



STATE COLLEGE OF FLORIDASM
MANATEE - SARASOTA

DISTRICT BOARD OF TRUSTEES

SCF Mission Statement

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.

<p>AGENDA</p> <p>The District Board of Trustees</p> <p>State College of Florida, Manatee - Sarasota</p> <p>Regular Meeting</p> <p>Library & Learning Center: SCF Bradenton</p> <p>AND Virtual Meeting via TEAMS</p> <p>April 26, 2022 5:30 pm</p>
--

- 1. Meeting Call to Order – Ms. Knight**
- 2. Invocation and Pledge of Allegiance**
- 3. Public Comment - Board Chair**
- 4. President’s Report - Dr. Probstfeld**
- 5. Mission Moment - Strategic Plan Update - Ryan Hale**
 - Equity Report - Ryan Hale

6. Approval of Non-Financial Consent Agenda Items (“Consent Agenda A”)

Exhibit A:	Minutes of March 29, 2022 BOT Meeting - Page 5
Exhibit B:	Amended Spring 2022 Lifelong Learning & Workforce Development Schedule - Page 8
Exhibit C:	CDR: Curriculum Revision - Page 15
Exhibit D:	HR Personnel Actions Report March 2022 - Page 19
Exhibit E:	Out of Country Travel Request - Page 20
Exhibit F:	2021-22 SCFCS-BC Annual Accountability Report - Page 22
Exhibit G:	2021-22 SCFCS-VC Annual Accountability Report - Page 30
Exhibit H:	2021-22 SCF Annual Equity Report - Page 36

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

Exhibit I:	Monthly Financial Report February 2022 - Page 87
Exhibit J:	Budget Amendment FY 2022-23 February 2022 #29-33 - Page 92
Exhibit K:	SCFCS Financial Report(s) February 2022 - Page 97
Exhibit L:	Acceptance of Gifts and Grants February 2022 - Page 99
Exhibit M:	Property Disposals - Page 100
Exhibit N:	SCF MOU Regarding Article 20 & 25 to the Board - Page 105

- 8. Facilities Project List (Informational Only) - Julie Jakway**
 - Exhibit O: Project List - Page 116

9. Facilities

Construction Projects & Updates - Chris Wellman

Exhibit P: Bradenton Hot Water & Condenser Piping Contract Approval - Page 117

Exhibit Q: Venice Science & Technology Building Budget Increase - Page 118

10. Old Business

11. New Business

12. Board Comments/Updates & Adjournment

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

Date: March 29, 2022, 5:30 p.m.**Location:** SCF Bradenton / TEAMs**Proceedings:**

The District Board of Trustees of State College of Florida, Manatee – Sarasota held a Regular Meeting on March 29, 2022, at SCF Bradenton and virtually via TEAMs.

Board Members Present: Tracy Knight, Taylor Collins, Dominic DiMaio, Mark Goodson, and Rod Thomson. **Absent:** Jaymie Carter and Michael Fuller

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

1. Meeting Call to Order - Ms. Knight

Ms. Knight called the meeting to order at 5:30 pm.

2. Invocation and Pledge of Alliance

Ms. Nielsen delivered the invocation and led the pledge.

3. Public Comment

None

4. President's Report

Dr. Probstfeld provided the Board with a legislative update and end of session recap.

Dr. Probstfeld shared with the Board that she and Dr. Fritch would be attending the Florida State Board of Education meeting in Naples on March 30th to present SCF's two educational baccalaureate degrees for approval.

Lastly, Dr. Probstfeld thanked the Board for supporting SCFF's Evening Under the Stars on April 9th.

5. Mission Moment - Enrollment, Dr. Ryan Hale and Brittany Nielsen

Dr. Hale presented to the Board SCF student enrollment, retention & persistence trends and statistics. Ms. Nielsen shared with the Board various initiatives to increase student enrollment.

Annual Financial Report, Julie Jakway

Ms. Jakway reviewed highlights of SCF's 2020-2021 Annual Financial Report with the Board.

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

Exhibit A:	Minutes of February 22, 2022 BOT Meeting - Page 5
Exhibit B:	Amended Spring 2022 Lifelong Learning & Workforce Development Schedule - Page 8
Exhibit C:	HR Personnel Actions Report February 2022 - Page 14
Exhibit D:	Out of Country Travel Request - Page 15
Exhibit E:	SCFCS Out of Field Notification - Page 18
Exhibit F:	FPL Easement Venice Campus - Page 19
Exhibit G:	Annual Comprehensive Safety Inspection Report - Page 23

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

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

Exhibit H:	Monthly Financial Report January 2022 - Page 33
Exhibit I:	Budget Amendment FY 2022-23 January 2022 #24-28 - Page 38
Exhibit J:	SCFCS Financial Report(s) January 2022 - Page 43
Exhibit K:	Acceptance of Gifts and Grants January 2022 - Page 45
Exhibit L:	Property Disposals - Page 46
Exhibit M:	Annual Financial Report - Page 50

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

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

Exhibit N: Project List - Page 144

There were no questions concerning the projects report.

9. Facilities- Construction Projects & Updates - Chris Wellman

Exhibit O: SCFCS-VC Modulares, Furniture Contract - Page 145

Mr. Wellman requested Board approval to contract with Commercial Design Services in the amount of \$129,394.65 to provide furniture for Venice Collegiate School Modulares project. After due discussion and consideration, Mr. Thomson motioned to approve Exhibit O, Mr. Goodson seconded, and the Board unanimously approved.

Exhibit P: Dental Hygiene Upgrades, Budget Increase
& Dental Hygiene Upgrades, Contract - Page 146

Mr. Wellman requested Board approval to contract with Jon Swift Construction in the amount of \$575,045.29 for the Dental Hygiene upgrades. After due discussion and consideration, Mr. DiMaio motioned to approve, Mr. Thomson seconded, and the Board unanimously approved.

Mr. Wellman requested Board approval to increase the project budget from \$1M to \$1.2M. After due discussion and consideration, Mr. DiMaio motioned to approve increasing the Dental Hygiene Upgrades budget, Mr. Thomson seconded, and the Board unanimously approved.

Exhibit Q: HVAC Upgrades, Budget Increase - Page 147

Mr. Wellman requested Board approval to increase the project budget.

After due discussion and consideration, Mr. DiMaio motioned to approve increasing the budget to \$6.2M, Mr. Thomson seconded, and the Board unanimously approved.

Exhibit R: HVAC Upgrades: Bldgs. 1, 6, 7, 14, CIT & 100, Contract - Page 148

Mr. Wellman requested Board approval to contract with Jon Swift Construction in the amount of \$2,920,471.01 for HVAC Upgrades: Bldgs. 1, 6, 7, 14, CIT & 100. After due discussion and consideration, Mr. Goodson motioned to approve, Mr. Thomson seconded, and the Board unanimously approved.

Exhibit S: Venice Chiller Plant Upgrades, Contract - Page 149

Mr. Wellman requested Board approval to contract with Willis Smith Construction in the amount of \$1,497,823 for the Venice Chiller Plant Upgrades. After due discussion and consideration, Mr. Goodson motioned to approve, Ms. Collins seconded, and the Board unanimously approved.

10. Old Business

Exhibit T: 2022-2023 President’s Goals - Page 150

After due discussion and consideration, Mr. DiMaio motioned to approve the 2022-2023 President’s Goals, Mr. Goodson seconded, and the Board unanimously.

11. New Business

Exhibit V: 2022-2023 Board Meeting Schedule - Page 152

After due discussion and consideration, Mr. Thomson motioned to approve the 2022-2023 Board Meeting Schedule, Ms. Collins seconded, and the Board unanimously.

12. Board Comments/Updates & Adjournment

Mr. DiMaio thanked Dr. Hale & Ms. Nielsen for their presentation on enrollment and commended them for a job well done.

Mr. Goodson praised SCF’s good decisions regarding infrastructure.

The Board collectively wished Dr. Probstfeld and Dr. Fritch success with the SBOE meeting.

Mr. Thomson began a discussion to further clarify enrollment demographics.

Dr. Probstfeld announced the retirement of Brian Thomas and wished him well.

Dr. Probstfeld announced Renee’ Gilmore as the Spring 2022 Commencement Speaker.

The meeting adjourned at 6:35 p.m.

Chair, Board of Trustees

Carol Probstfeld, Secretary, Board of Trustees

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SPRING 2022

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
13530	TOP - Emotional Intelligence	1/14/22	1/14/22	\$0.00	Zoom	Roth
13531	TOP - Grueling Grammar	2/17/22	2/17/22	\$0.00	SCF Lakewood Ranch (CIT)	Carr
13532	TOP - Difficult Conversations	1/19/22	1/19/22	\$0.00	SCF Lakewood Ranch (CIT)	Williams
13534	TOP - Accessing the SCF Virtual Library	1/20/22	1/20/22	\$0.00	Microsoft Teams	Hawkins
13535	TOP - Excel 2019- Level 2	1/27/22	1/27/22	\$0.00	SCF Bradenton (Building 18)	Miscik
13537	TOP - Diving into Degree Works - Level 1	1/14/22	1/14/22	\$0.00	SCF Bradenton (Building 18)	Morgan
13538	TOP - Service Animals in the Workplace	2/1/22	2/1/22	\$0.00	SCF Bradenton (26 West Center)	Lakey
13539	TOP - Outlook 2019 - Level 2	2/9/22	2/9/22	\$0.00	SCF Bradenton (Building 18)	Miscik
13540	TOP - Excel - Pivot Tables	2/3/22	2/3/22	\$0.00	SCF Bradenton (Building 18)	Miscik
13543	TOP - Diving into Degree Works - Level 1	3/1/22	3/1/22	\$0.00	Microsoft Teams	Morgan
13546	TOP - Coaching for Performance	3/3/22	3/3/22	\$0.00	SCF Bradenton (26 West Center)	Roth
13547	TOP - Bullying in the Workplace	3/9/22	3/9/22	\$0.00	Zoom	Roth
13551	TOP - PowerPoint - Level 2	3/29/22	3/29/22	\$0.00	SCF Bradenton (Building 18)	Devine
13553	TOP - High Performance Does Not Require a Tightrope	4/13/22	4/13/22	\$0.00	Zoom	Summers
13554	TOP - Continuously Improving with Ease	4/19/22	4/19/22	\$0.00	SCF Bradenton (26 West Center)	Summers
13559	TOP - An Introduction to Student Veteran/Military Population	2/15/22	2/15/22	\$0.00	Microsoft Teams	Goss
13564	TOP - Discovering Your Work Style & Optimizing Impact	3/11/22	3/11/22	\$0.00	Zoom	Roth
13566	TOP - Diving into Degree Works - Level 2	3/17/22	3/17/22	\$0.00	SCF Bradenton (Building 18)	Morgan
13570	TOP - Excel - Charts	2/3/22	2/3/22	\$0.00	SCF Bradenton (Building 18)	Miscik
13571	TOP - Excel - Filtering	2/3/22	2/3/22	\$0.00	SCF Bradenton (Building 18)	Miscik
13572	TOP - Excel - Formulas	2/22/22	2/22/22	\$0.00	SCF Lakewood Ranch (CIT)	Devine
13573	TOP - Excel - Your Class, Your Topics	2/22/22	2/22/22	\$0.00	SCF Lakewood Ranch (CIT)	Devine
13578	TOP - Organizing Your Computer's Files & Folders	3/17/22	3/17/22	\$0.00	SCF Bradenton (Building 18)	Devine
13579	TOP - Outlook - Tips & Tricks	2/22/22	2/22/22	\$0.00	SCF Lakewood Ranch (CIT)	Devine
13580	TOP - P Card Purchases from A-Z	2/24/22	2/24/22	\$0.00	Microsoft Teams	Weber
13586	TOP - Word - Working with Large Documents	3/17/22	3/17/22	\$0.00	SCF Bradenton (Building 18)	Devine
13947	TOP - Disability 101	3/2/22	3/2/22	\$0.00	SCF Bradenton (26 West Center)	Lakey
13964	TOP - Netiquette	4/13/22	4/13/22	\$0.00	SCF Bradenton (26 West Center)	Smith
13965	HR Management Program	3/9/22	4/27/22	\$575.00	SCF Lakewood Ranch (CIT)	Hamilton
14115	TOP - I Have DIBs (Diversity, Inclusion, & Belonging)	4/5/22	4/5/22	\$0.00	Microsoft Teams	Pinkney
14150	Manatee Community Concert Band (April Concert)	2/8/22	4/2/22	\$0.00	SCF Bradenton (Building 11)	Cleary
14151	TOP - Argos User Training	4/19/22	4/19/22	\$0.00	Microsoft Teams	O'Donovan
14152	TOP - Achieving Institutional Effectiveness: A Step-by-Step Approach	4/19/22	4/19/22	\$0.00	Microsoft Teams	Hale

(\$0 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SPRING 2022

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
14158	TOP - Annual CAREER Performance Evaluations	3/3/22	3/3/22	\$0.00	Microsoft Teams	Tracy
14159	TOP - Annual ADMIN / PROFESSIONAL / FACULTY Performance Evaluations	3/3/22	3/3/22	\$0.00	Microsoft Teams	Tracy
14181	Outlook	1/11/22	1/11/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14182	Excel - Level 1	1/7/22	1/7/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14184	Power Point - Level 2	1/26/22	1/26/22	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
14185	Computer Basics	1/20/22	1/20/22	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
14187	Excel - Level 2	1/28/22	1/28/22	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
14205	TOP - FLAC for Academic Secretaries	3/2/22	3/2/22	\$0.00	SCF Bradenton (Building 18)	DiTaranto
14235	Theatre Production Involvement I	1/12/22	2/20/22	\$25.00	SCF Bradenton (Building 11)	Smith
14236	Theatre Production Involvement II	2/22/22	4/17/22	\$25.00	SCF Bradenton (Building 11)	Smith
14239	Parent Education and Family Stabilization	1/18/22	1/18/22	\$55.00	Zoom	Bates-Buchanan
14242	Parent Education and Family Stabilization	1/29/22	1/29/22	\$55.00	SCF Lakewood Ranch (CIT)	Doran
14246	Parent Education and Family Stabilization (Spanish)	1/22/22	1/22/22	\$55.00	SCF Lakewood Ranch (CIT)	Straight
14260	English for College and Communication	1/24/22	4/21/22	\$750.00	SCF Lakewood Ranch (CIT)	Carr
14262	Retirement Planning Today	1/20/22	1/27/22	\$49.00	SCF Lakewood Ranch (CIT)	Pope
14263	Retirement Planning Today	1/25/22	2/1/22	\$49.00	SCF Lakewood Ranch (CIT)	Pope
14274	In Person Real Estate Sales Associate Pre-Licensing	1/31/22	4/11/22	\$349.00	SCF Lakewood Ranch (CIT)	Repassy
14278	Financial Strategies for Successful Retirement	2/16/22	3/2/22	\$89.00	SCF Venice (Building 800)	Dunlap
14280	General Knowledge Test - Math Prep Workshop	1/15/22	2/5/22	\$119.00	SCF Lakewood Ranch (CIT)	Peltier
14281	General Knowledge Test - Essay Writing Workshop	2/12/22	3/5/22	\$89.00	SCF Lakewood Ranch (CIT)	Zickafoose
14286	Leadership Boot Camp	2/11/22	2/11/22	\$199.00	Zoom	Van Dyke
14290	Leadership Boot Camp	3/4/22	3/4/22	\$299.00	SCF Lakewood Ranch (CIT)	Van Dyke
14298	Acting II	1/11/22	5/5/22	\$50.00	SCF Bradenton (Building 11)	Schlachter
14299	Stage Movement for the Actor	1/11/22	5/5/22	\$50.00	SCF Bradenton (Building 11)	Schlachter
14300	Bradenton Symphony Orchestra	1/12/22	4/27/22	\$50.00	SCF Bradenton (Building 11)	Bell
14301	Chamber Choir	1/11/22	4/28/22	\$50.00	SCF Bradenton (Building 11)	Dickerson
14302	Concert Choir	1/11/22	4/28/22	\$50.00	SCF Bradenton (Building 11)	Dickerson
14303	Guitar Ensemble	1/10/22	4/27/22	\$50.00	SCF Bradenton (Building 11)	Willis
14304	Jazz Combo	1/10/22	4/27/22	\$50.00	SCF Bradenton (Building 11)	Carney
14305	Jazz Ensemble	1/11/22	4/28/22	\$50.00	SCF Bradenton (Building 11)	Carney
14306	Symphonic Band	1/11/22	4/28/22	\$50.00	SCF Bradenton (Building 11)	Bell
14308	Music Theatre Ensemble	1/10/22	4/27/22	\$50.00	SCF Bradenton (Building 11)	Dickerson
14309	Community Emergency Response Team (CERT) Basic Training (Hybrid)	2/12/22	2/19/22	\$0.00	SCF Lakewood Ranch (CIT)	Garcia

(\$0 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SPRING 2022

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
14311	Venice Community Orchestra	1/15/22	5/7/22	\$75.00	SCF Venice (Building 800)	O'Fallon
14312	Private Investigator 40-Hour Course	2/25/22	3/6/22	\$395.00	SCF Bradenton (Building 18)	Jones
14314	Anime Drawing	1/11/22	5/17/22	\$30.00	SCF Bradenton (Building 19)	Brown
14316	Beginner Guitar	1/11/22	5/19/22	\$60.00	SCF Bradenton (Building 19)	Wicks
14317	Broadway Club / Voice	1/10/22	5/16/22	\$30.00	SCF Bradenton (Building 19)	Vannucci
14318	Coding Club	1/13/22	5/19/22	\$30.00	SCF Bradenton (Building 19)	Gearty
14319	Craft Club	1/12/22	5/18/22	\$30.00	SCF Bradenton (Building 19)	Collins
14320	Digital Photography	1/11/22	5/17/22	\$30.00	SCF Bradenton (Building 19)	Mueller
14321	Fitness	1/12/22	5/18/22	\$30.00	SCF Bradenton (Building 19)	Evans
14322	Games Club	1/14/22	5/20/22	\$0.00	SCF Bradenton (Building 19)	Monod
14323	Traditional Illustration	1/12/22	5/18/22	\$30.00	SCF Bradenton (Building 19)	Brown
14331	Computer Basics	3/2/22	3/2/22	\$129.00	SCF Venice (Building 400)	Miscik
14333	Excel - Level 1	3/9/22	3/9/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14334	Excel - Level 2	3/30/22	3/30/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14337	Word - Level 1	3/31/22	3/31/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14338	Power Point - Level 2	4/12/22	4/12/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14339	Excel - Level 3	4/13/22	4/13/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14340	Word - Level 2	4/28/22	4/28/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14342	Excel - Level 4	4/27/22	4/27/22	\$129.00	SCF Lakewood Ranch (CIT)	Devine
14343	Spring Break Tech Camp 2022	3/14/22	3/18/22	\$399.00	SCF Bradenton (26 West Center)	Link
14344	SCF Coding Academy - Digital Executive Assistant	3/1/22	4/8/22	\$1,250.00	SCF Bradenton (26 West Center)	Skivers
14350	Nursing and Health Professions Career Fair - Employer Registration	2/7/22	2/7/22	\$50.00	SCF Bradenton (Building 3)	TBD
14351	Behavior-Based Interviews	1/12/22	1/12/22	\$0.00	SCF Bradenton (Building 3)	Hamilton
14352	Whole Leadership	1/18/22	1/18/22	\$0.00	SCF Lakewood Ranch (CIT)	Johnson
14353	Goal Setting and Goal Getting	1/27/22	1/27/22	\$0.00		Roth
14355	Community Emergency Response Team (CERT) Train the Trainer (TTT)	3/21/22	4/4/22	\$0.00	SCF Lakewood Ranch (CIT)	Garcia
14356	Gardening Club	1/14/22	5/20/22	\$30.00	SCF Bradenton (Building 19)	Dougherty
14359	Strengths Finder Workshop 3	2/16/22	2/16/22	\$0.00	SCF Bradenton (Building 3)	Marco
14360	Life on Purpose - The Power of Mindfulness	2/15/22	2/15/22	\$0.00	SCF Lakewood Ranch (CIT)	Johnson
14361	Teamwork and Team Building	2/16/22	2/16/22	\$0.00	Zoom	Baldwin
14363	Wealth Creation Today	2/8/22	2/15/22	\$49.00	SCF Lakewood Ranch (CIT)	TBD
14364	Wealth Creation Today	2/10/22	2/17/22	\$49.00	SCF Lakewood Ranch (CIT)	TBD
14371	Parent Education and Family Stabilization	2/7/22	2/7/22	\$55.00	Zoom	Doran

(\$0 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SPRING 2022

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
14373	Parent Education and Family Stabilization	3/3/22	3/3/22	\$55.00	Zoom	Doran
14374	Parent Education and Family Stabilization	3/17/22	3/17/22	\$55.00	Zoom	Bates-Buchanan
14375	Parent Education and Family Stabilization	3/31/22	3/31/22	\$55.00	Zoom	Bates-Buchanan
14376	Parent Education and Family Stabilization	4/12/22	4/12/22	\$55.00	Zoom	Bates-Buchanan
14379	Parent Education and Family Stabilization	3/12/22	3/12/22	\$55.00	SCF Lakewood Ranch (CIT)	Doran
14380	Parent Education and Family Stabilization	3/26/22	3/26/22	\$55.00	SCF Lakewood Ranch (CIT)	Doran
14381	Parent Education and Family Stabilization	4/9/22	4/9/22	\$55.00	SCF Lakewood Ranch (CIT)	Bates-Buchanan
14382	Parent Education and Family Stabilization	4/23/22	4/23/22	\$55.00	SCF Lakewood Ranch (CIT)	Doran
14383	Parent Education and Family Stabilization (Spanish)	2/19/22	2/19/22	\$55.00	SCF Bradenton (Building 18)	Straight
14384	Parent Education and Family Stabilization (Spanish)	3/19/22	3/19/22	\$55.00	SCF Lakewood Ranch (CIT)	Straight
14385	Parent Education and Family Stabilization (Spanish)	4/16/22	4/16/22	\$55.00	SCF Bradenton (Building 18)	Straight
14389	Python Data Specialist with Certification	1/10/22	3/19/22	\$3,500.00	SCF Bradenton (26 West Center)	Taylor
14390	Python Data Specialist with Certification	4/4/22	6/11/22	\$3,500.00	SCF Bradenton (26 West Center)	Taylor
14392	BOOTCAMP: Software Engineering Deposit	3/22/22	9/3/22	\$500.00	SCF Bradenton (26 West Center)	Taylor
14394	Cyber Security BOOTCAMP Deposit	2/7/22	7/21/22	\$500.00	SCF Bradenton (26 West Center)	Green
14396	SCF Coding Academy - Drone Safety	2/21/22	4/27/22	\$499.00	SCF Bradenton (26 West Center)	TBD
14399	SCF Coding Academy – Python: Data Coding	4/5/22	6/7/22	\$1,250.00	SCF Bradenton (26 West Center)	TBD
14400	SCF Coding Academy – Python: Certified Associate Programmer (PCAP)	2/21/22	4/27/22	\$1,250.00	SCF Bradenton (26 West Center)	Bagley
14404	Retreat	1/12/22	1/12/22	\$0.00	SCF Bradenton (26 West Center)	Roth
14405	Art of Coaching Part 1	2/1/22	2/1/22	\$0.00	SCF Lakewood Ranch (MTSC)	Face
14406	Art of Coaching Part 2	2/8/22	2/8/22	\$0.00	SCF Lakewood Ranch (MTSC)	Face
14407	Mindfulness in the Workplace	2/16/22	2/16/22	\$0.00	Zoom	Johnson
14410	Creating Entrepreneurial Opportunity	2/15/22	2/15/22	\$50.00	SCF Bradenton (26 West Center)	TBD
14411	01 Entrepreneurship Essentials	2/15/22	4/19/22	\$349.00	SCF Bradenton (26 West Center)	TBD
14412	Build a Website	2/16/22	3/2/22	\$199.00	SCF Bradenton (26 West Center)	Seither
14414	Customer Discovery	2/22/22	2/22/22	\$50.00	SCF Bradenton (26 West Center)	TBD
14416	Market Research	3/1/22	3/1/22	\$50.00	SCF Bradenton (26 West Center)	TBD
14418	Legal Considerations for Entrepreneurs	3/8/22	3/8/22	\$50.00	SCF Bradenton (26 West Center)	TBD
14419	Sales Training 101	2/16/22	2/16/22	\$30.00	SCF Bradenton (26 West Center)	TBD
14421	Business Planning	3/15/22	3/15/22	\$50.00	SCF Bradenton (26 West Center)	TBD
14422	Building Business Credit	2/24/22	2/24/22	\$30.00	SCF Bradenton (26 West Center)	TBD
14423	Building the Team	3/22/22	3/22/22	\$50.00	SCF Bradenton (26 West Center)	TBD
14424	Digital Marketing for Entrepreneurs	3/9/22	3/23/22	\$199.00	SCF Bradenton (26 West Center)	McNulty
14426	Entrepreneurial Finance for Beginners	3/29/22	3/29/22	\$50.00	SCF Bradenton (26 West Center)	TBD

(\$0 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SPRING 2022

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
14427	Startup Compliance (Taxes, Bookkeeping)	4/5/22	4/5/22	\$50.00	SCF Bradenton (26 West Center)	Seither
14429	Marketing and Sales for Entrepreneurs	4/12/22	4/12/22	\$50.00	SCF Bradenton (26 West Center)	TBD
14430	Digital Marketing for Entrepreneurs (Advanced)	3/30/22	4/20/22	\$199.00	SCF Bradenton (26 West Center)	McNulty
14431	The Power of PR	3/24/22	3/24/22	\$30.00	SCF Bradenton (26 West Center)	TBD
14432	Raising Capital and Working with Investors	4/19/22	4/19/22	\$50.00	SCF Bradenton (26 West Center)	Seither
14433	Creating Killer Presentations & Pitch Deck	3/31/22	3/31/22	\$30.00	SCF Bradenton (26 West Center)	TBD
14434	3 Steps to Make 2022 Your Year for a New Job	2/15/22	2/15/22	\$0.00	SCF Bradenton (26 West Center)	TBD
14435	Resume and Cover Letter Makeover	2/22/22	2/22/22	\$59.00	SCF Bradenton (26 West Center)	TBD
14436	8 Places to Look for Your Dream Job	3/1/22	3/1/22	\$59.00	SCF Bradenton (26 West Center)	TBD
14447	001 Job Search Masterclass	4/19/22	5/10/22	\$199.00	SCF Bradenton (26 West Center)	TBD
14449	Introduction to Dance	1/11/22	5/5/22	\$50.00	SCF Bradenton (Building 11)	Burnette
14450	Fundamentals of Music	1/11/22	5/5/22	\$50.00	SCF Bradenton (Building 11)	Bryn
14452	Painting	2/3/22	2/3/22	\$25.00	SCF Venice (Building 800)	Sinclair
14454	Painting	3/24/22	3/24/22	\$25.00	SCF Venice (Building 800)	Sinclair
14455	Painting	4/21/22	4/21/22	\$25.00	SCF Venice (Building 800)	Sinclair
14458	Computer Basics Tutoring	1/18/22	1/18/22	\$150.00	SCF Lakewood Ranch (CIT)	Miscik
14459	SLP- Managing a Multi-Generational Workforce	2/10/22	2/10/22	\$0.00	Zoom	Roth
14460	Leadership Session	1/28/22	1/28/22	\$0.00	SCF Lakewood Ranch (CIT)	Roth
14461	SLP-The Foundation of Leadership	2/17/22	2/17/22	\$0.00	Zoom	Marco
14462	SLP-Coaching Session	2/23/22	2/23/22	\$0.00	Zoom	Marco
14463	Leadership Session Feb. 2022	2/25/22	2/25/22	\$0.00	SCF Lakewood Ranch (CIT)	Roth
14464	FIRST LEGO League Regional Championship	3/5/22	3/5/22	\$125.00	SCF Bradenton (26 West Center)	*
14467	TOP - Active Shooter	1/26/22	1/26/22	\$0.00	MS Teams (BC)	*
14468	Meeting Facilitation	1/20/22	1/20/22	\$0.00	SCF Lakewood Ranch (CIT)	*
14469	Clinicals	3/22/22	4/29/22	\$0.00		Bonilla
14470	Online Course Extension	1/31/22	6/30/22	\$75.00		*
14471	BOOTCAMP: Software Engineering Payment in Full	3/22/22	9/3/22	\$9,900.00	SCF Bradenton (26 West Center)	Taylor
14479	Effective Communication	2/21/22	2/21/22	\$0.00	SCF Lakewood Ranch (CIT)	Roth
14480	Cyber Security BOOTCAMP Full Payment	2/7/22	7/28/22	\$7,500.00	SCF Bradenton (26 West Center)	Green
14481	Cyber Security: BOOTCAMP Monthly Payment 1	2/7/22	7/28/22	\$667.00	SCF Bradenton (26 West Center)	Green
14483	Junior Cyber Security Specialist	4/4/22	6/23/22	\$1,250.00	SCF Bradenton (26 West Center)	TBD
14484	Priority and Time Management	3/1/22	3/1/22	\$0.00	Zoom	Roth
14485	SLP-Understanding Your Leadership Style	3/3/22	3/3/22	\$0.00	Zoom	Marco
14486	CNA	3/8/22	4/28/22	\$0.00		Sawmelle
14487	Customer Service	3/8/22	3/8/22	\$0.00	Zoom	Marco

(\$0 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SPRING 2022

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
14488	Leadership Session Session 1	3/9/22	3/9/22	\$0.00	Zoom	Marco
14489	SLP- Leading Through Strengths	3/10/22	3/10/22	\$0.00	Zoom	Marco
14490	ELP- Understanding Your Leadership	3/10/22	3/10/22	\$0.00	Zoom	Marco
14491	Leadership March 2022	3/11/22	3/11/22	\$0.00	SCF Lakewood Ranch (CIT)	Roth
14492	SCF Coaching Feb-Mar 2022	2/18/22	2/18/22	\$0.00	SCF Lakewood Ranch (CIT)	Roth
14493	Dealing with Difficult Situations	3/15/22	3/15/22	\$0.00	Zoom	Roth
14494	Change Management	3/23/22	3/23/22	\$0.00	Zoom	Bresler
14495	SLP-Coaching Session	3/23/22	3/23/22	\$0.00	Zoom	Marco
14496	ELP- Coaching vs Managing	3/24/22	3/24/22	\$0.00	Zoom	Marco
14497	The Essential Leadership Ingredient	3/29/22	3/29/22	\$0.00	SCF Lakewood Ranch (CIT)	Johnson
14499	SLP - The Relationship Between Expectations & Accountability	3/31/22	3/31/22	\$0.00	Zoom	Marco
14504	Follow-up Sessions and Coaching	2/16/22	2/16/22	\$0.00	SCF Lakewood Ranch (CIT)	Marco
14506	Computer Basics	4/22/22	4/22/22	\$129.00	SCF Lakewood Ranch (CIT)	Miscik
14508	DiSC Assessment	3/25/22	3/25/22	\$0.00	SCF Lakewood Ranch (CIT)	Roth
14509	How to Make 2022 The Year for Your New Job	4/12/22	4/12/22	\$0.00	SCF Bradenton (26 West Center)	TBD
14510	Resume and Cover Letter Makeover	4/19/22	4/19/22	\$59.00	SCF Bradenton (26 West Center)	TBD
14511	8 Places to Look for Your Dream Job	4/26/22	4/26/22	\$59.00	SCF Bradenton (26 West Center)	TBD
14517	Savvy Social Security	4/19/22	4/19/22	\$29.00	SCF Bradenton (26 West Center)	Sherrill
14518	Savvy Social Security	4/21/22	4/21/22	\$29.00	SCF Bradenton (26 West Center)	Sherrill
14535	SCF Coaching Feb-Mar 2022	3/4/22	3/4/22	\$0.00	SCF Bradenton (Building 3)	Roth
14536	Power Point - Tutoring Session	3/16/22	3/16/22	\$258.00	SCF Lakewood Ranch (CIT)	Devine
14550	ELP - The Relationship Between Expectations & Accountability	4/7/22	4/7/22	\$0.00	SCF Bradenton (Building 3)	Marco
14551	SLP- Recruiting a Multi-Generational Workforce	4/7/22	4/7/22	\$0.00	SCF Bradenton (Building 3)	Roth
14552	Leadership Session Session 2	4/13/22	4/13/22	\$0.00	Zoom	Marco
14553	Presentation Skills	4/14/22	4/14/22	\$0.00	SCF Bradenton (Building 3)	Roth
14554	Assertive Communication	4/14/22	4/14/22	\$0.00	Zoom	Johnson
14555	Your Emotional Impact	4/19/22	4/19/22	\$0.00	SCF Lakewood Ranch (CIT)	Johnson
14556	Business Writing 1	4/20/22	4/20/22	\$0.00	Zoom	Rodgers
14557	SLP-Coaching Session	4/20/22	4/20/22	\$0.00	Zoom	Marco
14558	SLP - Motivating the Team You Lead	4/21/22	4/21/22	\$0.00	SCF Bradenton (Building 3)	Marco
14559	WOW! Customer Experience	4/26/22	4/26/22	\$0.00	Zoom	Marco
14571	Business Writing 2	4/27/22	4/27/22	\$0.00	Zoom	Rodgers
14572	SLP Roundtable	4/27/22	4/27/22	\$0.00	Zoom	Marco

(\$0 denotes paid by corporate.)

AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SPRING 2022

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
14573	SLP - Managing Difficult Conversations	4/28/22	4/28/22	\$0.00	SCF Bradenton (Building 3)	Marco
14574	Leadership April 2022	4/29/22	4/29/22	\$0.00	SCF Bradenton (Building 3)	Roth
14575	Cyber Security: BOOTCAMP Monthly Payment 2	3/14/22	4/14/22	\$667.00	SCF Bradenton (26 West Center)	TBD
14596	Cyber Security: BOOTCAMP Monthly Payment 3	4/4/22	4/28/22	\$667.00	SCF Bradenton (26 West Center)	Green
14597	BOOTCAMP: Software Engineering Payment 1	4/5/22	4/30/22	\$1,280.00	SCF Bradenton (26 West Center)	Taylor

**RECOMMENDATION TO
STATE COLLEGE OF FLORIDA
MANATEE-SARASOTA
DISTRICT BOARD OF TRUSTEES**

Title: Curriculum Revision

Background:

To ensure that the requirements are current and responsive to student needs, the Curriculum Development and Review Committee has taken action on requests from various departments to revise selected courses and programs, and to establish new courses and programs.

Objective:

To approve actions of the Curriculum Development and Review Committee and the recommendations of the President to manage curriculum changes as necessary.

Legal Authority:

Rule 6HX14-1.07 Responsibility and Authority of the President

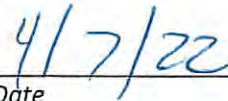
Recommendation:

The President recommends that the Board of Trustees approve the recommendations of the Curriculum Development and Review Committee to establish/revise/delete programs and courses as described. (See Attachment)

~~~~~



\_\_\_\_\_  
*Executive Vice President & Provost*



\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*President*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, District Board of Trustees*

\_\_\_\_\_  
*Date*

**PROGRAMS: NEW, REVISED, DELETED**

**Programs: New**

|                                           |                      |
|-------------------------------------------|----------------------|
| Computer Programming Specialist .....     | Certificate          |
| Network Support Technician.....           | Certificate          |
| Music Production .....                    | Associate in Science |
| Elementary Education (K-6) .....          | Bachelor of Science  |
| Exceptional Student Education (ESE) ..... | Bachelor of Science  |

**Programs: Revised**

|                                                                              |                                                           |
|------------------------------------------------------------------------------|-----------------------------------------------------------|
| Certificate. Computer Programmer [3004] .....                                | Revise Program Requirements                               |
| Certificate. Information Technology Analysis [3015] .....                    | Revise Program Requirements                               |
| Certificate. Network Server Administration [3006] .....                      | Revise Program Requirements                               |
| Certificate. Network Security [3007].....                                    | Revise Program Requirements                               |
| Associate in Science .....                                                   | State requirements for Civic Literacy & General Education |
| A.S. Business Management: Accounting/Budget Operations [2005].....           | Revise Program Title and Requirements                     |
| A.S. Business Management: Risk Management & Insurance Specialty [2046] ..... | Revise program Title and Requirements                     |
| A.S. Computer Information Technology [2012] .....                            | Revise Program Requirements                               |
| A.S. Computer Programming Analysis [2013] .....                              | Revise Program Requirements                               |
| A.S. Construction Technology [2039].....                                     | Revise Program Requirements                               |
| A.S. Dental Hygiene [2029] .....                                             | Revise Program Requirements                               |
| A.S. Early Childhood Education [2009].....                                   | Revise Program Requirements                               |
| A.S. Engineering Technology [2040].....                                      | Revise Program Requirements                               |
| A.S. Filmmaking [2031] .....                                                 | Revise Program Title and Requirements                     |
| A.S. Network Systems Technology [2027].....                                  | Revise Program Requirements                               |
| A.S. Technology Project Management [2047].....                               | Revise Program Requirements                               |
| B.A.S. Health Service Administration [8002].....                             | Revise Program Requirements and Specializations           |
| B.S. Early Childhood Education [8005].....                                   | Revise Program Requirements                               |

**Programs: Deleted**

|                        |      |
|------------------------|------|
| Studio Art [2045]..... | A.S. |
|------------------------|------|

**COURSES: NEW, REVISED, DELETED**

**Courses: New**

|                                                                                         |                             |
|-----------------------------------------------------------------------------------------|-----------------------------|
| BCN 2280 Surveying Construction Layout .....                                            | (3) (A.S.)                  |
| CIS 2122 Cybersecurity Analysis .....                                                   | (3) (A.S.)                  |
| COP 2375 Programming Concepts II .....                                                  | (3) (A.A.)                  |
| EDE 3223 Integrating Art, Music, and Physical Education .....                           | (3) (B.S.)                  |
| EDE 4942 Integrated Practicum: Elementary Education .....                               | (1) (B.S.)                  |
| EDE 4945 Final Internship: Elementary Education.....                                    | (9) (B.S.)                  |
| EEC 4211 Integrated Math and Science in Early Childhood .....                           | (3) (B.S.)                  |
| EEC 4241 Integrated Art, Music, and Movement.....                                       | (3) (B.S.)                  |
| EEX 3012 Educational Needs of Students with Exceptionalities .....                      | (3) (B.S.)                  |
| EEX 3241 Curriculum and Instruction for Exceptional Students .....                      | (3) (B.S.)                  |
| EEX 3830 Practicum: Exceptional Student Education .....                                 | (1) (B.S.)                  |
| EEX 4221 Assessment of Students with Exceptionalities .....                             | (3) (B.S.)                  |
| EEX 4601 Effective Behavioral Interventions and Practices in Exceptional Students ..... | (3) (B.S.)                  |
| EEX 4945 Final Internship: Exceptional Student Education .....                          | (9) (B.S.)                  |
| EEC 4211 Integrated Math and Science in Early Childhood .....                           | (3) (B.S.)                  |
| FIL 2441 Film Crew Workshop.....                                                        | Formerly FIL 2423(3) (A.A.) |
| HFT 1000 Introduction to Hospitality and Tourism.....                                   | (3) (A.S.)                  |



|                                                             |            |
|-------------------------------------------------------------|------------|
| HFT 1254 Lodging Operations .....                           | (3) (A.S.) |
| HFT 2220 Human Resource Management for Hospitality.....     | (3) (A.S.) |
| HFT 2750 The Event Industry .....                           | (3) (A.S.) |
| HFT 2410 Front Office Systems and Procedures .....          | (3) (A.S.) |
| ITA 1120 Elementary Italian I .....                         | (3) (A.A.) |
| ITA 1120L Elementary Italian I Lab.....                     | (1) (A.A.) |
| ITA 1121 Elementary Italian II .....                        | (3) (A.A.) |
| ITA 1121L Elementary Italian II Lab.....                    | (1) (A.A.) |
| LAE 3414 Children’s Literature.....                         | (3) (B.S.) |
| MAE 3310 Teaching Mathematics in Elementary School.....     | (3) (B.S.) |
| MAE 3312 How Children Learn Math.....                       | (3) (B.S.) |
| RED 4519 Diagnostic and Intervention in Reading .....       | (3) (B.S.) |
| SCE 3310 Teaching Science in Elementary School .....        | (3) (B.S.) |
| SCE 3312 Teaching Social Science in Elementary School ..... | (3) (B.S.) |
| TSL 3080 Foundations of Teaching EOSL.....                  | (3) (B.S.) |
| TSL 4081 TESOL Issues and Practices .....                   | (3) (B.S.) |

**Courses: Revised**

|                                                                                                  |                                                                                |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| BCN 1251C Constructing Drafting (3) (A.S.) .....                                                 | (A.A. to A.S.), Credit change from 4 to 3                                      |
| BCN 2230 Building Construction Materials and Methods (3) (A.S.) .....                            | (A.A. to A.S.), Credit change from 4 to 3                                      |
| BSC 1005C Diversity of Life (3) (A.A.) .....                                                     | Course description                                                             |
| DES 1020 Oral Anatomy (2) (A.S.) .....                                                           | Title change, Course description, Student Learning Outcomes                    |
| EDF 1005 Introduction to the Teaching Profession (3) (A.A.) .....                                | Title change, Course description, Student Learning Outcomes                    |
| EDF 2085 Introduction to Diversity of Educators (3) (A.A.) .....                                 | Title change, Course description, Student Learning Outcomes                    |
| EDF 3430 Measurement, Evaluation, and Assessment in Education (3) (B.S.) .....                   | Title change, Course description, Student Learning Outcomes                    |
| EDG 2949 Final Internship in Education (3) (A.S.) .....                                          | Course description, Student Learning Outcomes                                  |
| EEC 1000 Introduction to Early Childhood Education (3) (A.A.) .....                              | Course description, Student Learning Outcomes                                  |
| EEC 1001 Early Childhood Growth and Development (3) (A.A.) .....                                 | Course description, Student Learning Outcomes                                  |
| EEC 1312 Creative Experiences for Young Children (3) (A.A.) .....                                | Title change, Course description, Student Learning Outcomes                    |
| EEC 1319 Portfolio Development and Performance (3) (A.S.) .....                                  | Course description, Student Learning Outcomes                                  |
| EEC 1601 Observation and Assessment in Early Childhood (3) (A.S.) .....                          | Title change, Course description, Student Learning Outcomes                    |
| EEC 2002 Early Childcare Center Management (3) (A.A.) .....                                      | Course description, Student Learning Outcomes                                  |
| EEC 2202 Program Development in Early Childhood (3) (A.A.) .....                                 | Title change Course description, Student Learning Outcomes                     |
| EEC 2217 Introduction to Language & Emergent Literacy (3) (A.A.) .....                           | Course description, Student Learning Outcomes                                  |
| EEC 2226 Introduction to Principles of Mathematics & Science for Young Children (3) (A.A.) ..... | Course description, Student Learning Outcomes                                  |
| EEC 2401 Family Interaction and Cultural Continuity (3) (A.A.) .....                             | Course description, Student Learning Outcomes                                  |
| EEC 4706 Language and Emerging Literacy (3) (B.S.) .....                                         | Course description, Student Learning Outcomes                                  |
| EEX 2010 Introduction to Exceptional Learners (3) (A.S.) .....                                   | Student Learning Outcomes                                                      |
| EME 2040 Introduction to Technology for Educators (3) (A.A.) .....                               | Course description, Student Learning Outcomes                                  |
| ENC 1101 Written Communication (3) (A.A.) .....                                                  | Update prerequisite                                                            |
| ENT 2120 Digital Marketing (3) (A.S.).....                                                       | Prerequisite removal                                                           |
| FIL 1537 Sound and Recording and Design (3) (A.A.) .....                                         | (AS to AA) Title change, Course description, Student Learning Outcomes         |
| FIL 2423 Introduction to Film Production (3) (A.A.) .....                                        | Formerly FIL 1000, Title change, Course description, Student Learning Outcomes |
| FIL 2571 Video Post-Production (3) (A.A.).....                                                   | (AS to AA) Title change, Course description, Student Learning Outcomes         |
| HSA 4850 Healthcare Capstone (3) (B.A.S.) .....                                                  | Update prerequisite                                                            |
| NUR 3870 Informatics in Healthcare (3) (B.S.) .....                                              | Update prerequisite                                                            |
| OTH 1001C Introduction to Occupational Therapy (3) (A.S.) .....                                  | Course description, Student Learning Outcomes                                  |
| OTH 1012C Understanding Screening and Assessment in OT (2) (A.S.) .....                          | Course description, Student Learning Outcomes                                  |
| OTH 1014C Functional Anatomy and Kinesiology (5) (A.S.) .....                                    | Course description, Student Learning Outcomes                                  |
| OTH 1114C Occupational Therapy Skills & Techniques I (4) (A.S.) .....                            | Course description, Student Learning Outcomes                                  |
| STA 1001 Pathways to Statistics (3) (A.A.) .....                                                 | Student Learning Outcomes                                                      |
| TAX 2000 Taxation of Individual and Small Business (3) (A.S.) .....                              | Title change, Course description                                               |

**Courses: Deleted**

|                                                   |            |
|---------------------------------------------------|------------|
| DES 1020L Dental Anatomy Lab .....                | (0) (A.S.) |
| EEC 2318 Program Orientation with Portfolio ..... | (1) (A.A.) |
| FIL 1000 Introduction to Film Production .....    | (3) (A.A.) |

**State Common Course Numbering System Changes (SCNS) – Information Item**

|                                                                                         |                   |
|-----------------------------------------------------------------------------------------|-------------------|
| EEX 4604 Effective Behavioral Interventions and Practices in Exceptional Students ..... | Formerly EEX 4601 |
| EEX 4995 Final Internship: Exceptional Student Education .....                          | Formerly EEX 4945 |

## Human Resources Office Personnel Actions Board Exhibits: March 2022

| <u>Name</u>                | <u>Effective Date</u> | <u>Classification</u> | <u>Classification Title</u>                                               | <u>Department</u>                    | <u>Site</u> |
|----------------------------|-----------------------|-----------------------|---------------------------------------------------------------------------|--------------------------------------|-------------|
| <b><u>Appointments</u></b> |                       |                       |                                                                           |                                      |             |
| Alexis Thomas              | 3/14/2022             | Career                | Academic Department Secretary                                             | Nursing                              | Bradenton   |
| Nicole Jordan              | 3/21/2022             | Career                | College and Career Success Coach                                          | Office of College and Career Success | Venice      |
| Madison Shaffic            | 3/21/2022             | Career                | College and Career Success Coach                                          | Office of College and Career Success | Venice      |
| Wilfredo Ramirez           | 3/21/2022             | Career                | Specialist, Shipping/Receiving/Warehouse                                  | Central Services                     | Bradenton   |
| Stacey Carollo             | 3/21/2022             | Administrator         | Director, Marketing                                                       | Communications and Marketing         | Bradenton   |
| <b><u>Changes</u></b>      |                       |                       |                                                                           |                                      |             |
| Lars Jarkko                | 3/9/2022              | Professional          | Assistant Controller                                                      | Finance                              | Bradenton   |
| Natalie Singer             | 3/14/2022             | Administrator         | Director, Finance/Controller                                              | Finance                              | Bradenton   |
|                            |                       | Career                | College and Career Success Coach                                          | Office of College and Career Success | Bradenton   |
|                            |                       | Professional          | Coordinator, Student Success B2B                                          | Natural Sciences                     | Bradenton   |
| <b><u>Separations</u></b>  |                       |                       |                                                                           |                                      |             |
| Julia Minervini            | 3/4/2022              | Career                | Staff Assistant III - Student Life                                        | Athletics and Student Activities     | Bradenton   |
| Loretta DeMonte            | 3/18/2022             | Career                | Staff Assistant III                                                       | Athletics and Student Activities     | Bradenton   |
| Andrea Head                | 3/18/2022             | Career                | Assistant, Financial Aid                                                  | Financial Aid                        | Bradenton   |
| Laurie Tecarr              | 3/18/2022             | Career                | Specialist, Payroll                                                       | Accounting and Payroll               | Bradenton   |
| <b><u>Retirements</u></b>  |                       |                       |                                                                           |                                      |             |
| Brian Thomas               | 3/31/2021             | Professional          | Special Assistant to the President for Constituent & Government Relations | President's Office                   | Bradenton   |

# State College of Florida, Manatee-Sarasota

## Approval Request For Out Of Country Travel

Procedure 1.29.01 Travel Authorization and Funding "...those persons traveling out of the country must complete an approval of request for out-of-country travel form in the Human Resources office and must receive Board of Trustees approval prior to travel."

**DATES OF TRAVEL:** 9/15/22 – 9/19/22

**APPLICANT:** Danny Fuerstman

**DEPARTMENT:** Lakewood Ranch Academics

**REASON:** American Political Science Association Annual Meeting

**LOCATION:** Montreal, Quebec, Canada

**PURPOSE OF TRAVEL:** I will be serving as chair and discussant at a panel, as well as attending other panels on the latest in teaching political science. This is the political science field's major annual conference (it's usually in the U.S. but once a decade they hold it in Canada). Because of the pandemic, I have not attended in a few years now. Because of the size of the conference, it is the most efficient way of my catching up on developments in the field, both in terms of political science and the teaching of political science. Having everyone in one place is valuable enough to me that I am paying out of pocket for the trip if my travel is approved.

**ESTIMATED COST:** \$0 (I am paying out of pocket for this trip).

Adhering to the Staff and Program Development Guidelines: Employees may be reimbursed up to \$1000. The Employee is responsible for any expenses that exceed \$1000.

Approved: \_\_\_\_\_  
Chairman, Board of Trustees

\_\_\_\_\_  
Date



## Accountability Report General Information

### Charter School Application - General Information

Each year, the governing body of every charter school in Florida must report on its progress to its sponsoring school district, pursuant to Section 1002.33 (9)(k), Florida Statutes. Each district must then forward these annual accountability reports to the Florida Commissioner of Education. The information below constitutes that report.

Various sections of this accountability report include the demographic information, student performance data, and financial accountability information required by law, but there also are sections that feature pertinent information on management companies, instructional staffing, school mission, and governance, among others.

This report has multiple purposes. Among them: to provide the general public critical information on the public charter schools in their communities, to provide sponsoring districts information on the schools in their portfolio, and to provide all constituents of public schooling the data necessary to examine this growing sector of education. Most importantly, however, the primary purpose of the annual accountability report is to help the district sponsor determine whether the charter school is meeting the terms of its charter and meeting or exceeding the student academic achievement requirements and goals agreed to in the charter contract. According to the Florida Standard Charter Contract, which must serve as the base of negotiations for all charter agreements in the State of Florida, "The sponsor shall annually evaluate the School on its performance and progress toward meeting the standards and targets included in this contract, including academic achievement goals. If the term of this contract exceeds five years, the Sponsor shall conduct a High-Stakes Review at least every five years and shall present the findings of the review to the governing board of the School."

This purpose also is aligned with the Florida Principles & Standards for Quality Charter School Authorizing, drafted by the Department in collaboration with national experts and authorizers across Florida. The Principles & Standards provides that charter sponsors "grant initial charter contracts for a term of five years or longer only with periodic high-stakes reviews every five years or more frequently ..."

This report and past accountability reports are accessible at [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org).

### Update Charter School Information

General contact information provided on this page will be visible to the public via the Charter School Directory at [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org)

|                                     |                                                           |
|-------------------------------------|-----------------------------------------------------------|
| School                              | STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL                |
| District                            | MANATEE                                                   |
| Opening Year                        | 2010-2011                                                 |
| Conversion School?                  | No                                                        |
| Current Contract Dates              | Begin:07/01/2015 End: 06/30/2030                          |
| Length of Current Contract in Years | 15                                                        |
| School Address                      | 5840 26TH ST W<br>BRADENTON, FL 34207-3522                |
| Mailing Address                     | 5840 26TH ST W<br>BRADENTON, FL 34207-3522                |
| Principal                           | KELLY MONOD                                               |
| Phone                               | 9417525494                                                |
| Fax                                 |                                                           |
| E-mail Address                      | scfcs@scf.edu                                             |
| School Website                      | <a href="http://scfcs.scf.edu/">http://scfcs.scf.edu/</a> |
| Primary Service Type                | K-12 General Education                                    |
| Grade Levels Served                 | 6-12 Actual: 06 - 12                                      |
| Is school accredited?:              | Yes                                                       |
| Accrediting Body                    | COGNIA                                                    |

Mission Statement State College of Florida Collegiate School's mission is to guide and mentor student achievement by equipping them to attain a high school diploma and an Associate in Arts Degree concurrently upon graduation. Beginning in 6th grade, SCFCS students progress in a rigorous academic environment, permeated by technology. The program utilizes demanding and innovative initiatives to establish a system that encourages independent learning, preparing students for success in a full-time college schedule beginning their junior year.

## Partnership, Speciality Area & Management

Partnerships (Entity participating in creation and operation of the charter school)

If the charter school is operated by a university community/state college municipality or charter-school-in-the-workplace select that organization from the list below

If the charter school is operated by a university, community/state college, municipality, or charter school in the workplace, select that organization from the list below or select none.

#### University

A state university may grant a charter to a lab school created under s. 1002.32 and shall be considered to be the school's sponsor. Such school shall be considered a charter lab school (Section 1002.33(2), Florida Statutes).

University:

#### Community/State College

A Florida College System institution who worked with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation. (Section 1002.33(5)(4), Florida Statutes).

Community/State College: State College of Florida, Manatee-Sarasota-Manatee

#### Municipality

A charter school-in-a-municipality designation may be granted to a municipality that possesses a charter; enrolls students based upon a random lottery that involves all of the children of the residents of that municipality who are seeking enrollment. (Section 1002.33(15)(c), Florida Statutes).

Municipality:

#### Workplace:

A charter school-in-the-workplace may be established when a business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of employees of that business or corporation who are seeking enrollment. (Section 1002.33(15)(b), Florida Statutes).

Workplace

#### None

None

#### Speciality

Select any specialty area that the charter school implements with fidelity and is central to achieving the charter schools mission.

#### Preparatory

#### Education Service Provider/Management Company

If the charter school contracts with a for-profit or nonprofit management company for comprehensive and business services, select that company from the list below. If the name of the company does not appear in the list, forward the company's name, mailing address, phone number and email address to [charterschools@fldoe.org](mailto:charterschools@fldoe.org).

Education Service  
Provider/Management Company:  
None

## Governing Board

#### Governing Board

Please provide the governing board information and review the list of governing board members for accuracy. To update member information, click Edit. Click Add to create a member.

#### Governing Board Information

Governing Board Name: The District Board of Trustees of State College of Florida, Manatee-Sarasota  
Governing Board FEIN: 596031182  
Parent Liaison Name: Dr. Todd Fritch

Pursuant to Section 1002.33 (7)(d)(1), Florida Statutes, each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same

contacted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate individual representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The sponsor may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with this paragraph.

Parent Liaison Phone: 9417525200  
 Parent Liaison Email: fritcht@scf.edu

| Name                     | Contact Information                                       | Position              | Status | Governance Training Provided By              | Date of Training | Type of Training        |
|--------------------------|-----------------------------------------------------------|-----------------------|--------|----------------------------------------------|------------------|-------------------------|
| Jaymie Carter            | 5840 26th St W Bradenton FL 34207<br>Phone:9417525494     | Member                | Y      | Florida Consortium of Public Charter Schools | 12/22/21         | 2 Hour refresher course |
| Dominic Dimaio           | 5840 26th Street W Bradenton FL 34207<br>Phone:9417525494 | Member                | Y      | Florida Consortium of Public Charter Schools | 10/26/20         | 2 Hour refresher course |
| Michael Fuller           | 5840 26th Street W Bradenton FL 34207<br>Phone:9417525494 | Member                | Y      | Florida Consortium of Public Charter Schools | 01/12/22         | 4 Hour Initial Training |
| Mark Goodson             | 5840 26th Street W Bradenton FL 34207<br>Phone:9417525494 | Member                | Y      | Florida Consortium of Public Charter Schools | 07/02/21         | 4 Hour Initial Training |
| Tracy Knight             | 5840 26th Street W Bradenton FL 34207<br>Phone:9417525494 | Chairperson/President | Y      | Florida Consortium of Public Charter Schools | 08/05/20         | 2 Hour refresher course |
| Rod Thomson              | 5840 26th Street W Bradenton FL 34207<br>Phone:9417525494 | Member                | Y      | Florida Consortium of Public Charter Schools | 05/05/20         | 2 Hour refresher course |
| Taylor Tollerton Collins | 5840 26th Street W Bradenton FL 34207<br>Phone:9417525494 | Member                | Y      | Florida Consortium of Public Charter Schools | 01/10/22         | 4 Hour Initial Training |

## Lottery and Student Membership

### Student Information

Charter schools shall be open to all students who submit timely applications, 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. (Section 1002.33(10), Florida Statutes).

### 2020 - 2021 School Year

|                                                                          |     |
|--------------------------------------------------------------------------|-----|
| Number of applications received for the report year                      | 415 |
| Number of new student applications accepted/enrolled for the report year | 139 |
| Number of students on waitlist                                           | 275 |

### 2021 - 2022 School Year

|                                                 |     |
|-------------------------------------------------|-----|
| Number of applications received for report year | 421 |
| Number of applications accepted for report year | 139 |
| Number of students on waitlist                  | 300 |

### Student Membership

Please review the total student enrollment data for February Survey 3 that has been provided by your school district for each school year. If the data is incorrect, please indicate in the comments section at the General Information. After you review click the submit data button.

| 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 |
|-----------|-----------|-----------|-----------|-----------|
| 552       | 517       | 519       | 510       | 517       |

## Personnel Data

### Personnel - Staff Data for the School Year

Florida Statutes 1002.33(k)(4) requires descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

### Personnel

The pre-populated personnel data below has been supplied by your district. Please answer the criminal background check and employee family relation questions for each staff member.



|                                                                                                                                                                                               | Check        | action: | employee? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|-----------|
| <b>MICHELLE AYLING</b><br><ul style="list-style-type: none"> <li>TEACHER, MATHEMATICS, MIDDLE/JUNIOR</li> <li>Annual Salary: \$43,066.00</li> <li>Annual Benefits: \$0.00</li> </ul>          | Satisfactory |         | No        |
| <b>MARVICT BENKERT</b><br><ul style="list-style-type: none"> <li>TEACHER, LANGUAGE ARTS, MIDDLE/JUNIOR</li> <li>Annual Salary: \$43,626.00</li> <li>Annual Benefits: \$0.00</li> </ul>        | Satisfactory |         | No        |
| <b>MELINDA CAMPBELL</b><br><ul style="list-style-type: none"> <li>TEACHER, SCIENCE, MIDDLE/JUNIOR</li> <li>Annual Salary: \$59,300.00</li> <li>Annual Benefits: \$12.00</li> </ul>            | Satisfactory |         | No        |
| <b>STEFAN CIOSICI</b><br><ul style="list-style-type: none"> <li>TEACHER, MATHEMATICS, SENIOR HIGH</li> <li>Annual Salary: \$43,066.00</li> <li>Annual Benefits: \$0.00</li> </ul>             | Satisfactory |         | No        |
| <b>CRISTEN CURLEY-EDWARDS</b><br><ul style="list-style-type: none"> <li>TEACHER, LANGUAGE ARTS, MIDDLE/JUNIOR</li> <li>Annual Salary: \$48,741.00</li> <li>Annual Benefits: \$0.00</li> </ul> | Satisfactory |         | No        |
| <b>ANDREW DAVIS</b><br><ul style="list-style-type: none"> <li>TEACHER, SOCIAL STUDIES, SENIOR HIGH</li> <li>Annual Salary: \$50,878.00</li> <li>Annual Benefits: \$0.00</li> </ul>            | Satisfactory |         | No        |
| <b>KENNETH EVANS</b><br><ul style="list-style-type: none"> <li>TEACHER, PHYSICAL EDUCATION, MIDDLE/JUNIOR</li> <li>Annual Salary: \$48,934.00</li> <li>Annual Benefits: \$0.00</li> </ul>     | Satisfactory |         | No        |
| <b>AMBER FILIPIAK</b><br><ul style="list-style-type: none"> <li>TEACHER, SOCIAL STUDIES, SENIOR HIGH</li> <li>Annual Salary: \$47,166.00</li> <li>Annual Benefits: \$0.00</li> </ul>          | Satisfactory |         | No        |
| <b>COLLEEN FISHER</b><br><ul style="list-style-type: none"> <li>NURSE, REGISTERED (RN)</li> <li>Annual Salary: \$25,000.00</li> <li>Annual Benefits: \$0.00</li> </ul>                        | Satisfactory |         | No        |
| <b>KRISTIN GODDARD</b><br><ul style="list-style-type: none"> <li>TEACHER, LANGUAGE ARTS, SENIOR HIGH</li> <li>Annual Salary: \$45,729.00</li> <li>Annual Benefits: \$0.00</li> </ul>          | Satisfactory |         | No        |
| <b>KRISTEN GOULET</b><br><ul style="list-style-type: none"> <li>TEACHER, LANGUAGE ARTS, MIDDLE/JUNIOR</li> <li>Annual Salary: \$49,920.00</li> <li>Annual Benefits: \$0.00</li> </ul>         | Satisfactory |         | No        |
| <b>JENNIFER HOLT</b>                                                                                                                                                                          |              |         | 25        |

|                                                                                                                                                                                              |              |    |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----|-----------------------|
| <ul style="list-style-type: none"> <li>• TEACHER, SCIENCE, MIDDLE/JUNIOR</li> <li>• Annual Salary: \$46,909.00</li> <li>• Annual Benefits: \$0.00</li> </ul>                                 | Satisfactory | No |                       |
| <b>CALI KORMAN</b> <ul style="list-style-type: none"> <li>• DATA ENTRY OPERATOR, SCHOOL</li> <li>• Annual Salary: \$35,000.00</li> <li>• Annual Benefits: \$0.00</li> </ul>                  | Satisfactory | No |                       |
| <b>LISA LACEY</b> <ul style="list-style-type: none"> <li>• TEACHER, SOCIAL STUDIES, MIDDLE/JUNIOR</li> <li>• Annual Salary: \$44,282.00</li> <li>• Annual Benefits: \$0.00</li> </ul>        | Satisfactory | No |                       |
| <b>KAREN LEWELLEN</b> <ul style="list-style-type: none"> <li>• TEACHER, MATHEMATICS, MIDDLE/JUNIOR</li> <li>• Annual Salary: \$43,066.00</li> <li>• Annual Benefits: \$0.00</li> </ul>       | Satisfactory | No | Macmunn is her niece. |
| <b>ASHLEY MACMUNN</b> <ul style="list-style-type: none"> <li>• TEACHER, SENIOR HIGH CLASSROOM</li> <li>• Annual Salary: \$45,719.00</li> <li>• Annual Benefits: \$0.00</li> </ul>            | Satisfactory | No | Lewellen is her aunt. |
| <b>DAWN MCCARTHY-HALE</b> <ul style="list-style-type: none"> <li>• TEACHER, MATHEMATICS, MIDDLE/JUNIOR</li> <li>• Annual Salary: \$40,086.00</li> <li>• Annual Benefits: \$0.00</li> </ul>   | Satisfactory | No |                       |
| <b>JENNIFER MILLER</b> <ul style="list-style-type: none"> <li>• SUBSTITUTE TEACHER, BASIC PROGRAM</li> <li>• Annual Salary: \$8,000.00</li> <li>• Annual Benefits: \$0.00</li> </ul>         | Satisfactory | No |                       |
| <b>KELLY MONOD</b> <ul style="list-style-type: none"> <li>• PRINCIPAL, OTHER ELEMENTARY/SECONDARY SCHOOL</li> <li>• Annual Salary: \$84,896.00</li> <li>• Annual Benefits: \$0.00</li> </ul> | Satisfactory | No |                       |
| <b>WILLIAM REVAK</b> <ul style="list-style-type: none"> <li>• TEACHER, MATHEMATICS, SENIOR HIGH</li> <li>• Annual Salary: \$45,236.00</li> <li>• Annual Benefits: \$0.00</li> </ul>          | Satisfactory | No |                       |
| <b>MALIA ROWLAND</b> <ul style="list-style-type: none"> <li>• TEACHER, SCIENCE, SENIOR HIGH</li> <li>• Annual Salary: \$42,540.00</li> <li>• Annual Benefits: \$0.00</li> </ul>              | Satisfactory | No |                       |
| <b>ALISSA SMITH</b> <ul style="list-style-type: none"> <li>• TEACHER, SOCIAL STUDIES, MIDDLE/JUNIOR</li> <li>• Annual Salary: \$42,446.00</li> <li>• Annual Benefits: \$0.00</li> </ul>      | Satisfactory | No |                       |

|                                                                                                                                                                                  |              |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----|
| <ul style="list-style-type: none"> <li>• CLERK, GUIDANCE SERVICES</li> <li>• Annual Salary: \$34,000.00</li> <li>• Annual Benefits: \$0.00</li> </ul>                            | Satisfactory | No |
| <b>VICKI VARA</b> <ul style="list-style-type: none"> <li>• COUNSELOR, SENIOR HIGH SCHOOL</li> <li>• Annual Salary: \$49,500.00</li> <li>• Annual Benefits: \$0.00</li> </ul>     | Satisfactory | No |
| <b>EMILY VARGAS</b> <ul style="list-style-type: none"> <li>• TEACHER, SCIENCE, MIDDLE/JUNIOR</li> <li>• Annual Salary: \$47,030.00</li> <li>• Annual Benefits: \$0.00</li> </ul> | Satisfactory | No |

## Personnel Summary

Personnel - Summary - As Reported February Suvery 3 of School Year

### Staff Statistics

#### Staff Break down

|                               | Staff     | Number      | Percent |
|-------------------------------|-----------|-------------|---------|
| School Based Administrators   | 1         | 4.00%       |         |
| Guidance Counselors           | 1         | 4.00%       |         |
| Nurses                        | 1         | 4.00%       |         |
| Consultants                   | 0         | 0.00%       |         |
| Paraprofessional Staff        | 0         | 0.00%       |         |
| Support Staff                 | 0         | 0.00%       |         |
| Clerical Staff                | 2         | 8.00%       |         |
| Other Staff                   | 0         | 0.00%       |         |
| Instructional Staff Full Time | 20        | 80.00%      |         |
| Instructional Staff Part Time | 0         | 0.00%       |         |
| <b>Total Staff</b>            | <b>25</b> | <b>100%</b> |         |

|                    | Specialists | Number    | Percent |
|--------------------|-------------|-----------|---------|
| ESE Specialist     | 0           | 0.00%     |         |
| Reading Specialist | 0           | 0.00%     |         |
| Math Specialist    | 0           | 0.00%     |         |
| <b>Total</b>       | <b>0</b>    | <b>0%</b> |         |

|                                          | Certifications | Number     | Percent |
|------------------------------------------|----------------|------------|---------|
| Teachers with Professional Certification | 16             | 80.00%     |         |
| Teachers with Temporary Certification    | 1              | 5.00%      |         |
| <b>Totals</b>                            | <b>17</b>      | <b>85%</b> |         |

|                       | Degrees | Number | Percent |
|-----------------------|---------|--------|---------|
| Associates Degree     | 0       | 0.00%  |         |
| Bachelor Degree       | 9       | 41.00% |         |
| CDA Degree            | 0       | 0.00%  |         |
| Master Degree         | 12      | 55.00% |         |
| Specialist Degree     | 0       | 0.00%  |         |
| Doctorate Degree      | 0       | 0.00%  |         |
| Non-Applicable Degree | 1       | 5.00%  |         |

## Facilities Data and Ownership

### Facilities

Florida Statutes 1002.33(k)(3) requires, documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.

Please provide information on space usage within your school.

Please provide information on space usage within your school.

#### Total Buildings

|                                  |             |
|----------------------------------|-------------|
| <b>Total Permanent Buildings</b> | <b>1.00</b> |
| <b>Total Number of Campuses</b>  | <b>1.00</b> |
| <b>Total Portable Buildings</b>  | <b>0.00</b> |

#### Portable Buildings

|                                  |             |
|----------------------------------|-------------|
| <b>Total Classrooms</b>          | <b>0.00</b> |
| <b>Total Number of Offices</b>   | <b>0.00</b> |
| <b>Total Investment Property</b> | <b>0.00</b> |

#### Permanent Buildings

|                                            |              |
|--------------------------------------------|--------------|
| <b>Total Number of Classrooms</b>          | <b>19.00</b> |
| <b>Total Number of Offices</b>             | <b>8.00</b>  |
| <b>Total Permanent Investment Property</b> | <b>0.00</b>  |

### Facilities Data - Ownership.

Update Charter School Information

|                                                                              |                                 |
|------------------------------------------------------------------------------|---------------------------------|
| <b>Does the school use any district owned buildings?</b>                     | <b>No</b>                       |
| <b>If school does not use district facility, indicate the ownership type</b> | <b>Lease</b>                    |
| <b>Owner Name</b>                                                            | <b>State College of Florida</b> |
| <b>Yearly Mortgage /Lease Amount(\$)</b>                                     | <b>\$219,294.00</b>             |

## Financial Audit

Financial Audit for Fiscal Year 2021

| File                 | FiscalYear |
|----------------------|------------|
| <a href="#">Open</a> | 2021       |

## Financial Recovery Plan

### Financial Recovery Plan

Please respond to the questions below for the period from July 1,2020 to June 30,2021

|                                                                       |    |
|-----------------------------------------------------------------------|----|
| Was the school required to submit a financial recovery plan?          | No |
| What is the status of the financial recovery plan?                    |    |
| Was the school required to submit a financial corrective action plan? | No |
| What is the status of the financial corrective action plan?           |    |

## School Grades

### School Grades

Please review the Grades.

| 2020 - 2021 | 2019 - 2020 | 2018 - 2019 | 2017 - 2018 | 2016 - 2017 |
|-------------|-------------|-------------|-------------|-------------|
| A           |             | A           | A           | A           |

School Improvement Rating

|             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| 2020 - 2021 | 2019 - 2020 | 2018 - 2019 | 2017 - 2018 | 2016 - 2017 |
| N/A         | N/A         | N/A         | N/A         | N/A         |

School Comments

| Comments                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student enrollment data for February Survey 3 is incorrect for 2020-21. Published salaries do not reflect 2020-21 Teacher Salary Allocation legislation. Current salaries and schedule meet legislative requirements. |

District Comments:

## Accountability Report General Information

### Charter School Application - General Information

Each year, the governing body of every charter school in Florida must report on its progress to its sponsoring school district, pursuant to Section 1002.33 (9)(k), Florida Statutes. Each district must then forward these annual accountability reports to the Florida Commissioner of Education. The information below constitutes that report.

Various sections of this accountability report include the demographic information, student performance data, and financial accountability information required by law, but there also are sections that feature pertinent information on management companies, instructional staffing, school mission, and governance, among others.

This report has multiple purposes. Among them: to provide the general public critical information on the public charter schools in their communities, to provide sponsoring districts information on the schools in their portfolio, and to provide all constituents of public schooling the data necessary to examine this growing sector of education. Most importantly, however, the primary purpose of the annual accountability report is to help the district sponsor determine whether the charter school is meeting the terms of its charter and meeting or exceeding the student academic achievement requirements and goals agreed to in the charter contract. According to the Florida Standard Charter Contract, which must serve as the base of negotiations for all charter agreements in the State of Florida, "The sponsor shall annually evaluate the School on its performance and progress toward meeting the standards and targets included in this contract, including academic achievement goals. If the term of this contract exceeds five years, the Sponsor shall conduct a High-Stakes Review at least every five years and shall present the findings of the review to the governing board of the School."

This purpose also is aligned with the Florida Principles & Standards for Quality Charter School Authorizing, drafted by the Department in collaboration with national experts and authorizers across Florida. The Principles & Standards provides that charter sponsors "grant initial charter contracts for a term of five years or longer only with periodic high-stakes reviews every five years or more frequently ..."

This report and past accountability reports are accessible at [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org).

### Update Charter School Information

General contact information provided on this page will be visible to the public via the Charter School Directory at [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org)

|                                     |                                                                        |
|-------------------------------------|------------------------------------------------------------------------|
| School                              | STATE COLLEGE OF FLA COLLEGIATE SCHOOL-VENICE                          |
| District                            | SARASOTA                                                               |
| Opening Year                        | 2019-2020                                                              |
| Conversion School?                  | No                                                                     |
| Current Contract Dates              | Begin:08/10/2019 End: 06/30/2024                                       |
| Length of Current Contract in Years | 4                                                                      |
| School Address                      | 8000 S TAMIAMI TRAIL<br>VENICE, FL 34293-5113                          |
| Mailing Address                     | 8000 S TAMIAMI TRAIL<br>VENICE, FL 34293-5113                          |
| Principal                           | KAREN PECK                                                             |
| Phone                               | 9414081430                                                             |
| Fax                                 |                                                                        |
| E-mail Address                      | peckk@scf.edu                                                          |
| School Website                      | <a href="http://www.scfcs.scf.edu/venice">www.scfcs.scf.edu/venice</a> |
| Primary Service Type                | K-12 General Education                                                 |
| Grade Levels Served                 | 9-12 Actual: 09 - 12                                                   |
| Is school accredited?:              | Yes                                                                    |
| Accrediting Body                    | COGNIA                                                                 |

**Mission Statement** The mission of State College of Florida Collegiate School Venice is to guide and mentor student achievement by equipping them to attain a high school diploma and an Associate in Arts Degree concurrently upon graduation. Beginning in 9th grade, SCFCSV students' progress in a rigorous academic environment, permeated by technology. The program utilizes demanding and innovative initiatives to establish a system that encourages independent learning, preparing students for success in a full-time college schedule beginning their junior year.

## Partnership, Speciality Area & Management

Partnerships (Entity participating in creation and operation of the charter school)

30

If the charter school is operated by a university, community/state college, municipality or charter-school-in-the-workplace, select that organization from the list below

If the charter school is operated by a university, community/state college, municipality, or charter school in the workplace, select that organization from the list below or select none.

#### University

A state university may grant a charter to a lab school created under s. 1002.32 and shall be considered to be the school's sponsor. Such school shall be considered a charter lab school (Section 1002.33(2), Florida Statutes).

University:

#### Community/State College

A Florida College System institution who worked with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation. (Section 1002.33(5)(4), Florida Statutes).

Community/State College: State College of Florida, Manatee-Sarasota-Manatee

#### Municipality

A charter school-in-a-municipality designation may be granted to a municipality that possesses a charter; enrolls students based upon a random lottery that involves all of the children of the residents of that municipality who are seeking enrollment. (Section 1002.33(15)(c), Florida Statutes).

Municipality:

#### Workplace:

A charter school-in-the-workplace may be established when a business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of employees of that business or corporation who are seeking enrollment. (Section 1002.33(15)(b), Florida Statutes).

Workplace

#### None

None

#### Speciality

Select any specialty area that the charter school implements with fidelity and is central to achieving the charter schools mission.

#### Education Service Provider/Management Company

If the charter school contracts with a for-profit or nonprofit management company for comprehensive and business services, select that company from the list below. If the name of the company does not appear in the list, forward the company's name, mailing address, phone number and email address to [charterschools@fldoe.org](mailto:charterschools@fldoe.org).

Education Service  
Provider/Management Company:  
None

## Governing Board

#### Governing Board

Please provide the governing board information and review the list of governing board members for accuracy. To update member information, click Edit. Click Add to create a member.

#### Governing Board Information

Governing Board Name: State College of Florida Manatee - Sarasota  
Governing Board FEIN: 596031182  
Parent Liaison Name: Dr. Ryan Hale

Pursuant to Section 1002.33 (7)(d)(1), Florida Statutes, each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate individual representative for each charter school in

school district, the governing board must appoint a separate individual representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The sponsor may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with this paragraph.

Parent Liaison Phone: 9414081405

Parent Liaison Email: haler@scf.edu

| Name                     | Contact Information                                          | Position              | Status | Governance Training Provided By              | Date of Training | Type of Training        |
|--------------------------|--------------------------------------------------------------|-----------------------|--------|----------------------------------------------|------------------|-------------------------|
| Jaymie Carter            | 5840 26th St W Bradenton FL 34207<br>Phone:9417525494        | Member                | Y      | Florida Consortium of Public Charter Schools | 12/22/21         | 2 Hour refresher course |
| Dominic Dimaio           | 5840 26th St. W Bradenton FL 34207<br>Phone:9417525494       | Member                | Y      | Florida Consortium of Public Charter Schools | 10/26/20         | 2 Hour refresher course |
| Michael Fuller           | 5840 26th Street West Bradenton FL 34203<br>Phone:9417525494 | Member                | Y      | Florida Consortium of Public Charter Schools | 01/12/22         | 4 Hour Initial Training |
| Mark Goodson             | 5840 26th Street West Bradenton FL 34203<br>Phone:9417525494 | Member                | Y      | Florida Consortium of Public Charter Schools | 07/02/21         | 4 Hour Initial Training |
| Tracy Knight             | 5840 26th St W Bradenton FL 34207<br>Phone:9417525494        | Chairperson/President | Y      | Florida Consortium of Public Charter Schools | 08/06/20         | 2 Hour refresher course |
| Rod Thomson              | 5840 26th St W Bradenton FL 34203<br>Phone:9417525494        | Member                | Y      | Florida Consortium of Public Charter Schools | 05/05/20         | 2 Hour refresher course |
| Taylor Tollerton-Collins | 5840 26th Street West Bradenton FL 34203<br>Phone:9417525494 | Member                | Y      | Florida Consortium of Public Charter Schools | 01/10/22         | 4 Hour Initial Training |

## Lottery and Student Membership

### Student Information

Charter schools shall be open to all students who submit timely applications, 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. (Section 1002.33(10), Florida Statutes).

#### 2020 - 2021 School Year

|                                                                          |    |
|--------------------------------------------------------------------------|----|
| Number of applications received for the report year                      | 80 |
| Number of new student applications accepted/enrolled for the report year | 58 |
| Number of students on waitlist                                           | 0  |

#### 2021 - 2022 School Year

|                                                 |     |
|-------------------------------------------------|-----|
| Number of applications received for report year | 133 |
| Number of applications accepted for report year | 118 |
| Number of students on waitlist                  | 0   |

### Student Membership

Please review the total student enrollment data for February Survey 3 that has been provided by your school district for each school year. If the data is incorrect, please indicate in the comments section at the General Information. After you review click the submit data button.

| 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 |
|-----------|-----------|-----------|-----------|-----------|
| 106       | 58        | 0         | 0         | 0         |

## Personnel Data

### Personnel - Staff Data for the School Year

Florida Statutes 1002.33(k)(4) requires descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

### Personnel

The pre-populated personnel data below has been supplied by your district. Please answer the criminal background check and employee family relation questions for each staff member.

| Personnel Information | Criminal Background Check | If unsatisfactory, explain plan of action: | 32<br>Related to other employee? | If yes, state relationship: |
|-----------------------|---------------------------|--------------------------------------------|----------------------------------|-----------------------------|
|-----------------------|---------------------------|--------------------------------------------|----------------------------------|-----------------------------|



**KAREN PECK**

- PRINCIPAL, SENIOR HIGH
- Annual Salary: \$75,000.00
- Annual Benefits: \$22,980.00

**MICHELE TIPPMAN**

- CAREER SPECIALIST
- Annual Salary: \$49,300.00
- Annual Benefits: \$13,572.00

**LYNN TOSI**

- COUNSELOR, OTHER TYPE SCHOOL
- Annual Salary: \$55,000.00
- Annual Benefits: \$17,556.00

## Personnel Summary

Personnel - Summary - As Reported February Suvery 3 of School Year

## Staff Statistics

## Staff Break down

|                               | Staff Number | Percent    |
|-------------------------------|--------------|------------|
| School Based Administrators   | 1            | 33.00%     |
| Guidance Counselors           | 1            | 33.00%     |
| Nurses                        | 0            | 0.00%      |
| Consultants                   | 0            | 0.00%      |
| Paraprofessional Staff        | 0            | 0.00%      |
| Support Staff                 | 0            | 0.00%      |
| Clerical Staff                | 0            | 0.00%      |
| Other Staff                   | 0            | 0.00%      |
| Instructional Staff Full Time | 1            | 33.00%     |
| Instructional Staff Part Time | 0            | 0.00%      |
| <b>Total Staff</b>            | <b>3</b>     | <b>99%</b> |

|                    | Specialists Number | Percent   |
|--------------------|--------------------|-----------|
| ESE Specialist     | 0                  | 0.00%     |
| Reading Specialist | 0                  | 0.00%     |
| Math Specialist    | 0                  | 0.00%     |
| <b>Total</b>       | <b>0</b>           | <b>0%</b> |

|                                          | Certifications Number | Percent   |
|------------------------------------------|-----------------------|-----------|
| Teachers with Professional Certification | 2                     | 0.00%     |
| Teachers with Temporary Certification    | 0                     | 0.00%     |
| <b>Totals</b>                            | <b>2</b>              | <b>0%</b> |

|                   | Degrees Number | Percent |
|-------------------|----------------|---------|
| Associates Degree | 0              | 0.00%   |
| Bachelor Degree   | 0              | 0.00%   |
| CDA Degree        | 0              | 0.00%   |

|                          |          |             |
|--------------------------|----------|-------------|
| BA Degree                | 0        | 0.00%       |
| Master Degree            | 3        | 100.00%     |
| Specialist Degree        | 0        | 0.00%       |
| Doctorate Degree         | 0        | 0.00%       |
| Non-Applicable Degree    | 0        | 0.00%       |
| <b>Total All Degrees</b> | <b>3</b> | <b>100%</b> |

## Facilities Data and Ownership

### Facilities

Florida Statutes 1002.33(k)(3) requires, documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.

Please provide information on space usage within your school.

Please provide information on space usage within your school.

#### Total Buildings

|                                  |             |
|----------------------------------|-------------|
| <b>Total Permanent Buildings</b> | <b>1.00</b> |
| <b>Total Number of Campuses</b>  | <b>0.00</b> |
| <b>Total Portable Buildings</b>  | <b>0.00</b> |

#### Portable Buildings

|                                  |             |
|----------------------------------|-------------|
| <b>Total Classrooms</b>          | <b>0.00</b> |
| <b>Total Number of Offices</b>   | <b>0.00</b> |
| <b>Total Investment Property</b> | <b>0.00</b> |

#### Permanent Buildings

|                                            |             |
|--------------------------------------------|-------------|
| <b>Total Number of Classrooms</b>          | <b>4.00</b> |
| <b>Total Number of Offices</b>             | <b>6.00</b> |
| <b>Total Permanent Investment Property</b> | <b>0.00</b> |

### Facilities Data - Ownership.

#### Update Charter School Information

|                                                                              |                                 |
|------------------------------------------------------------------------------|---------------------------------|
| <b>Does the school use any district owned buildings?</b>                     | <b>No</b>                       |
| <b>If school does not use district facility, indicate the ownership type</b> | <b>Lease</b>                    |
| <b>Owner Name</b>                                                            | <b>State College of Florida</b> |
| <b>Yearly Mortgage /Lease Amount(\$)</b>                                     | <b>\$75,580.00</b>              |

## Financial Audit

### Financial Audit for Fiscal Year 2021

| File                 | FiscalYear |
|----------------------|------------|
| <a href="#">Open</a> | 2021       |

## Financial Recovery Plan

### Financial Recovery Plan

Please respond to the questions below for the period from July 1,2020 to June 30,2021

Was the school required to submit a financial recovery plan? No

What is the status of the financial recovery plan?

Was the school required to submit a financial corrective action plan? No

What is the status of the financial corrective action plan?

## School Grades

### School Grades

Please review the Grades.

|             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| 2020 - 2021 | 2019 - 2020 | 2018 - 2019 | 2017 - 2018 | 2016 - 2017 |
|-------------|-------------|-------------|-------------|-------------|

School Improvement Rating

|             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| 2020 - 2021 | 2019 - 2020 | 2018 - 2019 | 2017 - 2018 | 2016 - 2017 |
| N/A         | N/A         | N/A         | N/A         | N/A         |

School Comments

| Comments |
|----------|
|----------|

District Comments:

State College of Florida, Manatee-Sarasota

# College Annual Equity Update 2021-2022

## Template for Submission

**Deadline: April 29, 2022**

### Submission Information

Equity Officer: **Paul Berkle**

Email: [berklep@scf.edu](mailto:berklep@scf.edu)

Phone: **941-752-5599**

Date: **April 29, 2022**



Division of Florida Colleges  
325 W. Gaines Street, Suite 1244  
Tallahassee, Florida 32399-0400  
[FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org)  
850-245-0407

## Contents

|                                                                              |           |
|------------------------------------------------------------------------------|-----------|
| <b>General Information and Applicable Laws for Reporting .....</b>           | <b>2</b>  |
| <b>Part I. Description of Plan Development .....</b>                         | <b>4</b>  |
| <b>Part II. Policies and Procedures that Prohibit Discrimination .....</b>   | <b>4</b>  |
| <b>Part III. College Employment Equity Accountability Plan.....</b>          | <b>8</b>  |
| <b>Part IV. Strategies to Overcome Underrepresentation of Students .....</b> | <b>26</b> |
| <b>Part V. Substitution Waivers for Admissions and.....</b>                  | <b>40</b> |
| <b>Course Substitutions for Eligible Students with Disabilities.....</b>     | <b>40</b> |
| <b>Part VI. Gender Equity in Athletics.....</b>                              | <b>44</b> |
| <b>Part VII. Signature Page.....</b>                                         | <b>49</b> |

## General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for the annual update.

- Section 1000.05, F.S., the “Florida Educational Equity Act”
- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Section 1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvement identified in analyses.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **April 29, 2022**. The update should be submitted by email to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org). **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates, monitor efforts by the college to increase diversity in student participation and employment and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college’s methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2021-22 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

***Review of Part I: Course Substitutions  
(Completed by Division of Florida Colleges)***

| <b>Requirement</b>                                     | <b>Response</b> | <b>Comments</b> | <b>Action</b> |
|--------------------------------------------------------|-----------------|-----------------|---------------|
| Did the college submit the Course Substitution Report? | Select one.     |                 |               |

### Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection:** **No**  
If yes, provide the following applicable updates.

A list of persons, by title and organizational location, involved in the development of the plan.

**Response:** [Click here to enter text.](#)

A description of the participation of any advisory groups or persons.

**Response:** [Click here to enter text.](#)

#### *Review of Part I: Description of Plan Development (Completed by Division of Florida Colleges)*

| Requirement                                     | Response    | Comments | Action |
|-------------------------------------------------|-------------|----------|--------|
| Did the college change the college equity plan? | Select one. |          |        |
| If yes, applicable updates provided?            | Select one. |          |        |

### Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college’s approved and adopted policy of nondiscrimination? **Make a selection:** **No** If yes, provide the following applicable updates.

**Date of revision:** [Click here to enter text.](#)

**Description of the revision:** [Click here to enter text.](#)

**Web link(s) to document the revision:** [Click here to enter text.](#)

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection:** **No** If yes, provide updated information.

**Response:** [Click here to enter text.](#)

C) Has the college changed the person(s) designated to coordinate the college’s compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection:** **Yes** If yes, provide the following applicable information for each updated contact.

**Name/title:** [Paul Berkle, Equity Officer/Kenisha Roney, ADA Coordinator](#)



**Phone number:** Paul Berkle: 941-752-5599/ Kenish Roney: 941-752-5323

**Address:** 5840 26<sup>th</sup> Street West., Bradenton, FL 34207 (both)

**Email address:** Paul Berkle: [berklep@scf.edu](mailto:berklep@scf.edu)/Kenisha Roney: [roneyk@scf.edu](mailto:roneyk@scf.edu)

Is this contact's information available in the regular notice of nondiscrimination?

**Make a selection:** Yes

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection:** Yes If yes, provide the following applicable updates.

**Date of revision:** 3-3-2022

**Description of the revision:** The College has archived a complex procedure that formerly encompassed Title IX, nondiscrimination, and corresponding grievance process, in favor of two procedures. These new procedures remain in compliance with all rules and regulations; however, they are more understandable, manageable for the reader and all updates to position titles and offices have been completed

**Web link(s) to document the revision:**

<https://www.scf.edu/content/PDF/Procedures/2.44.01%20Prohibited%20Harassment%20and%20Nondiscrimination.pdf> and

<https://www.scf.edu/content/PDF/Procedures/2.44.02%20Sexual%20Misconduct.Sexual%20Harassment.pdf>

E) Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

1) Notifications of these procedures are placed in prominent and common information sources.

**Make a selection:** Yes

2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection:** Yes

3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection:** Yes

If no, provide the college's plan for compliance.

**Response:** Click here to enter text.

F) Have there been any revisions to nondiscrimination policies or procedures pertaining to:

|              |     |
|--------------|-----|
| Title IX?    | Yes |
| Title II?    | No  |
| Section 504? | No  |

|                                                                                                                                                                |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements? | No  |
| Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?                                                                | No  |
| Other policies or procedures related to civil rights or nondiscrimination?                                                                                     | Yes |

If yes, address the following for any identified policies or procedures.

**Name of the policy and/or procedure(s):** 2.44.01 Prohibited Harassment and Nondiscrimination (Non Sexual Misconduct/Harassment) and 2.44.02 Sexual Misconduct/Sexual Harassment

**Date of revision:** 3-3-2022

**Description of the revision:** The College has archived a complex procedure that formerly encompassed Title IX, nondiscrimination, and corresponding grievance processes, in favor of two procedures. These new procedures remain in compliance with all rules and regulations; however, they are more understandable, manageable for the reader and all updates to position titles and offices have been completed

**Web link(s) to document the revision:**

<https://www.scf.edu/content/PDF/Procedures/2.44.01%20Prohibited%20Harassment%20and%20Nondiscrimination.pdf> and

<https://www.scf.edu/content/PDF/Procedures/2.44.02%20Sexual%20Misconduct.Sexual%20Harassment.pdf>

***Review of Part II: Policies and Procedures that Prohibit Discrimination  
(Completed by Division of Florida Colleges)***

| Requirement                                                                                                                                                                                   | Response    | Comments | Action |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|--------|
| Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?                                                                                      | Select one. |          |        |
| If yes, applicable updates provided?                                                                                                                                                          | Select one. |          |        |
| Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? | Select one. |          |        |
| If yes, applicable updates provided?                                                                                                                                                          | Select one. |          |        |
| Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?      | Select one. |          |        |
| If yes, applicable updates provided?                                                                                                                                                          | Select one. |          |        |
| Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?                                       | Select one. |          |        |
| If yes, applicable updates provided?                                                                                                                                                          | Select one. |          |        |
| Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.                                                                                    | -           | -        | -      |

| Requirement                                                                                                                                                                                              | Response    | Comments | Action |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|--------|
| Notifications of these procedures are placed in prominent and common information sources.                                                                                                                | Select one. |          |        |
| Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. | Select one. |          |        |
| Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.                                                    | Select one. |          |        |
| If no, is a plan for compliance provided?                                                                                                                                                                | Select one. |          |        |

### Part III. College Employment Equity Accountability Plan

Section 1012.86, F.S., Florida College System institution employment equity accountability program, requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions and full-time faculty positions who have attained continuing contract status. The plan must include specific, measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives and comparable national standards as provided by the Florida Department of Education.

#### A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

#### ***College Full-Time Executive/Administrative/Managerial Staff***

Informed by the EMP-EAM tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

|                         | 2020-21<br>Reporting Year<br>College Student<br>Population<br>(%) | EAM<br>Actuals<br>(%)<br>Fall 2020 | EAM<br>Actuals<br>(%)<br>Fall 2021 | EAM Stated<br>Goals (%)<br>Fall 2021                                                                              | EAM<br>Goal<br>Met<br>(Yes/<br>No) | EAM Goals for<br>Fall 2022                                                                                 |
|-------------------------|-------------------------------------------------------------------|------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------|
| Black Female            | 6.8%                                                              | 5.9%                               | 5.9%                               | Focus on increasing the number of black females in EAM positions to at least meet the student population percent. | No                                 | Achieve equivalent or higher percentage of EAM compared to student population percentage.                  |
| Black Male              | 3.4%                                                              | 5.9%                               | 5.9%                               | Continue goal to increase Black male EAM representation                                                           | Yes                                | Continue goal to increase Black male EAM representation                                                    |
| Hispanic Female         | 14.9%                                                             | 0.0%                               | 0.0%                               | Continue goal to increase Hispanic female EAM representation                                                      | No                                 | Continue goal to increase Hispanic female EAM representation                                               |
| Hispanic Male           | 8.1%                                                              | 2.9%                               | 0.0%                               | Continue goal to increase Hispanic male EAM representation                                                        | No                                 | Continue goal to increase Hispanic male EAM representation                                                 |
| Other Minorities Female | 3.6%                                                              | 8.8%                               | 11.8%                              | No goal needed; however, SCF will continue to focus on increasing other minority female EAM representation        | Yes                                | No goal needed; however, SCF will continue to focus on increasing other minority female EAM representation |
| Other Minorities Male   | 2.1%                                                              | 0.0%                               | 0.0%                               | Continue goal to increase other minority male EAM representation                                                  | No                                 | Continue goal to increase other minority male EAM representation                                           |
| White Female            | 39.1%                                                             | 44.1%                              | 44.1%                              | No goal needed;                                                                                                   | Yes                                | No goal needed;                                                                                            |

|              | 2020-21<br>Reporting Year<br>College Student<br>Population<br>(%) | EAM<br>Actuals<br>(%)<br>Fall 2020 | EAM<br>Actuals<br>(%)<br>Fall 2021 | EAM Stated<br>Goals (%)<br>Fall 2021                                                                | EAM<br>Goal<br>Met<br>(Yes/<br>No) | EAM Goals for<br>Fall 2022                                                                          |
|--------------|-------------------------------------------------------------------|------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------|
|              |                                                                   |                                    |                                    | however, SCF will continue to focus on increasing white female representation                       |                                    | however, SCF will continue to focus on maintaining white female representation                      |
| White Male   | 22%                                                               | 32.4%                              | 32.4%                              | No goal needed; however, SCF will continue to focus on increasing white male representation         | Yes                                | No goal needed; however, SCF will continue to focus on increasing white male representation         |
| Total Female | 64.4%                                                             | 58.8%                              | 61.8%                              | While improvement has been made, SCF will continue its goal to increase total female representation | Yes                                | While improvement has been made, SCF will continue its goal to increase total female representation |
| Total Male   | 35.6%                                                             | 41.2%                              | 38.2%                              | No goal needed; however, SCF will continue to focus on increasing total male EAM representation     | Yes                                | No goal is needed for this category                                                                 |

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** Compared to student population benchmark, we met or exceeded in the following categories for EAM: Black Males, Other Minority Females, White Females, White Males, Total Males

Our strategies used for addressing underrepresentation in other areas include the following:  
- Encourage employees to represent the College in our diverse community as ambassadors to our College, particularly representing our diversity initiatives. This helps to spread the College name and its resources. Faculty can continue to document their efforts in their promotion binder to earn credit

towards promotion.

- Increasing a diverse usage of job advertising boards and social media campaigns in an effort to extend our employment opportunities to a broader, more diverse audience. In the past year, and several years, we believe this activity has resulted in a growing number of diverse candidates that have been interviewed. We have invested in various job boards such as HigherEd Diversity to expand our reach for employment.

- Utilize trained diversity representatives on each search committee for designated positions. Our HR Department works closely with the diversity representative on each search committee to assure minority representation in applicant pools and interview levels. We continue to train more individuals to be diversity representatives. We also periodically analyze our applicant pools to determine diverse candidacy and inclusiveness.

- Growth and emphasis of such organizations as Diversity / Multicultural Awareness Committee (DMAC) and Embracing our Differences. The goals of these organizations is to educate and increase diversity awareness on campus and collaborate with the college community and surrounding community, bringing events to the campus to help support its goals. LGBTQ+ organizations have grown, including the Rainbow Alliance Club and Xenos – a club that strives for inclusion.

- Strengthening partnerships with local community organizations such as Florida Career Source, Latin Chamber of Commerce, Manasota Black Chamber of Commerce, NAACP and other local colleges.

- The role of Director, Diversity and Inclusion was created in July of 2020 and continues to expand its reach and influence across the college and the local community.

- Employee demographic dashboard continues to be updated and utilized to provide college leadership with regular updates on race and gender demographics of the college employees compared against student race and gender data, broken out by each division at the College.

**College Full-Time Instructional Staff**

Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

|              | 2020-21 Reporting Year College Student Population (%) | INST Actuals (%) Fall 2020 | INST Actuals (%) Fall 2021 | INST Stated Goals (%) Fall 2021                       | INST Goal Met (Yes/No ) | INST Goals for Fall 2022                                                    |
|--------------|-------------------------------------------------------|----------------------------|----------------------------|-------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------|
| Black Female | 6.8%                                                  | 1.5%                       | 1.5%                       | Continue goal to increase Black Female representation | No                      | Increase black female representation, moving closer to student population % |

|                         | 2020-21 Reporting Year College Student Population (%) | INST Actuals (%) Fall 2020 | INST Actuals (%) Fall 2021 | INST Stated Goals (%) Fall 2021                                                                       | INST Goal Met (Yes/No) | INST Goals for Fall 2022                                                             |
|-------------------------|-------------------------------------------------------|----------------------------|----------------------------|-------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------|
| Black Male              | 3.4%                                                  | 2.2%                       | 3.8%                       | Continue goal to increase Black Male representation                                                   | Yes                    | No goal needed; however, continue to increase black male representation              |
| Hispanic Female         | 14.9%                                                 | 1.5%                       | 0.8%                       | Continue goal to increase Hispanic Female representation                                              | No                     | Increase Hispanic female representation, moving closer to student population %       |
| Hispanic Male           | 8.1%                                                  | 3.0%                       | 3.0%                       | Continue goal to increase Hispanic Male representation                                                | No                     | Increase Hispanic male representation, moving closer to student population %         |
| Other Minorities Female | 3.6%                                                  | 0.0%                       | 0.0%                       | Continue goal to increase Other Minorities Female representation                                      | No                     | Increase Other minority female representation, moving closer to student population % |
| Other Minorities Male   | 2.1%                                                  | 3.0%                       | 3.0%                       | No goal needed, however, SCF will continue to focus on increasing Other minority male representation. | No                     | Increase Other minority male representation, moving closer to student population %   |
| White Female            | 39.1%                                                 | 53.7%                      | 53.4%                      | No goal needed, however, SCF will continue to focus on                                                | No                     | No goal needed; however, SCF will continue to maintain the overall female population |



|              | 2020-21 Reporting Year College Student Population (%) | INST Actuals (%) Fall 2020 | INST Actuals (%) Fall 2021 | INST Stated Goals (%) Fall 2021                                                              | INST Goal Met (Yes/No ) | INST Goals for Fall 2022                                                                                |
|--------------|-------------------------------------------------------|----------------------------|----------------------------|----------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------|
|              |                                                       |                            |                            | increasing White female representation.                                                      |                         |                                                                                                         |
| White Male   | 22.0%                                                 | 35.1%                      | 34.6%                      | No goal needed, however, SCF will continue to focus on increasing White male representation. | No                      | No goal is needed for this category, but SCF will continue to strive to align with student population % |
| Total Female | 64.4%                                                 | 56.7%                      | 55.6%                      | Continue goal to increase Total female representation.                                       | No                      | Continue goal to increase total female representation, moving closer to student population %            |
| Total Male   | 35.6%                                                 | 43.4%                      | 44.4%                      | No goal needed, however, SCF will continue to focus on increasing total male representation. | Yes                     | No goal is needed for this category, but SCF will continue to strive to align with student population % |

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions.

**Response:** Compared to student population benchmark, we met or exceeded in the following categories for College Full-Time Instructional Staff: Black Males, Other Minority Males, White Female, White Male, Total Males.

**Our strategies used for addressing underrepresentation in other areas include the following:**  
- Encourage employees to represent the College in our diverse community as ambassadors to our College, particularly representing our diversity initiatives. This helps to spread the College name and

its resources. Faculty can continue to document their efforts in their promotion binder to earn credit towards promotion.

- Increasing a diverse usage of job advertising boards and social media campaigns in an effort to extend our employment opportunities to a broader, more diverse audience. In the past year, and several years, we believe this activity has resulted in a growing number of diverse candidates that have been interviewed. We have invested in various job boards such as HigherEd Diversity to expand our reach for employment.

- Utilize trained diversity representatives on each search committee for designated positions. Our HR Department works closely with the diversity representative on each search committee to assure minority representation in applicant pools and interview levels. We continue to train more individuals to be diversity representatives. We also periodically analyze our applicant pools to determine diverse candidacy and inclusiveness.

- Growth and emphasis of such organizations as Diversity / Multicultural Awareness Committee (DMAC) and Embracing our Differences. The goals of these organizations is to educate and increase diversity awareness on campus and collaborate with the college community and surrounding community, bringing events to the campus to help support its goals. LGBTQ+ organizations have grown, including the Rainbow Alliance Club and Xenos – a club that strives for inclusion.

- Strengthening partnerships with local community organizations such as Florida Career Source, Latin Chamber of Commerce, Manasota Black Chamber of Commerce, NAACP and other local colleges.

- The role of Director, Diversity and Inclusion was created in July of 2020 and continues to expand its reach and influence across the college and the local community.

- Employee demographic dashboard continues to be updated and utilized to provide college leadership with regular updates on race and gender demographics of the college employees compared against student race and gender data, broken out by each division at the College.

**College Full-Time Instructional Staff with Continuing Contract**

Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

|              | 2020-21 Reporting Year College Student Population (%) | INST-CONT Actuals (%) Fall 2020 | INST-CONT Actuals (%) Fall 2021 | INST-CONT Stated Goals (%) Fall 2021 | INST-CONT Goal Met (Yes/No) | INST-CONT Goals for Fall 2022         |
|--------------|-------------------------------------------------------|---------------------------------|---------------------------------|--------------------------------------|-----------------------------|---------------------------------------|
| Black Female | 6.8%                                                  | 2.5%                            | 2.5%                            | Continue goal to increase Black      | No                          | Increase black female representation, |

|                         | 2020-21 Reporting Year College Student Population (%) | INST-CONT Actuals (%) Fall 2020 | INST-CONT Actuals (%) Fall 2021 | INST-CONT Stated Goals (%) Fall 2021                                                                   | INST-CONT Goal Met (Yes/No) | INST-CONT Goals for Fall 2022                                                                           |
|-------------------------|-------------------------------------------------------|---------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------|
|                         |                                                       |                                 |                                 | Female representation                                                                                  |                             | moving closer to student population %                                                                   |
| Black Male              | 3.4%                                                  | 2.5%                            | 2.5%                            | Continue goal to increase Black Male representation                                                    | No                          | Increase black male representation, moving closer to student population %                               |
| Hispanic Female         | 14.9%                                                 | 2.5%                            | 1.3%                            | Continue goal to increase Hispanic Female representation                                               | No                          | Increase Hispanic female representation, moving closer to student population %                          |
| Hispanic Male           | 8.1%                                                  | 2.5%                            | 3.8%                            | Continue goal to increase Hispanic Male representation                                                 | Yes                         | Increase Hispanic male representation, moving closer to student population %                            |
| Other Minorities Female | 3.6%                                                  | 0.0%                            | 0.0%                            | Continue goal to increase Other Minorities Female representation                                       | No                          | Increase Other minority female representation, moving closer to student population %                    |
| Other Minorities Male   | 2.1%                                                  | 3.7%                            | 3.8%                            | No goal needed, however, SCF will continue to focus on increasing Other Minorities Male representation | Yes                         | No goal is needed; however, SCF will look to continue increase other minority male representation.      |
| White Female            | 39.1%                                                 | 49.4%                           | 50.6%                           | No goal needed, however, SCF will continue to focus on increasing female representation.               | Yes                         | No goal needed; however, SCF will continue to push to increase the overall female population            |
| White Male              | 22.0%                                                 | 37.0%                           | 35.4%                           | Continue goal to increase white male representation.                                                   | No                          | No goal is needed for this category, but SCF will continue to strive to align with student population % |
| Total Female            | 64.4%                                                 | 54.3%                           | 54.4%                           | While improvement has been made, SCF                                                                   | Yes                         | Continue goal to increase total female                                                                  |

|            | 2020-21 Reporting Year College Student Population (%) | INST-CONT Actuals (%) Fall 2020 | INST-CONT Actuals (%) Fall 2021 | INST-CONT Stated Goals (%) Fall 2021                                                         | INST-CONT Goal Met (Yes/No) | INST-CONT Goals for Fall 2022                                                                           |
|------------|-------------------------------------------------------|---------------------------------|---------------------------------|----------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------|
|            |                                                       |                                 |                                 | will continue goal to increase total female representation.                                  |                             | representation, moving closer to student population %                                                   |
| Total Male | 35.6%                                                 | 45.7%                           | 45.6%                           | No goal needed; however, SCF will continue to focus on increasing total male representation. | No                          | No goal is needed for this category, but SCF will continue to strive to align with student population % |

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions with continued contract.

**Response:** Compared to student population benchmark, we met or exceeded in the following categories for College Full-Time Instructional Staff with Continuing Contract: Other Minority Male, White Females, White Males, Total Males.

Our strategies used for addressing underrepresentation in other areas include the following:

- Encourage employees to represent the College in our diverse community as ambassadors to our College, particularly representing our diversity initiatives. This helps to spread the College name and its resources. Faculty can continue to document their efforts in their promotion binder to earn credit towards promotion.

- Increasing a diverse usage of job advertising boards and social media campaigns in an effort to extend our employment opportunities to a broader, more diverse audience. In the past year, and several years, we believe this activity has resulted in a growing number of diverse candidates that have been interviewed. We have invested in various job boards such as HigherEd Diversity to expand our reach for employment.

- Utilize trained diversity representatives on each search committee for designated positions. Our HR Department works closely with the diversity representative on each search committee to assure minority representation in applicant pools and interview levels. We continue to train more individuals to be diversity representatives. We also periodically analyze our applicant pools to determine diverse candidacy and inclusiveness.

- Growth and emphasis of such organizations as Diversity / Multicultural Awareness Committee (DMAC) and Embracing our Differences. The goals of these organizations is to educate and increase

diversity awareness on campus and collaborate with the college community and surrounding community, bringing events to the campus to help support its goals. LGBTQ+ organizations have grown, including the Rainbow Alliance Club and Xenos – a club that strives for inclusion.

- Strengthening partnerships with local community organizations such as Florida Career Source, Latin Chamber of Commerce, Manasota Black Chamber of Commerce, NAACP and other local colleges.

**New Barriers (Optional)**

Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category?

**Response:** No new barriers

**Review of Part III (A): Attainment of Annual Goals  
(Completed by Division of Florida Colleges)**

| Requirement                                                                                                               | Response    | Comments | Action |
|---------------------------------------------------------------------------------------------------------------------------|-------------|----------|--------|
| Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in: | -           | -        | -      |
| <i>EAM positions?</i>                                                                                                     | Select one. |          |        |
| Full-time instructional positions?                                                                                        | Select one. |          |        |
| Full-time with continuing contract instructional positions?                                                               | Select one. |          |        |
| Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?           | Select one. |          |        |

**B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents**

1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

**Response:** Senior leadership at the State College of Florida, Manatee-Sarasota are evaluated annually for "Embracing Differences in Others". This competency includes: "Demonstrates an awareness of, and sensitivity to, the needs and concerns of others and works well with those from differing backgrounds and experiences. Fosters an inclusive environment and promotes equal and fair treatment for all."

Results for this competency for the institutional Provost and Vice Presidents for the most recent evaluation cycles are "On Target" for this competency.

SCF's Associate Provost and Deans are evaluated annually for the competencies of "Respectful" as well as "Embracing Differences in Others". These competencies include: "Demonstrates concern for others and is empathetic and caring," and "Demonstrates an awareness of, and sensitivity to, the needs and concerns of others and works well with those from differing backgrounds and experiences. Fosters an inclusive environment and promotes equal and fair treatment for all," respectively.

Results for these competencies for the Associate Provost and Deans were either meets or exceeds expectations.

SCF's Department Chairs are evaluated annually for the competency "Contributions to Department, Division and College". This competency includes: "Adheres to Code of Ethical Behavior and College Rules and Procedures".

Results for this competency for the Department Chairs were either meets or exceeds expectations.

2) Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

**Response:** SCF President Dr. Probstfeld's most recent annual evaluation is attached on the following pages. Part of this annual review process include the BOT's review of equity goals, implementation of those goals and progress toward the achievement of those goals

3) What is the date of the president's most recent evaluation?

**Response:** SCF President Dr. Probstfeld was most recently evaluated on May 25, 2021



**State College of Florida, Manatee – Sarasota  
General Performance as President Recap: July 2020-June 2021 - Dr. Carol Probstfeld**

|                                        | SCF Board of Trustees Rating |                |              |                   |                                |
|----------------------------------------|------------------------------|----------------|--------------|-------------------|--------------------------------|
|                                        | Outstanding                  | Highly Skilled | Satisfactory | Needs Improvement | Not Enough Information to Rate |
| <b>Leadership</b>                      | 6                            |                |              |                   |                                |
| <b>Board- President Relationship</b>   | 5                            | 1              |              |                   |                                |
| <b>External-President Relationship</b> | 6                            |                |              |                   |                                |
| <b>Administrative Effectiveness</b>    | 5                            | 1              |              |                   |                                |
| <b>Legislative Effectiveness</b>       | 4                            | 2              |              |                   |                                |
| <b>Mission Effectiveness</b>           | 4                            | 2              |              |                   |                                |
| <b>Fiscal Management</b>               | 6                            |                |              |                   |                                |
| <b>Recap Totals:</b>                   | <b>36 86%</b>                | <b>6 14%</b>   |              |                   |                                |

**Comment Highlights:**

**Leadership:**

Exceeds leadership - her team is always 100% behind her because she actively involves them in leadership of the college. Probably should have a category for ability to adapt. She has done that responding to community needs, and during covid upheaval. Even during a crazy time, she found ways to keep our campus safe, educational & eventful for students.

**Board-President Relationship**

Always there to answer questions, always there to be of assistance. Working hard to build the Board. Dr. Probstfeld communicates frequently and routinely with the Board via calls and emails.

**External-President Relationships**

She is connected to the community and actively involved in order to keep SCF front of mind with area leaders. During covid she still kept calendar filled and kept SCF in public's focus. No drop in external presence.

**Administrative Effectiveness**

The minimal administrative problems at SCF, from financial issues to student safety, enrollment, etc. is a testament to Dr. Probstfeld's leadership. Systems are in place to mitigate risk, and when problems do surface, she and her team seek rapid, fiscally responsible solutions.



**Legislative Effectiveness**

She connects with area legislators regularly and effectively. Additionally, she is deeply involved with Florida College System and shaping its responses or support. Works closely with SCF's lobbyist and legislative delegation on the issues that are important to the school and engages Trustees when appropriate.

**Mission Effectiveness**

Dr. Probstfeld and her team begin nearly every initiative with an eye toward our mission, which is best serving our community and students. The mission is never lost.

**Fiscal Management**

Dr. Probstfeld and her team did an excellent job during a year of financial distress not only taking care of SCF financially, but more importantly supporting its students. Outstanding - this has been very important with covid.

Mr. Edward Bailey  
Board Chair



5/25/21

Signature & Date

**Review of Part III (B): Evaluations of Employment Practices  
(Completed by Division of Florida Colleges)**

| <b>Requirement</b>                                                                                                                                                               | <b>Response</b> | <b>Comments</b> | <b>Action</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|---------------|
| Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals? | Select one.     |                 |               |
| Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?                                     | Select one.     |                 |               |
| Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?                   | Select one.     |                 |               |
| Does the report include the date of the most recent presidential evaluation?                                                                                                     | Select one.     |                 |               |

**C. Additional Requirements**

The college should complete the following related to additional processes required by section 1012.86, F.S.

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**  
Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

**Response:** SCF maintains selection committee guidelines and appoints a diversity representative to each committee, of which he/she is an active member, in each search. The committee chair works with Human Resources and the appropriate vice president to determine the appropriate committee structure. Together, we are aware of the diversity as it relates to gender, race, age, and departmental composition on the review committees. HR appoints the diversity representative that will assure equal opportunity throughout the screening and interview process.

- 2) Briefly describe the process used to grant continuing contracts.

**Response:** Faculty are eligible to apply for continuing contract in either their 5<sup>th</sup>, 6<sup>th</sup> or 7<sup>th</sup> year of employment. Along with that application, faculty submit a portfolio that documents their teaching effectiveness (performance appraisals, student evaluations, course materials, etc.), their professional development, and their service to the College (department, division, college or community). This portfolio is reviewed by faculty member’s immediate supervisor, an administrator (typically an assistant dean/dean), the executive vice president/provost, and the president. If approved, the president then makes a recommendation to the BOT (who signals their approval or disapproval).

3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

**Response:** Each faculty member is evaluated on an annual basis and included on this evaluation instrument is a section devoted to supervisor comments as they relate to the status of those who are on track to apply for continuing contract. Moreover, the appraisal instrument includes sections devoted to exactly those items required in the portfolio described above: teaching effectiveness, professional development, and service to the College

4) Briefly describe the college’s budgetary incentive plan to support and ensure the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

**Response:** The College funds employment initiatives supporting diverse recruiting tactics, such as the utilization of diversity-centric job boards and job fairs. Additionally, funding is provided to diversity-driven committees and clubs within the college community. The college provides faculty professional development funds and tuition reimbursement programs for continuing education and in-service training, in addition to providing faculty professional development days for further training. Faculty also contribute to the college through participation in college committees and community organizations, which is important to the evaluation process.

5) Salary Information: In the following table, include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

*Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information are not required; however, the college may choose to include additional information for purposes of diversity analysis.*

|  | Job Classification | # of New Hires* | New Hires*<br>Salary Range | # of Existing Employee(s) with | Existing Employee*<br>Salary Range |
|--|--------------------|-----------------|----------------------------|--------------------------------|------------------------------------|
|--|--------------------|-----------------|----------------------------|--------------------------------|------------------------------------|

|        |     |   |                     | Comparable Experience |                       |
|--------|-----|---|---------------------|-----------------------|-----------------------|
| Row 1  | 211 | 7 | \$39,000 - \$53,000 | 11                    | \$37,111 - \$58,635   |
| Row 2  | 212 | 7 | \$45,452 - \$57,000 | 31                    | \$41,453 - \$65,495   |
| Row 3  | 213 | 1 | \$62,000            | 13                    | \$46,303 - \$73,159   |
| Row 4  | 214 | 4 | \$75,000 - \$87,000 | 10                    | \$51,720 - \$81,718   |
| Row 5  | 215 | 1 | \$87,000            | 9                     | \$57,771 - \$91,278   |
| Row 6  | 217 | 2 | \$85,000 - \$95,000 | 7                     | \$72,078 - \$113,884  |
| Row 7  | 220 | 1 | \$140,000           | 2                     | \$107,592 - \$169,995 |
| Row 8  | A2  | 1 | \$40,904            | 18                    | \$38,981 - \$44,211   |
| Row 9  | A3  | 3 | \$48,500 - \$50,180 | 29                    | \$45,854 - \$51,737   |
| Row 10 | A5  | 1 | \$53,665            | 41                    | \$62,402 - \$79,450   |
| Row 11 | A6  | 4 | \$61,894 - \$66,313 | 11                    | \$53,665 - \$91,943   |
| Row 12 | C4  | 1 | \$71,937            | 2                     | \$73,658 - \$82,621   |

*\*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2020.*

**Review of Part III(C): Additional Requirements  
(Completed by Division of Florida Colleges)**

| Requirement                                                                                                                                                             | Response    | Comments | Action |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|--------|
| Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?                         | Select one. |          |        |
| Does the report include a description of the process used to grant continuing contracts?                                                                                | Select one. |          |        |
| Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status? | Select one. |          |        |
| Has the college developed a budgetary incentive plan to support and ensure                                                                                              | Select one. |          |        |

| <b>Requirement</b>                                                                                                                                   | <b>Response</b> | <b>Comments</b> | <b>Action</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|---------------|
| attainment of the goals developed pursuant to section 1012.86, F.S.?                                                                                 |                 |                 |               |
| Did the college include a summary of the incentive plan?                                                                                             | Select one.     |                 |               |
| Did the summary include strategic resource allocation?                                                                                               | Select one.     |                 |               |
| Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications? | Select one.     |                 |               |

## Part IV. Strategies to Overcome Underrepresentation of Students

### Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2021-22 reporting year.

| Enrollments      | FTIC          |                                 |               | Overall Enrollments |                                 |               |
|------------------|---------------|---------------------------------|---------------|---------------------|---------------------------------|---------------|
|                  | 2020-21 Goals | 2020-21 Goals Achieved (Yes/No) | 2021-22 Goals | 2020-21 Goals       | 2020-21 Goals Achieved (Yes/No) | 2021-22 Goals |
| Black            | 303           | 186 (No)                        | 180           | 1210                | 1004 (No)                       | 900           |
| Hispanic         | 627           | 517 (No)                        | 500           | 2315                | 2267 (No)                       | 2500          |
| Other Minorities | 167           | 90 (No)                         | 92            | 681                 | 572 (No)                        | 500           |
| White            | 1148          | 1033 (No)                       | 1000          | 6855                | 6031 (No)                       | 6000          |
| Female           | 1243          | 1070 (No)                       | 1000          | 6648                | 6355 (No)                       | 6000          |
| Male             | 982           | 756 (No)                        | 700           | 4036                | 3515 (No)                       | 3100          |
| LEP              |               | 9                               | 10            |                     | 194 (?)                         | 200           |
| DIS              |               | 97                              | 100           |                     | 578 (?)                         | 600           |

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student enrollments from underrepresented groups.

**Response:** The college's plan for 2020 - 2021 included methods and strategies to increase student enrollment from underrepresented groups. Strategies implemented include Career and College Planning: continuously assist students to create, chart, and cultivate educational and career goals, coordinate and facilitate in-person and online workshops, leverage academic progress data during a term to identify and provide outreach for struggling students, assisting students with Degree Works auditing system. Admissions continue to enhance the communications plan that includes various recruiting touch points: email, texting, print. Implementation of virtual admissions and recruitment appointments. Implementation of virtual orientation that is interactive and promotes student success. Implementations of new social media campaigns. Financial aid continues to partner with State and Regional organizations to

promote FAFSA information for students and parents. College Reach-Out Program continues its efforts to connect underrepresented populations to the college with 6<sup>th</sup> through 12<sup>th</sup>-grade students at local middle and high schools. Student participants in the CROP are given an opportunity to participate in the Summer Bridge Program, which is designed to increase high school seniors to enroll in postsecondary education and increase the likelihood of their success and more.

New methods and strategies, if applicable.

**Response:** [See table below](#)

| <b>New Methods and Strategies</b>                                                                                                                                                                                                                                                                                                 | <b>Black</b> | <b>Hispanic</b> | <b>Other Minorities</b> | <b>White</b> | <b>Male</b> | <b>Female</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|-------------------------|--------------|-------------|---------------|
| <b>College and Career Planning:</b>                                                                                                                                                                                                                                                                                               |              |                 |                         |              |             |               |
| Assigned Success Coaching continues to provide students with the opportunity to build a rapport with their Coaches. The process is continually evaluated and refined. The Coaches are there to assist students to create, chart, and cultivate their educational and career goals.                                                | ✓            | ✓               | ✓                       | ✓            | ✓           | ✓             |
| Success Coaches continue to coordinate and facilitate in-person and online workshops and helpful presentations designed to teach students how to read and understand the degree auditing system Degree Works, read Degree Works course plans, understanding the upper-division transfer process, and how to register for classes. | ✓            | ✓               | ✓                       | ✓            | ✓           | ✓             |
| College and Career Success provides weekly coverage on our Lakewood Ranch campus by rotating coaches who are assigned to the campus cohorts.                                                                                                                                                                                      | ✓            | ✓               | ✓                       | ✓            | ✓           | ✓             |
| Success Coaches leverage academic progress data during a term to identify and provide outreach to students who are struggling academically. Support is coordinated through the College and Career Success dept, tutoring, library services, student support services, and faculty.                                                | ✓            | ✓               | ✓                       | ✓            | ✓           | ✓             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| <p>In addition to assisting all students with career readiness while encouraging them to engage in opportunities and activities that strengthen the identified ‘NACE Competencies’, and the development of career readiness, such as resume/cover letter and interview preparation, College and Career Success has partnered with Academic Affairs, and Workforce Development/Life-Long learning to provide an annual series of career readiness workshops and services.</p>                                                                                                                                                                                                                                                                                              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>College and Career Success continues to collaborate with Workforce Development to provide career exploration, resume and interview skill development, internships, and direct access to partnering organizations for potential student employment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>College and Career Success, in partnership with the college’s dedicated Retention Team, strategically plan course presentations across our gateway course during each term. The presentations focus on connecting with a success coach, Degree Works, degree planning, and ways to pay for courses.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p><b>Student Completions</b><br/>This year’s report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates, and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Admissions:**



|                                                                                                                                                                                                                                                                                             |   |   |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| Continuation and enhanced comprehensive communication plan to include a variety of recruitment touch points. The plan includes email, call, texting campaigns, and print pieces. The comprehensive plan provides relevant and timely information to assist with a smooth transition to SCF. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Continuation of virtual admissions and recruitment appointments for prospective students, in addition to our general recruitment high school visits and small group presentations.                                                                                                          | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Continuation of virtual recruitment events. Events allow parents and students to easily access information on a variety of topics, including information on our programs, SCF resources, the admissions process, and more.                                                                  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Admissions continues to offer an online orientation using a new platform to meet the needs of students not able to come to campus. The new format is interactive and covers all areas to promote student success.                                                                           | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Admissions' implementation of new social media and ongoing campaigns to meet and engage prospective students, parents, and counselors on platforms they are already actively using. Allowing us to provide content that is relevant and timely, based on their needs.                       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The A.A. Course Schedule Guide, designed to streamline registration at orientation, continues to provide a sample class schedule with first semester courses without pre-requisites. The guide continues to help to make registration and course selection seamless for new students.       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Continuation of the High School Presentation Portfolio: The portfolio provides a platform to create custom schedules to fit the unique needs of each school and their students using a concierge approach to suggest an annual SCF visit schedule. Newly added to the portfolio are SCF     | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| admit days at the schools where the application fee is waived for the event.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |   |
| To enhance in-person orientation, we've changed the current rolling calendar to include larger guest-friendly options to accommodate Gen Z students who prefer to bring guests. Text reminders for orientation increasing student turn out.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| In addition to virtual and in-person morning/afternoon orientations, evening sessions were added for non-traditional students to complete an in-person orientation in the evening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Continuation and enhanced comprehensive communication plan to include a variety of recruitment touch points. The plan includes email, call, texting campaigns, and print pieces. The comprehensive plan provides relevant and timely information to assist with a smooth transition to SCF.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p><b>Student Completions</b></p> <p>This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates, and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Financial Aid:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |   |   |   |   |
| Financial Aid continues in partnership with State and Regional organizations to promote financial aid and FAFSA information to students and parents. Collaborations include, but are not limited to, Director of Outreach for the Florida                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| Department of Education, Regional financial aid nights/workshops, and FLVC Virtual College Night.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |   |   |   |   |
| Financial Aid continues to provide (and has increased the number of its) FAFSA workshops at our local high schools to increase access to financial aid information and resources. Workshops typically include an overview of financial aid and FAFSA and then individual support for students/parents in a computer lab setting.                                                                                                                                                                                                                                                                                                                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Financial Aid continues to proactively communicate with prospective and newly admitted students inviting them to FAFSA workshops and promoting FAFSA completion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Financial Aid Week continues to occur annually at our Bradenton and Venice Campuses. The week focuses on sharing information about financial literacy, debt management, and support from the SCF Foundation in its efforts to support students through the scholarship application process.                                                                                                                                                                                                                                                                                                                                                     | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Financial Aid continues to manage funds in order to offer strategic scholarships designated to support enrollment and retention of students. Examples include, but are not limited to, dual enrollment scholarships, Principal Excellence Awards (each high school principal selects one outstanding high school graduate), SAP MAXCOM Grant for students that are close to completion but are no longer federal aid eligible.                                                                                                                                                                                                                  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Athletics:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |   |   |   |   |   |
| Athletics has a faculty/staff that continues engaging with its mentoring program that is specifically designed for our basketball players. Our athletes are paired with a mentor, we have a social to introduce them together, and the mentor relationship takes off from there. For some, the mentor is extremely active and involved. For others, the mentor is more of a guiding resource. We have seen mentors who will communicate with colleagues to intervene on behalf of their struggling student or who have provided tutoring to assist those who need a little extra help. Mentors attend games when they can but are not required. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Disability Resource Center:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |   |   |   |   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| <p>The Disability Resource Center is typically represented at the Manatee County Agency Fair and Parent Workshop, as well as the Sarasota County Agency Fair held annually in March and April, respectively. Due to Covid restrictions, these events were not held in 2021. The DRC is represented in all community outreach events held on campus. In addition, the DRC provides training for Manasota Lighthouse transition students yearly. The DRC offers prospective students and parents the opportunity to meet on an individual basis to discuss SCF and disability services available.</p>                  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Student Life:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |   |
| <p>In the Fall 2020 term, the Student Life department transitioned to 100% online due to Covid. We utilized the college's learning management system, CANVAS and Weebly (website) to align the various student engagement activities with institutional, divisional, and departmental learning outcomes. These tools helped engage the students virtually and manage and grow their respective organizations. Canvas helps facilitate conversations between club advisors and students, as well as student-to-student communication, reaching them anytime, anywhere, and helping every student to feel engaged.</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>Summer Bridge Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |   |   |   |   |   |
| <p>Grant-funded through the Florida Department of Education with a cash and in-kind match from State College of Florida, the College Reach-Out Program (CROP) is designed to increase the number of students successfully completing a postsecondary education. The primary objective of the program is to strengthen the educational motivation and preparation of low-income students in grades 6 – 12 who otherwise would be unlikely to seek and attain a postsecondary education without special support and recruitment efforts.</p>                                                                           | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| <p>SCF CROP’s school-based programs are directed by site coordinators who serve as mentors at middle and high schools in Manatee and Sarasota counties. These programs provide students with academic enrichment activities as well as career and personal counseling. Activities and presentations include the following: motivational speakers; study-skill strategies; choosing a college; financial aid information; career information; cultural activities; college requirements; career development activities; and FSA/SAT/ACT preparation. Field trips, college tours, and an educational summer residential experience the University of South Florida in Tampa are other important components of the program.</p> <ul style="list-style-type: none"> <li>• The College Reach-Out Program (CROP) was created in 1983 (FS 1007.34.) SCF is in its <b><u>29<sup>th</sup> year</u></b> participating in the program. CROP is in schools in both counties, currently serving <b><u>150 middle and high school students</u></b>.</li> <li>• While many programs like the College Reach-Out Program struggle to attract male students, SCF CROP is proud to report that with 56 male students, <b><u>we are currently 37% male</u></b>.</li> <li>• Efforts to increase Hispanic students’ participation in the program have worked. <b><u>The percentage of Hispanic students</u></b> has almost tripled <b><u>from 15% in 2002-2003 to 41% currently</u></b>.</li> <li>• Even as the program has become more diverse, <b><u>black students are still 41% of the total population and</u></b></li> </ul> |  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| <p><b><u>12% self-identify as multi-ethnic/racial</u></b></p> <ul style="list-style-type: none"> <li>• This year the SCF CROP program has <b><u>44 seniors</u></b>. Fifty seven <b><u>percent (57%)</u></b> have already applied to State College of Florida.</li> <li>• The number of CROP seniors taking advantage of the <b><u>Summer Bridge Program</u></b> has increased from <b><u>10 in 2004 to 25 in 2020</u></b>.</li> </ul> <p><b><u>CROP graduates who choose to attend SCF are eligible to receive CROP tuition and book scholarships.</u></b></p> |  |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

**Student Completions**

This year’s report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2021-22. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

| <b>A.A. Degrees</b>          | <b>2020-21 Goals</b> | <b>2020-21 Goals Achieved (Yes/No)</b> | <b>2021-22 Goals</b> |
|------------------------------|----------------------|----------------------------------------|----------------------|
| Black                        | 6.5%                 | 6.0% (No)                              | 6.00%                |
| Hispanic                     | 21.8%                | 21.9% (Yes)                            | 22.00%               |
| Other Minorities             | 7.2%                 | 5.3% (No)                              | 4.00%                |
| White                        | 64.5%                | 66.7% (Yes)                            | 68.00%               |
| Female                       | 63.5%                | 62.5% (No)                             | 62.00%               |
| Male                         | 35%                  | 37.5% (Yes)                            | 38.00%               |
| LEP                          | 18                   | 21 (Yes)                               | 24                   |
| DIS                          | 65                   | 80 (Yes)                               | 90                   |
| <b>A.S./A.A.S. Degrees</b>   | <b>2020-21 Goals</b> | <b>2020-21 Goals Achieved (Yes/No)</b> | <b>2021-22 Goals</b> |
| Black                        | 7.5%                 | 6.5% (No)                              | 7.00%                |
| Hispanic                     | 20.2%                | 19.8% (No)                             | 20.00%               |
| Other Minorities             | 8.2%                 | 5.7% (No)                              | 8.00%                |
| White                        | 70%                  | 67.9% (No)                             | 65.00%               |
| Female                       | 69%                  | 69.0% (Yes)                            | 70.00%               |
| Male                         | 31%                  | 31.0% (Yes)                            | 30.00%               |
| LEP                          | 12                   | 11 (No)                                | 24                   |
| DIS                          | 22                   | 25 (Yes)                               | 90                   |
| <b>Certificates</b>          | <b>2020-21 Goals</b> | <b>2020-21 Goals Achieved (Yes/No)</b> | <b>2021-22 Goals</b> |
| Black                        | 5.0%                 | 9.2% (Yes)                             | 11.00%               |
| Hispanic                     | 20%                  | 21.8% (Yes)                            | 23.00%               |
| Other Minorities             | 4.3%                 | 4.1% (No)                              | 3.00%                |
| White                        | 65.3%                | 65.0% (No)                             | 63.00%               |
| Female                       | 60.8%                | 65.0% (Yes)                            | 70.00%               |
| Male                         | 40%                  | 35.0% (No)                             | 30.00%               |
| LEP                          | 2                    | 10 (Yes)                               | 24                   |
| DIS                          | 2                    | 16 (Yes)                               | 50                   |
| <b>Baccalaureate Degrees</b> | <b>2020-21 Goals</b> | <b>2020-21 Goals Achieved (Yes/No)</b> | <b>2021-22 Goals</b> |
| Black                        | 11.0%                | 9.7% (No)                              | 8.00%                |
| Hispanic                     | 11.0%                | 14.7% (Yes)                            | 16.00%               |
| Other Minorities             | 6.8%                 | 7.8% (Yes)                             | 8.00%                |
| White                        | 72.5%                | 67.8% (No)                             | 65.00%               |
| Female                       | 77.5%                | 80.6% (Yes)                            | 81.00%               |
| Male                         | 23.7%                | 19.4% (No)                             | 19.00%               |
| LEP                          | 8                    | 5 (No)                                 | 7                    |
| DIS                          | 14                   | 9 (No)                                 | 12                   |

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.

**Response:** Summaries of new and existing strategies have been provided below. New methods and strategies, if applicable

New methods and strategies, if applicable.

**Response:** Due to COVID efforts to implementing new strategies have been hampered. However, we are implementing a TRiO SSS grant for the 2021-2022 academic year, which will become the pilot for new strategies to address underrepresented student groups and economically challenged student groups.

### **Student Success in Targeted Programs**

The college's plan for 2020-21 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: **Yes** If no, provide:

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

**Response:**

**College and Career Planning** Assigned Success Coaching continues to provide students with the opportunity to build a rapport with their Coaches. The process is continually evaluated and refined. The Coaches are there to assist students to create, chart, and cultivate their educational and career goals. Success Coaches continue to coordinate and facilitate in-person and online workshops and helpful presentations designed to teach students how to read and understand the degree auditing system Degree Works, read Degree Works course plans, understanding the upper-division transfer process, and how to register for classes. College and Career Success provides weekly coverage on our Lakewood Ranch campus by rotating coaches who are assigned to the campus cohorts. Success Coaches leverage academic progress data during a term to identify and provide outreach to students who are struggling academically. Support is coordinated through the College and Career Success dept, tutoring, library services, student support services, and faculty. In addition to assisting all students with career readiness while encouraging them to engage in opportunities and activities that strengthen the identified 'NACE Competencies', and the development of career readiness, such as resume/cover letter and interview preparation, College and Career Success has partnered with Academic Affairs, and Workforce Development/Life-Long learning to provide an annual series of career readiness workshops and services. College and Career Success continues to collaborate with Workforce Development to provide career exploration, resume and interview skill development,



internships, and direct access to partnering organizations for potential student employment. College and Career Success, in partnership with the college's dedicated Retention Team, strategically plan course presentations across our gateway course during each term. The presentations focus on connecting with a success coach, Degree Works, degree planning, and ways to pay for courses. Student Completions This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates, and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

**Admissions** Continuation and enhanced comprehensive communication plan to include a variety of recruitment touch points. The plan includes email, call, texting campaigns, and print pieces. The comprehensive plan provides relevant and timely information to assist with a smooth transition to SCF. Continuation of virtual admissions and recruitment appointments for prospective students, in addition to our general recruitment high school visits and small group presentations. Continuation of virtual recruitment events. Events allow parents and students to easily access information on a variety of topics, including information on our programs, SCF resources, the admissions process, and more. Admissions continues to offer an online orientation using a new platform to meet the needs of students not able to come to campus. The new format is interactive and covers all areas to promote student success. Admissions' implementation of new social media and ongoing campaigns to meet and engage prospective students, parents, and counselors on platforms they are already actively using. Allowing us to provide content that is relevant and timely, based on their needs. The A.A. Course Schedule Guide, designed to streamline registration at orientation, continues to provide a sample class schedule with first semester courses without pre-requisites. The guide continues to help to make registration and course selection seamless for new students. Continuation of the High School Presentation Portfolio: The portfolio provides a platform to create custom schedules to fit the unique needs of each school and their students using a concierge approach to suggest an annual SCF visit schedule. Newly added to the portfolio are SCF admit days at the schools where the application fee is waived for the event. To enhance in-person orientation, we've changed the current rolling calendar to include larger guest-friendly options to accommodate Gen Z students who prefer to bring guests. Text reminders for orientation increasing student turn out. In addition to virtual and in-person morning/afternoon orientations, evening sessions were added for non-traditional students to complete an in-person orientation in the evening. Continuation and enhanced comprehensive communication plan to include a variety of recruitment touch points. The plan includes email, call, texting campaigns, and print pieces. The comprehensive plan provides relevant and timely information to assist with a smooth transition to SCF. Student Completions This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates, and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP);

Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

**Financial Aid** Financial aid continues in partnership with State and Regional organizations to promote financial aid and FAFSA information to students and parents. Collaborations include, but are not limited to, Director of Outreach for the Florida Department of Education, Regional financial aid nights/workshops, and FLVC Virtual College Night.

**Athletics** Athletics has a faculty/staff that continues engaging with its mentoring program that's specifically designed for our basketball players. Our athletes are paired with a mentor, we have a social to introduce them together, and the mentor relationship takes off from there. For some, the mentor is extremely active and involved. For others, the mentor is more of a guiding resource. We have seen mentors who will communicate with colleagues to intervene on behalf of their struggling student or who have provided tutoring to assist those who need a little extra help. Mentors attend games when they can but are not required.

**Disability Resource Center** The Disability Resource Center is typically represented at the Manatee County Agency Fair and Parent Workshop, as well as the Sarasota County Agency Fair held annually in March and April, respectively. Due to COVID restrictions, these events were not held. It is anticipated that they will resume in Spring of 2022 and SCF will resume our outreach efforts to speak directly with prospective students and parents about SCF and disability services available.

**Student Life** In the Fall 2020 term, the Student Life department transitioned to 100% online due to Covid. We utilized the college's learning management system, CANVAS and Weebly (website) to align the various student engagement activities with institutional, divisional, and departmental learning outcomes. These tools helped engage the students virtually and manage and grow their respective organizations. Canvas helps facilitate conversations between club advisors and students, as well as student-to-student communication, reaching them anytime, anywhere, and helping every student to feel engaged.

**College Reach-Out Program (CROP) and Summer Bridge Program (SBP) College Reach-Out Program (CROP)** Grant-funded through the Florida Department of Education with a cash and in-kind match from State College of Florida, the College Reach-Out Program (CROP) is designed to increase the number of students successfully completing a postsecondary education. The primary objective of the program is to strengthen the educational motivation and preparation of low-income students in grades 6 – 12 who otherwise would be unlikely to seek and attain a postsecondary education without special support and recruitment efforts. SCF CROP's school-based programs are directed by site coordinators who serve as mentors at middle and high schools in Manatee and Sarasota counties. These programs provide students with academic enrichment activities as well as career and personal counseling. Activities and presentations include the following: motivational speakers; study-skill strategies; choosing a college; financial aid information; career information; cultural activities; college requirements; career development activities; and FSA/SAT/ACT preparation. Field trips, college tours, and an educational summer residential experience the University of South Florida in Tampa are other important components of the program. The College Reach-Out Program (CROP) was created in 1983 (FS 1007.34.) SCF is in its 29<sup>th</sup> year participating in the program. CROP is in schools in both counties, currently serving 150 middle and high school students. While many programs like the College Reach-Out Program struggle to attract male students, SCF CROP is proud to report that with 56 male students, we are currently

37% male. Efforts to increase Hispanic students’ participation in the program have worked. The percentage of Hispanic students has almost tripled from 15% in 2002-2003 to 41% currently. Even as the program has become more diverse, black students are still 41% of the total population and 12% self-identify as multi-ethnic/racial. This year the SCF CROP program has 44 seniors. Fifty seven percent (57%) have already applied to State College of Florida. The number of CROP seniors taking advantage of the Summer Bridge Program has increased from 10 in 2004 to 25 in 2020. CROP graduates who choose to attend SCF are eligible to receive CROP tuition and book scholarships. Forty-one (41) former CROP students were attending SCF during the 2021 Fall Term STEM Initiative for both Middle and High School students is scheduled to take place in April. Summer Bridge Program (SBP) The Summer Bridge Program (SBP) was designed to increase the number of College Reach-Out Program (CROP) high school seniors who enroll in postsecondary education and increase the likelihood of their success once enrolled. Our retention specialist, travels to each school to facilitate SBP recruitment, which includes completing the SCF online application and the FAFSA. The goal of the program is to transition CROP high school seniors to college success by having them begin their college experience during the summer after their senior year. Students get a jump-start on their college education by completing two courses before the fall semester begins. Each student receives a scholarship covering tuition, books, supplies, and lunches; a combined value of over \$1,000. Twenty-three SCF CROP seniors are scheduled to attend the 2022 SBP and are expected to complete the six-week term. Additionally, these students will potentially earn up to nine college credits. During the SBP students receive:  
Satisfactory Academic Progress (SAP) Workshops including a PowerPoint presentation, along with worksheets and handouts to convey this timely and often confusing information. Each scholar receives educational materials and use calculators to determine course completion ratios from a variety of academic progress scenarios.  
Field Trips – Each year we take our students to tour academic departments, including the Medical Technology & Simulation Center, to learn more about available majors and possible occupations.

New methods and strategies, if applicable.

**Response:** [Click here to enter text.](#)

**Review of Part IV: Strategies to Overcome Underrepresentation of Students  
(Completed by Division of Florida Colleges)**

| Requirement                                                                                                                                                         | Response    | Comments | Action |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|--------|
| Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies? | Select one. |          |        |

| Requirement                                                                                                                                                                                                                                                                                                                                                                                   | Response    | Comments | Action |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|--------|
| If no, evaluation of current methods and strategies and new methods and strategies provided?                                                                                                                                                                                                                                                                                                  | Select one. |          |        |
| Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?                                                                                                                                                                                                                           | Select one. |          |        |
| If no, evaluation of current methods and strategies and new methods and strategies provided?                                                                                                                                                                                                                                                                                                  | Select one. |          |        |
| The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories? | Select one. |          |        |
| If no, evaluation of current methods and strategies and new methods and strategies provided?                                                                                                                                                                                                                                                                                                  | Select one. |          |        |

**Part V. Substitution Waivers for Admissions and  
Course Substitutions for Eligible Students with Disabilities**

**Course Substitution Report, Form CSR01**

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate "0" for the number of students if no substitutions were granted.

| Disability Type | Number of Students | Required Course(s)<br>(prefix, number and title) | Substituted Course(s)<br>(prefix, number and title) | Discipline Area |
|-----------------|--------------------|--------------------------------------------------|-----------------------------------------------------|-----------------|
|                 | 0                  |                                                  |                                                     |                 |

| Disability Type                    | Number of Students | Required Course(s) (prefix, number and title)                   | Substituted Course(s) (prefix, number and title)                                                                                                                 | Discipline Area              |
|------------------------------------|--------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Deaf/Hard of Hearing               |                    |                                                                 |                                                                                                                                                                  |                              |
| Visual Impairment                  | <b>0</b>           |                                                                 |                                                                                                                                                                  |                              |
| Specific Learning Disability       | <b>13-math</b>     | <b>General Ed. Mathematics &amp; developmental Math Courses</b> | <b>CGS 1000, CGS 1543, CGS 1570, CHM 1020C, EVR 1001, PHI 2100, ACG 2021C, ACG 2071, QMB 1001, AST 1002, ECS 1000C, PHY 1020C</b>                                | <b>Area II Math</b>          |
| Orthopedic Impairment              | <b>0</b>           |                                                                 |                                                                                                                                                                  |                              |
| Speech/Language Impairment         | <b>0</b>           |                                                                 |                                                                                                                                                                  |                              |
| Emotional or Behavioral Disability | <b>5-Speech</b>    | <b>Fundamentals Speech Communication (SPC 1608)</b>             | <b>SPC 1300 , AML 2010/2020, ANT 2000, ARH 2050/2051, CRW 2001/2002,ENC 2210, ENL 2010/2022, EUH 2032, FIL 1007, HUM 2210, HUM 2235, HUM 2250, INR 2002, LIT</b> | <b>Area I Communications</b> |

| Disability Type          | Number of Students | Required Course(s) (prefix, number and title) | Substituted Course(s) (prefix, number and title)                                                                                                                                                                                                                                                                                                                                                          | Discipline Area     |
|--------------------------|--------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                          |                    |                                               | 2012, LIT 2020, LIT 2030, LIT 2090, LIT 2110/2120, LIT 2110/2120, LIT 2310, LIT 2380, MMC 2100, MUH 2110<br>Introduction to Music History & Literature, PGY 2000 History of Photography<br>PGY 2101C<br>Visual Literacy: Photography<br>PHI 2070 Intro to Eastern Philosophy<br>PLA 1104/2114<br>Legal Research and Writing I & II<br>REL 2121<br>Religion in America<br>THE 2000<br>Theatre Appreciation |                     |
| Autism Spectrum Disorder |                    |                                               |                                                                                                                                                                                                                                                                                                                                                                                                           |                     |
| Traumatic Brain Injury   | <b>1 math</b>      | <b>General Ed. Mathematics &amp;</b>          | <b>CGS 1000, CGS 1543, CGS 1570, CHM 1020C, EVR 1001, PHI 2100,</b>                                                                                                                                                                                                                                                                                                                                       | <b>Area II Math</b> |

| Disability Type         | Number of Students | Required Course(s) (prefix, number and title) | Substituted Course(s) (prefix, number and title)                                                                                                                                                                                                                                                                                                                                                                                                                                     | Discipline Area       |
|-------------------------|--------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                         |                    | developmental Math Courses                    | ACG 2021C, ACG 2071, QMB 1001, AST 1002, ECS 1000C, PHY 1020C                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |
| Other Health Impairment | 1 speech           | Fundamentals Speech Communication (SPC 1608)  | SPC 1300 , AML 2010/2020, ANT 2000, ARH 2050/2051, CRW 2001/2002, ENC 2210, ENL 2010/2022, EUH 2032, FIL 1007, HUM 2210, HUM 2235, HUM 2250, INR 2002, LIT 2012, LIT 2020, LIT 2030, LIT 2090, LIT 2110/2120, LIT 2110/2120, LIT 2310, LIT 2380, MMC 2100, MUH 2110<br>Introduction to Music History & Literature, PGY 2000 History of Photography PGY 2101C<br>Visual Literacy: Photography PHI 2070 Intro to Eastern Philosophy PLA 1104/2114<br>Legal Research and Writing I & II | Area I Communications |

| Disability Type | Number of Students | Required Course(s)<br>(prefix, number and title) | Substituted Course(s)<br>(prefix, number and title)                 | Discipline Area |
|-----------------|--------------------|--------------------------------------------------|---------------------------------------------------------------------|-----------------|
|                 |                    |                                                  | REL 2121<br>Religion in America<br>THE 2000<br>Theatre Appreciation |                 |
|                 |                    |                                                  |                                                                     |                 |
|                 |                    |                                                  |                                                                     |                 |

How many requests for course substitutions were made and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.) Please indicate "0" if no substitutions were requested or granted.

| Semester     | Number of Substitutions Requested | Number of Substitutions Granted |
|--------------|-----------------------------------|---------------------------------|
| Fall 2020    | 9                                 | 1                               |
| Spring 2021  | 6                                 | 1                               |
| Summer 2021  | 5                                 | 1                               |
| <b>Total</b> | 20                                | 3                               |

***Review of Part V: Course Substitutions  
(Completed by Division of Florida Colleges)***

| Requirement                                            | Response    | Comments | Action |
|--------------------------------------------------------|-------------|----------|--------|
| Did the college submit the Course Substitution Report? | Select one. |          |        |

**Part VI. Gender Equity in Athletics**

The college offers athletic programs: **Select one.** If no, move to the next section. If yes, complete this section.



### **Assessment of Athletic Programs**

Section 1006.71, F.S., Gender equity in intercollegiate athletics, is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to section 1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

For this part, provide the college's latest Equity in Athletics Disclosure Act (EADA) Survey Federal Report as an appendix.

### **Data Assessment**

Section 1006.71, F.S., requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics.

Provide updates or new information related to sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity. If the college is not in compliance with Title IX, updates must be included in the college’s Corrective Action Plan of this report.

*In cooperation with the SCF Foundation, the college continued to pursue a major capital campaign to benefit both baseball and softball. They decided to split the project and have a facility at each field. The campaign took a major step forward as the Student Activities Budget Request committee committed \$100,000 to support the project. The project is estimated at \$750,000 and is a significant commitment by the College and Foundation. The project was signed off by the State College of Florida Board of Trustee on 12/14/2021. Construction is scheduled to begin at the conclusion of the 2021-22 Baseball and Softball Seasons.*

*The competition season for 2020-21 Athletics was condensed to only the spring of 2021 per NJCAA rules. This shortened all sports competition season except for Baseball and Softball. Since SCF Covid Policy didn’t allow fans to attend games, The college contracted with Stretch Internet/Presto Sports to host streaming of athletic events.*

*The NJCAA identified beach volleyball as an emerging sport with a national championship occurring no sooner than 2021-22. During the 2019-20 school year, SCF officially launched our sixth sport (fourth women’s sport) with beach volleyball. While the pandemic was challenging for all athletic departments in 2020-21, the beach team had a successful 2021 spring season with 6-4 record in a covid shortened season.*

*Each team has professional photos taken. Working with the College’s marketing department, these photos are used to produce posters for each team. These photos are used to produce releases on department social media such as game-day graphics, individual award graphics, and game scores.*

**Compliance with Title IX**

Using athletic participation data from the latest EADA Survey Federal Report, complete the following table to determine gender equity based on participation rates.

**Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2019, through June 30, 2020, and July 1, 2020, through June 30, 2021**

|                                  | 2019-20 |         |       | 2020-21                          |       |         |       |
|----------------------------------|---------|---------|-------|----------------------------------|-------|---------|-------|
|                                  | Males   | Females | Total |                                  | Males | Females | Total |
| Total Number of Athletes         | 40      | 48      | 88    | Total Number of Athletes         | 39    | 57      | 96    |
| Percent of Athletes by Gender    | 45.5%   | 54.5%   | 100%  | Percent of Athletes by Gender    | 40%   | 59%     | 100%  |
| Total Number of Enrollments      | 1781    | 2420    | 4201  | Total Number of Enrollments      | 1545  | 2353    | 3898  |
| Percent of Enrollments by Gender | 42.4%   | 57.6%   | 100%  | Percent of Enrollments by Gender | 39.6% | 60.4%   | 100%  |

|                                                                                 | 2019-20 |       |  | 2020-21                                                                         |       |       |  |
|---------------------------------------------------------------------------------|---------|-------|--|---------------------------------------------------------------------------------|-------|-------|--|
| Difference between the percent of athletes and the percent of students enrolled | +3.1%   | -3.1% |  | Difference between the percent of athletes and the percent of students enrolled | + .4% | -1.4% |  |

**Proportionality of Participation**

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2019-20:** Select one. **2020-21:** Select one.  
Based on the participation rates of female athletes compared to female enrollments and based on the college’s athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring the institution is in compliance with Title IX, Gender Equity in Athletics.

- Accommodation of interests and abilities
- Substantial proportionality
- History and practice of expansion of sports

**Corrective Action Plan**

If the program is not in compliance, complete the Corrective Action Plan below and specify or update the plan to achieve compliance. Include completion dates for each method and strategy.

| Gender Equity in Athletics Component | Planned Actions to Address Deficiencies Found in Athletics | Responsible Person(s) and Contact Information | Timelines |
|--------------------------------------|------------------------------------------------------------|-----------------------------------------------|-----------|
|                                      |                                                            |                                               |           |

**Review of Part VI: Gender Equity in Athletics  
(Completed by Division of Florida Colleges)**

| Requirement                                                                                                                                                                                                                                                                                                                                    | Response    | Comments | Action |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|--------|
| Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2021?                                                                                                                                                                                                                                           | Select one. |          |        |
| Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity? | Select one. |          |        |
| Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?                                                                                                                                                                                                      | Select one. |          |        |
| Does the report include any of the following to ensure compliance with Title IX?                                                                                                                                                                                                                                                               | Select one. |          |        |
| Accommodation of interests and abilities                                                                                                                                                                                                                                                                                                       | Select one. |          |        |
| Substantial proportionality                                                                                                                                                                                                                                                                                                                    | Select one. |          |        |
| History and practice of expansion of sports                                                                                                                                                                                                                                                                                                    | Select one. |          |        |
| If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?                                                                                                                    | Select one. |          |        |

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT  
2021-22 Annual EQUITY UPDATE REPORT  
*Signature Page*

State College of Florida, Manatee-  
Sarasota

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 6A-19.001-.010, F.A.C., referenced in this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, section 1006.71, F.S., Gender equity in intercollegiate athletics and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs.)

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.

---

EQUITY OFFICER

DATE

---

COLLEGE PRESIDENT

DATE

---

CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE

---

This concludes the **2021-22** Annual Equity Update Report, which must be submitted, as a Word document, to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org) by **April 29, 2022**. Colleges may attach additional files (PDF or Word) as appendices.

**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 – February 2022*

**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 February 28, 2022.

Student Fees revenue for the current year decreased 5% from the same period last year. Other Student Fees revenue increased by 7% over Other Student Fees reported through February of last year. Support from Local Government decreased by 9% over Support from Local Government through February of last year. This decrease is due to a decrease in number of students and credit hours enrolled in dual enrollment programs. State Support increased by 11% over State Support through February of last year. Last year, State Support at this point in the year was unusually low due to a 6% State appropriation holdback.

In the category of Expenses, overall Personnel costs are 4% lower as compared to last February. Services expense increased 27% and Materials and Supplies expense increased 3% compared to February of last year. Other Current Charges decreased 9% compared to the same category through February of last year. This decrease is due to a reduction of Fee Waivers (due to decreased enrollment) and reclassified CARES Act expenses. Capital Outlay in February was \$117,056 compared to \$47,395 last February. Most of this increase is due to purchase of a new passenger van and a new cargo van.

With this fiscal year 67% complete, personnel costs are at 53% of the amount budgeted for the current year, less than the three-year average of 60% for this time of year. Current expenses represent 47% of the amount budgeted, equal to the three-year average of 47% for this time of year.

***In summary, with the year 67% complete:***

- Year-To-Date Actual Revenue is 68% of the Adjusted Budget, which is less than the three-year average of 69% for this time of year.
- Year-To-Date Actual Expense is 51% of the Adjusted Budget, which is less than the three-year average of 55% for this time of year.
- Revenues are greater and expenses are less than what 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 February 28, 2022, totaled \$1,118,334, compared to the three-year average of \$1,089,191. Student Fees revenue is \$1,020,605 and Other Student Fees is \$95,856, compared to the three-year average of \$971,589 and \$101,265, respectively, for this time of year. Other Revenue is \$1,873 compared to the three-year average of \$16,337 for this time of year.

Total Expense for Baccalaureate Programs consists of Personnel, Current and Capital Outlay expenses. Total Expense is \$652,051 with Personnel totaling \$561,662 and Current Expense totaling \$90,388, compared to the three-year average of \$790,710, \$725,223, and \$65,487, respectively, for this time of year. There were no Capital Outlay expenses through the month of February 2022.

On a percentage basis, Total Revenue is 67% of that budgeted, slightly higher than the three-year average of 66% for this time of year. Total Expense is 39% of that budgeted compared to the three-year average of 48% 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 February 28, 2022, totaled \$2,732,802 compared to the three-year average of \$2,536,747. Support from Local Government is \$2,550,283 compared to the three-year average of \$2,286,121 for this time of year. State Support is \$156,885 compared to the three-year average of \$217,428 for this time of year. Federal Support is \$18,291 compared to the three-year average of \$2,342 for this time of year. Other Revenue is \$7,343 compared to the three-year average of \$31,637 for this time of year.

Total Expense for Collegiate School – Bradenton Campus consists of Personnel, Current and Capital Outlay expenses. Total Expense is \$2,435,559, with Personnel totaling \$1,425,346, Current Expense totaling \$696,493, and Capital Outlay expenses totaling \$313,720 during the period. These figures compare to the three-year averages of \$2,030,778 \$1,245,108, \$638,175, and \$147,495, respectively, for this time of year.

On a percentage basis, Total Revenue is 57% of that budgeted, lower than the three-year average of 63% for this time of year. Total Expense is 49% of that budgeted, higher than the three-year average of 48% 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 February 28, 2022, totaled \$902,935 compared to \$629,613 during the same period last year. Through February 28, 2022, Support from Local Government is \$808,034, State Support is \$28,474, Federal Support is \$64,701, and Other Revenue is \$1,726. Last year's figures were \$507,321, \$0, \$122,254, and \$39, respectively.

Total Expense for Collegiate School – Venice Campus consists of Personnel, Current and Capital Outlay expenses. Total Expense are \$871,816, with Personnel totaling \$483,619 and Current Expense totaling \$203,717. Capital Outlay expenses totaled \$182,480 during the period. These figures compare to \$532,540, \$182,447, \$290,893, and \$59,200, respectively, during the same period last year.

On a percentage basis, Total Revenue is 63% of that budgeted, prior year Total Revenue was 44% for this time of year. Total Expense is 33% of that budgeted, prior year was 36% for this time of year.

State College of Florida  
Two Year Revenue and Expense Comparison Report  
FY 2021-22 vs. FY 2020-21  
Lower Level Programs - Fund 11000

| AC<br>Type Description                 | February 28, 2022 |                   |                   |                            | February 28, 2021 |                   |                   |                            | Percent<br>CY YTD Actual/<br>PY YTD Actual |
|----------------------------------------|-------------------|-------------------|-------------------|----------------------------|-------------------|-------------------|-------------------|----------------------------|--------------------------------------------|
|                                        | Orig Budget       | Adj Budget        | YTD Actual        | YTD Actual /<br>Adj Budget | Orig Budget       | Adj Budget        | YTD Actual        | YTD Actual /<br>Adj Budget |                                            |
| <b>Revenue</b>                         |                   |                   |                   |                            |                   |                   |                   |                            |                                            |
| 41 Student Fees                        | 14,900,550        | 14,900,550        | 11,995,748        | 81%                        | 15,244,019        | 15,244,019        | 12,586,668        | 83%                        | -5%                                        |
| 42 Other Student Fees                  | 2,800,718         | 3,082,718         | 2,416,619         | 78%                        | 3,061,538         | 3,061,538         | 2,254,275         | 74%                        | 7%                                         |
| 43 Support From Local Government [1]   | 1,879,686         | 1,879,686         | 1,387,359         | 74%                        | 1,749,600         | 1,749,600         | 1,530,655         | 87%                        | -9%                                        |
| 44 State Support                       | 26,325,874        | 26,325,874        | 15,762,420        | 60%                        | 26,063,878        | 26,063,878        | 14,256,055        | 55%                        | 11%                                        |
| 45 Federal Support                     | 3,900,000         | 2,560,000         | 1,080,792         | 42%                        | 67,764            | 67,764            | 338,186           |                            |                                            |
| 46 Gifts, Private Grants & Contracts   | 0                 | 0                 | 0                 |                            | 27,790            | 27,790            | 9,629             | 35%                        | -100%                                      |
| 47 Sales and Services Department       | 456,972           | 488,972           | 324,126           | 66%                        | 588,377           | 588,377           | 264,861           | 45%                        | 22%                                        |
| 49 Other Revenue [2]                   | 110,455           | 110,455           | 97,460            | 88%                        | 243,804           | 243,804           | 68,759            | 28%                        | 42%                                        |
| 4A Non-Revenue Receipts [3]            | 1,255,548         | 2,597,048         | 2,129,423         | 82%                        | 374,128           | 374,128           | 58,941            | 16%                        |                                            |
| <b>Total : Revenue</b>                 | <b>51,629,803</b> | <b>51,945,303</b> | <b>35,193,947</b> | <b>68%</b>                 | <b>47,420,898</b> | <b>47,420,898</b> | <b>31,368,029</b> | <b>66%</b>                 | <b>12%</b>                                 |
| <b>Grand Total : Revenue</b>           | <b>51,629,803</b> | <b>51,945,303</b> | <b>35,193,947</b> | <b>68%</b>                 | <b>47,420,898</b> | <b>47,420,898</b> | <b>31,368,029</b> | <b>66%</b>                 | <b>12%</b>                                 |
| <b>Expense</b>                         |                   |                   |                   |                            |                   |                   |                   |                            |                                            |
| <b>Personnel</b>                       |                   |                   |                   |                            |                   |                   |                   |                            |                                            |
| 51 Salaries-Full Time & Perm Part Time | 24,527,543        | 24,136,528        | 14,146,328        | 59%                        | 24,372,958        | 24,856,434        | 15,140,477        | 61%                        | -7%                                        |
| 52 Other Personnel Exp P/T (Non-Perm)  | 3,809,109         | 3,886,909         | 1,829,124         | 47%                        | 3,909,273         | 3,915,298         | 1,974,392         | 50%                        | -7%                                        |
| 53 Personnel Benefits                  | 11,556,591        | 11,993,307        | 5,276,017         | 44%                        | 9,650,374         | 9,169,486         | 5,074,451         | 55%                        | 4%                                         |
| <b>Total : Personnel</b>               | <b>39,893,243</b> | <b>40,016,744</b> | <b>21,251,469</b> | <b>53%</b>                 | <b>37,932,605</b> | <b>37,941,218</b> | <b>22,189,320</b> | <b>58%</b>                 | <b>-4%</b>                                 |
| <b>Current Expense</b>                 |                   |                   |                   |                            |                   |                   |                   |                            |                                            |
| 61 Services [4]                        | 10,251,215        | 10,254,914        | 5,383,998         | 53%                        | 9,582,284         | 9,612,891         | 4,242,636         | 44%                        | 27%                                        |
| 62 Materials and Supplies              | 3,776,456         | 3,715,377         | 1,669,634         | 45%                        | 3,685,237         | 3,663,717         | 1,619,138         | 44%                        | 3%                                         |
| 63 Other Current Charges [5]           | 3,012,667         | 3,040,256         | 872,306           | 29%                        | 2,810,635         | 2,740,879         | 959,507           | 35%                        | -9%                                        |
| <b>Total : Current Expense</b>         | <b>17,040,338</b> | <b>17,010,547</b> | <b>7,925,938</b>  | <b>47%</b>                 | <b>16,078,157</b> | <b>16,017,487</b> | <b>6,821,281</b>  | <b>43%</b>                 | <b>16%</b>                                 |
| <b>Transfers</b>                       |                   |                   |                   |                            |                   |                   |                   |                            |                                            |
| 69 Other Transfers                     | 0                 | 0                 | 0                 |                            | 805,975           | 805,975           | 0                 | 0%                         | 0%                                         |
| <b>Total : Transfers</b>               | <b>0</b>          | <b>0</b>          | <b>0</b>          |                            | <b>805,975</b>    | <b>805,975</b>    | <b>0</b>          | <b>0%</b>                  | <b>0%</b>                                  |
| <b>Capital</b>                         |                   |                   |                   |                            |                   |                   |                   |                            |                                            |
| 71 Capital Outlay                      | 26,845            | 248,635           | 117,056           | 47%                        | 10,000            | 64,360            | 47,395            | 74%                        | 147%                                       |
| <b>Total : Capital</b>                 | <b>26,845</b>     | <b>248,635</b>    | <b>117,056</b>    | <b>47%</b>                 | <b>10,000</b>     | <b>64,360</b>     | <b>47,395</b>     | <b>74%</b>                 | <b>147%</b>                                |
| <b>Grand Total : Expense</b>           | <b>56,960,426</b> | <b>57,275,926</b> | <b>29,294,463</b> | <b>51%</b>                 | <b>54,826,737</b> | <b>54,829,041</b> | <b>29,057,995</b> | <b>53%</b>                 | <b>1%</b>                                  |

[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 2021-22 vs. FY 2020-21  
Upper Level Programs - Fund 12000

| AC<br>Type Description                 | February 28, 2022                     |                  |                                       |            | February 28, 2021                     |                  |                                       |            | Percent<br>YTD Actual /<br>Adj Budget | Percent<br>YTD Actual /<br>Adj Budget | Percent Change<br>CY YTD Actual/<br>PY YTD Actual |
|----------------------------------------|---------------------------------------|------------------|---------------------------------------|------------|---------------------------------------|------------------|---------------------------------------|------------|---------------------------------------|---------------------------------------|---------------------------------------------------|
|                                        | Orig Budget                           | Adj Budget       | YTD Actual                            | Adj Budget | Orig Budget                           | Adj Budget       | YTD Actual                            | Adj Budget |                                       |                                       |                                                   |
|                                        | Percent<br>YTD Actual /<br>Adj Budget |                  | Percent<br>YTD Actual /<br>Adj Budget |            | Percent<br>YTD Actual /<br>Adj Budget |                  | Percent<br>YTD Actual /<br>Adj Budget |            |                                       |                                       |                                                   |
| <b>Revenue</b>                         |                                       |                  |                                       |            |                                       |                  |                                       |            |                                       |                                       |                                                   |
| 41 Student Fees                        | 1,368,210                             | 1,368,210        | 1,020,605                             | 75%        | 1,316,515                             | 1,366,647        | 1,073,213                             | 79%        |                                       |                                       | -5%                                               |
| 42 Other Student Fees                  | 126,173                               | 126,173          | 95,856                                | 76%        | 133,699                               | 133,699          | 103,006                               | 77%        |                                       |                                       | -7%                                               |
| 44 State Support                       | 178,164                               | 178,164          | 0                                     | 0%         | 178,164                               | 178,164          | 0                                     | 0%         |                                       |                                       | 0%                                                |
| 49 Other Revenue [1]                   | 2,897                                 | 2,897            | 1,873                                 | 65%        | 34,523                                | 9,523            | 2,181                                 | 23%        |                                       |                                       | -14%                                              |
| <b>Total : Revenue</b>                 | <b>1,675,444</b>                      | <b>1,675,444</b> | <b>1,118,334</b>                      | <b>67%</b> | <b>1,662,901</b>                      | <b>1,688,033</b> | <b>1,178,400</b>                      | <b>70%</b> |                                       |                                       | -5%                                               |
| <b>Grand Total : Revenue</b>           | <b>1,675,444</b>                      | <b>1,675,444</b> | <b>1,118,334</b>                      | <b>67%</b> | <b>1,662,901</b>                      | <b>1,688,033</b> | <b>1,178,400</b>                      | <b>70%</b> |                                       |                                       | -5%                                               |
| <b>Expense</b>                         |                                       |                  |                                       |            |                                       |                  |                                       |            |                                       |                                       |                                                   |
| <b>Personnel</b>                       |                                       |                  |                                       |            |                                       |                  |                                       |            |                                       |                                       |                                                   |
| 51 Salaries-Full Time & Perm Part Time | 826,011                               | 826,011          | 232,244                               | 28%        | 785,061                               | 785,061          | 348,007                               | 44%        |                                       |                                       | -33%                                              |
| 52 Other Personnel Exp P/T (Non-Perm)  | 367,000                               | 367,000          | 266,452                               | 73%        | 357,000                               | 357,000          | 232,324                               | 65%        |                                       |                                       | 15%                                               |
| 53 Personnel Benefits                  | 305,502                               | 305,502          | 62,966                                | 21%        | 386,645                               | 386,645          | 92,931                                | 24%        |                                       |                                       | -32%                                              |
| <b>Total : Personnel</b>               | <b>1,498,513</b>                      | <b>1,498,513</b> | <b>561,662</b>                        | <b>37%</b> | <b>1,528,706</b>                      | <b>1,528,706</b> | <b>673,262</b>                        | <b>44%</b> |                                       |                                       | -17%                                              |
| <b>Current Expense</b>                 |                                       |                  |                                       |            |                                       |                  |                                       |            |                                       |                                       |                                                   |
| 61 Services [2]                        | 30,650                                | 30,877           | 4,272                                 | 14%        | 29,650                                | 27,849           | 4,283                                 | 15%        |                                       |                                       | 0%                                                |
| 62 Materials and Supplies              | 83,545                                | 83,318           | 49,614                                | 60%        | 84,545                                | 84,545           | 54,047                                | 64%        |                                       |                                       | 29%                                               |
| 63 Other Current Charges [3]           | 62,736                                | 62,736           | 36,503                                | 58%        | 20,000                                | 70,000           | 28,378                                | 41%        |                                       |                                       | 4%                                                |
| <b>Total : Current Expense</b>         | <b>176,931</b>                        | <b>176,931</b>   | <b>90,388</b>                         | <b>51%</b> | <b>134,195</b>                        | <b>182,394</b>   | <b>86,707</b>                         | <b>48%</b> |                                       |                                       | 4%                                                |
| <b>Capital</b>                         |                                       |                  |                                       |            |                                       |                  |                                       |            |                                       |                                       |                                                   |
| 71 Capital Outlay                      | 0                                     | 0                | 0                                     | 0%         | 0                                     | 1,801            | 0                                     | 0%         |                                       |                                       | 0%                                                |
| <b>Total : Capital</b>                 | <b>0</b>                              | <b>0</b>         | <b>0</b>                              | <b>0%</b>  | <b>0</b>                              | <b>1,801</b>     | <b>0</b>                              | <b>0%</b>  |                                       |                                       | 0%                                                |
| <b>Grand Total : Expense</b>           | <b>1,675,444</b>                      | <b>1,675,444</b> | <b>652,051</b>                        | <b>39%</b> | <b>1,662,901</b>                      | <b>1,712,901</b> | <b>759,969</b>                        | <b>44%</b> |                                       |                                       | -14%                                              |

[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: Twenty-nine (29)  
AMENDMENT NUMBER: Twenty-nine (29)**

**FISCAL YEAR: 2021-22  
February 2022**

FUND NAME: CURRENT UNRESTRICTED

FUND NUMBER: 11000

| CATEGORY                  | PRESENT<br>BUDGET | INCREASE    | DECREASE | REVISED<br>BUDGET |
|---------------------------|-------------------|-------------|----------|-------------------|
| Beginning Fund Balance    | \$ 11,417,698     | \$          | \$       | \$ 11,417,698     |
| REVENUES                  | 51,793,303        | 152,000 <a> |          | 51,945,303        |
| TOTAL TO BE ACCOUNTED FOR | \$ 63,211,001     | \$ 152,000  | \$ 0     | \$ 63,363,001     |
| SALARIES                  | \$ 39,988,744     | \$ 28,000   | \$       | \$ 40,016,744     |
| CURRENT EXPENSES          | 16,917,962        | 92,585 <b>  |          | 17,010,547        |
| CAPITAL OUTLAY            | 217,220           | 31,415 <c>  |          | 248,635           |
| ENDING FUND BALANCE       | 6,087,075         |             |          | 6,087,075         |
| TOTAL ACCOUNTED FOR       | \$ 63,211,001     | \$ 152,000  | \$ 0     | \$ 63,363,001     |

JUSTIFICATION:

<a> The \$152,000 increase in Revenue is due to:

|                                                                          |                   |
|--------------------------------------------------------------------------|-------------------|
| Coding Academy Open Door grant reimbursement of scholarship expenses     | \$ 96,000         |
| Increased budget authority due to increased Lifelong Learning enrollment | 50,000            |
| Increased budget authority due to increased Coding Academy enrollment    | 6,000             |
|                                                                          | <u>\$ 152,000</u> |

<b> The \$28,000 increase in Salaries is due to:

|                                                                          |                  |
|--------------------------------------------------------------------------|------------------|
| Increased budget authority due to increased Lifelong Learning enrollment | \$ 28,000        |
|                                                                          | <u>\$ 28,000</u> |

<c> The \$3,415 net decrease in Current Expenses is due to:

|                                                                                |                  |
|--------------------------------------------------------------------------------|------------------|
| Increased budget authority due to increased Lifelong Learning enrollment       | \$ 22,000        |
| Increased budget authority due to increased Coding Academy enrollment          | 6,000            |
| Coding Academy Open Door grant reimbursement of scholarship expenses           | 96,000           |
| Re-allocate funds to cover anticipated Nursing Materials and Supplies expenses | 5,000            |
| The purchase of laptops and docking stations for SCF coaches                   | (17,445)         |
| The purchase of mirrors for dance studio/exercise room                         | (6,975)          |
| The purchase of flooring for Performing Arts Dance Studio                      | (11,995)         |
|                                                                                | <u>\$ 92,585</u> |

<d> The \$31,415 net increase in Capital Outlay is due to:

|                                                                                |                  |
|--------------------------------------------------------------------------------|------------------|
| Re-allocate funds to cover anticipated Nursing Materials and Supplies expenses | \$ (5,000)       |
| The purchase of laptops and docking stations for SCF coaches                   | 17,445           |
| The purchase of mirrors for dance studio/exercise room                         | 6,975            |
| The purchase of flooring for Performing Arts Dance Studio                      | 11,995           |
|                                                                                | <u>\$ 31,415</u> |

**BUDGET AMENDMENT REQUEST  
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

**RESOLUTION NUMBER: Thirty (30)  
AMENDMENT NUMBER: Thirty (30)**

**FISCAL YEAR: 2021-22  
February 2022**

FUND NAME: GENERAL RESTRICTED

FUND NUMBER: TWO

| CATEGORY                  | PRESENT BUDGET | INCREASE      | DECREASE      | REVISED BUDGET |
|---------------------------|----------------|---------------|---------------|----------------|
| Beginning Fund Balance    | \$ 1,637,477   | \$            | \$            | \$ 1,637,477   |
| REVENUES                  | 26,416,737     |               | 1,506,911 <a> | 24,909,826     |
| TOTAL TO BE ACCOUNTED FOR | \$ 28,054,214  | \$ 0          | \$ 1,506,911  | \$ 26,547,303  |
| SALARIES                  | \$ 3,963,467   | \$ 72,730 <b> | \$            | \$ 4,036,197   |
| CURRENT EXPENSES          | 20,832,272     |               | 1,113,973 <c> | 19,718,299     |
| CAPITAL OUTLAY            | 1,755,540      |               | 465,668 <d>   | 1,289,872      |
| ENDING FUND BALANCE       | 1,502,935      |               |               | 1,502,935      |
| TOTAL ACCOUNTED FOR       | \$ 28,054,214  | \$ 72,730     | \$ 1,579,641  | \$ 26,547,303  |

JUSTIFICATION:

|                                                                                                                              |                |
|------------------------------------------------------------------------------------------------------------------------------|----------------|
| <a> The \$1,506,911 net decrease in Revenue is due to:                                                                       |                |
| Traffic Safety Institute increases in revenue and expenses for FY22                                                          | \$ 54,000      |
| Establish Rapid Credentialing - Fleet Force Truck Driving School budget                                                      | 930,000        |
| Transfer CARES balances to Fund 7 for air handler upgrades and dental hygiene upgrades                                       | (2,490,911)    |
|                                                                                                                              | \$ (1,506,911) |
| <b> The \$72,730 increase in Salaries Expense is due to:                                                                     |                |
| Establish Rapid Credentialing - Fleet Force Truck Driving School budget                                                      | \$ 72,730      |
|                                                                                                                              | \$ 72,730      |
| <c> The \$1,113,973 net decrease in Current Expense is due to:                                                               |                |
| Traffic Safety Institute increases in revenue and expenses for FY22                                                          | \$ 54,000      |
| Establish Rapid Credentialing - Fleet Force Truck Driving School budget                                                      | 857,270        |
| Transfer CARES balances to Fund 7 for air handler upgrades and dental hygiene upgrades                                       | (2,084,732)    |
| Perkins grant purchase anatomical models and freezer equipment for Health Sciences, camera equipment for Digital Photography | (44,011)       |
| DEO grant rebudget excess furniture budget to marketing                                                                      | 100,000        |
| Purchase minor equipment for 26 West                                                                                         | 3,500          |
|                                                                                                                              | \$ (1,113,973) |
| <d> The \$465,668 net decrease in Capital Outlay is due to:                                                                  |                |
| Transfer CARES balances to Fund 7 for air handler upgrades and dental hygiene upgrades                                       | \$ (406,179)   |
| Perkins grant purchase anatomical models and freezer equipment for Health Sciences, camera equipment for Digital Photography | 44,011         |
| DEO grant rebudget excess furniture budget to marketing                                                                      | (100,000)      |
| Purchase minor equipment for 26 West                                                                                         | (3,500)        |
|                                                                                                                              | \$ (465,668)   |

**BUDGET AMENDMENT REQUEST  
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

**RESOLUTION NUMBER: Thirty-One (31)  
AMENDMENT NUMBER: Thirty-One (31)**

**FISCAL YEAR: 2020-21  
February 2022**

FUND NAME: COLLEGIATE SCHOOL - BC

FUND NUMBER: 23000

| CATEGORY                  | PRESENT<br>BUDGET | INCREASE       | DECREASE | REVISED<br>BUDGET |
|---------------------------|-------------------|----------------|----------|-------------------|
| Beginning Fund Balance    | \$ 1,523,122      | \$             | \$       | \$ 1,523,122      |
| REVENUES                  | 4,195,475         | 360,590 <a>    |          | 4,556,065         |
| TOTAL TO BE ACCOUNTED FOR | \$ 5,718,597      | \$ 360,590     | \$ 0     | \$ 6,079,187      |
| SALARIES                  | \$ 2,528,490      | \$ 291,706 <b> |          | \$ 2,820,196      |
| CURRENT EXPENSES          | 1,493,019         | 68,884 <c>     |          | 1,561,903         |
| CAPITAL OUTLAY            | 311,041           |                |          | 311,041           |
| ENDING FUND BALANCE       | 1,386,047         |                |          | 1,386,047         |
| TOTAL ACCOUNTED FOR       | \$ 5,718,597      | \$ 360,590     | \$ 0     | \$ 6,079,187      |

JUSTIFICATION:

|                                                                                                 |                                 |
|-------------------------------------------------------------------------------------------------|---------------------------------|
| <a> The \$360,590 increase in revenue is due to:<br>Establish budget for ESSER II grant         | \$ 360,590<br>\$ <u>360,590</u> |
| <b> The \$291,706 increase in salary expenses is due to:<br>Establish budget for ESSER II grant | \$ 291,706<br>\$ <u>291,706</u> |
| <c> The \$68,884 increase in Current Expenses is due to:<br>Establish budget for ESSER II grant | \$ 68,884<br>\$ <u>68,884</u>   |

**BUDGET AMENDMENT REQUEST  
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

**RESOLUTION NUMBER: Thirty-two (32)  
AMENDMENT NUMBER: Thirty-two (32)**

**FISCAL YEAR: 2021-22  
February 2022**

FUND NAME: COLLEGIATE SCHOOL-VC

FUND NUMBER: 23001

| CATEGORY                  | PRESENT BUDGET | INCREASE     | DECREASE  | REVISED BUDGET |
|---------------------------|----------------|--------------|-----------|----------------|
| Beginning Fund Balance    | \$ 207,623     | \$           | \$        | \$ 207,623     |
| REVENUES                  | 1,553,970      | 1,749 <a>    |           | 1,555,719      |
| TOTAL TO BE ACCOUNTED FOR | \$ 1,761,593   | \$ 1,749     | \$ 0      | \$ 1,763,342   |
| SALARIES                  | \$ 884,937     | \$ 3,000 <b> |           | \$ 887,937     |
| CURRENT EXPENSES          | 653,872        |              |           | 653,872        |
| CAPITAL OUTLAY            | 242,026        |              |           | 242,026        |
| ENDING FUND BALANCE       | (19,242)       |              | 1,251 <c> | (20,493)       |
| TOTAL ACCOUNTED FOR       | \$ 1,761,593   | \$ 3,000     | \$ 1,251  | 1,763,342      |

JUSTIFICATION:

<a> The \$1,749 increase in Revenue is due to:  
Establishing budget for Teacher Supply funds and Interest/Dividends

\$ 1,749  
\$ 1,749

<b> The \$3,000 increase in Salary Expense is due to:  
Increase budget for Substitutes

3,000  
\$ 3,000

<c> The \$1,251 net decrease in Ending Fund Balance is due to:  
Establishing budget for Teacher Supply funds and Interest/Dividends  
Increase budget for Substitutes

1,749  
\$ (3,000)  
\$ (1,251)

**BUDGET AMENDMENT REQUEST  
STATE COLLEGE OF FLORIDA, MANATEE - SARASOTA**

**RESOLUTION NUMBER: Thirty-three (33)  
AMENDMENT NUMBER: Thirty-three (33)**

**FISCAL YEAR: 2021-22  
February 2022**

FUND NAME: UNEXPENDED PLANT FUND

FUND NUMBER: SEVEN

|                                 | PRESENT                |                       |                     | REVISED                |
|---------------------------------|------------------------|-----------------------|---------------------|------------------------|
| CATEGORY                        | BUDGET                 | INCREASE              | DECREASE            | BUDGET                 |
| -----<br>Beginning Fund Balance | \$ 19,041,695          | \$                    | \$                  | \$ 19,041,695          |
| REVENUES                        | 18,421,879             | 2,490,911 <a>         |                     | 20,912,790             |
| TOTAL TO BE ACCOUNTED FOR       | \$ 37,463,574<br>===== | \$ 2,490,911<br>===== | \$ 0<br>=====       | \$ 39,954,485<br>===== |
| SALARIES                        | \$ 0                   | \$                    | \$                  | 0                      |
| CURRENT EXPENSES                | 732,984                |                       | 2,622 <b>           | 730,362                |
| CAPITAL OUTLAY                  | 28,238,803             | 3,284,497 <c>         |                     | 31,523,300             |
| ENDING FUND BALANCE             | 8,491,787              |                       | 790,964 <d>         | 7,700,823              |
| -----<br>TOTAL ACCOUNTED FOR    | \$ 37,463,574<br>===== | \$ 3,284,497<br>===== | \$ 793,586<br>===== | \$ 39,954,485<br>===== |

JUSTIFICATION:

<a> The \$2,490,911 increase in Revenue is due to:

|                                                                      |                     |
|----------------------------------------------------------------------|---------------------|
| Transfer CARES funding to Fund 7 for A/C and dental hygiene upgrades | \$ 2,490,911        |
|                                                                      | \$ <u>2,490,911</u> |

<b> The \$2,622 net decrease in Current Expenses is due to:

|                                                           |                   |
|-----------------------------------------------------------|-------------------|
| Building 11 Fire Sprinkler and Overhead Cloud replacement | \$ (2,210)        |
| The purchase of solid state drives for ARC computers      | 8,000             |
| Purchase software for DMX controls upgrade                | 1,650             |
| Purchase of dental chairs                                 | (10,062)          |
|                                                           | \$ <u>(2,622)</u> |

<c> The \$3,284,497 net increase in Capital Outlay is due to:

|                                                                      |                     |
|----------------------------------------------------------------------|---------------------|
| Transfer CARES funding to Fund 7 for A/C and dental hygiene upgrades | \$ 2,490,911        |
| The purchase of solid state drives for ARC computers                 | (8,000)             |
| Purchase software for DMX controls upgrade                           | (1,650)             |
| Purchase of dental chairs                                            | 10,062              |
| Bldg 11 Fire Sprinkler and Overhead Cloud replacement                | 529,532             |
| Establish CIF for Pediatrics Lab                                     | 15,700              |
| Establish CIF for BC_CS sports area restroom facilities              | 24,000              |
| Establish CIF for VC portables                                       | 223,942             |
|                                                                      | \$ <u>3,284,497</u> |

<d> The \$790,964 decrease in Ending Fund Balance is due to:

|                                                         |                     |
|---------------------------------------------------------|---------------------|
| Bldg 11 Fire Sprinkler and Overhead Cloud replacement   | \$ (529,532)        |
| Establish CIF for Pediatrics Lab                        | (15,700)            |
| Establish CIF for BC_CS sports area restroom facilities | (24,000)            |
| Establish CIF for VC portables                          | (223,942)           |
|                                                         | \$ <u>(793,174)</u> |



State College of Florida  
Two Year Revenue and Expense Comparison Report  
FY 2021-22 vs. FY 2020-21  
Collegiate School - Bradenton Campus

| AC Type | Description                         | February 28, 2022 |                  |                  |                            | February 28, 2021 |                  |                  |            | Percent Change<br>CY YTD Actual/<br>PY YTD Actual |                            |
|---------|-------------------------------------|-------------------|------------------|------------------|----------------------------|-------------------|------------------|------------------|------------|---------------------------------------------------|----------------------------|
|         |                                     | Orig Budget       | Adj Budget       | YTD Actual       | YTD Actual /<br>Adj Budget | Percent           | Orig Budget      | Adj Budget       | YTD Actual |                                                   | YTD Actual /<br>Adj Budget |
|         | <b>Revenue</b>                      |                   |                  |                  |                            |                   |                  |                  |            |                                                   |                            |
| 43      | Support From Local Government [1]   | 3,773,276         | 4,015,850        | 2,550,283        | 64%                        | 3,834,031         | 3,834,031        | 2,316,524        | 60%        | 10%                                               |                            |
| 44      | State Support [2]                   | 271,540           | 271,540          | 156,885          | 58%                        | 40                | 40               | 166,762          | 7%         | -6%                                               |                            |
| 45      | Federal Support [3]                 | 11,268            | 387,858          | 18,291           | 5%                         | 11,268            | 20,598           | 1,465            |            |                                                   |                            |
| 49      | Other Revenue [4]                   | 79,430            | 79,430           | 7,343            | 9%                         | 2,141             | 2,141            | 7,907            |            | -7%                                               |                            |
|         | <b>Total : Revenue</b>              | <b>4,135,514</b>  | <b>4,754,678</b> | <b>2,732,802</b> | <b>57%</b>                 | <b>3,847,480</b>  | <b>3,856,810</b> | <b>2,492,658</b> | <b>65%</b> | <b>10%</b>                                        |                            |
|         | <b>Grand Total : Revenue</b>        | <b>4,135,514</b>  | <b>4,754,678</b> | <b>2,732,802</b> | <b>57%</b>                 | <b>3,847,480</b>  | <b>3,856,810</b> | <b>2,492,658</b> | <b>65%</b> | <b>10%</b>                                        |                            |
|         | <b>Expense</b>                      |                   |                  |                  |                            |                   |                  |                  |            |                                                   |                            |
|         | <b>Personnel</b>                    |                   |                  |                  |                            |                   |                  |                  |            |                                                   |                            |
| 51      | Salaries-Full Time & Perm Part Time | 1,672,826         | 1,991,791        | 1,005,956        | 51%                        | 1,641,483         | 1,616,483        | 943,443          | 58%        | 7%                                                |                            |
| 52      | Other Personnel Exp P/T (Non-Perm)  | 74,520            | 75,520           | 60,518           | 80%                        | 59,200            | 82,650           | 58,607           | 71%        | 3%                                                |                            |
| 53      | Personnel Benefits                  | 752,885           | 752,885          | 358,872          | 48%                        | 713,946           | 713,946          | 330,837          | 46%        | 8%                                                |                            |
|         | <b>Total : Personnel</b>            | <b>2,500,231</b>  | <b>2,820,196</b> | <b>1,425,346</b> | <b>51%</b>                 | <b>2,414,629</b>  | <b>2,413,079</b> | <b>1,332,887</b> | <b>55%</b> | <b>7%</b>                                         |                            |
|         | <b>Current Expense</b>              |                   |                  |                  |                            |                   |                  |                  |            |                                                   |                            |
| 61      | Services [5]                        | 1,113,477         | 1,259,795        | 454,577          | 36%                        | 1,055,796         | 1,032,996        | 389,920          | 38%        | 17%                                               |                            |
| 62      | Materials and Supplies              | 367,342           | 302,108          | 241,916          | 80%                        | 367,119           | 380,499          | 247,684          | 65%        | -2%                                               |                            |
|         | <b>Total : Current Expense</b>      | <b>1,480,819</b>  | <b>1,561,903</b> | <b>696,493</b>   | <b>45%</b>                 | <b>1,422,915</b>  | <b>1,413,495</b> | <b>637,604</b>   | <b>45%</b> | <b>9%</b>                                         |                            |
|         | <b>Capital</b>                      |                   |                  |                  |                            |                   |                  |                  |            |                                                   |                            |
| 71      | Capital Outlay                      | 292,241           | 540,799          | 313,720          | 58%                        | 25,000            | 470,300          | 74,472           | 16%        |                                                   |                            |
|         | <b>Total : Capital</b>              | <b>292,241</b>    | <b>540,799</b>   | <b>313,720</b>   | <b>58%</b>                 | <b>25,000</b>     | <b>470,300</b>   | <b>74,472</b>    | <b>16%</b> |                                                   |                            |
|         | <b>Grand Total : Expense</b>        | <b>4,273,291</b>  | <b>4,922,898</b> | <b>2,435,559</b> | <b>49%</b>                 | <b>3,862,544</b>  | <b>4,296,874</b> | <b>2,044,963</b> | <b>48%</b> | <b>19%</b>                                        |                            |

[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 2021-22 vs. FY 2020-21  
Collegiate School - Venice Campus

| AC Type Description                    | February 28, 2022 |                  |                |                                       | February 28, 2021 |                  |                |                                       | Percent Change<br>CY YTD Actual/<br>PY YTD Actual |
|----------------------------------------|-------------------|------------------|----------------|---------------------------------------|-------------------|------------------|----------------|---------------------------------------|---------------------------------------------------|
|                                        | Orig Budget       | Adj Budget       | YTD Actual     | Percent<br>YTD Actual /<br>Adj Budget | Orig Budget       | Adj Budget       | YTD Actual     | Percent<br>YTD Actual /<br>Adj Budget |                                                   |
| <b>Revenue</b>                         |                   |                  |                |                                       |                   |                  |                |                                       |                                                   |
| 43 Support From Local Government [1]   | 1,408,550         | 1,079,860        | 808,034        | 75%                                   | 758,684           | 758,684          | 507,321        | 67%                                   | 59%                                               |
| 44 State Support [2]                   | 0                 | 31,205           | 28,474         |                                       | 0                 | 0                | 0              |                                       |                                                   |
| 45 Federal Support [3]                 | 128,674           | 195,125          | 64,701         | 33%                                   | 547,823           | 547,823          | 122,254        | 22%                                   | -47%                                              |
| 49 Other Revenue [4]                   | 0                 | 1,749            | 1,726          | 99%                                   | 0                 | 0                | 39             | 0%                                    |                                                   |
| 4A Non-Renue Receipts                  | 0                 | 135,000          | 0              | 0%                                    | 114,013           | 114,013          | 0              | 0%                                    | 43%                                               |
| <b>Total : Revenue</b>                 | <b>1,537,224</b>  | <b>1,442,939</b> | <b>902,935</b> | <b>63%</b>                            | <b>1,420,520</b>  | <b>1,420,520</b> | <b>629,614</b> | <b>44%</b>                            | <b>43%</b>                                        |
| <b>Grand Total : Revenue</b>           | <b>1,537,224</b>  | <b>1,442,939</b> | <b>902,935</b> | <b>63%</b>                            | <b>1,420,520</b>  | <b>1,420,520</b> | <b>629,614</b> | <b>44%</b>                            | <b>43%</b>                                        |
| <b>Expense</b>                         |                   |                  |                |                                       |                   |                  |                |                                       |                                                   |
| <b>Personnel</b>                       |                   |                  |                |                                       |                   |                  |                |                                       |                                                   |
| 51 Salaries-Full Time & Perm Part Time | 620,775           | 577,275          | 344,976        | 60%                                   | 232,283           | 278,858          | 138,976        | 50%                                   | 148%                                              |
| 52 Other Personnel Exp P/T (Non-Perm)  | 6,000             | 25,000           | 18,461         | 74%                                   | 6,000             | 0                | 0              | 47%                                   | 176%                                              |
| 53 Personnel Benefits                  | 246,162           | 246,362          | 120,182        | 49%                                   | 81,914            | 91,757           | 43,471         | 49%                                   | 165%                                              |
| <b>Total : Personnel</b>               | <b>872,937</b>    | <b>848,637</b>   | <b>483,619</b> | <b>57%</b>                            | <b>320,197</b>    | <b>370,615</b>   | <b>182,447</b> | <b>49%</b>                            |                                                   |
| <b>Current Expense</b>                 |                   |                  |                |                                       |                   |                  |                |                                       |                                                   |
| 61 Services [5]                        | 400,328           | 242,473          | 127,936        | 53%                                   | 456,246           | 423,773          | 159,068        | 38%                                   | -20%                                              |
| 62 Materials and Supplies              | 250,478           | 288,777          | 75,781         | 26%                                   | 383,854           | 401,409          | 131,825        | 33%                                   | -43%                                              |
| <b>Total : Current Expense</b>         | <b>650,806</b>    | <b>531,250</b>   | <b>203,717</b> | <b>38%</b>                            | <b>840,100</b>    | <b>825,182</b>   | <b>290,893</b> | <b>35%</b>                            | <b>-30%</b>                                       |
| <b>Capital</b>                         |                   |                  |                |                                       |                   |                  |                |                                       |                                                   |
| 71 Capital Outlay                      | 240,346           | 1,272,920        | 184,480        | 14%                                   | 308,606           | 273,106          | 59,200         | 22%                                   | 212%                                              |
| <b>Total : Capital</b>                 | <b>240,346</b>    | <b>1,272,920</b> | <b>184,480</b> | <b>14%</b>                            | <b>308,606</b>    | <b>273,106</b>   | <b>59,200</b>  | <b>22%</b>                            | <b>212%</b>                                       |
| <b>Grand Total : Expense</b>           | <b>1,764,089</b>  | <b>2,652,807</b> | <b>871,816</b> | <b>33%</b>                            | <b>1,468,903</b>  | <b>1,468,903</b> | <b>532,540</b> | <b>36%</b>                            | <b>64%</b>                                        |

[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  
Includes teacher supply funds and Best & Brightest Scholarships awarded by Sarasota County school board.  
Includes capital funding from Sarasota County school district

|                                       |
|---------------------------------------|
| <b>ACCEPTANCE OF GIFTS AND GRANTS</b> |
|---------------------------------------|

It is respectfully requested the District Board of Trustees of State College of Florida, Manatee-Sarasota accept and approve the following gifts and grants.

**February 2022**

| <u>DONOR/GRANTOR</u>                          | <u>AMOUNT</u>    | <u>DESCRIPTION</u>   |
|-----------------------------------------------|------------------|----------------------|
| <b><u>Gifts:</u></b>                          |                  |                      |
| No gifts received                             |                  |                      |
| <b><u>Grants:</u></b>                         |                  |                      |
| United States Department of Education         |                  |                      |
| February YTD Revenue                          | 761,724          |                      |
| January YTD Revenue                           | 761,751          | (Summer 2021)        |
| Change for Month of February                  | (27)             | Pell Grant 2020-2021 |
| February YTD Revenue                          | 9,573,495        |                      |
| January YTD Revenue                           | 5,539,358        |                      |
| Change for Month of February                  | 4,034,137        | Pell Grant 2021-2022 |
| <b>Total Received - Gifts</b>                 | <b>-</b>         |                      |
| <b>Total Received (Returned) - Pell Grant</b> | <b>4,034,110</b> |                      |

**PROPERTY DISPOSAL**

(Complete and route to Vice President, Finance &amp; Administrative Services)

Proposed by Nathan Wellman  
NameDate 3/31/2022Manager, Business Operations  
Title

| DESCRIPTION OF ITEM      | DECAL  | PURCHASE PRICE | PURCHASE DATE | REASON FOR DISPOSAL         | METHOD OF DISPOSAL |
|--------------------------|--------|----------------|---------------|-----------------------------|--------------------|
| POWEREDGE 1950 SERVER    | 026815 | \$6,902.60     | 5/8/2007      | Core Switch Upgrade Project | E-SCRAP            |
| POWEREDGE 2650 SERVER    | 025373 | \$5,363.42     | 7/12/2004     | Core Switch Upgrade Project | E-SCRAP            |
| POWEREDGE 1950 SERVER    | 026801 | \$4,498.74     | 5/6/2007      | Core Switch Upgrade Project | E-SCRAP            |
| INVACARE PATIENT LIFT    | 027383 | \$3,300.00     | 5/22/2008     | OBSOLETE                    | E-SCRAP            |
| OPTI PLEX 760 COMPUTER   | 027921 | \$847.02       | 11/16/2009    | OBSOLETE                    | E-SCRAP            |
| SUN RACK CABINET         | 026315 | \$5,924.67     | 12/18/2005    | Core Switch Upgrade Project | E-SCRAP            |
| SUN STOREEDGE ARRAY      | 026720 | \$21,121.96    | 2/8/2007      | Core Switch Upgrade Project | E-SCRAP            |
| MEDIALINK SWITCHER       | 026884 | \$1,978.55     | 5/24/2007     | OBSOLETE                    | E-SCRAP            |
| POWEREDGE R710 SERVER    | 027844 | \$6,895.73     | 9/22/2009     | Core Switch Upgrade Project | E-SCRAP            |
| POWEREDGE R710 SERVER    | 027879 | \$5,606.99     | 10/15/2009    | Core Switch Upgrade Project | E-SCRAP            |
| POWEREDGE R710 SERVER    | 027880 | \$5,606.99     | 10/15/2009    | Core Switch Upgrade Project | E-SCRAP            |
| POWEREDGE R410 SERVER    | 028484 | \$3,702.23     | 4/28/2010     | Core Switch Upgrade Project | E-SCRAP            |
| OPTI PLEX 790            | 030118 | \$819.00       | 3/19/2012     | OBSOLETE                    | E-SCRAP            |
| OPTI PLEX 790 COMPUTER   | 030461 | \$796.25       | 7/24/2012     | OBSOLETE                    | E-SCRAP            |
| LATITUDE E5500 LAPTOP    | 028265 | \$924.41       | 2/18/2010     | OBSOLETE                    | E-SCRAP            |
| DUPLO TABLETOP FOLDER    | 029992 | \$3,985.00     | 3/19/2012     | OBSOLETE                    | E-SCRAP            |
| OPTI PLEX 790 COMPUTER   | 030492 | \$986.70       | 7/24/2012     | OBSOLETE                    | E-SCRAP            |
| MICROSOFT SURFACE TABLET | 031946 | \$1,975.21     | 6/16/2015     | OBSOLETE                    | E-SCRAP            |

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance & Administrative Services)

|                            |        |             |            |                             |         |
|----------------------------|--------|-------------|------------|-----------------------------|---------|
| MICROSOFT SURFACE PRO 3    | 031987 | \$934.95    | 8/23/2015  | OBSOLETE                    | E-SCRAP |
| MACBOOK PRO 15"            | 028461 | \$1,507.16  | 5/13/2010  | OBSOLETE                    | E-SCRAP |
| MACBOOK PRO 15"            | 028472 | \$1,530.94  | 5/13/2010  | OBSOLETE                    | E-SCRAP |
| iMAC 21.5"                 | 030729 | \$1,249.00  | 4/24/2013  | OBSOLETE                    | E-SCRAP |
| LATITUDE E5530 LAPTOP      | 030918 | \$875.55    | 12/5/2013  | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP         | 031242 | \$966.78    | 4/28/2014  | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP         | 031347 | \$966.78    | 6/17/2014  | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP         | 031539 | \$985.12    | 10/26/2014 | OBSOLETE                    | E-SCRAP |
| MACBOOK PRO 15.4"          | 031700 | \$1,899.00  | 2/16/2015  | OBSOLETE                    | E-SCRAP |
| LATITUDE E6520 LAPTOP      | 030550 | \$1,163.71  | 8/1/2012   | OBSOLETE                    | E-SCRAP |
| OPTIPLEX 790 COMPUTER      | 030514 | \$986.70    | 7/24/2012  | OBSOLETE                    | E-SCRAP |
| IBM DATABASE PROCESSOR     | 030633 | \$13,000.00 | 11/4/2012  | Core Switch Upgrade Project | E-SCRAP |
| POINT OF SALE TERMINAL     | 031954 | \$1,549.00  | 6/22/2015  | OBSOLETE                    | E-SCRAP |
| POINT OF SALE TERMINAL     | 031955 | \$1,549.00  | 6/22/2015  | OBSOLETE                    | E-SCRAP |
| LATITUDE E5530 LAPTOP      | 030929 | \$875.55    | 12/5/2013  | OBSOLETE                    | E-SCRAP |
| OPTIPLEX 7010 MINITOWER    | 030907 | \$793.03    | 12/5/2013  | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP         | 031719 | \$1,196.16  | 2/16/2015  | OBSOLETE                    | E-SCRAP |
| MACBOOK PRO 15.4"          | 031702 | \$2,567.00  | 2/16/2015  | OBSOLETE                    | E-SCRAP |
| SUN STOREDGE CHANNEL ARRAY | 026308 | \$27,028.33 | 12/18/2005 | Core Switch Upgrade Project | E-SCRAP |
| POWEREDGE 1950 SERVER      | 026851 | \$4,498.74  | 6/20/2007  | Core Switch Upgrade Project | E-SCRAP |
| POWERVAULT MD1200 STORAGE  | 028504 | \$6,304.37  | 6/7/2010   | Core Switch Upgrade Project | E-SCRAP |
| POWEREDGE 1950 SERVER      | 027659 | \$4,008.90  | 4/29/2009  | Core Switch Upgrade Project | E-SCRAP |
| POWEREDGE R410 SERVER      | 028487 | \$3,702.23  | 4/28/2010  | Core Switch Upgrade Project | E-SCRAP |
| OPTIPLEX 790               | 030082 | \$819.00    | 3/19/2012  | OBSOLETE                    | E-SCRAP |

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance & Administrative Services)

|                                |        |            |            |                             |         |
|--------------------------------|--------|------------|------------|-----------------------------|---------|
| iMac 21.5"                     | 029736 | \$1,307.00 | 4/11/2011  | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP             | 031538 | \$985.12   | 10/26/2014 | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP             | 031547 | \$985.12   | 10/26/2014 | OBSOLETE                    | E-SCRAP |
| OPTIPLEX 7010                  | 030756 | \$772.53   | 4/28/2013  | OBSOLETE                    | E-SCRAP |
| LATITUDE E5530 LAPTOP          | 030887 | \$875.55   | 12/5/2013  | OBSOLETE                    | E-SCRAP |
| LATITUDE E5530 LAPTOP          | 030930 | \$875.55   | 12/5/2013  | OBSOLETE                    | E-SCRAP |
| LATITUDE 1 LAPTOP              | 031377 | \$966.78   | 6/17/2014  | OBSOLETE                    | E-SCRAP |
| MACBOOK PRO 15.4"              | 031959 | \$1,928.00 | 6/23/2015  | OBSOLETE                    | E-SCRAP |
| LATITUDE E5530 LAPTOP          | 030892 | \$875.55   | 12/5/2013  | OBSOLETE                    | E-SCRAP |
| LATITUDE E5530 LAPTOP          | 030943 | \$875.55   | 12/5/2013  | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP             | 031558 | \$985.12   | 10/26/2014 | OBSOLETE                    | E-SCRAP |
| POINT OF SALE TERMINAL         | 031956 | \$1,549.00 | 6/22/2015  | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP             | 031115 | \$972.72   | 4/15/2014  | OBSOLETE                    | E-SCRAP |
| DELL LATITUDE LAPTOP           | 032950 | \$1,081.10 | 6/6/2017   | OBSOLETE                    | E-SCRAP |
| iMac 21.5"                     | 031148 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP             | 031126 | \$972.72   | 4/15/2014  | OBSOLETE                    | E-SCRAP |
| OPTIPLEX 5050 COMPUTER         | 033768 | \$1,555.12 | 5/28/2018  | OBSOLETE                    | E-SCRAP |
| FLASH ARRAYX DATAPACK<br>4.8TB | 034402 | \$2,018.00 | 5/5/2019   | Core Switch Upgrade Project | E-SCRAP |
| iMac 21.5"                     | 031145 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |
| iMac 21.5"                     | 031151 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP             | 031129 | \$972.72   | 4/15/2014  | OBSOLETE                    | E-SCRAP |
| FLASH ARRAYX DATAPACK<br>4.8TB | 034405 | \$2,018.00 | 5/5/2019   | Core Switch Upgrade Project | E-SCRAP |
| OPTIPLEX 7440                  | 032477 | \$981.89   | 8/29/2016  | OBSOLETE                    | E-SCRAP |
| iMac 21.5"                     | 031143 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance & Administrative Services)

|                                |        |            |            |                             |         |
|--------------------------------|--------|------------|------------|-----------------------------|---------|
| FLASH ARRAYX DATAPACK<br>4.8TB | 034408 | \$2,018.00 | 5/5/2019   | Core Switch Upgrade Project | E-SCRAP |
| iMAC 21.5"                     | 031149 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |
| LENOVA IDEAPAD 15.6"           | 032962 | \$234.00   | 6/6/2017   | OBSOLETE                    | E-SCRAP |
| OPTIPLEX 5040 COMPUTER         | 032469 | \$873.44   | 8/7/2016   | OBSOLETE                    | E-SCRAP |
| MICROSOFT SURFACE PRO          | 032825 | \$1,063.64 | 3/22/2017  | OBSOLETE                    | E-SCRAP |
| LATITUDE E6540 LAPTOP          | 032262 | \$1,168.70 | 2/24/2016  | OBSOLETE                    | E-SCRAP |
| LATITUDE 5480 LAPTOP           | 033029 | \$1,334.07 | 6/21/2017  | OBSOLETE                    | E-SCRAP |
| MAC MINI                       | 033054 | \$859.00   | 6/20/2017  | OBSOLETE                    | E-SCRAP |
| MICROSOFT SURFACE PRO          | 031067 | \$999.00   | 3/24/2014  | OBSOLETE                    | E-SCRAP |
| FLASH ARRAYX DATAPACK<br>4.8TB | 034406 | \$2,018.00 | 5/5/2019   | Core Switch Upgrade Project | E-SCRAP |
| LATITUDE E5570 LAPTOP          | 033401 | \$1,282.05 | 11/28/2017 | OBSOLETE                    | E-SCRAP |
| 21.5" iMAC                     | 033316 | \$1,049.00 | 11/5/2017  | OBSOLETE                    | E-SCRAP |
| MICROSOFT SURFACE PRO          | 032857 | \$1,139.05 | 3/26/2017  | OBSOLETE                    | E-SCRAP |
| iMAC 21.5"                     | 031147 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |
| LATITUDE E5470 LAPTOP          | 032367 | \$1,071.72 | 5/25/2016  | OBSOLETE                    | E-SCRAP |
| OPTIPLEX 7010                  | 031070 | \$981.34   | 3/26/2014  | OBSOLETE                    | E-SCRAP |
| iMAC 21.5"                     | 031144 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |
| FLASH ARRAYX DATAPACK<br>4.8TB | 034403 | \$2,018.00 | 5/5/2019   | Core Switch Upgrade Project | E-SCRAP |
| iMAC 21.5"                     | 031138 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |
| FLASH ARRAYX DATAPACK<br>4.8TB | 034409 | \$2,018.00 | 5/5/2019   | Core Switch Upgrade Project | E-SCRAP |
| iMAC 21.5"                     | 031150 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |
| LENOVA IDEAPAD 15.6"           | 032961 | \$234.00   | 6/6/2017   | OBSOLETE                    | E-SCRAP |
| APPLE IPAD MINI 2              | 032958 | \$254.00   | 6/6/2017   | OBSOLETE                    | E-SCRAP |
| iMAC 21.5"                     | 031139 | \$1,260.75 | 4/2/2014   | OBSOLETE                    | E-SCRAP |

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance & Administrative Services)

|                                |        |            |           |                             |         |
|--------------------------------|--------|------------|-----------|-----------------------------|---------|
| FLASH ARRAYX 4.8TB             | 034404 | \$2,018.00 | 5/5/2019  | Core Switch Upgrade Project | E-SCRAP |
| LATITUDE 5490 LAPTOP           | 033845 | \$1,356.55 | 7/9/2018  | OBSOLETE                    | E-SCRAP |
| LATITUDE 15 LAPTOP             | 031114 | \$972.72   | 4/15/2014 | OBSOLETE                    | E-SCRAP |
| FLASH ARRAYX DATAPACK<br>4.8TB | 034410 | \$2,018.00 | 5/5/2019  | Core Switch Upgrade Project | E-SCRAP |
| LATITUDE 15 LAPTOP             | 031107 | \$972.72   | 4/15/2014 | OBSOLETE                    | E-SCRAP |
| OPTIPLEX 3040                  | 032615 | \$582.93   | 11/2/2016 | OBSOLETE                    | E-SCRAP |
| FLASH ARRAYX DATAPACK<br>4.8TB | 034401 | \$2,018.00 | 5/5/2019  | Core Switch Upgrade Project | E-SCRAP |
| FLASH ARRAYX DATAPACK<br>4.8TB | 034407 | \$2,018.00 | 5/5/2019  | Core Switch Upgrade Project | E-SCRAP |

**Nathan Wellman** Digitally signed by Nathan Wellman  
Date: 2022.03.31 09:32:54 -04'00'

Proposer \_\_\_\_\_ Date \_\_\_\_\_

**Rebecca Ferda** Digitally signed by Rebecca Ferda  
Date: 2022.03.31 10:41:34 -04'00'

Business Services Administrator \_\_\_\_\_ Date \_\_\_\_\_

**Julie Jakway** Digitally signed by Julie Jakway  
Date: 2022.03.31 11:05:56 -04'00'

Signature of Vice President, Finance & Administrative Services \_\_\_\_\_ Date \_\_\_\_\_



Meeting of the  
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA  
April 26, 2022

**AGENDA ITEM:**

**Approval of the Memorandum of Understanding between the District Board of Trustees of State College of Florida, Manatee-Sarasota and United Faculty of Florida – State College of Florida, Manatee-Sarasota**

**RECOMMENDATION:**

**The College recommends the District Board of Trustees approval of the Memorandum of Understanding between the District Board of Trustees of State College of Florida, Manatee-Sarasota and United Faculty of Florida – State College of Florida, Manatee-Sarasota to implement revisions to Articles 20 and 25 of the Collective Bargaining Agreement between the parties originally ratified September 29, 2020.**

**EXPLANATION:**

The revisions to Article 20 effect a change from calendar year to academic year evaluation periods for bargaining unit faculty. The revisions to Article 25 implement the one-time, non-recurring wage action approved by the Board for all employees for 2021-2022. The Memorandum of Understanding was ratified by the bargaining unit by election April 11-15,2022.

**FISCAL IMPACT**  yes  no

Funding Source: \_\_\_\_\_ Amount: \$ \_\_\_\_\_

Will this action result in a Budget Amendment?  Yes  No

If yes, indicate the dollar amount: \$ \_\_\_\_\_

**REQUESTED BY:** \_\_\_\_\_

**Steven W. Prouty, General Counsel**

**APPROVED FOR AGENDA BY:** \_\_\_\_\_

**President**

UFF-SCF MOU Proposal regarding implementation of TA of articles 20 and 25  
SCF Proposal March 23, 2022

Memorandum of Understanding

The State College of Florida Manatee-Sarasota Board of Trustees (“College”) and the United Faculty of Florida – State College of Florida Manatee-Sarasota (“UFF-SCF”), (collectively referred to as the “Parties”), hereby agree to the following Memorandum of Understanding (“MOU”):

WHEREAS, the College and UFF-SCF are Parties to a collective bargaining agreement (“Agreement”) that expires on September 29, 2023; and,

WHEREAS, the Parties are currently engaged in “reopener” negotiations for three collective bargaining articles pursuant to Article 27(A)(1) of the Agreement including Article 20: Faculty Performance Evaluation, Article 25: Compensation and Article 13: Contracts, and,

WHEREAS, the parties have reached tentative agreements regarding reopening of Article 20: Faculty Performance Evaluation and Article 25: Compensation on 4-7-2021 and 5-28-2021 respectively, and agree to resolve reopener negotiations without the need for further delay for these two articles for the current bargaining cycle, pending ratification,

NOW THEREFORE the parties agree as follows:

1. Upon signature and ratification by the bargaining unit and the College of this Memorandum of Understanding the terms tentatively agreed to in Articles 20 and 25 will go into effect pursuant to law and terms of the MOU and Agreement.
2. The terms agreed upon in the tentative agreements are displayed below for both parties’ reference to confirm these are the terms tentatively agreed upon on 4-7-2021 and 5-28-2021.
3. This Memorandum of Understanding represents the Parties’ entire agreement and constitutes a complete understanding between the Parties. The Parties acknowledge that no other contract, promise, or inducement has been made and that accordingly this Memorandum of Understanding cannot be amended or modified without express written consent of both Parties or as otherwise set forth in the Parties’ Agreement.

ARTICLE 20: Faculty Performance Evaluation

20.1. Evaluation Objectives and Overview

- A. The Performance Evaluation process is intended to improve the quality of teaching or service performed by the bargaining unit members by encouraging and supporting professional development, promoting personal reflection, planning and establishing goals, and valuing self-assessment and experimentation. Evaluation results may be used for decisions related to assignments, non-renewal of annual contract, suspension, dismissal, return to annual contract or other personnel matters consistent with this Agreement. Furthermore, the evaluation process should include every aspect of the bargaining unit member’s work assignment and should include a wide variety of information.
- B. The parties agree that with respect to bargaining unit members, the phrase “academic year” shall be defined as the 164 scheduled workdays as described in Article 10.2.A. of the agreement. The evaluation period for all

Initials: MT \_\_\_\_\_

UFF-SCF MOU Proposal regarding implementation of TA of articles 20 and 25  
SCF Proposal March 23, 2022

bargaining unit members is the academic year. Faculty may be evaluated once each academic year. Faculty on annual contract or seeking to improve performance may be provided an opportunity for assessment of progress and feedback more often, but all observations and summaries will be consolidated into one formal evaluation.

- C. Bargaining unit member evaluations will be written in a form and format specified by the College, consistent with this Agreement, and using the college's evaluation tools.
- D. The evaluation of faculty is the responsibility of the Administration. The Administration shall not assign any portion of the Faculty Performance Evaluation of faculty members to other members of the bargaining unit except as otherwise noted in this Agreement.
- E. Student opinion surveys are intended to provide constructive feedback to faculty members to aid in personal and professional improvement.
- F. The Performance Evaluation shall be protected as confidential and exempt from Florida public records laws to the extent provided by 1012.81 Florida Statutes and other applicable laws.
- G. The overall Faculty Evaluation shall result in a determination of "Outstanding", "Exceeds Expectations", "Meets Expectations", "Needs Improvement" or "Unsatisfactory".
- H. Bargaining unit members will be entitled to have a UFF-SCF representative present during the pre-evaluation and post-evaluation conferences described below.

20.2. Steps and Components of the Performance Evaluation

- A. Bargaining unit member's performance evaluations shall normally consist of the following:
  - 1. Faculty Goals
  - 2. Pre-Evaluation Conference
  - 3. Formal Classroom Observation (performed as provided herein)
  - 4. Student Opinion Surveys
  - 5. Faculty Accomplishments and Self-Assessment
  - 6. Other documentation the faculty member may wish to be considered
  - 7. Faculty Performance Review including Overall Summary (narrative overall evaluation and conclusions)
  - 8. Post-Evaluation Conference
  - 9. Faculty Response (optional)
- B. Records pertaining to active investigations, disciplinary actions, and grievance proceedings may not be used or considered in the evaluation process until final determinations are rendered or they are considered final pursuant to F.S. 1012.81.

20.3. Evaluation Procedures

- A. Faculty Goals. Bargaining unit members will submit annual goals plans for development in accordance with the Academic Calendar for the current academic year. Faculty on continuing contract and returning annual

Initials: MT \_\_\_\_\_

Page 2 of 10

UFF-SCF MOU Proposal regarding implementation of TA of articles 20 and 25  
SCF Proposal March 23, 2022

contract faculty are encouraged to submit these documents in Spring of the previous academic year to assist in departmental planning and assignments.

- B. Pre-Evaluation Conference. After receipt of the Goals statement, the supervising administrator and faculty member will meet at either party's request to discuss the faculty member's goals, departmental needs, administrative expectations, and professional development possibilities for the year. The goals may be modified during the year with the approval of the supervising administrator.
- C. Observation. Each bargaining unit member shall be formally observed online, in the classroom, lab, and/or studio a minimum of one time during the Fall or Spring semesters (unless the observation is mutually waived). Additional formal online, classroom, lab, or studio observation of a bargaining unit member may be conducted at other times at the request of the bargaining unit member or at the discretion of the evaluator.
  - 1. The observer and bargaining unit member will determine a specific date or range of dates for the observation unless the bargaining unit member prefers not to establish such a date. In such case, the observer should specify a three-week time period during which the online, classroom, lab or studio observation will be conducted. The formal observation should ideally occur during a class session where active learning and student participation is expected. The observer may be a bargaining unit member.
  - 2. At the request of the bargaining unit member or the evaluator, a pre-evaluation conference may be held between the evaluator and the bargaining unit member before the formal observation so that the bargaining unit member may be apprised of the evaluation procedures and methods. The observer, if different than the evaluator, may participate in this pre-evaluation conference. During this conference the bargaining unit member shall apprise the evaluator of the goals, specific objectives, and desired outcomes of his/her course(s) and/or the specific class meetings to be observed.
  - 3. Nothing in this section shall be construed so as to prevent contemporaneous observation of a classroom when circumstances warrant and prior notice is not possible or practicable.
- D. Student Opinion Surveys. Each semester all bargaining unit members will have students in each assigned course section complete Student Opinion Surveys.
  - 1. Each bargaining unit member will be evaluated online by students in all classes each semester. The summer sessions may be excluded.
  - 2. Surveys shall be in accordance with this Agreement. Surveys shall be electronic and completed online. Reasonable safeguards shall be in place to ensure that student surveys shall be anonymous, no students shall generate more than one survey per class, every student who completes the section is permitted to complete a survey, and no student who has withdrawn from a section shall complete a survey for that section.
  - 3. Surveys shall be conducted no earlier than the Last Day to Withdraw and no later than the week prior to final exams.
  - 4. The College shall generate a summary report of all surveys providing average scores for each item and containing all student written comments for each section for each bargaining unit member for use in institutional effectiveness and determining trends. All surveys shall continue to be "evaluation records". However, only the summary reports shall be included in the final Faculty Performance Review document.

Initials: MT \_\_\_\_\_

Page 3 of 10

UFF-SCF MOU Proposal regarding implementation of TA of articles 20 and 25  
SCF Proposal March 23, 2022

5. Surveys are intended to provide constructive feedback to faculty members to aid in personal and professional development and improvement. Trends over time may be considered as one aspect of the overall Performance Evaluation.
- E. Faculty Accomplishments and Self-Assessment. No later than the fourth week of the Fall Semester, each full-time bargaining unit member will complete the Accomplishments and Self-Assessment and submit it to the supervising administrator. This shall include, but is not limited to, a summary of all Professional Development activities, a summary of involvement and service to the College, the Division, the Profession, and the Community, a summary of awards and/or accomplishments, and a brief narrative self-assessment report. The Parties acknowledge that the first evaluation period will cover the time frame from Spring 2020 semester through the Spring 2021 semester. The change from a calendar year evaluation period to an academic year evaluation period shall not affect the bargaining unit members eligibility for continuing contract or their eligibility for promotion.
- F. Other Documentation. A faculty member may present for consideration additional information relevant to the performance evaluation process. Such documents should be presented prior to completion of the Overall Summary but no later than the Post-Evaluation Conference.
- G. Faculty Performance Review and Overall Summary.
  1. The supervisor shall consider and provide evidence of competencies, including, but not limited to the following in completing the Faculty Performance Review:
    - a. Subject Knowledge - This competency may be measured by documented expertise that demonstrates credibility, competency, experience, and a working knowledge of current trends and developments (which may include appropriate certification) in the instructor's discipline.
    - b. Instructional Design - This competency may be evidenced by clearly organized and detailed course materials, presentations, exercises, and assignments that engage students and encourage success, as well as proficient use of technology in instruction.
    - c. Instructional Delivery - This competency incorporates communication skills that support the learning environment by generating interest in and enthusiasm for the subject matter and adaptability to student needs for success. Based on supervisor observation or conversation.
    - d. Instructional Management - This competency is dependent upon the skills necessary to maintain and manage the delivery of the course including but not limited to meeting classes, tracking student records, assigning grades, and monitoring attendance.
    - e. Collaboration - Is an effective team player who adds complementary skills and contributes valuable ideas, opinions and feedback. Communicates in an open and collaborative manner and can be counted upon to fulfill any commitments made to others on the team. This is distinctly different from those who withhold ideas and opinions, offer ideas or opinions that rarely add value to team discussions, have established a track record with many unmet commitments, and/or have not contributed skills that complement the skills of others on the team.
    - f. Professionalism - Acts in a courteous manner; actively listens to others to ensure full understanding; demonstrates awareness of "everything speaks" and reflects this in their workspace. Demonstrates

Initials: MT \_\_\_\_\_

concern for others and is empathetic and caring. This differs from those who tend to treat others in a discourteous manner, do not listen attentively and show little or no empathy toward colleagues. Does not demonstrate regard for "everything speaks", as personal workspace is often in disarray.

- g. Student Completion - Student Completion rates are not considered part of a faculty member's annual evaluation except in cases where the average of his/her rates are out of range with the departmentally established rates over a period of several semesters. Such an occurrence would invite further inquiry and initiate a collaborative discussion with his/her supervisor to develop a plan of action for improvement.
  - h. Student Satisfaction - This competency will be evidenced by averaging at least an 80% student satisfaction score or higher over the academic evaluative period provided at least 50% of students in the applicable section complete the student opinion surveys. This percentage shall be totaling the "agree" and "strongly agree" responses on the relevant student evaluation items (as decided by the faculty, department chairs, and academic administration). Evidence would include a summary of the faculty member's strengths and weaknesses in response to student evaluations.
  - i. Goals - The successful achievement or progress of goals set in the previous year's annual goal setting process and, in addition, those developed in the goal section of the employee's personal pages are rated in this section.
  - j. Professional Growth - Professional Growth includes those activities in the faculty member's area of expertise that contribute to updating, maintaining, or disseminating knowledge in the professional community. Documentation may include membership cards, contributions to professional journals, research, publications, publication or performance reviews, conference papers, and attendance or presentations at workshops, seminars, webinars, and/or conferences. Professional development may also include advanced courses, certification, professional meetings or other relevant staff development endeavors, grant writing, curriculum development or revisions, or learning new technologies that enhance teaching.
  - k. Contribution to Dept./Institution – College service includes any college-related activities other than teaching and professional development that promote the mission and goals of the college.
  - l. Other relevant competencies reflecting the faculty member's performance
2. The supervising administrator shall review and assess all the components of the evaluation and complete a brief narrative assessment of the faculty member's performance and accomplishment of the stated goals.
    - a. This shall include an overall evaluation rating of "Outstanding," "Exceeds Expectations," "Meets Expectations," "Needs Improvement," or "Unsatisfactory".
    - b. For any bargaining unit member who receives an overall rating less than "Meets Expectations", the supervising administrator will identify any deficiencies and may provide suggestions, professional development opportunities, or otherwise assist the faculty member with any necessary correction or remediation including a performance improvement plan.
- H. Post-Evaluation Conference. During the Spring semester, the supervising administrator shall meet with the faculty member after completion of the evaluation to review and discuss the evaluation.

Initials: MT \_\_\_\_\_

- I. Faculty Response. A bargaining unit member may have objections noted on the evaluation tool and supporting documents to the evaluation placed in the limited-access portion of the personnel file. The rebuttal shall be signed by the evaluator to indicate awareness of its contents.
- J. The Administration shall take no action against a faculty member for including a written response to the evaluation, or otherwise exercising any rights or remedies provided herein.

20.4. Appeal of an Evaluation

- A. If the bargaining unit member receives an overall evaluation rating of “Needs Improvement” or “Unsatisfactory” and believes the supervisor failed to follow proper evaluation procedures or included factually inaccurate information, the bargaining unit member shall have the right to pursue the grievance and arbitration procedures in this Agreement. No claim or evaluative conclusion involving the exercise of managerial judgment or discretion shall be subject to the grievance procedure. The sole procedure for resolving disputes over the exercise of managerial judgment or discretion provided in this Agreement shall be paragraph B below.
- B. Dispute of Evaluation Rating. If the bargaining unit member receives an overall evaluation rating of “Needs Improvement” or “Unsatisfactory” and believes the overall evaluation rating does not accurately reflect his or her performance, they may request the supervisor reconsider the evaluation during the Post-Evaluation Conference. A bargaining unit member may appeal to the Provost or designee to intervene if informal discussion with the supervisor is unsatisfactory by requesting that any alleged false, misleading or omitted information in the evaluation be reviewed by the Provost or designee. Any request for a review by the Provost or designee pursuant to this section must be made in writing by the bargaining unit member and received by the Provost or designee within 10 days of the Post-Evaluation Conference. The Provost or designee will determine if such information is false or misleading and may modify the evaluation, if appropriate. If omitted information is determined by the Provost or designee to be relevant to the evaluation, such information may be added, and the Provost or designee may modify the evaluation, if appropriate. In such cases, the Provost or designee may overturn the decision of the supervisor and may increase the overall evaluation rating accordingly. The decision of the Provost or designee shall be final and is not subject to the Agreement’s grievance and arbitration procedure.
- C. Election to proceed under Section 20.4 shall also be to the exclusion of any other resolution process provided by the College’s internal policies. Similarly, if a bargaining unit member elects to proceed with any other resolution process provided by the College’s internal policies they shall do so at the exclusion of the appeal process outlined in Section 20.4 of this Agreement.
- D. Changes to the evaluation system shall take effect in the evaluation cycle immediately succeeding ratification of this agreement.

End of Article 20

Initials: MT \_\_\_\_\_

ARTICLE 25: Compensation

25.1 Faculty Compensation Plan

- A. Upon ratification of this Agreement, all compensation of members of the bargaining unit shall be governed by provisions of this Article.
- B. "Base Salary/Pay" is the initial salary amount assigned to the bargaining unit member within the salary range. The base salary is paid to the bargaining unit member over the assigned contract length for performing the basic duties and responsibilities of the bargaining unit member's job. Base salary will not include supplemental pay, overload pay, bonuses, stipends, or similar types of additional compensation.

25.2 Salary Payment

- A. For their first year of employment, bargaining unit members will be paid on a biweekly basis. For years subsequent to the first year, the bargaining unit member may elect to change status and be paid over the length of their contract or over a twelve (12) month period, with prior notice to the Director, Human Resources no later than July 1 of that year. Overload payments will be clearly itemized on regular paychecks.
- B. Bargaining unit members who are employed full-time for an additional summer term will be paid on a biweekly basis.
- C. Those new bargaining unit members 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.
- D. The College will provide automatic payroll deposits with a biweekly electronic copy provided to the employee.

25.3 Academic Rank - the Professorial Ranking System recognizes the following ranks:

- 1. Instructor
- 2. Assistant Professor
- 3. Associate Professor
- 4. Professor

25.4 Salary Schedule

- A. Full-time faculty bargaining unit members are those faculty bargaining unit members who carry a full credit teaching load which is defined as a minimum of 15 instructional load hours or on-line contact hours per week, or its equivalent, in each semester. A full-time faculty bargaining unit 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:

| Level | Rank                | Minimum  | Maximum  |
|-------|---------------------|----------|----------|
| A1    | Lecturer            | \$24,000 | \$34,731 |
| A2    | Instructor          | \$38,981 | \$44,211 |
| A3    | Assistant Professor | \$45,854 | \$51,737 |
| A4    | Associate Professor | \$53,665 | \$60,195 |
| A5    | Professor           | \$62,402 | \$79,450 |

Initials: MT \_\_\_\_\_



- C. The President may authorize variations in hiring practices, travel reimbursements, leaves, 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.

25.5 One-Time, Non-Recurring Wage Action 2019-2020

- A. Effective upon ratification, the College will provide a one-time, non-recurring wage-action to eligible in-unit employees.
- B. The non-recurring wage action to in-unit faculty will be equal to \$1,100.00, subject to applicable deductions and withholdings including retirement, social security/Medicare and taxes.
- C. In order to be eligible for the 2019-2020 non-recurring wage action Employees must have been employed on or before March 31, 2017 and continuously employed through the pay date of the wage action.

25.6 Salary Increase for 2019-2020

- A. Effective the first pay period upon ratification, the College will provide a 2% across-the-board recurring wage increase to eligible in-unit employees' base salaries.
- B. In order to be eligible for the 2019-2020 salary increase:
1. Employees must have been employed on or before March 31, 2019 and continuously employed through the pay date of the wage action; and,
  2. Have not received a notice of non-renewal or termination prior to the effective date of this wage increase.
  3. The wage increase is retroactive for eligible employees as of July 1, 2019.

25.7 Initial Placement & Promotion

- A. Assignment of Academic Rank to new faculty will be made according to the following criteria:
1. Academic degree(s) obtained;
  2. Additional credits which may be used for promotion;
  3. Years of experience credited towards assigned placement;
  4. Additional experience which may be used for promotion including:
    - a. Semester hour equivalency for approved semester hours beyond highest degree; and
    - b. Years of work experience for approved years of related work experience.
- B. 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.

Initials: MT \_\_\_\_\_

- C. Professional and 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.
- D. 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.
- E. 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.
- F. New Bargaining Unit Faculty will be placed within the range provided in 25.4 based on an evaluation of experience in accordance with the factors listed in this section 25.7
- G. Faculty salaries will move within the range in accordance with the salary schedule and any salary increases in accordance with this Agreement. Faculty members reaching the established maximum for his/her pay range will remain at the maximum level.
- H. Faculty who have been awarded a promotion will receive the minimum salary for the next rank at the beginning of the next academic year.

25.8 Other Teaching Assignments

- A. Summer. Full-time faculty who have been recommended for employment for the next academic year, and who teach during the Summer term will be compensated at a rate of \$2,425.05 per 3 semester hours up to a maximum of 12 ILH total for all summer sessions.
- B. Summer Benefits. 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.
- C. Overload assignments. Overload faculty (credit) will be compensated at a rate of \$1,850.25-per 3 semester hours. Overload faculty will have \$30 deducted from their total compensation for each hour of class time for which he/she is absent.
- D. Substitutes. Substitutes will be paid \$30 per teaching hour. A full-time faculty member in a regular, budgeted position will receive the substitute rate when substituting outside of his/her regularly established schedule.

25.9 Stipends, Release time, and Miscellaneous Duties – Release time and stipends, compensation for supplemental positions and miscellaneous duties shall be status quo.

25.10 One-Time, Non-Recurring Wage Action for 2021-2022

- A. Effective upon the parties' ratification, the College will provide a one-time, non-recurring wage-action to eligible in-unit faculty.
- B. The nonrecurring wage action to in-unit faculty will be equal to four percent (4%) of the in-unit faculty member's base salary, subject to applicable deductions and withholdings including social security/Medicare and taxes.

Initials: MT \_\_\_\_\_

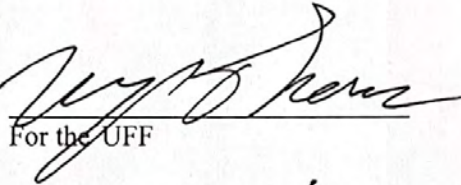
UFF-SCF MOU Proposal regarding implementation of TA of articles 20 and 25  
SCF Proposal March 23, 2022

C. In order to be eligible for the 2021-2022 non-recurring wage action Employees must have been employed on or before June 30, 2021 and continuously employed through the pay date of the wage action.

End of Article 25

The Parties signify their agreement to this Memorandum of Understanding by affixing their signatures below.

\_\_\_\_\_  
For the College

  
\_\_\_\_\_  
For the UFF

Date: \_\_\_\_\_

Date: 4/15/2022

Initials: MT \_\_\_\_\_

| State College of Florida<br>2022 & 2023 Projects With Budgets<br>over \$150,000 as of 4-13-22 | Board of Trustee<br>Approved Budget | Date Board<br>Approved<br>Budget | Source of Funds            | Project<br>Justification | Total Estimated<br>Project Expense<br>Includes all Hard<br>and Soft costs | Remaining Budget<br>Column C minus<br>Column G | Comments                                       |
|-----------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------|----------------------------|--------------------------|---------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|
| <b>2022</b>                                                                                   |                                     |                                  |                            |                          |                                                                           |                                                |                                                |
| Batting Cages Structures                                                                      | 600,000                             | 5/25/2021                        | SABR/Donation/CIF          | Health                   | 600,000.00                                                                | -                                              | Purchase Order Issued to Tandem                |
| Restroom Facility, Bradenton Sports Area                                                      | 198,613                             | 10/26/2021                       | Collegiate School Capital  | Health                   | 221,963.28                                                                | (23,350.28)                                    | Purchase Order Issued to Willis Smith          |
| Fire Sprinkler & Cloud Installation, Neel Auditorium                                          | 520,000                             | 5/25/2021                        | Fund Balance               | Life Safety              | 1,247,321.00                                                              | (727,321.00)                                   | Purchase Order Issued to Willis Smith          |
| Venice Collegiate School                                                                      | 900,000                             | 5/25/2021                        | Auxiliary Loan             | Capacity                 | 1,123,941.00                                                              | (223,941.00)                                   | Purchase Order Issued to Willis Smith          |
| ADA Restroom Door Operators, Venice & LWR                                                     | 200,000                             | 5/25/2021                        | Capital Improvement Fee    | ADA                      | 200,000.00                                                                | -                                              | On Hold                                        |
| Venice Science Building                                                                       | 4,500,000                           | 9/28/2021                        | PECO/Fund Balance/Donation | Capacity                 | 5,800,000.00                                                              | (1,300,000.00)                                 | Tandem GMP to September BOT Meeting            |
| CARES                                                                                         |                                     |                                  |                            |                          |                                                                           |                                                |                                                |
| Dental Hygiene Upgrades                                                                       | 1,000,000                           | 9/28/2021                        | HEERF                      | Health                   | 1,000,000.00                                                              | -                                              | Jon Swift GMP to March BOT Meeting             |
| Dental Hygiene Upgrade w/3 Additional Stations                                                | -                                   |                                  | HEERF                      | Capacity                 | 200,000.00                                                                | (200,000.00)                                   | Jon Swift GMP to March BOT Meeting             |
| HVAC Upgrades, Indoor Air Quality                                                             | 4,515,536                           | 9/28/2021                        | HEERF                      | Health/Def. Maint.       | 5,908,606.68                                                              | (1,393,070.68)                                 | Halfacre GMP to April BOT Meeting              |
|                                                                                               | 12,434,149                          | 2022                             |                            |                          | 16,301,831.96                                                             | (3,867,682.96)                                 | -31%                                           |
| <b>2023</b>                                                                                   |                                     |                                  |                            |                          |                                                                           |                                                |                                                |
| Radiography X-Ray Machine                                                                     | 450,000                             | 9/28/2021                        | CIF or Fund Balance        | Deferred Maint.          |                                                                           |                                                | Board Approved Project when it was under CARES |
| Restroom Upgrades, Collegewide                                                                | 710,000                             | 5/25/2021                        | Fund Balance Transfer      | Deferred Maint.          |                                                                           |                                                |                                                |
| Building Painting, Collegewide                                                                | 150,000                             | 5/25/2021                        | Capital Improvement Fee    | Deferred Maint.          |                                                                           |                                                |                                                |
| Flooring Replacement, Collegewide                                                             | 150,000                             | 5/25/2021                        | Capital Improvement Fee    | Deferred Maint.          |                                                                           |                                                |                                                |
| Roof Coatings, Collegewide                                                                    | 150,000                             | 5/25/2021                        | CO&DS                      | Deferred Maint.          |                                                                           |                                                |                                                |
| Bradenton Site Improvements                                                                   | 708,000                             | 5/25/2021                        | Capital Improvement Fee    | Drainage/Safety          |                                                                           |                                                |                                                |
| Stage Lift Replacement & Restroom Remodel                                                     | 674,100                             | 5/25/2021                        | Fund Balance Transfer      | Deferred Maint.          |                                                                           |                                                |                                                |
| Elevator Upgrades, Collegewide                                                                | 500,000                             | TBD                              | CO&DS                      | Life Safety              |                                                                           |                                                |                                                |
| Fire Alarm Upgrades, Collegewide                                                              | 500,000                             | TBD                              | CO&DS                      | Life Safety              |                                                                           |                                                |                                                |
| Subtotal 2022/23                                                                              | 3,992,100                           | 2023                             |                            |                          |                                                                           |                                                |                                                |
|                                                                                               | 16,426,249                          | 2022&2023                        |                            |                          |                                                                           |                                                |                                                |

Meeting of the  
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA  
April 26, 2022

**AGENDA ITEM:**

Contract Approval for the CARES 3 Project, Bradenton Hot Water & Condenser Piping.

**RECOMMENDATION:**

**The College recommends approval by the Board of Trustees for the contract with Halfacre Construction for the CARES 3 Project, Bradenton Hot Water & Condenser Piping.**

**STAFF ANALYSIS:**

The Board approved the use of Construction Management as the project delivery method. Design was completed and bid documents were prepared for the Bradenton underground hot water piping and cooling tower condenser piping replacement. Through the Consultant Competitive Negotiation Act process, Willis Smith Construction was selected for Construction Management Continuing Contract. Halfacre Construction advertised and obtained competitive bids per Federal Acquisition Regulations & Florida Statute. The cost of construction, totaling \$1,136,561 including general conditions, subcontractor costs, overhead and profit have been evaluated by SCF College Staff and are found to be fair and reasonable. Requesting Board approval to contract with Halfacre Construction for \$1,136,561. This amount is within the Board approved budget.

**FISCAL IMPACT** Yes

Funding Source: CARES

Will this action result in a Budget Amendment? Yes

If yes, indicate the dollar amount: \$1,136,561

**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  
April 26th, 2022

**AGENDA ITEM:**

Board Approval to increase the Venice Science & Technology Building project budget.

**RECOMMENDATION:**

**The College recommends approval by the Board of Trustees to increase the project budget from \$4,500,000 to \$5,800,000 for the Venice Science & Technology Building.**

**STAFF ANALYSIS:**

Mid 2020 the new Venice Science Building project budget was established utilizing the Capital Improvement Program budgeting template provided by the Florida Department of Education. As a reminder, the template utilizes cost data for the past 10 years and adjusts costs based on inflation.

In September 2021, the Board approved a budget increase of \$554,457 due to the approximate 15% increase in construction costs during the prior 12-month period. The project budget increased to \$4,500,000. The fourth quarter of 2021 experienced an approximate 3% increase in cost of construction. Engineering News Record reported a 5.3% increase in the cost of construction for the first quarter of 2022. There are no current indicators that the rise in cost of construction will slow.

Tandem construction recently completed the Schematic Design Cost Estimate for the project. The project design is a single story, 8873 g.s.f. building, with three labs, lab prep space, lecture classroom, one office and a student study area. The size and program of the schematic design matches the assumptions made during the original budgeting process. In preparation of the cost estimate, Tandem Construction engaged subcontractors from each division of work to establish "current" estimated costs. The total project estimated cost is \$5,800,000. This includes all costs associated with the project including building construction, design fees, furniture, fixtures, and all equipment. This is a 28.8% increase from the approved budget of \$4,500,000. This increase is attributed to impacts that inflation has had or will have on construction labor and material costs. The increase also assumes competitive subcontractor pricing will not be obtained until August 2022. There is adequate fund balance to cover the increase in budget. The funding sources for the project include:

**Funding Sources:**

|                                  |                    |
|----------------------------------|--------------------|
| Received From the State:         | \$3,499,973        |
| SCF Local Fund Balance Transfer: | <u>\$2,300,027</u> |
|                                  | \$5,800,000        |

**FISCAL IMPACT** Yes

Funding Source: State Funds, Fund Balance Transfer

Will this action result in a Budget Amendment? Yes

If yes, indicate the dollar amount: \$5,800,000

**REQUESTED BY:** Chris Wellman, AVP, Facilities Management

**FUNDING VERIFIED AND APPROVED BY:** Julie Jakway  
**Vice President, Finance and Administrative Services**

