.

Hospitality and Tourism Management, A.S.

Music Technology, A.S.

Networking & PM, A.S.

Paralegal/Legal Assisting, A.S.

Risk Management, A.S.

Theatre, A.A.

Weekend College, A.S.

Program Manager, Baccalaureate Programs – \$2,000

Supervision and Management, B.A.S.

Early Childhood Education

Elementary Education

Public Safety and Emergency Management

Program Manager, Baccalaureate Programs - \$5,000

BAS/BS Coordination

Note: All stipends are periodically reviewed for alignment (amounts and contact hours).

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE

1. STUDENTS:

- A. For the purposes of employment at State College of Florida, Manatee-Sarasota, students are placed in one of three categories:
- 1) Federal Work Study - Student seeking an A.S. or A.A. degree or a certificate at State College of Florida, Manatee-Sarasota, meeting Federal Financial Aid requirements, preference is shown to student enrolled in a minimum of 6 credit hours. Employment/placement at SCF is through Financial Aid Services and based on meeting the qualifications of the job description.
 - 2) Student Assistants - Student seeking an A.S. or A.A. degree or a certificate at State College of Florida, Manatee-Sarasota and preference is shown to student enrolled in a minimum of 6 credit hours. Employment/placement at SCF is through Financial Aid Services and based on meeting the qualifications of the job description.
 - 3) Peer Advisor Assistants, Campus Ambassadors and SGA Executive Officers – Students seeking an A.S. or A.A. degree or a certificate at State College of Florida, Manatee-Sarasota and taking a minimum of 6 load hours. Employment/placement at SCF is through Financial Aid Services and based on meeting the qualifications of the job description.
- B. Students will be paid \$15 per hour.
- C. Interns: Employment/placement in an SCF paid internship position for SCF Students is through the Office of College and Career Success department, and for all other paid Interns through the Human Resources Office. All internships must be approved in advance by the Vice President, Finance and Administrative Services.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
2024 – 2025 MISCELLANEOUS SALARY SCHEDULE**

1. TEMPORARY EMPLOYEES:

A. TEMPORARY EMPLOYEES: Most Temporary employees will be hired through the contracted vendor/vendors of the College. Individuals hired to work at State College of Florida, Manatee-Sarasota on a temporary basis will be paid within the range of the position to which they are assigned based on market and experience.

Retired and/or former employees of State College of Florida, Manatee-Sarasota, hired on a temporary basis, may be paid based on the position to be filled and their past SCF experience and prior relative experience as determined by the Director, Human Resources, or designee.

B. TEMPORARY EMPLOYEES IN INTERIM POSITION: When the College determines that it requires an existing employee to fill an Interim Position which is in addition to the employee's current position, the College may pay a supplement which is normally 10% of the employee's current base pay, or the minimum rate for the range of said Interim Position, whichever is greater, based on the evaluation of the Director, Human Resources, and subject to the approval of the area Vice President, the Vice President, Finance and Administrative Services, and the President.

2. GRANT PERSONNEL: The College will adhere to established salary schedules, classification plans and hiring procedures when appointing grant personnel.

3. OVERTIME AND COMPENSATORY TIME: The provisions of the Fair Labor Standards Act and its amendments govern all overtime and compensatory time considerations.

4. COMPLIANCE: The College complies with Section 1012.885 and 1012.886, Florida Statute, in compensation to designated individuals by funding remuneration proportionately from authorized College operating revenue sources.

5. EMPLOYMENT OF RETIREES: Re-employment of SCF retirees, or former employees that have taken a distribution and/or retirees of other Florida state agencies shall be employed subject to FRS regulations.

6. PERFORMANCE INCENTIVE PAYMENT: Regular full-time employees, except for SCFCS instructional and SCFCS management staff, who have a completed performance evaluation and who are in a paid status at the time of the one-time salary supplement may be eligible for a performance increase (less applicable taxes). (Those regular part-time employees who have a completed performance evaluation and who are in a paid status at the time of the one-time salary supplement, may receive a pro-rata share of the one-time salary supplement check, less applicable taxes).

7. RECOGNITION: Regular part-time and full-time employees may be eligible for a recognition incentive payment for years of service and upon retirement after at least 5 years of service.

**STATE COLLEGE OF FLORIDA, MANATEE – SARASOTA
2024 – 2025 NON-CREDIT SALARY SCHEDULE**

INSTRUCTIONAL STAFF (NON-CREDIT):

Part-time, non-credit instructional staff will be paid as follows:

- | | | |
|----|---|---|
| A. | (1) Lifelong Learning and Workforce Development Instructional Staff | \$18-65/per hour |
| | (2) Technical Expertise | \$75-150/per hour (with approval of Dean, Lifelong Learning & Workforce Development, LWR) |
| | (3) Highly Specialized | \$150+/per hour (with approval of EVP/Provost) |
| B. | Coordination: Coordination includes registration, planning, promotion, and other functions such as Range Aide deemed necessary to facilitate the instructional component. | |
| | (1) Class Coordinator | \$15/per hour |
| | (2) Student Assistant | \$15/per hour |
| C. | Curriculum Development | \$18-65/per hour |
| D. | Proctor | \$15-35/per hour |
| E. | Traffic Safety Institute: | |
| | (1) Clinical Supervisor* | Varies |
| | (2) Level II Class Instructor - DUI | \$22-35/per hour |
| | (3) Evaluator – Special Supervision & DUI | \$22-35/per hour |
| | (4) Level I Class Instructor - DUI | \$22-35/per hour |
| | (5) Instructor – Driver Improvement | \$22-35/per hour |
| | (6) Highly Specialized Roles | \$35+ (with approval of Dean, Lifelong Learning & Workforce Development, LWR) |

*Clinical supervisor rates will vary based upon contractual agreement.

All instructors are required to attend LLWD orientation with their respective director and complete SCF required background check and training such as but not limited to Preventing Workplace Harassment/Title IX and FERPA training, as well as any other required or mutually agreed upon training.

SCF Budget

Budget Narrative 2024-25 Operating Budget

BUDGET SUMMARY

These reports are summaries of the financial plan for each of the funds through which revenues will be received and expenditures will be disbursed throughout the budget year. The summaries of Funds 1, 2, and 7 for the lower division, upper division, and Collegiate School reflect the budgets as presented on succeeding reports for review and approval.

BUDGET JUSTIFICATION

This report presents information to support the budget request. Included are student fee amounts per credit hour, transfers, and federal funds information.

Revenues Current Funds

Tuition and Non-Resident Fees for Two Year Programs - for 2024-25 are estimated at \$12,116,982 for in state tuition for credit courses (151,420 student load hours) and \$1,718,079 for out-of-state tuition for credit courses (7,152 student load hours). The fee rate is the same as the 2023-24 rate (no increase), however, the cumulative tuition and fees are \$155,890 higher based on 2024/25 projected enrollment. Included in the fees are designated amounts for financial aid, student activities and services, technology, and capital improvements.

Florida College System Program Fund and State Lottery – are budgeted at \$33,434,210 (\$33,256,046 for Two Year programs and \$178,164 for Baccalaureate programs) in recurring funds. Performance Based Incentive Funding of \$538,310 is budgeted for 2024-25. Total funds from State Government sources are budgeted at \$38,758,088 (including \$178,164 budgeted in the Baccalaureate program).

Other Revenue – is budgeted at \$6,161,992 for 2024-25, which includes non-credit tuition, other student fees, dual enrollment, indirect revenues, interest, cell tower lease, transfers-in from the Auxiliary Fund, proceeds from sales and services and rental of College facilities.

Baccalaureate Programs Revenue - is recorded in the current unrestricted fund as required by law. Tuition is estimated at \$1,338,665 (14,584 student load hours) and \$101,101 for out-of-state (364 student load hours) for the continuation of six programs (BAS Supervision and Management, BS Nursing, BS Early Childhood Education, BAS Health Services Administration, BAS Homeland Security, and BAS Public Safety Administration). The tuition rate is the same as the 2023-24 rate. Included in the per-hour fees to students are designated fund amounts for financial aid, student activities and services, technology, and capital improvements, and total \$279,374. Other budgeted revenues include college program funds at \$178,164, other student fees at \$98,663, interest at \$159,183.

Collegiate School, Bradenton Campus Revenue – is recorded in the current restricted fund. State funding through the School Board of Manatee County is budgeted at \$4,492,106. Grant revenues are budgeted at \$27,268.

Collegiate School, Venice Campus Revenue – is recorded in the current restricted fund. State funding through the School Board of Sarasota County is budgeted at \$2,613,647 Grant revenues are budgeted at \$12,680 Other revenues are budgeted at \$3,000.

Expenditures

Current Funds

Personnel Expenses Lower Division – for 2024-25, are budgeted at \$42,411,994 as compared with \$40,866,502 budgeted in 2023-24, an increase of \$1,545,492 which includes increases for retirement and health insurance, and budgeted remainder balances of the 2019-20 NR Nursing Enhancement fund. Also included is a \$2,500,000 budget item for non-cash required accounting adjustments. Personnel costs are at 62% of total operating costs as compared to 64% for 2023-24. Included are earned faculty and career promotions, adjunct and overload funding, and organizational changes to take best advantage of the considerable talents of individuals at the college. Employees will continue contributing 3% of their retirement cost.

Current Expenses Lower Division – for 2024-25 are budgeted at \$24,618,179 an increase of \$3,099,065 over 2023-24 due to CDL funding of \$3,000,000 not included in 2023-24 budget, as well as increases to utilities, software and other contractual services.

Capital Outlay Lower Division – for 2024-25 is budgeted at \$1,013,000, a decrease of \$125,605 from 2023-24.

Baccalaureate Programs Expenditures - are recorded in both the current unrestricted and restricted funds to include state, student and private grant supported expenses. Personnel expenses are budgeted at \$1,570,837, Current expenditures are budgeted at \$214,434 and include operating expenses for six ongoing programs.

Collegiate School, Bradenton Campus Expenditures – are recorded in the current restricted fund as required by contract. Personnel expenses are budgeted at \$3,250,183 for thirty-eight full and part-time personnel, including administrative, full- and part-time instructors, and technical and professional staff. Current expenses are budgeted at \$1,468,532 and include purchased services, enhanced security, technology, materials and supplies. Rent of \$408,948 is budgeted between current expenses and the unexpended plant fund.

Collegiate School, Venice Campus Expenditures – are recorded in the current restricted fund as required by contract. Personnel expenses are budgeted at \$1,517,858 for nineteen full and part-time personnel, including administrative, full- and part-time instructors, and technical and professional staff. Current expenses are budgeted at \$968,678 and include purchased services, enhanced security, technology, materials, and supplies.

Plant Fund and Expenditures

The report for plant fund expenditures consists of three sections. Section A is a recapitulation of the unexpended plant fund by source of funds. Sections B and C project anticipated expenditures based upon state funding. Funds allocated from 2024-25 PECO appropriations (\$18,000,000).

The report also reflects funds generated from the Student Capital Improvement Fees to be used for various capital projects system-wide (\$1,443,672), capital projects in capital plan from fund balance (\$978,249), technology refresh (\$250,000), and from Capital Outlay and Debt Service funds of \$435,526 to be used for campus improvements.

CONCLUSION

The 2024-25 budget is a planning document. During the fiscal year, budget amendments will be presented for formal approval to reflect actual revenues and expenditures to meet the ever-changing needs of the College.

Student Fees

I. Student Fees for 2024-25 – Two Year Programs

	<u>In State</u>	<u>Out-of-State</u>
Per Credit or Load Hour:		
Tuition	\$ 78.84	\$ 78.84
Out-of-State Fee	.00	236.69
Financial Aid Fee	3.94	15.78
Capital Improvement Fee	7.88	31.55
Student Activity and Service Fee	7.88	7.88
Technology Fee	3.94	15.78
Total Per Credit or Load Hour	\$ 102.48	\$ 386.52

The District Board of Trustees is appropriating \$1,429,378 for Student Activities in 2024-25 that will be received from the Student Activity and Service Fee assessment.

II. Student Fees for 2024-25 – Baccalaureate Programs

	<u>In State</u>	<u>Out-of-State</u>
Per Credit or Load Hour:		
Tuition	\$ 91.79	\$ 91.79
Out-of-State Fee	.00	275.00
Financial Aid Fee	4.37	18.12
Capital Improvement Fee	6.56	34.06
Student Activity and Service Fee	6.55	6.55
Technology Fee	2.81	16.56
Total Per Credit or Load Hours	\$ 112.08	\$ 442.08

III. Transfers Information

Transfers In:

Business Hospitality	\$ 10,848	from Fund 3 to Fund 1
Presidential Discretionary Fund	\$ 25,000	from Fund 3 to Fund 1
Human Resources – Mgmt. Development	\$ 7,200	from Fund 3 to Fund 1
Recognition	\$ 10,000	from Fund 3 to Fund 1
VP’s Deans In-District Meals	\$ 8,000	from Fund 3 to Fund 1
SCFCS Rent	\$ 200,000	from Fund 3 to Fund 1

IV. Federal Funds Information

U.S. Department of Education - Federal Work-Study Program Award of \$283,061 inclusive of a 5% administration fee of \$14,153 and Federal Supplemental Educational Opportunity Grant Program Award of \$277,810 inclusive of a 5% SEOG administration fee of \$13,890.

State College of Florida
Schedule of Revenues and Expense
2024 - 2025 Fiscal Year
Lower Division

	Lower Division Current Unrestricted			Lower Division Current Restricted		
	Estimated Actual 2023-2024	Original Budget 2023-2024	Proposed Budget 2024-2025	Estimated Actual 2023-2024	Original Budget 2023-2024	Proposed Budget 2024-2025
Revenues						
Student Fees	17,793,523	17,357,291	17,785,918	2,368,506	2,293,271	2,343,268
Support from Local Government	1,426,464	1,343,347	1,447,861	0	0	0
Support from State Government	39,772,206	35,999,152	38,579,924	339,934	604,430	541,462
Support from Federal Government	424,377	26,000	26,000	1,730,859	1,272,541	1,272,541
Gifts & Private Grants	0	0	0	1,137,913	1,186,618	691,270
Sales & Services	1,032,974	827,665	977,364	144,515	38,554	38,554
Other Revenue	1,052,261	476,544	1,173,320	1,726,662	148,316	148,316
Non-Revenue Receipts	-3	296,548	275,268	0	125,159	125,159
Total Revenues	61,501,802	56,326,547	60,265,655	7,448,388	5,668,889	5,160,570
Expenditures						
Salaries	23,991,056	24,224,281	26,016,746	2,008,850	1,877,117	2,992,159
Other Personnel Services	2,907,157	3,737,908	3,756,892	387,338	434,867	431,067
Personnel Benefits	9,075,741	12,904,313	12,638,356	760,238	739,678	1,205,269
Total Personnel Expenses	35,973,955	40,866,502	42,411,994	3,156,426	3,051,662	4,628,495
Services	11,238,622	10,903,106	11,061,671	2,576,324	1,094,955	1,059,316
Materials and Supplies	2,745,599	4,007,655	4,047,831	669,730	541,999	228,104
Other Current Expenses	2,686,675	6,608,353	9,508,677	885,704	413,822	363,936
Total Current Expense	16,670,896	21,519,114	24,618,179	4,131,758	2,050,776	1,651,356
Capital Outlay	317,722	1,138,605	1,013,000	146,987	566,451	360,887
Total Expenditures	52,962,573	63,524,221	68,043,173	7,435,171	5,668,889	6,640,738
Revenue (+) over Expense (-)	8,539,229	-7,197,674	-7,777,518	13,217	0	-1,480,169

State College of Florida
Schedule of Revenues and Expense
2024 - 2025 Fiscal Year

	Upper Division Current Unrestricted			Upper Division Current Restricted		
	Estimated Actual 2023-2024	Original Budget 2023-2024	Proposed Budget 2024-2025	Estimated Actual 2023-2024	Original Budget 2023-2024	Proposed Budget 2024-2025
Revenues						
Student Fees	1,917,260	1,426,658	1,579,915	308,999	237,888	237,888
Support from State Government	0	178,164	178,164	0	0	0
Other Revenue	176,870	68,438	159,183	0	0	0
Non-Revenue Receipts	0	0	0	0	0	0
Total Revenues	2,094,130	1,673,260	1,917,262	308,999	237,888	237,888
Expenditures						
Salaries	709,945	800,253	809,708	0	0	0
Other Personnel Services	429,097	400,451	367,000	0	0	0
Personnel Benefits	225,097	259,407	394,129	0	0	0
Total Personnel Expenses	1,364,139	1,460,111	1,570,837	0	0	0
Services	21,140	35,755	34,675	31,671	78,945	80,125
Materials and Supplies	68,828	83,778	86,143	0	143,588	144,588
Other Current Expenses	21,803	93,616	93,616	0	15,355	15,355
Total Current Expense	111,771	213,149	214,434	31,671	237,888	240,068
Capital Outlay	0	0	0	0	0	0
Total Expenditures	1,475,909	1,673,260	1,785,271	31,671	237,888	240,068
Revenue (+) over Expense (-)	618,220	0	131,991	277,328	0	-2,180

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
ANALYSIS OF PLANT FUND EXPENDITURES
2024 - 2025 FISCAL YEAR

A. Recapitulation By Source - Unexpended Plant		TOTAL FUNDS	OTHER	LOCAL	CO&DS	PECO
Beginning Fund Balance July 1, 2024		\$ 17,343,155	\$ 0	\$ 16,543,547	\$ 801,608	\$ 0
Add Revenues		35,166,883	0	1,443,672	208,662	33,514,549
Deduct Expenditures		17,842,547	0	5,050,989	509,712	12,281,845
Ending Fund Balance June 30, 2025		<u>\$ 34,669,491</u>	<u>\$ 0</u>	<u>\$ 12,936,229</u>	<u>\$ 500,558</u>	<u>\$ 21,232,704</u>
B. Expenditures By Project and Source						
#712200/720000 Undesignated CO&DS		\$ 509,712	\$ 0	\$ 0	\$ 509,712	\$ 0
#710008 & 711011/710010 Deferred Main		3,324,364	0	0	0	3,324,364
#711012/710010 Parrish PECO		8,957,481	0	0	0	8,957,481
#713110/710000 Capital Improvement Fee		2,295,000	0	2,295,000	0	0
#713310/710000 Bldg & AV Upgrade		145,000	0	145,000	0	0
#713311/710000 BC Parking Lot, sidewalk, Neel lighting		712,000	0	712,000	0	0
#713317/710000 MTSC Classroom conversion		320,740	0	320,740	0	0
#713318/710000 CIT Faculty Office suite		350,000	0	350,000	0	0
#713501-508/71050 Capital Plan - From Fund Balance		978,249	0	978,249	0	0
#713154/710000 Tech Refresh /CIF		250,000	0	250,000	0	0
Totals		<u>\$ 17,842,547</u>	<u>\$ 0</u>	<u>\$ 5,050,989</u>	<u>\$ 509,712</u>	<u>\$ 12,281,845</u>
C. Expenditures By Project and Type						
#712200/720000 Undesignated CO&DS		\$ 509,712	\$ 0	\$ 435,326	\$ 0	\$ 74,187
#710008 & 711011/710010 Deferred Main		3,324,531	0	3,190,119	0	134,412
#711012/710010 Parrish PECO		8,957,481	8,957,481	0	0	0
#713110/710000 Capital Improvement Fee		2,295,000	0	2,295,000	0	0
#713310/710000 Bldg & AV Upgrade		145,000	0	145,000	0	0
#713311/710000 BC Parking Lot, sidewalk, Neel lighting		712,000	0	712,000	0	0
#713317/710000 MTSC Classroom conversion		320,740	0	0	0	320,740
#713318/710000 CIT Faculty Office suite		350,000	0	294,115	0	55,885
#713501-508/71050 Capital Plan - From Fund Balance		978,249	151,125	478,368	312,873	35,883
#713154/710000 Tech Refresh /CIF		250,000	0	0	0	250,000
Totals		<u>\$ 17,842,713</u>	<u>\$ 9,108,606</u>	<u>\$ 7,550,127</u>	<u>\$ 312,873</u>	<u>\$ 871,107</u>
			G/L 75000	G/L 76000	G/L 79000	G/L 6650770601

State College of Florida
Schedule of Revenues and Expense
2024 - 2025 Fiscal Year
Collegiate Schools

	Collegiate School Bradenton			Collegiate School Venice		
	Estimated Actual 2023-2024	Original Budget 2023-2024	Proposed Budget 2024-2025	Estimated Actual 2023-2024	Original Budget 2023-2024	Proposed Budget 2024-2025
<u>Revenues</u>						
Support from Local Government	4,280,917	3,954,142	4,492,106	2,248,939	2,364,033	2,613,647
Support from Federal Government	2,879	27,268	27,268	77,329	30,000	12,680
Other Revenue	121,899	79,430	0	18,137	2,000	3,000
Total Revenues	4,405,695	4,060,840	4,519,374	2,344,404	2,396,033	2,629,327
<u>Expenditures</u>						
Salaries	1,886,209	1,834,689	2,457,675	864,632	1,044,146	1,124,871
Other Personnel Services	27,228	59,520	59,520	22,392	17,000	25,000
Personnel Benefits	658,591	732,988	732,988	299,873	379,621	367,987
Total Personnel Expenses	2,572,028	2,627,197	3,250,183	1,186,898	1,440,767	1,517,858
Services	856,984	1,064,878	1,189,378	96,495	538,007	743,327
Materials and Supplies	250,065	269,154	279,154	89,729	180,851	225,351
Other Current Expenses	0	0	0	0	0	0
Total Current Expense	1,107,049	1,334,032	1,468,532	186,224	718,858	968,678
Capital Outlay	19,228	54,328	1,000	1,599	5,000	5,000
Total Expenditures	3,698,305	4,015,557	4,719,715	1,374,720	2,164,625	2,491,536
Revenue (+) over Expense (-)	707,390	45,283	-200,341	969,684	231,408	137,791

FUND	Restrictions	June 30, 2023 Unallocated Balances Reserves & Unallocated Balances	June 30, 2024 Estimated Reserves & Unallocated Balances	Sources	Uses
Fund 1 Current Funds – Unrestricted: This fund is used to account for those economic resources which may be used to accomplish the primary and supporting objectives of the college.	Restrictions on the resources of this fund are those imposed by law, regulation or the approved budget.	\$ 22,612,395	\$ 25,555,585	Legislative Appropriations, General Revenue, Lottery, Special Categorical Funds, Student Fees, Interest Earnings, Transfers and Other Fees	Salaries, Materials, Supplies, Utilities, Phones, Postage, Travel, Consulting, Services, etc., Furniture, Equipment, Library Books, Computers
Fund 2 Current Funds – Restricted This fund is also used to account for those economic resources which may be used to accomplish the primary and supporting objectives of the college.	Restrictions on the resources of this fund are those imposed by donors or other outside agencies.	\$ 4,366,583	\$ 5,301,817	Federal Grants, State Grants, Restricted Funds, Local/Special Grants	Salaries, Supplies, Travel, Materials, etc.
Fund 3 Auxiliary Funds: Auxiliary enterprises are established primarily to provide non-instructional services for sale to students, faculty, staff and which are intended to be self-supporting.	Restrictions on the resources of this fund are those imposed by the College and aligned with best practices and generally accepted accounting principles (GAAP).	\$ 6,656,490	\$ 6,834,490	Bookstore Commissions, Food Service Commissions, Other Self-Supporting Activities	Salaries, Scholarships, Transfers Out
Fund 4 Loan Funds: Loan funds are those resources available for loans to students regardless of whether the institution is responsible for the collection of the loan.	Restrictions on the resources of this fund are those imposed by the College or other outside agencies.	\$ 484,713	\$ 484,713	Contributions, Parking Fines, Interest Earnings	Student Loans
Fund 5 Scholarship Funds: This fund is used to account for resources available for awards to students which are not in payment for services rendered to the College and will not require repayment to the College.	Restrictions on the resources of this fund are those imposed by the College, the donor or other outside agencies.	\$ (19,295)	\$ 90,705	Federal Grants, State Grants, Local Scholarship Awards, General Donations	Scholarships
Fund 6 Agency Funds: This fund is used to account for resources held by a college as custodian or fiscal agent for others, such as funds of student or staff organizations/clubs.	Restrictions on the resources of this fund are those imposed by the club or organization for which the funds are held.	\$ -	\$ -	Fundraising by Student Clubs & Organizations	Student Club Project Activities

FUND	Restrictions	June 30, 2021 Unallocated Balances	June 30, 2022 Estimated Unallocated Balances	Sources	Uses
Fund 7 Unexpended Plant Funds: This fund is used to account for resources that are available for the acquisition or construction of physical property to be used for institution purposes and resources designated for the major repair and/or replacement of institutional property, as well as associated liabilities.	Restrictions on the resources of this fund are imposed by statute for PECO funds and are restricted to new construction, renovations/remodeling, major repairs, capital equipment, site acquisition and the associated services to manage the physical plant.	\$ 25,272,603	\$ 24,425,514	PECO Funds, CO&DS Bonds/License Tag Fees, Interest Earnings, Local Transfers	New Buildings, Renovation/Remodeling, Major Repairs, Site Acquisition, Capital Equipment, Plant Management Services
Fund 8 Debt Service Funds: This fund is used to account for the long- term debt of a college and for the resources which will be used to retire the debt and pay the interest on the obligation(s).	Restrictions on the resources of this fund are limited to debt service payments.	\$ -	\$ -	Transfers In, License Tag Fees	Debt Payments: Bond Interest and Principal Payments
Fund 9 Invested in Plant Funds: This fund is used to account for the cumulative costs of plant assets and associated liabilities. The assets consist of land, buildings, other structures and improvements, furniture, machinery, equipment, data software, construction in progress, assets under capital lease, if any.	Restrictions include a capitalization threshold of \$5,000 for tangible personal property and \$25,000 for buildings and other structures and improvements. Depreciation is computed as follows: Buildings, 40 years; Other Structures, 10 years; Computer Equipment, 3 years; Vehicles, Office Machines and Ed. Eq., 5 years; and Furniture, 7 years.	\$ 101,627,411	\$ 97,781,153	Recordkeeping for Capital Purchases (Land, Buildings, Equipment, Library Books)	Depreciation and Deletions of Outdated, Obsolete, and Outmoded Equipment, Library Books, Furniture etc.
Total		\$ 161,000,899	\$ 159,273,977		

Definitions:

Encumbrances

Encumbrances representing outstanding purchase orders or other external commitments for materials or services not received as of the reporting date. Encumbrances are not reported as expenditures or liabilities. Rather, encumbrances are reported as a reserve against fund balance.

Fund Balance

The excess of assets over liabilities. To the extent that assets cannot or will not be converted to cash, reserves are established from fund balance.

Unallocated Fund Balance

A portion of ending fund balance which is available to fund new expenditures in the next fiscal year.

Community College Program Fund (CCPF)

Fund established in law which shall comprise the majority of appropriations made by the Legislature for the support of the current operating program of the State's colleges.

PECO Funding

The State allocates gross receipts taxes, generally known as Public Education Capital Outlay (PECO) funding, to the College on an annual basis. The College is authorized to expend these resources only upon applying for and receiving an encumbrance authorization from the Florida Department of Education. The allocation of PECO money is recognized as an addition to Unexpended Plant Funds when it is allocated and as a deduction if the allocation is subsequently reduced.

