



STATE COLLEGE OF FLORIDA<sup>SM</sup>  
MANATEE - SARASOTA

DISTRICT BOARD OF TRUSTEES

## **Mission**

SCF's mission is student success. Through high-quality, open-access education, we create pathways that empower students to achieve prosperity, transform lives, and strengthen their communities.

## **Vision**

SCF's vision is to be a national leader in student success and paths to graduation, driving transformation across communities and industries.

## **Values**

To drive student success SCF has committed to adhere to the following values:

- **Accountability**

SCF meets our commitments with honesty, integrity, and transparency, owning our outcomes, and continuously improving.

- **Excellence**

SCF emphasizes high standards, and consistent delivery, to prioritize excellence in teaching and learning.

- **Belonging**

SCF is a community where every student and employee is welcomed and supported.

- **Teamwork**

SCF works as one college, building trust and partnership to find solutions and achieve shared goals.

- **Community Connections**

SCF forges strong community relationships to create educational opportunities that generate lasting impact

<p><b>AGENDA</b></p> <p>The District Board of Trustees</p> <p>State College of Florida, Manatee - Sarasota</p> <p>Regular Meeting</p> <p>SCF Bradenton - Board Room</p> <p>June 30, 2026 9:30 A.M.</p>
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- 1. Meeting Call to Order – Mr. Goodson**
- 2. Invocation and Pledge of Allegiance - Dr. Pyjas**
- 3. Public Comment - Mr. Goodson**
- 4. President’s Report - President Gregory**
- 5. Mission Moment: CTLE - Karle Condor & Dawn Hale**
- 6. CFO Report - Jennifer Price**
- 7. Approval of Non-Financial Consent Agenda Items (“Consent Agenda A”)**

Exhibit A:	Minutes of May 26, 2026 BOT Meeting - Page 5
Exhibit B:	Amended Summer 2026 Lifelong Learning & Workforce Development Schedule - Page 8
Exhibit C:	Annual FDOE General Education Submission - Page 13
Exhibit D:	2026-2027 SCF Academic Calendar - Page 22
Exhibit E:	2027-2028 SCF Academic Calendar - Page 23
Exhibit F:	2028-2029 SCF Academic Calendar - Page 24
Exhibit G:	Annual SCFCS Comprehensive Evidence-Based Reading Plan (CERP) - Page 25
Exhibit H:	Annual SCFCS Mental Health Services Plan - Page 58
Exhibit I:	HR Personnel Actions Monthly Report May 2026 - Page 82

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

Exhibit J:	CFO Monthly Report - Page 84
Exhibit K:	Budget Amendment FY 2025-26 April 2026 #32-34 - Page 97
Exhibit L:	Acceptance of Gifts and Grants April 2026 - Page 100
Exhibit M:	Property Disposals - Page 101
Exhibit N:	Allied Universal Security Services Contract - Page 103
Exhibit O:	SCFCS Fees for Personalized Education Program (PEP) - Page 118

**9. 2026-2027 Operating Budget - Jennifer Price**

Exhibit P: 2026-2027 Operating Budget - Page 119

- 10. Parrish Operating Proforma (Informational Only) - Jennifer Price**  
Exhibit Q: Parrish Campus Proforma – Analysis and Summary - Page 138
  
- 11. Facilities Project List (Informational Only) - Chris Wellman**  
Exhibit R: Project List - Page 143
  
- 12. Facilities**  
**Construction Projects & Updates – Chris Wellman**  
Exhibit S: Building 8 Roof Replacement - Page 144  
Exhibit T: Building 19 HVAC Upgrade - Page 145
  
- 13. Old Business**
  
- 14. New Business**
  
- 15. SCF Foundation - Cassandra Holmes**
  
- 16. Board Comments**
  
- 17. Board Adjournment**

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

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**Date:** May 26, 2026 9:30 a.m.

**Location:** SCF Bradenton

**Proceedings:**

The District Board of Trustees of State College of Florida, Manatee – Sarasota held a Regular Meeting on May 26, 2026 at SCF Bradenton.

**Board Members Present:** Mark Goodson, Mike Fuller, Taylor Collins, Lon Deckard, Jamie DiDomenico, Jennifer Infanti, Britt Riner, Karen Rose, and Rod Thomson.

**Administrators Present:** President Tommy Gregory, Vice Presidents Dr. Ryan Hale, Jennifer Price, Dr. Brittany Pyjas, Dr. Patricia Rand, and Chris Wellman, and General Counsel Steve Prouty.

**1. Meeting Call to Order - Mr. Goodson**

Mr. Goodson called the meeting to order at 9:30 a.m.

**2. Invocation and Pledge of Allegiance**

Dr. Pyjas delivered the invocation and led the pledge.

**3. Public Comment**

none

**4. President's Report**

President Gregory highlighted the Spring 2026 graduation numbers, as well as the success of the SCF athletic teams. President Gregory shared with the Trustees the plan to utilize the board approved 2025-26 fund expenditure for a one-time payment to SCF employees. That plan is to make a 7% one-time payment to SCF employees, with a \$4000 minimum. The Board was in complete support of the plan as recognition and appreciation of the SCF employees.

**5. Mission Moment**

**SCF Strategic Plan - Dr. Ryan Hale**

Dr. Hale presented to the Board the SCF 2026-2031 Strategic Plan. Dr. Hale shared the process the committee went through and the various stakeholders that contributed to the plan. The Board approved the Strategic Plan.

**6. CFO Report - Jennifer Price**

Ms. Price reviewed the SCF financial reports in the board packet.

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

Exhibit A:	Minutes of April 28, 2026 BOT Meeting - Page 5
Exhibit B:	Amended Summer 2026 Lifelong Learning & Workforce Development Schedule - Page 8
Exhibit C:	CDR – Curriculum Revisions - Page 13
Exhibit D:	HR Personnel Actions Monthly Report March 2026 - Page 15
Exhibit E:	SCFCS Annual FLDOE Accountability Report 2024-2025 - Page 16
Exhibit F:	2026-27 Early College Articulation Agreement, Charlotte County - Page 37
Exhibit G:	2026-27 Early College Articulation Agreement, Sarasota County - Page 70
Exhibit H:	2026-27 Early College Articulation Agreement, Manatee County - Page 103
Exhibit I:	Grant No. 26-03 TRIO Talent Search - Page 135

Trustee Goodson asked to pull Exhibit E for further discussion.

After due discussion and consideration, Mr. Thomson motioned to approve the Non-Financial Consent Agenda Exhibits A-D and F-I, Ms. Collins seconded, and the Board unanimously approved. After further discussion and consideration, Mr. DiDomenico motioned to approve the Non-Financial Consent Agenda Exhibit E, Ms. Collins seconded, and the Board unanimously approved.

**8. Approval of Financial Consent Agenda Items (Consent Agenda B)**

Exhibit J:	CFO Monthly Report - Page 137
Exhibit K:	Budget Amendment FY 2025-26 March 2026 #29-31 - Page 150
Exhibit L:	Acceptance of Gifts and Grants March 2026 - Page 153
Exhibit M:	Property Disposals - Page 154
Exhibit N:	Write Offs - Page 156

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

**9. 2026-2027 Salary Schedule - Jennifer Price**

Exhibit O: 2026-2027 Salary Schedule - Page 157  
Track Changes - Page 158  
Clean Copy - Page 185

Ms. Price explained the revisions in the 2026-27 Salary Schedule were not to the salary ranges. The edits reflected changes to some position titles or descriptions, and some position transfers between the ranges. After due discussion and consideration, Ms. Collins motioned to approve the 2026-2027 Salary Schedule, Mr. Thomson seconded, and the Board unanimously approved.

Ms. Price shared that she will be presenting the 2026-2027 Operation Budget at the June meeting. President Gregory added, that because of much hard work and strategic budget cuts, Ms. Price will be presenting a balanced budget.

After due discussion and consideration, Ms. Collins motioned to approve the SCF 2026-27 Salary Schedule, Mr. Thomson seconded, and the Board unanimously approved.

**10. Facilities Project List (informational Only) - Chris Wellman**

Exhibit P: Project List - Page 211

**11. Facilities**

**Construction Projects & Updates - Chris Wellman**

Exhibit Q: FY 28 5-Year Educational Plant Survey & Master Plan - Page 212

Exhibit R: FY 28 Capital Improvement Plan - Page 332

Mr. Wellman presented the SCF 5-Year Education Plant Survey & College Master Plan, Fiscal Year 2028 thru Fiscal Year 2032. Mr. Wellman also presented the SCF FY 2028 Capital Improvement Plan. After due discussion and consideration, Ms. Riner motioned to approve the Capital Improvement Plan, Mr. DiDomenico seconded, and the Board unanimously approved.

After further discussion and consideration, Mr. Fuller motioned to approve the 5-Year Educational Plant Survey & Master Plan, Ms. Collins seconded, and the Board unanimously approved.

**12. Old Business**

none

**13. New Business**

Guardian Program – President Gregory shared with the Trustees information from the recent Commissioner’s Summit on Campus Safety & Security regarding the Guardian Program.

**14. SCF Foundation Update - Cassandra Holmes**

Ms. Holmes provided an SCF Foundation update and invited the Trustees to join the Board of Directors honoring Dr. Jervey on May 28<sup>th</sup> at SCFCS Venice.

**15. Board Comments**

Mr. DiDomenico commented he thought it was an excellent meeting and looks forward to the budget presentation.

Ms. Rose said she thought the Strategic Plan was well done.

Mr. Thomson applauded the work that has been accomplished with SCF’s limited budget.

Ms. Infanti stated she was pleased with the 7% payment to employees, and she commended Ms. Price for a balanced budget.

Ms. Riner shared that she enjoyed the opportunity to read the SCFF scholarship applications.

Ms. Collins conveyed her admiration for the SCF summer camp programs.

Mr. Fuller commended Dr. Hale on the Strategic Plan.

Mr. Goodson shared a SCF Trustee Talking Points “cheat sheet.”

**16. Adjournment**

The meeting adjourned at 10:55 a.m.

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Mark Goodson, Chair, Board of Trustees

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Tommy Gregory, Secretary, Board of Trustees

**AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2026**

<b>Class ID</b>	<b>Class Name</b>	<b>Start Date</b>	<b>End Date</b>	<b>Tuition Fee</b>	<b>Location</b>	<b>Instructor</b>
17090	Social Security 101	5/19/26	5/19/26	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
17091	Social Security 101	5/21/26	5/21/26	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
17092	Social Security 101	6/16/26	6/16/26	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
17093	Social Security 101	6/18/26	6/18/26	\$0.00	SCF Lakewood Ranch (CIT)	Cornell
17442	Contract Training_ Wesco Turf Leadership Bootcamp 2.0 The Next Chapter	5/1/26	5/1/26	\$0.00	Off-site Sarasota (contract training)	Dudley
17529	Bradenton   Middle & High School   Smart Tech Builders: Electronics & Automation with Arduino	7/6/26	7/9/26	\$299.00	SCF Bradenton (26 West Center)	*
17534	Bradenton   Middle & High School   Girl Power: All-Girl Fabrication Experience with Glowforge	6/8/26	6/11/26	\$299.00	SCF Bradenton (26 West Center)	*
17535	Bradenton   Middle & High School   Robotics: Smart Machines and Digital Fabrication	6/15/26	6/18/26	\$299.00	SCF Bradenton (26 West Center)	*
17536	Bradenton   Middle and High School   Fab to Finishing	6/22/26	6/25/26	\$299.00	SCF Bradenton (26 West Center)	*
17537	Bradenton   Middle & High School   Game Prototype Lab: Manufacturing Fun	6/29/26	7/2/26	\$299.00	SCF Bradenton (26 West Center)	*
17538	Bradenton   Middle & High School   Build It, Brand It: Entrepreneurship & Manufacturing Challenge	7/13/26	7/16/26	\$299.00	SCF Bradenton (26 West Center)	*
17539	Bradenton   Middle & High School   Cyber Defenders: Protecting the Digital Factory	7/20/26	7/23/26	\$299.00	SCF Bradenton (26 West Center)	*
17544	Lakewood Ranch   Middle & High School   Robotics: Smart Machines and Digital Fabrication	6/8/26	6/11/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17546	Lakewood Ranch   Middle & High School   Smart Tech Builders: Electronics & Automation with Arduino	6/22/26	6/25/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17547	Lakewood Ranch   Middle & High School   Girl Power: All-Girl Fabrication Experience with Glowforge	7/6/26	7/9/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17548	Lakewood Ranch   Middle & High School   Cyber Defenders: Protecting the Digital Factory	7/27/26	7/30/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17549	Venice   Middle & High School   Cyber Defenders: Protecting the Digital Factory	6/1/26	6/4/26	\$299.00	SCF Venice (Building 800)	*
17550	Venice   Middle & High School   Girl Power: All Girl Fabrication Experience with Glowforge	6/15/26	6/18/26	\$299.00	SCF Venice (Building 800)	*
17551	Venice   Middle & High School   Robotics: Smart Machines and Digital Fabrication	6/29/26	7/2/26	\$299.00	SCF Venice (Building 800)	*
17552	Venice   Middle & High School   Smart Tech Builders: Electronics & Automation with Arduino	7/13/26	7/16/26	\$299.00	SCF Venice (Building 800)	*

(\$0.00 denotes paid by corporate.)

**AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2026**

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
17553	Bradenton   Elementary   Oh the Places We Go: Designing Experiences People Enjoy	6/1/26	6/4/26	\$299.00	SCF Bradenton (26 West Center)	*
17554	Bradenton   Elementary   Media Makers Studio: Create, Film, and Share	6/8/26	6/11/26	\$299.00	SCF Bradenton (26 West Center)	*
17555	Bradenton   Elementary   Food Science Lab: The Science Behind What We Eat	6/15/26	6/18/26	\$299.00	SCF Bradenton (26 West Center)	*
17556	Bradenton   Elementary   Wild Worlds: Ecosystems & Life on Earth	6/22/26	6/25/26	\$299.00	SCF Bradenton (26 West Center)	*
17557	Bradenton   Elementary   Engineering Challenges: Build, Test, Improve	6/29/26	7/2/26	\$299.00	SCF Bradenton (26 West Center)	*
17558	Bradenton   Elementary   Mission Innovation: Space, Science & Solutions	7/6/26	7/9/26	\$299.00	SCF Bradenton (26 West Center)	*
17559	Bradenton   Elementary   STEAM Beneath the Surface: Aquarium Exhibit Design	7/13/26	7/16/26	\$299.00	SCF Bradenton (26 West Center)	*
17560	Bradenton   Elementary   Power Play: The Science Behind Exercise & Energy	7/20/26	7/23/26	\$299.00	SCF Bradenton (26 West Center)	*
17562	Lakewood Ranch   Elementary   Media Makers Studio: Create, Film, and Share	6/1/26	6/4/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17563	Lakewood Ranch   Elementary   Food Science Lab: The Science Behind What We Eat	6/8/26	6/11/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17564	Lakewood Ranch   Elementary   Wild Worlds: Ecosystems & Life on Earth	6/15/26	6/18/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17565	Lakewood Ranch   Elementary   Engineering Challenges: Build, Test, Improve	6/22/26	6/25/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17566	Lakewood Ranch   Elementary   Mission Innovation: Space, Science & Solutions	6/29/26	7/2/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17567	Lakewood Ranch   Elementary   STEAM Beneath the Surface: Aquarium Exhibit Design	7/6/26	7/9/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17568	Lakewood Ranch   Elementary   Power Play: The Science Behind Exercise and Energy	7/13/26	7/16/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17569	Lakewood Ranch   Elementary   Oh the Places We Go: Designing Experiences People Enjoy	7/20/26	7/23/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17570	Lakewood Ranch   Elementary   Mystery Makers: Junior Forensics	7/27/26	7/30/26	\$299.00	SCF Lakewood Ranch (CIT)	*
17571	Bradenton   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/1/26	6/4/26	\$425.00	SCF Bradenton (26 West Center)	*

(\$0.00 denotes paid by corporate.)

**AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2026**

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
17572	Bradenton   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/8/26	6/11/26	\$425.00	SCF Bradenton (26 West Center)	*
17573	Bradenton   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/15/26	6/18/26	\$425.00	SCF Bradenton (26 West Center)	*
17574	Bradenton   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/22/26	6/25/26	\$425.00	SCF Bradenton (26 West Center)	*
17575	Venice   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/29/26	7/2/26	\$425.00	SCF Venice (Building 800)	*
17576	Venice   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	7/6/26	7/9/26	\$425.00	SCF Venice (Building 800)	*
17578	Venice   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	7/20/26	7/23/26	\$425.00	SCF Venice (Building 800)	*
17580	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/1/26	6/4/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17581	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/8/26	6/11/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17582	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/15/26	6/18/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17583	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/22/26	6/25/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17584	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	6/29/26	7/2/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17585	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	7/6/26	7/9/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17586	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	7/13/26	7/16/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17587	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	7/20/26	7/23/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17588	Lakewood Ranch   Ages 7 - 13   Pineapple Kitchen Kids: Culinary and Restaurant Essentials	7/27/26	7/30/26	\$425.00	SCF Lakewood Ranch (CIT)	*
17589	Venice   Elementary   Food Science Lab: The Science Behind What We Eat	6/1/26	6/4/26	\$299.00	SCF Venice (Building 800)	*
17590	Venice   Elementary   Wild Worlds: Ecosystems and Life on Earth	6/8/26	6/11/26	\$299.00	SCF Venice (Building 800)	*
17591	Venice   Elementary   Engineering Challenges: Build, Test, Improve	6/15/26	6/18/26	\$299.00	SCF Venice (Building 800)	*

(\$0.00 denotes paid by corporate.)

**AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2026**

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
17592	Venice   Elementary   Mission Innovation: Space, Science & Solutions	6/22/26	6/25/26	\$299.00	SCF Venice (Building 800)	*
17593	Venice   Elementary   STEAM Beneath the Surface: Aquarium Exhibit Design	6/29/26	7/2/26	\$299.00	SCF Venice (Building 800)	*
17594	Venice   Elementary   Power Play: The Science Behind Exercise & Energy	7/6/26	7/9/26	\$299.00	SCF Venice (Building 800)	*
17595	Venice   Elementary   Oh the Places We Go: Designing Experiences People Enjoy	7/13/26	7/16/26	\$299.00	SCF Venice (Building 800)	*
17596	Venice   Elementary   Media Makers Studio: Create, Film, and Share	7/20/26	7/23/26	\$299.00	SCF Venice (Building 800)	*
17600	Contract Training_City of Sarasota Recognition that Resonates	8/11/26	8/11/26	\$0.00	Off-site Sarasota (contract training)	Frazier
17601	Contract Training_City of Sarasota Excel Levels 3 and 4 (modified)	7/16/26	7/16/26	\$0.00	Off-site Sarasota (contract training)	Devine
17612	CompTIA Security+ Certification	5/4/26	7/1/26	\$3,250.00	Microsoft Teams	Roberts
17630	(BLS/CPR) Basic Life Support	5/6/26	5/6/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17632	(BLS/CPR) Basic Life Support	5/16/26	5/16/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17634	Contract Training_Excel 1	5/6/26	5/7/26	\$0.00	Off-site Bradenton (contract training)	Devine
17635	(BLS/CPR) Basic Life Support	5/18/26	5/18/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17636	(BLS/CPR) Basic Life Support	5/8/26	5/8/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17637	(BLS/CPR) Basic Life Support	5/22/26	5/22/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17639	(BLS/CPR) Basic Life Support	5/30/26	5/30/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17640	(BLS/CPR) Basic Life Support	6/12/26	6/12/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17641	(BLS/CPR) Basic Life Support	6/13/26	6/13/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17642	(BLS/CPR) Basic Life Support	6/17/26	6/17/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17643	(BLS/CPR) Basic Life Support	6/23/26	6/23/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17644	(BLS/CPR) Basic Life Support	6/27/26	6/27/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17645	(BLS/CPR) Basic Life Support	7/15/26	7/15/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17646	(BLS/CPR) Basic Life Support	7/18/26	7/18/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17647	(BLS/CPR) Basic Life Support	8/14/26	8/14/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17648	(BLS/CPR) Basic Life Support	8/21/26	8/21/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17649	(BLS/CPR) Basic Life Support	8/22/26	8/22/26	\$70.00	SCF Lakewood Ranch (CIT)	Hedgeman
17653	Contract Training_City of Sarasota Language Verification	5/14/26	5/14/26	\$0.00	Off-site Sarasota (contract training)	Cintron
17654	Option for ALL Campuses   Ages 7 - 14   Pineapple Kitchen Early Drop Off	6/1/26	7/30/26	\$50.00		*

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**AMENDED SCHEDULE OF NON-CREDIT COURSES, LIFELONG LEARNING AND WORKFORCE DEVELOPMENT, SUMMER 2026**

Class ID	Class Name	Start Date	End Date	Tuition Fee	Location	Instructor
17657	Meeting Facilitation-YMCA of Southwest Florida	6/6/26	6/6/26	\$0.00	SCF Lakewood Ranch (CIT)	*
17658	Enrolled Agent Live Online_3 Part Series	7/15/26	12/5/26	\$1,199.00	Online or Hybrid	Groff
17666	Excel - Level 1	7/8/26	7/8/26	\$129.00	SCF Lakewood Ranch (CIT)	Devine
17667	Excel - Level 1	8/4/26	8/4/26	\$129.00	SCF Lakewood Ranch (CIT)	Devine
17672	Excel - Level 2	7/15/26	7/15/26	\$129.00	SCF Lakewood Ranch (CIT)	Devine
17673	Excel - Level 2	8/11/26	8/11/26	\$129.00	SCF Lakewood Ranch (CIT)	Devine
17677	Excel - Level 3	7/22/26	7/22/26	\$129.00	SCF Lakewood Ranch (CIT)	Devine
17678	Excel - Level 3	8/18/26	8/18/26	\$129.00	SCF Lakewood Ranch (CIT)	Devine
17682	Excel - Level 4	7/29/26	7/29/26	\$129.00	SCF Lakewood Ranch (CIT)	Devine
17683	Excel - Level 4	8/25/26	8/25/26	\$129.00	SCF Lakewood Ranch (CIT)	Devine
17689	Go-to-Market Sales Strategies That Drive Revenue	5/12/26	5/12/26	\$0.00		Bucy
17690	Entrepreneurial Leadership Lab	6/9/26	6/9/26	\$0.00		Stroop
17691	Automate Your Business with AI	7/14/26	7/14/26	\$0.00		Martinez
17692	Digital Marketing Essentials for Small Businesses	8/11/26	8/11/26	\$0.00		Oest
17698	Contract Training_May 19 2026_Tech Hacks Excel Tips & Tricks You Didn't Know You Needed_Session 3	5/19/26	5/19/26	\$0.00	Microsoft Teams	Devine
17703	Contract Training_Event/Meeting Facilitation (Children First)	8/3/26	8/3/26	\$0.00	SCF Lakewood Ranch (CIT)	*
17705	Contract Training_PGT Custom Windows & Doors	7/21/26	7/23/26	\$0.00	Off-site Venice (contract training)	Dudley
17706	Contract Training_July 14 2026_Tech Hacks Using VLOOKUP in Excel_Session 4	7/14/26	7/14/26	\$0.00	Zoom	Devine
17707	Customized English - Tuesday/Thursday	5/26/26	7/2/26	\$333.00	SCF Lakewood Ranch (CIT)	Wood
17708	Customized English - Monday/Wednesday/Friday	6/1/26	7/10/26	\$550.00	SCF Bradenton (26 West Center)	Wood
17712	Tropicana Brands Group Excel 2	7/28/26	7/30/26	\$0.00	Off-site Bradenton (contract training)	Devine
17713	Contract Training_Protecting Yourself from Tech Scams: Simple Ways to Stay Safe in a Digital World	6/30/26	6/30/26	\$0.00	Microsoft Teams	McNulty
17714	Contract Training_Leadership Communications	8/19/26	9/16/26	\$0.00	SCF Lakewood Ranch (CIT)	Dudley
17716	SCF Leadership Bootcamp - 2.0	7/13/26	7/13/26	\$0.00	Off-site Sarasota (contract training)	Dudley
17717	SCF Leadership Bootcamp - 2.0	8/20/26	8/20/26	\$0.00	Off-site Sarasota (contract training)	Dudley

(\$0.00 denotes paid by corporate.)

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

DATE: June 11, 2026

AGENDA ITEM:

Informational Notice of FDOE Submission- General Education Course Review Compliance

RECOMMENDATION:

For information only

STAFF ANALYSIS:

In accordance with State Board of Education (SBOE) Rule 6A-14.303, Florida Administrative Code, and Board of Governors Regulation 8.005, the State College of Florida, Manatee-Sarasota, must annually review all general education courses to ensure that each course description complies with Sections 1007.24, 1007.25, and 1007.55 of the Florida Statutes.

The annual submission, signed by President Gregory, indicates all general education courses offered by the State College of Florida, Manatee-Sarasota have been reviewed for compliance. The summary of the review and signed certification form must be submitted to the Florida Department of Education (FDOE) on or before September 1, 2026.

FISCAL IMPACT:

None.

Requested By:

Dr. Patricia Rand, Vice President for Academic and Faculty Affairs

Approved By:

2027-2028 Gen Ed SCFSM- BOT summary

Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates
AMH	1	010		U. S. HISTORY TO 1877	3	Social Sciences	Social Sciences	No Updates	
AMH	1	020		U. S. HISTORY 1877 TO PRESENT	3	Social Sciences	Social Sciences	No Updates	
AML	2	010		AMERICAN LITERATURE I	3		Humanities	No Updates	
AML	2	020		AMERICAN LITERATURE II	3		Humanities	No Updates	
ANT	2	000		INTRODUCTION TO ANTHROPOLOGY	3	Social Sciences	Social Sciences	No Updates	
ARH	2	000		ART APPRECIATION	3	Humanities	Humanities	No Updates	
ARH	2	050		ART HISTORY: PREHISTORY THROUGH MEDIEVAL	3		Humanities	No Updates	
ARH	2	051		ART HISTORY: REN	3		Humanities	No Updates	
ARH	2	500		NON-WESTERN ART HISTORY	3		Humanities	No Updates	
AST	1	002		DESCRIPTIVE ASTRONOMY	3	Natural Science	Natural Science	No Updates	
BSC	1	005	L	BIOLOGY BASIS OF LIFE LAB	0		Natural Science	No Updates	
BSC	1	005	C	DIVERSITY OF LIFE	3	Natural Science	Natural Science	No Updates	
BSC	1	007		INTRODUCTION TO BIOLOGY	3		Natural Science	No Updates	Course Title
BSC	1	007	L	INTRODUCTION TO BIOLOGY Lab	1		Natural Science	No Updates	
BSC	1	020		HUMAN BODY	3		Natural Science	No Updates	

BSC	2	010		FUNDAMENTALS OF BIOLOGY	3	Natural Science	Natural Science	No Updates	Course Title
BSC	2	010	L	FUNDAMENTALS OF BIOLOGY Lab	2		Natural Science	No Updates	
BSC	2	011		FUNDAMENTALS OF BIOLOGY II	3		Natural Science	No Updates	Course Title
BSC	2	011	L	FUNDAMENTALS OF BIOLOGY II Lab	2		Natural Science	No Updates	
BSC	2	085	L	ANATOMY AND PHYSIOLOGY I LAB	1		Natural Science	No Updates	
BSC	2	085		ANATOMY & PHYSIOLOGY I	3	Natural Science	Natural Science	No Updates	
BSC	2	086	L	ANATOMY AND PHYSIOLOGY II LAB	1		Natural Science	No Updates	
BSC	2	086		ANATOMY & PHYSIOLOGY II	3		Natural Science	No Updates	
CHM	1	020	C	THE CHEMISTRY OF EVERYDAY LIFE	3	Natural Science	Natural Science	No Updates	
CHM	1	025		INTRODUCTORY CHEMISTRY	3		Natural Science	No Updates	Course Title
CHM	1	025	L	INTRODUCTORY CHEMISTRY Lab	2		Natural Science	No Updates	
CHM	2	045		GENERAL CHEMISTRY I	3	Natural Science	Natural Science	No Updates	Course Title
CHM	2	045	L	GENERAL CHEMISTRY I Lab	2		Natural Science	No Updates	
CHM	2	046		GENERAL CHEMISTRY II	3		Natural Science	No Updates	Course Title

CHM	2	046	L	GENERAL CHEMISTRY II Lab	2		Natural Science	No Updates	
CHM	2	210		ORGANIC CHEMISTRY I	3		Natural Science	No Updates	Course Title
CHM	2	210	L	ORGANIC CHEMISTRY I Lab	2		Natural Science	No Updates	
CHM	2	211		ORGANIC CHEMISTRY II	3		Natural Science	No Updates	Course Title
CHM	2	211	L	ORGANIC CHEMISTRY II Lab	2		Natural Science	No Updates	
CPO	2	002		COMPARATIVE GOVERNMENT	3		Social Sciences	No Updates	
ECO	2	013		PRINCIPLES OF MACROECONOMICS	3	Social Sciences	Social Sciences	No Updates	
ENC	1	101		WRITTEN COMMUNICATIONS I	3	Communications	Communications	No Updates	
ENC	1	102		WRITTEN COMMUNICATIONS II	3		Communications	No Updates	
ENL	2	012		BRITISH LITERATURE TO 1790	3		Humanities	No Updates	
ENL	2	022		BRITISH LITERATURE AFTER 1790	3		Humanities	No Updates	
ESC	1	000	C	EARTH AND SPACE SCIENCE	3	Natural Science	Natural Science	No Updates	
EUH	1	000		WESTERN CIVILIZATION to 1600	3		Social Sciences	Updated	Course Title
EUH	1	001		WESTERN CIVILIZATION from 1600 to Present	3		Social Sciences	Updated	Course Title

EVR	1	001		INTRODUCTION TO ENVIRONMENTAL SCIENCE	3	Natural Science	Natural Science		No Updates
FIL	1	030		HISTORY OF MOTION PICTURES	3		Humanities		No Updates
HUM	1	020		INTRODUCTION TO THE HUMANITIES	3	Humanities	Humanities		No Updates
HUM	2	210		HUMANITIES: ANCIENT WORLD	3		Humanities		No Updates
HUM	2	230		HUMANITIES: Medieval	3		Humanities		No Updates
HUM	2	234		HUMANITIES: ENGLISH	3		Humanities		No Updates
HUM	2	250		HUMANITIES: THE MODERN WORLD	3		Humanities		No Updates
INR	2	002		INTERNATIONAL RELATIONS	3		Social Sciences		No Updates
LIT	2	000		INTRODUCTION TO LITERATURE	3	Humanities	Humanities		No Updates
LIT	2	012		THE NOVEL	3		Humanities		No Updates
LIT	2	020		SHORT STORY	3		Humanities		No Updates
LIT	2	030		INTRODUCTION TO POETRY	3		Humanities		No Updates
MAC	1	105		COLLEGE ALGEBRA	3	Math	Math		No Updates
MAC	1	114		TRIGONOMETRY	3		Math		No Updates
MAC	1	140		PRECALCULUS ALGEBRA	3		Math		No Updates
MAC	2	233		CALCULUS APPLIED I	3		Math		No Updates
MAC	2	311		CALCULUS WITH ANALYTIC GEOMETRY I	4	Math	Math		No Updates

MAC	2	312		CALCULUS WITH ANALYTIC GEOMETRY II	4		Math		No Updates	
MAC	2	313		CALCULUS WITH ANALYTIC GEOMETRY III	4		Math		No Updates	
MAD	2	104		DISCRETE MATHEMATICS	3		Math		No Updates	
MAP	2	302		DIFFERENTIAL EQUATIONS	3		Math		No Updates	
MCB	2	010		MICROBIOLOGY	3		Natural Science		No Updates	Course Title
MCB	2	010	L	MICROBIOLOGY Lab	1		Natural Science		No Updates	
MGF	1	130		MATHEMATICAL THINKING	3	Math	Math		No Updates	
MGF	1	131		MATHEMATICS IN CONTEXT	3		Math		No Updates	
MUH	2	110		INTRODUCTION TO MUSIC HISTORY AND LIT	3		Humanities		No Updates	
MUL	2	010		MUSIC APPRECIATION	3	Humanities	Humanities		No Updates	
OCB	1	000	C	INTRODUCTION TO MARINE BIOLOGY	3		Natural Science		No Updates	
OCE	1	001		INTRODUCTION TO OCEANOGRAPHY	3	Natural Science	Natural Science		No Updates	
PHI	2	010		INTRO TO PHILOSOPHICAL REASONING	3	Humanities	Humanities		No Updates	
PHI	2	600		Introduction to Ethics	3		Humanities		Updated	Course Title
PHI	2	801		PHILOSOPHY OF ART AND BEAUTY	3		Humanities		No Updates	

PHY	1	020	C	FUNDAMENTALS OF PHYSICS	3	Natural Science	Natural Science	No Updates	
PHY	2	048		GENERAL PHYSICS WITH CALCULUS I	3	Natural Science	Natural Science	No Updates	
PHY	2	048	L	GENERAL PHYSICS WITH CALCULUS I Lab	2		Natural Science	No Updates	
PHY	2	049		GENERAL PHYSICS WITH CALCULUS II	3		Natural Science	No Updates	
PHY	2	049	L	GENERAL PHYSICS WITH CALCULUS II Lab	2		Natural Science	No Updates	
PHY	2	053		GENERAL PHYSICS I	3	Natural Science	Natural Science	No Updates	Course Title
PHY	2	053	L	GENERAL PHYSICS I Lab	2		Natural Science	No Updates	
PHY	2	054		GENERAL PHYSICS II	3		Natural Science	No Updates	Course Title
PHY	2	054	L	GENERAL PHYSICS II Lab	2			No Updates	
POS	1	041		AMERICAN GOVERNMENT	3	Social Sciences	Social Sciences	No Updates	
PSY	2	012		GENERAL PSYCHOLOGY	3	Social Sciences	Social Sciences	No Updates	
REL	2	121		RELIGION IN AMERICA	3		Humanities	No Updates	

REL	2	210		INTRO TO ACADEMIC STUDY OF HEBREW BIBLE/ OLD TESTAMENT	3		Humanities			
										No Updates
REL	2	240		INTRODUCTION TO THE NEW TESTAMENT	3		Humanities			
										No Updates
REL	2	300		INTRODUCTION TO WORLD RELIGIONS	3		Humanities			
										No Updates
SPC	1	608		FUND OF SPEECH COMMUNICATION	3		Communications			
										No Updates
STA	2	023		ELEMENTARY STATISTICS	3	Math	Math			
										No Updates
THE	2	000		THEATER APPRECIATION	3	Humanities	Humanities			
										No Updates
GLY		2 010	C	Introduction to Geology		4 Yes	Yes			Addition to GE for 27-28 Academic Year General Education Discipline Area
MET		1 010		Introduction to Meteorology		3	Yes			Addition to GE for 27-28 Academic Year General Education Discipline Area

## Certification Form

### Academic Year 2027-28 General Education Courses

Please email signed form to [Articulation@fldoe.org](mailto:Articulation@fldoe.org) no later than September 1, 2026.

Dear Commissioner Kamoutsas,

I certify that my institution has reviewed our general education course options for compliance with Sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

- Reviewed Excel spreadsheet provided by the Office of K-20 Articulation.
- Submitted new courses or changes to the Statewide Course Numbering System (SCNS).

State College of Florida  
Institution

\_\_\_\_\_  
FCS/SUS President Signature

\_\_\_\_\_  
Board of Trustee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date Approved by the Board of Trustees

## State College of Florida 2026-2027 Academic/Instructional Calendar

<b>2026</b>	<b>Fall Semester</b>	<b>Comments</b>
Aug. 13	Faculty Return	
Aug. 13-14	Faculty Planning/Convocation	
Aug. 17	Classes Begin	
Sep. 7	Labor Day	
Nov. 11	Veterans Day	
Nov. 26-27	Thanksgiving Break	
Dec. 4	Classes End	
Dec. 7-10	Final Exams	
Dec. 11	Commencement	
Dec. 11	Final grades are due by 11:59 p.m.	
Dec. 12-Jan. 10	Winter Break (Students)	
Dec. 12-Jan. 6	Winter Break (Faculty)	
Dec. 21-Jan. 1	Winter Break (Staff)	
<b>2027</b>	<b>Spring Semester</b>	<b>Comments</b>
Jan. 7	Faculty Return	
Jan. 7-8	Faculty Planning	
Jan. 11	Classes Begin	
Jan. 18	Martin Luther King, Jr. Day	
Feb. 15	Washington's Birthday	
Mar. 8-12	Spring Break	
Apr. 30	Classes End	
May 3-6	Final Exams	
May 7	Commencement	
May 7	Final Grades are due by 11:59 p.m.	
<b>2027</b>	<b>Summer Semester</b>	<b>Comments</b>
May 17	Faculty Return	
May 17	Classes Begin	
May 31	Memorial Day	
July 5	Independence Day Observed	
Aug. 6	Classes End	
Aug. 6	Final Grades are due by 11:59 p.m.	

Calendar subject to change.

## State College of Florida 2027-2028 Academic/Instructional Calendar

<b>2027</b>	<b>Fall Semester</b>	<b>Comments</b>
Aug. 12	Faculty Return	
Aug. 12-13	Faculty Planning/Convocation	
Aug. 16	Classes Begin	
Sep. 6	Labor Day (College closed)	
Nov. 11	Veterans Day (College closed)	
Nov. 24	Classes End	
Nov. 25-26	Thanksgiving Break (College closed)	
Nov. 29-Dec. 2	Final Exams	
Dec. 3	Commencement	
Dec. 3	Final grades are due by 11:59 p.m.	
Dec. 4-Jan. 9	Winter Break (Students)	
Dec. 4-Jan. 5	Winter Break (Faculty)	
Dec. 18-Jan. 2	Winter Break (Staff)	
<b>2028</b>	<b>Spring Semester</b>	<b>Comments</b>
Jan. 6	Faculty Return	
Jan. 6-7	Faculty Planning	
Jan. 10	Classes Begin	
Jan. 17	Martin Luther King, Jr. Day (College closed)	
Feb. 21	Washington's Birthday (College closed)	
Mar. 6-10	Spring Break (College closed)	
Apr. 30	Classes End	
May 1-4	Final Exams	
May 5	Commencement	
May 5	Final Grades are due by 11:59 p.m.	
<b>2028</b>	<b>Summer Semester</b>	<b>Comments</b>
May 15	Faculty Return	
May 15	Classes Begin	
May 29	Memorial Day (College closed)	
July 4	Independence Day (College closed)	
Aug. 4	Classes End	
Aug. 4	Final Grades are due by 11:59 p.m.	

Calendar subject to change.

## State College of Florida 2028-2029 Academic/Instructional Calendar

<b>2028</b>	<b>Fall Semester</b>	<b>Comments</b>
Aug. 10	Faculty Return	
Aug. 10-11	Faculty Planning/Convocation	
Aug. 14	Classes Begin	
Sep. 4	Labor Day (College closed)	
Nov. 10	Veterans Day Observed (College closed)	
Nov. 23-24	Thanksgiving Break (College closed)	
Dec. 1	Classes End	
Dec. 4-7	Final Exams	
Dec. 8	Commencement	
Dec. 8	Final grades are due by 11:59 p.m.	
Dec. 9-Jan. 7	Winter Break (Students)	
Dec. 9-Jan. 3	Winter Break (Faculty)	
Dec. 19-Jan. 1	Winter Break (Staff)	
<b>2029</b>	<b>Spring Semester</b>	<b>Comments</b>
Jan. 4	Faculty Return	
Jan. 4-5	Faculty Planning	
Jan. 8	Classes Begin	
Jan. 15	Martin Luther King, Jr. Day (College closed)	
Feb. 21	Washington's Birthday (College closed)	
Mar. 5-9	Spring Break (College closed)	
Apr. 27	Classes End	
Apr. 30-May 3	Final Exams	
May 4	Commencement	
May 4	Final Grades are due by 11:59 p.m.	
<b>2029</b>	<b>Summer Semester</b>	<b>Comments</b>
May 14	Faculty Return	
May 14	Classes Begin	
May 28	Memorial Day (College closed)	
July 4	Independence Day (College closed)	
Aug. 3	Classes End	
Aug. 3	Final Grades are due by 11:59 p.m.	

Calendar subject to change.

Meeting of the  
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA  
June 30, 2026

AGENDA ITEM:

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

RECOMMENDATION:

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

EXPLANATION:

Reading Plans

6A-6.053 District Comprehensive Evidence-Based Reading Plan

Annually, each school district is required to submit a District Comprehensive Evidence-Based Reading Plan (CERP) approved by the applicable district school board or authority. After approval by its governing board or authority, each district must submit its CERP, including approved CERPs for each charter school sponsored by the district, to the Florida Department of Education (Department) by August 1 for approval.

The District Comprehensive Evidence-Based Reading Plan must accurately depict and detail the role of administration (both district and school level), professional learning, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, F.A.C. This information must be reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

FISCAL IMPACT  yes  no

REQUESTED BY:



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Kelly Monod, AVP, SCF Collegiate Schools

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

Annually, school charters must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the charter’s comprehensive system of reading instruction. In order to assist charters, the Florida Department of Education (Department) has developed the format below for charter reading plans. Charters may utilize the Department’s format or an alternative developed by the charter. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring charter by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2.a. and 1003.4201, Florida Statutes (F.S.).

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

### 1) Contact Information

The Main Charter Reading Contact will be the Department’s contact for the Charter CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your charter. **Add additional rows as needed.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Kristin Goddard	<a href="mailto:goddark@scf.edu">goddark@scf.edu</a>	(941)752-5494
Data Element	Kristin Goddard	<a href="mailto:goddark@scf.edu">goddark@scf.edu</a>	(941)752-5494
Multi-Tiered System of Supports	Brittany Pellegrino	<a href="mailto:pellegb@scf.edu">pellegb@scf.edu</a>	(941)752-5494
Other (ESE/504/ELL Coordinator)	Sean Sell	<a href="mailto:sells@scf.edu">sells@scf.edu</a>	(941)752-5494

### 2) Charter Expenditures

#### **Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))**

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

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
<b>Secondary Expenses</b>		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$20,000	350
<b>PreK-Grade 12 Expenses</b>		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
<b>Other – Please Describe (Add additional rows as needed.)</b>		
<b>Estimated Sum of Expenditures</b>	<b>\$20,000</b>	<b>350</b>

**3) Literacy Leadership – Charter and School**

**A. Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)**

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
6	3%	3%	87%	88%
7	11%	6%	77%	80%
8	3%	3%	77%	80%
9	5%	3%	85%	88%
10	2%	2%	87%	88%

**B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)**

Charters must monitor the implementation of the Charter CERP at the charter and school level, including charter schools sponsored by a charter.

**1. Provide an explanation of the following:**

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

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

- More specialized training for paraprofessionals who conduct small-group and 1:1 reading interventions
- differentiated intervention lesson plans using these skills to diagnose and address individual student gaps
- Implemented IXL Language Arts for all grade levels to address skill gaps and provide additional data points for interventions.
- Small group support in classroom based on diagnostic results occurs weekly and within content classes as needed
- Professional development for all paraprofessionals focused on evidence-based reading strategies.
- Increased classroom literacy interventions across grade-levels through collaborative plannings and communication amongst grade-level teachers, including Academic Coaches.
- Increased continuity of teacher in-class interventions by clarifying Response to Intervention (RtI) documentation process and procedures for progress monitoring.

**3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.**

Bi-monthly review of data by RtI team including Head of School, Director of Curriculum and Instruction, ESE Coordinator, and guidance counselors.  
Regular walk-throughs by the Director of Curriculum and Instruction who may also access/review lesson plans in Canvas LMS.  
Administrative attendance at quarterly SLLT/ELA team meetings to discuss curriculum planning and skills scaffolds. Head of School and Director of Curriculum and Instruction review all communications to families which include ELA curriculum highlights.

**4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

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

**C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))**

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

**1. Is the charter using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?**

Yes

No

**2. If no, please describe the evidence-based coach model the charter is using.**

The charter does not have a literacy coach. However, the instructors and administration work together to address the Florida Domains and Standards of Literacy Coaching found here:

<https://www.fldoe.org/core/fileparse.php/7539/urlt/LitCoachDefDomainsStands.pdf>

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

As a small school, teachers fill many roles, but overall they know students best, and adjust content, instructional strategies, and pacing in order to meet learner needs, regardless (or in addition to) required

accommodations. The charter's pedagogical model allows for flexibility and intuitive teaching that meets the student where they are while challenging them to meet the rigor of a college readiness course. The charter has numerous resources available, including 1:1 technology equipped with adaptive and evidence-based remediation software.

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

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

#### 4) Assessment, Curriculum and Reading Instruction

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

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

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

1. **How does the charter's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?**

ELA teachers, with guidance from the Director of Curriculum and Instructions, design core curriculum inclusive of grade level standards and student learning outcomes targeted to the six of reading. The core, Tier 1, curriculum provided to all students includes explicit instruction in reading and writing across genres and contents. The curriculum at these levels also includes regular screening and progress monitoring. Both formative and summative assessment data is used to differentiate instruction and identify learners in need of Tier 2 and Tier 3 supplemental or individualized support to address skill gaps and remediation needs. At this level, students will be first identified through teacher feedback and the RtI process. Paraprofessionals, alongside the DCI and ESE/ELL Coordinator will establish a schedule of intervention and goal setting which will also address IEP accommodations already in place. Certified counselors, as part of the RtI team, will work with teachers, paras, and parents to ensure interventions are thoroughly documented and communicated home with the proper permissions.

## **B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))**

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

The Decision Trees must contain the following information:

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

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

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

**Grades 6-8**

**8. Grades 6-8 Assessments**

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

**9. Describe the charter’s process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

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

**10. Explain how the effectiveness of Tier 1 instruction is monitored.**

Teacher gradebooks, quarterly progress reports, and quarterly report cards, Achieve3000 Lexile Scores, IXL Diagnostic scores.

**11. Explain how the effectiveness of Tier 2 interventions is monitored.**

FAST PM 2-3, IXL Diagnostic, Achieve Data, Grades,

**12. Explain how the effectiveness of Tier 3 interventions is monitored.**

FAST PM 2-3, IXL Diagnostic, Achieve Lexile Data, Teacher gradebook, Teacher feedback

<b>Grades 6-8 Decision Tree</b>
<b>Tier 1 (Core) Only</b>
<b>Beginning of Year Data</b>
<p><b>Students must meet the following criteria at the beginning of the school year:</b> FAST Reading PM3 at Level 3 or higher + Lexile at or above grade level or IXL at or above grade level.</p>
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> Students are on target or above for their Lexile level and have score 3+ on PM 1.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> The administrative framework includes curriculum meetings with instructors within content areas and across grade-levels. Teachers individually review formative grades and feedback trends to identify remediation needs. Paraprofessionals are brought in to collaborate and support in Tier 1 instruction proactively engaging students before additional interventions are discussed. The formal RtI process and differentiated supports are discussed by teachers, admin, and guidance to determine next steps.</p>
<p><b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b> PM2 or 3 Level 2 or below grade level in Achieve and IXL.</p>

Tier 1 Instruction + Tier 2 Interventions		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b>            PM3 Level 2 and Achieve 3000 Lexile level or IXL below grade level.</p>		
<p><b>Number of times per week interventions are provided:</b>            Once a week</p> <p><b>Number of minutes per intervention session:</b>            45 minutes</p> <p><b>Course(s) where interventions take place:</b>            ELA, Academic Coaching, and all contents where applicable</p>		
<b>Supplemental Instruction/Interventions</b>		
<p><b>Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</b></p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL	Tier 2 – Moderate Evidence	Increased weekly supported IXL practice with intervention specialist or paraprofessional.
Achieve3000	Tier 1 - Strong Evidence	Differentiated priority/focus current assignments.
Explicit Classroom Instruction	Tier 1 (Strong Evidence) - Tier 2 (Moderate Evidence)	Small reading groups with paraprofessional push ins and differentiated lesson plans
<b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL	Tier 2 – Moderate Evidence	Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
Achieve3000	Tier 1 - Strong Evidence	Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
<b>English Language Learners</b>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL	Tier 2 – Moderate Evidence	with ELL/WIDA skills plan as indicated by their ESOL designation
Achieve3000	Tier 1 - Strong Evidence	with language support
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b>		

<p>FAST PM 2-3, IXL Diagnostic, Achieve Data, Grades, Teacher feedback; A lack of student progress as monitored by Rtl intervention cycle.          Have not made progress after 12 weeks of Tier 2 instruction.          Drop to PM Level 1          Achieve 3000 Lexile level <i>and</i> IXL far below grade level.</p>		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b>          (Enter assessment criteria that will be used.)          PM1 Level 1          Achieve 3000 Lexile level <i>and</i> IXL far below grade level.          Other data provided at intake that denotes below grade level performance.</p>		
<p><b>Number of times per week interventions are provided:</b>          2-3 times  <b>Number of minutes per intervention session:</b>          30-45 minutes  <b>Course(s) where interventions take place:</b>          Small reading group pull out, ELA, Academic Coaching, and all contents where applicable</p>		
<b>Intensive, Individualized Instruction/Interventions</b>		
<p><b>Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</b></p>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	Increased weekly supported IXL practice with intervention specialist or paraprofessional.
Achieve3000	Tier 1 - Strong Evidence	Differentiated priority/focus current assignments.
Explicit Classroom Instruction	Tier 1 (Strong Evidence) - Tier 2 (Moderate Evidence)	1:1 content reading instruction with paraprofessional push ins and specific-skills based differentiated lesson plans
<p><b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.</b></p>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	Students with IEP/504 accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
Achieve3000	Tier 1 - Strong Evidence	Students with IEP/504 accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	with ELL/WIDA skills plan as indicated by their ESOL designation

Achieve3000	Tier 1 - Strong Evidence	with language support
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <p>Regular individualized instruction with interventionist.  The effectiveness of Tier 3 interventions is monitored through FAST PM 2-3, IXL Diagnostic, Achieve Lexile Data, Teacher gradebook, Teacher feedback  A lack of student progress as monitored by Rtl intervention cycle after 6 weeks.</p>		

**Grades 9-12**

**13. Grades 9-12 Assessments**

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

**14. Describe the charter’s process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

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

**15. Explain how the effectiveness of Tier 1 instruction is monitored.**

Teacher gradebooks, quarterly progress reports, and quarterly report cards, Achieve3000 Lexile Scores, IXL Diagnostic scores, PERT passage rates

**16. Explain how the effectiveness of Tier 2 interventions is monitored.**

FAST PM 2-3, IXL Diagnostic, Achieve Data, Grades, Teacher feedback

**17. Explain how the effectiveness of Tier 3 interventions is monitored.**

FAST PM 2-3, IXL Diagnostic, Achieve Lexile Data, Teacher gradebook, Teacher feedback

Grades 9-12 Decision Tree					
Tier 1 (Core) Only					
<b>Beginning of Year Data</b>					
<p><b>Students must meet the following criteria at the beginning of the school year:</b> FAST Reading PM3 at Level 3 or higher + Lexile at or above grade level or IXL at or above grade level.</p>					
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> Students are on target or above for their Lexile level and have score 3+ on PM 1.</p>					
<p><b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</b> The administrative framework includes curriculum meetings with instructors within content areas and across grade-levels. Teachers individually review formative grades and feedback trends to identify remediation needs. Paraprofessionals are brought in to collaborate and support in Tier 1 instruction proactively engaging students before additional interventions are discussed. The formal RtI process and differentiated supports are discussed by teachers, admin, and guidance to determine next steps.</p>					
<b>Core Instruction</b>					
<p><b>Indicate the core curriculum utilized. Add additional rows as needed.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9ead3;">Name of Program</th> <th style="background-color: #d9ead3;">Year of Program Adoption</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Achieve 3000</td> <td style="text-align: center;">2010</td> </tr> </tbody> </table>		Name of Program	Year of Program Adoption	Achieve 3000	2010
Name of Program	Year of Program Adoption				
Achieve 3000	2010				
<p><b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b></p>					

PM2 or 3 Level 2 or below grade level in Achieve and IXL.		
<b>Tier 1 Instruction + Tier 2 Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b> PM3 Level 2 and Achieve 3000 Lexile level or IXL below grade level.		
<b>Number of times per week interventions are provided:</b> Once a week <b>Number of minutes per intervention session:</b> 45 minutes <b>Course(s) where interventions take place:</b> ELA, Academic Coaching, and all contents where applicable		
<b>Supplemental Instruction/Interventions</b>		
<b>Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	Increased weekly supported IXL practice with intervention specialist or paraprofessional.
Achieve3000	Tier 1 - Strong Evidence	Differentiated priority/focus current assignments.
Explicit Classroom Instruction	Tier 1 (Strong Evidence) - Tier 2 (Moderate Evidence)	Small reading groups with paraprofessional push ins and differentiated lesson plans
<b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
Achieve3000	Tier 1 - Strong Evidence	Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	with ELL/WIDA skills plan as indicated by their ESOL designation
Achieve3000	Tier 1 - Strong Evidence	with language support
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> Have not made progress after 12 weeks of Tier 2 instruction.		

<p>Drop to PM Level 1  Achieve 3000 Lexile level <i>and</i> IXL far below grade level.  PERT (10<sup>th</sup> grade) below passing on Reading and Writing sections</p>		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b>  (PM Level 1  Achieve 3000 Lexile level <i>and</i> IXL far below grade level.  Other data provided at intake that denotes below grade level performance.</p>		
<p><b>Number of times per week interventions are provided:</b>  2-3 times  <b>Number of minutes per intervention session:</b>  30-45 minutes  <b>Course(s) where interventions take place:</b>  Small reading groups, ELA, Academic Coaching, and all contents where applicable</p>		
<b>Intensive, Individualized Instruction/Interventions</b>		
<p><b>Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</b></p>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	Increased weekly supported IXL practice with intervention specialist or paraprofessional.
Achieve3000	Tier 1 - Strong Evidence	Differentiated priority/focus current assignments.
Explicit Classroom Instruction	Tier 1 (Strong Evidence) - Tier 2 (Moderate Evidence)	1:1 content reading instruction with paraprofessional push ins and specific-skills based differentiated lesson plans
<p><b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.</b></p>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	Students with IEP/504 accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
Achieve3000	Tier 1 - Strong Evidence	Students with IEP/504 accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	with ELL/WIDA skills plan as indicated by their ESOL designation
Achieve3000	Tier 1 - Strong Evidence	with language support

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

A lack of student progress as monitored by Rtl intervention cycle after 6 weeks.

**5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.f.—j., F.A.C.](#))**

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

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

**Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.**

Name of Professional Learning	Target Audience	Description
UF Secondary Literacy Micro-credential	ELA instructors, Paraprofessionals, Instructors with Reading Endorsements	The Secondary Literacy Micro-Credential provides 6th through 12th grade teachers strategies for improving middle school and high school literacy outcomes.
SLLT and ELA Team Meetings	ELA instructors, Paraprofessionals, Instructors with Reading Endorsements	Comprised on four ELA certified teachers; Director of Curriculum and Instruction with a Reading Endorsement; ESE Coordinator with a Reading Endorsement
FDLRS/SDMC Specialized Courses	ELA instructors, Paraprofessionals, Instructors with Reading Endorsements	Online courses designed to support educators working with students with disabilities, providing practical, relevant strategies across topics like technology, differentiation, and executive functioning.

**Differentiated Professional Learning**

**Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.**

The data meeting teams review current items, but also best practices for analyzing and synthesizing data to better understand how to process and set goals from the raw data.

Increases in PM FAST data and overall Lexile performance are used as indicators of effective classroom instruction.

Drops or plateaus in student performance are addressed by the SLLT and RtI teams in a diagnostic capacity and instructional coaching will address specific curriculum changes.

After data review, classrooms with significant # of struggling students are identified. Teachers meet with Mentor teacher and/or DCI/ESE Coordinator (Reading endorsed personnel to review practices, problem solve, and improve T1 instruction).

<p><b>Mentor Teachers</b>  <b>Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.</b>  Mentor teachers hold reading endorsements/certifications/micro-credentials and have maintained successful reading outcomes through structured Tier 1 instruction and interventions.  Mentor teachers and Lead teachers are support with lessons and curriculum, assisting new and developing teachers.  Instructional Coaching partnerships and interventions will address any specific curriculum changes based on the review of student work and identifying errors aligned with grade-level reading performance.</p>
<p><b>Professional Learning Time</b>  <b>Describe how time is provided for teachers to meet weekly for professional learning.</b>  Teachers have opportunities to collaborate during the school day, both scheduled and spontaneous.  Scheduled meeting occur weekly for 50 minutes.  RtI and other data meetings occur bi-weekly for as long as needed. Information from these meetings is then disseminated to all necessary individuals.</p>

**6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))**

**Describe any tutoring programs available within your charter and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.**

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

**7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.o., F.A.C.](#))**

**In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the charter’s plan for immediately notifying parents of students identified with a substantial deficiency in reading.**

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

**Describe the literacy partnerships or programs the charter utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).**


SCF Library  
Manatee County Public Library

**8) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))**

**Charter CERP Assurances: Initial next to each assurance (a.—i.). The charter assures the following:**

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

SCF Collegiate School, Head of School, Karen Lewellen

Signature: 	Date: 6/3/26
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## District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

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

### 1) Contact Information

The Main District Reading Contact will be the Department’s contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Karen Peck	peckk@scf.edu	941-408-1451
Literacy Coach	Lorie Trzeciak	trzecil@scf.edu	941-408-1451
Lead Teacher	Malia Rowland	rowlanm@scf.edu	941-408-1451
ESE Specialist	Alissa Perry	perrya@scf.edu	941-408-1451
English Teacher	Michael Kaluzavich	kaluzam@scf.edu	941-408-1451
English Teacher	Lori Masucci	masuccil@scf.edu	941-408-1451

### 2) District Expenditures

#### **Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))**

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

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with <a href="#">Section (s.) 1002.33(7)(a)2.a.</a>, <a href="#">s. 1003.4201</a> and <a href="#">s. 1008.25(3)(a)</a>, Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$8000.00	200
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$8000.00	
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	\$0	
Family engagement activities		
<b>Estimated Sum of Expenditures</b>	<b>\$8000</b>	<b>200</b>

**3) Literacy Leadership – District and School**

**A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))**

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

**For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.**

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
9	11%	5%	71%	80%
10	5%	4%	79%	85%

**B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))**

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

**1. Provide an explanation of the following:**

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review		Achieve 3000 Lexile- Fall & Spring Progress Monitoring-PM1, PM2, PM3 Post Secondary Readiness Test- Fall & Spring 10 <sup>th</sup> grade, Spring 9 <sup>th</sup> grade IXL Reading Diagnostic- quarterly (9 <sup>th</sup> grade only) Connect to Literacy from Summit K12- quarterly (ELL students only)
Actions for continuous support and improvement		Achieve3000 remediation software. Curriculum with remediation; study and small group opportunities; tutoring; IXL reading, Connect to Literacy from Summit k12

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

The revisions for this year include creating clear guidelines for identifying students in Tier 2 & Tier 3 using data. The interventions will be evidence based and administered by reading endorsed teachers or at least under their supervision. The interventions will also incorporate ELL specific interventions using Connect to Literacy from Summit k12. We will also revise the frequency of reading professional learning to 3 times a year for all teachers and staff.

**3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.**

Instructional Coaching for teachers will include at least one reading skill this year which will allow for the reviewing of student work to identify learning gaps and revise lessons. CERP team will increase meeting to four times a year to monitor the implantation of the reading plan.

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

**4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

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

**C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))**

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

**1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?**

Yes

No

**2. If no, please describe the evidence-based coach model the district is using.**

The charter does have a trained literacy coach using the Just Read, Florida! model . Literacy coach will be assisting teachers throughout the year to increase reading instruction in the content areas. The instructors and administration work together to address the Florida Domains and Standards of Literacy Coaching, found here: <https://www.fldoe.org/core/fileparse.php/7539/urlt/LitCoachDefDomainsStands.pdf>

Instructors write their own curriculum based on the BEST standards and college readiness outcomes. They are trained in the multi-tiered system of support, and work as a team with other teachers, admin and student services to monitor students and implement interventions, with follow up and parents supports. They fill the role of an academic coach, which includes collaboration with a team of curriculum teachers in their cohort/grade level. They set curriculum subject area goals, as well as individual goals for each student. They are part of the data and RtI teams that review the progress of the cohort and the individual student.

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

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

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

#### 4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language

learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).

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

**1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?**

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

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

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

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

Students in 11th and 12th grades are excluded from formal remediation as noted in the document as they are fully dual enrolled with State College of Florida. However, support continues for students who are ELL, and who may be struggling despite meeting college criteria for acceptance in the accelerated program. Students continue to have individual monitoring while dual enrolled.

Students are identified from previous year data and/or the college advisor, and an individual plan is administered using high school and college resources, if required.

**B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))**

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

The Decision Trees must contain the following information:

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

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

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

**Grades 9-12**

**13. Grades 9-12 Assessments**

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

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

**14. Describe the district’s process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

Intervention discussions begin with data collected from FAST PM, Achieve 3000, classroom assessment and reviewed by the CERP team, head of school and counselor’s office. Data is reviewed in formal team meetings, and also with curriculum partners to collaborate with other teachers to reinforce priorities for students in need of Tier 2/3 interventions.

**15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

Instructional Coaching is a process that uses student work to identify effectiveness of lessons and learning gaps. Teachers collaborate to design a remediation lesson to help address the gap. Students' progress are monitored on Achieve 3000 and on IXL Reading (9<sup>th</sup> grade) for growth.

Academic Coaching incorporates WordStudio Achieve program to review foundational literacy skills for secondary students.

Progress monitoring is ongoing through instructor oversight and feedback on grading, successful scores on rubrics and overall grades. Students also incorporate reflection as part of their weekly routine, with specific questions focused on their abilities in their coursework.

**16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

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

Instructional specialist will monitor progress of reading interventions with observational notes and accuracy during lessons. The school counselor will meet weekly with Instructional Specialist to review Tier 2 and Tier 3 student interventions progress and make changes accordingly.

RTI meetings are at least monthly, where instructors, and the counselor may review student progress in all subject areas, and work to collaborative for specific reading cross curricular focus assignments.

**17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

Instructional specialist will monitor progress of reading interventions with observational notes and accuracy during lessons. The school counselor will meet weekly with Instructional Specialist to review Tier 2 and Tier 3 student interventions progress and make changes accordingly.

RTI meetings are at least monthly, where instructors, and the counselor may review student progress in all subject areas, and work to collaborative for specific reading cross curricular focus assignments.

In addition to required IEP accommodations and/or ELL support, Tier 3 students will have a success plan drafted by the counselor, student and parent regarding progress goals, remediation opportunities and requirements and all supports available.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
<b>Beginning of Year Data</b>
<b>Students must meet the following criteria at the beginning of the school year:</b> If student meets the following criteria at the beginning of the school year through analysis of their Lexile level and passing scores on PM1, as well as progress reviewed from the previous year. Observational data with focus on fluency, comprehension, analysis and a writing sample.
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> Students are on target or above for their Lexile level and they have passed PM1.

Core curriculum is written by the instructors using BEST Florida standards and supported with college readiness standards, pulled from the 'outcomes' of the SCF literary courses.		
<b>Name of Program</b>	<b>Year of Program Adoption</b>	
Achieve 3000 is used as a weekly assignment to promote an increase in the Lexile scores of students.	2021	
IXL Reading	2024	
<b>Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b> Any decline in scores from various data points, a decline in work quality, or a specific issue where the student may have new challenges in or out of school.		
<b>Tier 1 Instruction + Tier 2 Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b> IF student meets the following criteria at the beginning of the school year through analysis of their Lexile level and passing scores on PM1, as well as progress reviewed from the previous year. Observational data with focus on fluency, comprehension, analysis and a writing sample.		
<b>Number of times per week interventions are provided:</b> As needed and may be based on SWD accommodations. Interventions may or may not be part of direct instruction. Paraprofessionals, under the guidance of the counseling office, may be scheduled in classrooms or to specific students at any time. Teacher-led formal tutoring times are once a week, and may be more based on the curriculum priorities.		
<b>Number of minutes per intervention session:</b> This will vary based on the need, the student and the class. The charter is flexible to meet students where they require support. The tutoring sessions are 55 minutes in small groups.		
<b>Course(s) where interventions take place:</b> After school, Academic Coaching, English courses, core classes when applicable		
<b>Supplemental Instruction/Interventions</b> <b>Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Achieve 3000	Tier 1 - Strong Evidence	
IXL Reading	Tier 2 – Moderate Evidence	Students must use the diagnostic tool frequently to keep the data accurate.
<b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
IXL	Tier 2 – Moderate Evidence	Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
Achieve3000	Tier 1 - Strong Evidence	Students with IEP/504/ELL accommodations receive the required supports built-in scaffolds.

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Connect to Literacy from Summit K12	Tier 2 – Moderate Evidence	This is new program offered by the Sarasota County Schools to charter schools.
<p><b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>Through analysis of their Lexile level and scores on PM2, as well as progress reviewed from the previous year. Data from observations with focus on fluency, comprehension, analysis and a writing sample. Dedicated data review of early warning indicators, including current level, course failures, behavior and attendance</p>		

**Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions**

**Beginning of Year Data**

**Students who meet the following criteria at the beginning of the school year:**

If student meets the following criteria at the beginning of the school year through analysis of their Lexile level and scores on PM1, as well as progress reviewed from the previous year. Data from observations with focus on fluency, comprehension, analysis and a writing sample.

**Number of times per week interventions are provided:**

As needed and may be based on SWD accommodations. Interventions may or may not be part of direct instruction. Paraprofessionals, under the guidance of the counseling office, may be scheduled in classrooms or to specific students at any time.

At least once a week student will receive 1:1 evidence-based reading intervention support by a reading endorsed teacher or at least under their supervision.

Teacher-led formal tutoring times are once a week and may be more based on the curriculum priorities.

**Number of minutes per intervention session:**

This will vary based on the need, the student and the class. The charter is flexible to meet students where they require support.

The tutoring sessions are 55 minutes in small groups.

**Course(s) where interventions take place:**

After school, Academic Coaching, English courses, core classes when applicable

**Intensive, Individualized Instruction/Interventions**

**Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	Tier 1 - Strong Evidence	Differentiated priority/focus current assignments.
IXL Reading	Tier 2 – Moderate Evidence	Students must use the diagnostic tool frequently to keep the data accurate.

**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.**

**Students with Disabilities**

Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL	Tier 2 – Moderate Evidence	Students with IEP/504/ELL accommodations receive the required supports as outlined on the IEP which may include assistive technology or built-in scaffolds.
Achieve3000	Tier 1 - Strong Evidence	Students with IEP/504/ELL accommodations receive the required supports built-in scaffolds.

**English Language Learners**

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Connect to Literacy from Summit K12	Tier 2 – Moderate Evidence	This is new program offered by the Sarasota County Schools to charter schools.

**5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))**

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

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

**Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.**

<b>Name of Professional Learning</b>	<b>Target Audience</b>	<b>Description</b>
Secondary Literacy Micro-Credential	Teachers	Allows instructional personnel to teach intensive reading intervention
Literacy Coach Support	Teachers & Support Staff	Recent data based review and analysis with applications of ways to incorporate in the classroom
Instructional Coaching	Teachers	Student work is used to identify learning gaps and teachers collaborate with head of school or lead teacher to remediate in the classroom
Mentor Program	New teachers	2-year teacher mentor program

**Differentiated Professional Learning**

**Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.**

There are several levels of support for teachers based on need including instructional coach, head of school, and literacy coach. The literacy coach can provide additional support for teachers to plan effective reading lessons 1:1, but will also be increased to 3 times a year to address overall needs based on data for teachers.

Instructional coaching is not always a linear process and is based on identifying learning gaps and student improvement. It involves the instructional coach going into the classroom and co-teaching when needed.

**Mentor Teachers**

**Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.**

Mentor teachers are identified based on being highly effective in the classroom. Teachers are encouraged to complete peer observations yearly. Model classrooms are used to collaborate and share ideas to increase learning and teacher effectiveness.

**Professional Learning Time**

**Describe how time is provided for teachers to meet weekly for professional learning.**

Professional learning is clearly identified at the beginning of the year based on the school calendar. Teachers are provided with an hour after school each day for professional learning and collaboration.

**6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))**

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Collegiate Hour study hall	All students	Collegiate hour is every day after school for 60 minutes. It is staffed by rotating teachers, with an opportunity to reach other teachers not there on their planning. English Language Arts tutoring is once a week, with drop in and scheduled tutoring
Reading Tutoring	Tier 2 & Tier 3	Scheduled tutoring once a week to work on specific reading skill with literacy coach.
Tutoring and Academic center on the SCF campus	Dual enrolled students	There is a writing center, with in person and virtual appointments, as well as drop in availability. The SCF Library staff is available throughout the school day and evenings. Students have access to their college professors during office hours.

**7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))**

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district’s plan for immediately notifying parents of students identified with a substantial deficiency in reading.

As part of the RTI process for identifying Tier 2 & Tier 3, parents are notified by a teacher when their student has been identified for needing additional support to be successful.  
The school counselor will also follow up with parents when there is a substantial deficiency in reading. Parents are required to participate in a student led parent conference in Quarter 2 each year and student progress is reviewed in detail.  
Students send weekly emails home to parents showing their current grades.

**8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))**

Describe how the charter prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), from kindergarten to grade 2.

All teachers are highly effective in their fields.

**9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))**

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

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

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Dr. Karen Peck, Head of School, SCFCS-Venice	
Signature:  <i>Karen Peck</i>	Date:  6/1/26

Meeting of the  
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA  
June 30, 2026

AGENDA ITEM:

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

RECOMMENDATION:

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

EXPLANATION:

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

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

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

Allocations for the 2026-27 school year are determined by the state based on student count, and are currently approximate based on FY26 funds.

CS Bradenton: \$30,635.00            CS Venice: \$19,427.00

FISCAL IMPACT    yes    no

REQUESTED BY:



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Kelly Monod, AVP, Collegiate Schools

2026-27 |

HOPE  
COMMUNICATION  
RESILIENCE  
WELLNESS  
KINDNESS



FAMILY  
POSITIVITY  
AWARENESS  
WELLNESS  
MENTAL  
HEALTH

**STATE COLLEGE OF FLORIDA  
COLLEGIATE SCHOOL**

**MENTAL HEALTH APPLICATION**

*Mental Health Assistance Allocation Plan*



# I. Introduction

## Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. *(Section [s.] 1006.041, Florida Statutes [F.S.]*)

## Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2026**.

### There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

## II. MHAA Plan

### A. MHAA Plan Assurances

#### 1. Charter Assurances

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



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



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



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



Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.



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



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



## 2. Charter Board Policies

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



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



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



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



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



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



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



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



## B. Charter Program Implementation

### Evidence-Based Program (EBP)

#### Evidence-Based Program (EBP)

#### Tier(s) of Implementation

#### Describe the key EBP components that will be implemented.

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##### Description:

SCFCS school counselors and academic coaching instructors will provide curriculum and training to bring awareness to student behaviors. Students may have the opportunity to self-assess and recognize positive responses to stress, anxiety and other triggers that lead to poor behavior. An improvement in student behavior can foster a more positive school climate. At-risk students are also identified through the SCFCS behavior and discipline practices.

##### Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

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**Early Identification:** State College of Florida Collegiate School strives to support students and families through many different modes of support, including Tier I and Tier II Response to Intervention strategies (RTI) and a multi-tiered system of support (MTSS). The RTI process and interventions are managed by the school counselors. SCFCS has a 50 minute daily academic coaching class for 6th-10th grade, and a weekly seminar class for juniors and seniors. During this time, the school counselors, PE coaches, and academic coaching instructors, as well as the 9th grade HOPE course, focus on character building and health/nutrition, while also addressing mental health topics like self-harm, suicidal ideation, adolescent depression, negative and positive coping strategies, resiliency, and expressing feelings.

Also addressed is anti-bullying curriculum, social media and internet safety, child trafficking, anti-drug curriculum, and identifying signs and symptoms of mental health issues with resources for help. A particular focus is goal setting and reflection for academics and personal goals and the effects of *resources, including* Stop Out Bullying and locally from Drug Free Manatee, which sponsors the Youth in Action club.

During the academic coaching course, which incorporates required individual planning sessions with academic coaching instructor, goal setting and academic review with the student, the family and as a collaborative school team. This class is designed to observe student progress as an opportunity for early identification of students in need and have not reached for their resources.

Through school counseling who may refer families to contracted/outside services. Centerstone mental health counselors are available for students who are demonstrating a need for more intensive interventions and need a treatment plan that is managed by mental health professionals. Centerstone meets with families and the student for intake.

Other services include training for staff and instructors in Youth Mental Health First Aid. Administrative professional development regarding Title IX and at-risk students, with collaboration

with the State College of Florida's dean of students. The charter also collaborates with the college's department of public safety for an additional layer of student support by mandatory reporters on campus for possible crisis events.

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

The charter also collaborates with the college's department of public safety for an additional layer of student support by mandatory reporters on campus for possible crisis events. Services also include a trained nurse and guidance counselor on staff to assist in dissemination of information and the point person for students.

Centerstone provides school-based therapy at more than 750 public schools, including preschools, elementary schools, middle schools and high schools. School-based therapy is designed to help children and teens overcome emotional, behavioral and social problems that impact their success in school and at home.

Centerstone will provide direct access of identified children and youth in need of individual mental health counseling services to a licensed mental health professional, employed by Centerstone, to onsite sessions at SCFCS or by via Telehealth or other arrangement that best meet the client's needs and meets the required communication and approvals of parents/guardians.

Centerstone will offer group counseling sessions to both children and youth of SCFCS and other clients identified by SCFCS to benefit from group counseling, with approvals and communication to parents/guardians.

Centerstone will provide case management support to engaged children and youth and to the families of those engaged to provide additional support to better address immediate and longer-term goals aimed to improve overall family functioning.

Centerstone will provide annually trainings for SCFCS staff on topics aimed to improve mental health literacy and to better address and respond to children and youth experiencing an emotional, behavioral or mental health crisis.

Centerstone will provide community mental health education sessions to family members/community members of SCFCS aimed to improve mental health literacy and to develop tools on how to provide support to children and youth experiencing emotional, behavioral or a mental health crisis.

Centerstone will communicate regularly with SCFCS to plan for therapy sessions, groups, staff and community education sessions and to provide a status update on the ability to accept new referral and/or the timeline to access services and supports.

### **High Risk Students**

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

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Students have a dedicated teacher assigned to students to monitor the day to day and report changes in behavior or academics, and a trusted ear for students as an advocate. A counselor and school nurse are available for interventions and recovery initiatives at the school. Involuntary assessments to diagnosis and treat are part of the contract with Centerstone and may be aided by SCF public safety.

Processes for returning to school or high monitoring include a reentry meeting and safety plan if needed to be monitored by the counselor and/or head of school and working with parents on specific goals and plans for their student at school.

## C. Direct Employment

### 1. MHAA Plan Direct Employment

#### School Counselor

Current Ratio as of August 1, 2026: 2 : 5 0 0

#### School Counselor

2026-2027 proposed Ratio by June 30, 2027: 2 : 500

#### School Social Worker

Current Ratio as of August 1, 2026: 0:500

#### School Social Worker

2026-2027 proposed Ratio by June 30, 2027 0:500

#### School Psychologist

Current Ratio as of August 1, 2026: 0:500

#### School Psychologist

2026-2027 proposed Ratio by June 30, 2027 0:500

#### Other Licensed Mental Health Provider

Current Ratio as of August 1, 2026: 1:500

#### Other Licensed Mental Health Provider

2026-2027 proposed Ratio by June 30, 2027: 1: 500

## 2. Policy, Roles and Responsibilities

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

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SCFCS directly employs the school counselor as well as contracting with Centerstone, which allows our school to provide mental health services and counseling to our students which reduces the staff-to-student ratio. SCFCS also may refer to Family Resources.

SCFCS has hired an additional school counselor to assist specifically with middle school grades. The counselor reduces staff to student ratios and allows for greater support of students in grades 6-8. Middle school RtI, parent communication and engagement and grade level initiatives focused on current trends has more oversight and management from the additional personnel.

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

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

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

---

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

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

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

### **3. Community Contracts/Interagency Agreements**

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

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Centerstone, services noted previously.

## D. MHAA Planned Funds and Expenditures

### 1. Allocation Funding Summary

MHAA funds provided in the 2026-2027 Florida Education Finance Program (FEFP):

**Estimated, \$30,635.**

Unexpended MHAA funds from previous fiscal years:

**\$0**

**Grand Total MHAA Funds:**

**Estimated, \$30,635.**

2026-27 |

HOPE  
COMMUNICATION  
RESILIENCE  
WELLNESS  
KINDNESS

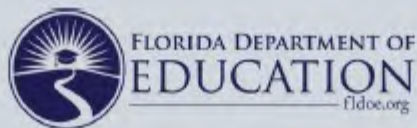


FAMILY  
POSITIVITY  
AWARENESS  
WELLNESS  
MENTAL  
HEALTH

# SCF Collegiate School Venice

## MENTAL HEALTH APPLICATION

*Mental Health Assistance Allocation Plan*



# I. Introduction

## Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. *(Section [s.] 1006.041, Florida Statutes [F.S.]*)

## Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2026**.

### There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

## II. MHAA Plan

### A. MHAA Plan Assurances

#### 1. District Assurances

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

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

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

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

Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.

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

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

## 2. School Board Policies

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

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

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

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

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

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

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

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

## B. Charter Program Implementation

### Evidence-Based Program (EBP)

#### Evidence-Based Program (EBP)

#### Tier(s) of Implementation

#### Describe the key EBP components that will be implemented.

##### Description:

SCFCS Venice school counselor and academic coaching instructors will provide curriculum and training to bring awareness to negative student behaviors. Students may self-identify and recognize positive responses to stress, anxiety, and other triggers that lead to poor behavior. We also identify students at risk through our red-slip behavior program and teacher referrals. Students identified through this program are enrolled in an intervention group with the school counselor. An improvement in student behavior can foster a more positive school climate.

#### Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

#### Early Identification:

State College of Florida Collegiate School Venice students have access to a QR code to schedule an appointment at any time with the school counselor confidentially. SCFCS Venice also strives to support students and families through many different modes of support, including Tier I and Tier II Response to Intervention strategies (RTI) and a multi-tiered system of support (MTSS). The RTI process and interventions are managed by the school counselor.

SCFCS Venice has a 50-minute daily academic coaching class for 9th and 10th grade, and a weekly seminar class for juniors and seniors. During this time, the school counselor and academic coaching instructors, as well as the 9th grade HOPE course, focus on character building, resiliency skills, and health/nutrition. These classes also address mental health topics like self-harm, suicidal ideation, adolescent depression, negative and positive coping strategies, and positive expression of feelings.

SCFCS Venice continues to educate students in the areas of anti-bullying behavior, internet use, social media safety, and child trafficking through age-appropriate curriculum.

SCFCS Venice has a proactive focus on goal setting and reflection in the academic and social/emotional areas as these can affect stress and time management. The academic coaching course incorporates required individual planning sessions, and academic review with the student and coach monthly and annually with the student, family, coach and school counselor.

This class is designed to observe student progress as an opportunity for early identification of students in need who have not accessed available resources through the school counseling office, who may in turn refer families to contracted/outside services. JFCS of the Suncoast mental

healthcounselors are available for students who are demonstrating a need for more intensive interventions and need a treatment plan that is managed by mental health professionals. JFCS of the Suncoast meets with student and families independently for intake services. The charter also collaborates with the college's department of public safety for an additional layer of student support by mandatory reporters on campus for possible crisis events.

- Services also include a trained nurse and school counselor on staff to assist in dissemination of information and the point person for students.
- Other services include training for staff and instructors in Youth Mental Health First Aid.
- Administrative professional development regarding Title IX and at-risk students, with collaboration with the State College of Florida's dean of students.

### **High Risk Students**

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

High Risk Students:

Students have a dedicated teacher assigned, as a trusted mentor and advocate, to monitor the day-to-day process and well-being of the student, and report changes in behavior or academics to the school counselor. A counselor and school nurse are available for interventions and recovery initiatives at the school. Involuntary assessments to diagnosis and refer for treatment are part of the MOU with JFCS, and maybe aided by SCF public safety's response and relationship with the SCSO.

Processes for returning to school or high monitoring include a reentry meeting and/or a safety plan if needed to be monitored by the counselor and/or head of school while working with parents on specific goals and plans for their student at school.

## **C. Direct Employment**

### **1. MHAA Plan Direct Employment**

#### **School Counselor**

Current Ratio as of August 1, 2026: 1 : 3 0 7

#### **School Counselor**

2026-2027 proposed Ratio by June 30, 2027: 1 : 3 3 0

#### **School Social Worker**

Current Ratio as of August 1, 2026: 0:307

#### **School Social Worker**

2026-2027 proposed Ratio by June 30, 2027 0:330

#### **School Psychologist**

Current Ratio as of August 1, 2026: 0:307

#### **School Psychologist**

2026-2027 proposed Ratio by June 30, 2027 0:330

#### **Other Licensed Mental Health Provider**

Current Ratio as of August 1, 2026: 1:307

#### **Other Licensed Mental Health Provider**

2026-2027 proposed Ratio by June 30, 2027: 1:330

## **2. Policy, Roles and Responsibilities**

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

SCFCS Venice direct employment of our school counselor as well as contracting with JFCS of the Suncoast increases the number of professional staff available to provide direct services, resulting in a lower number of students per staff member. This decrease in the ratio allows for more individualized attention, better student outcomes, and reduced disciplinary problems.

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

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

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

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

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

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

### **3. Community Contracts/Interagency Agreements**

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

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

## D. MHAA Planned Funds and Expenditures

### 1. Allocation Funding Summary

MHAA funds provided in the 2026-2027 Florida Education Finance Program (FEFP):	Estimated, \$19,427.
Unexpended MHAA funds from previous fiscal years:	\$0
Grand Total MHAA Funds:	Estimated, \$19,437.

Human Resources Office Personnel Actions Board Exhibits: May 2026

<u>Name</u>	<u>Effective Date</u>		<u>Classification</u>	<u>Classification Title</u>	<u>Department</u>	<u>Site</u>
<b>Appointments</b>						
Tania Cortez-Ramirez	05/04/2026		Career	Assistant, Office of the Registrar	Office of the Registrar	Bradenton
Coleen Housel	05/18/2026		Career	Specialist, Help Desk	Information Technology Services	Bradenton
Merrie Katelyn Pless	05/18/2026		Professional	Manager, Employee Relations and Development	Human Resources	Bradenton
Dennis Kukhareniko	05/26/2026		Professional	Accountant	Accounting and Payroll	Bradenton
<b>Changes</b>						
Molly Brown	05/11/2026	From	Career	Staff Assistant III	Collegiate School	Bradenton
		To	Career	Specialist, Recruitment and New Student	Enrollment Services	Bradenton
Courtney Durrance	05/11/2026	From	Faculty	Assistant Professor/Clinical Education Coordinator, Radiography	Radiography	Bradenton
		To	Faculty	Assistant Professor/Program Director, Radiography	Radiography	Bradenton
Kasey Martin	05/16/2026	From	Career	Lead Testing Technician	Testing Center	Venice
		To	Career	Supervisor, Assessment and Testing	Testing Center	Venice
<b>Separations</b>						
Aida Gallardo	05/01/2026		Career	Staff Assistant III	Collegiate School	Bradenton
Christina Hallinan	05/01/2026		Professional	DUI Evaluator/Instructor	Traffic Safety Institute	Bradenton
Jessica Torsell	05/07/2026		Career	Program Coordinator, College Readiness	College Readiness and Early College	Bradenton
David Anson	05/08/2026		Faculty	Lecturer, English	Language and Literature	Bradenton
David Brenneman-Sandridge	05/08/2026		Faculty	Associate Professor, Biology	Natural Science	Bradenton
Austin Briggs	05/08/2026		Faculty	Assistant Professor, Filmmaking	Art, Design and Humanities	Bradenton
Jesse Clark	05/08/2026		Faculty	Assistant Professor, Music Production	Performing Arts	Bradenton
Courtney Palmer	05/08/2026		Faculty	Assistant Professor, Photography	Art, Design and Humanities	Bradenton
Vicki Vara	05/08/2026		Administration	Director, Student Services and Counseling	Collegiate School	Bradenton
Travis Williams	05/08/2026		Career	Assistant, Office of the Registrar	Office of the Registrar	Bradenton
Andrew Navy	05/12/2026		Professional	Manager, Digital Production	Marketing	Bradenton
Dillon Harrington	05/13/2026		Professional	Head Athletic Trainer	Athletics	Bradenton
Yvonne Deery	05/22/2026		Career	Staff Assistant III	Lifelong Learning and Workforce Development	Bradenton

Human Resources Office Personnel Actions Board Exhibits: May 2026

<u>Separations</u>									
Mark Vigorito	5/27/2026		Professional	System Analyst, Financial Aid Services	Financial Aid				Bradenton
Breanna Manifold	5/29/2026		Career	Testing Technician	Testing Center				Bradenton

State College of Florida Manatee-Sarasota

# CFO Report

June 30, 2026

As of April 30, 2026, State College of Florida continues to demonstrate strong and stable financial performance across its instructional programs and Collegiate School operations. Overall results reflect consistent revenue generation, positive operating margins, and disciplined stewardship of institutional resources. Core revenue streams, including student fees and state funding, remain stable and aligned with expectations, while operating expenditures continue to be managed within available resources despite ongoing inflationary pressures in personnel and benefits.

The College's instructional programs continue to provide a solid financial foundation, with Lower and Upper Level Programs maintaining positive operating performance and stable core margins. Reported year-over-year improvement remains influenced by the absence of the prior-year transfer out; however, underlying operating performance continues to demonstrate stability and sound fiscal management. Within the Collegiate Schools, Bradenton maintains steady operations supported by disciplined spending and stable funding, while Venice continues to benefit from increased local capital-related funding that supports expanded operational activity and planned investments.

Across all operational areas, personnel costs and employee benefits remain the primary drivers of expense growth, while non-personnel spending continues to be carefully managed. Overall, the College remains well positioned financially as it enters the final quarter of the fiscal year, with positive operating results, stable revenue performance, and sufficient financial flexibility to support strategic priorities while continuing to monitor emerging cost pressures.

## **SCF LOWER & UPPER LEVEL PROGRAMS:**

As of April 30, 2026, State College of Florida continues to demonstrate stable and positive financial performance across its instructional programs and Collegiate School operations. Overall results reflect consistent core revenue performance, disciplined expense management, and continued alignment between operating activity and available resources. Positive operating margins continue across all major operational areas of the College, with year-to-date performance reflecting both operational stability and improved financial flexibility compared to the prior year.

Lower and Upper Level Programs continue to provide the foundation of the College's operating performance. Revenue activity across both areas remains stable overall, supported by consistent student fee generation and stable state funding. Lower Level Programs continue to reflect significant improvement in reported operating margin due primarily to the non-recurrence of the prior-year \$8.3M transfer out, while core operating performance excluding transfer activity remains stable and positive. Upper Level Programs continue to demonstrate modest but steady operating improvement supported by enrollment-related revenue growth and controlled non-personnel spending. Across both instructional areas, personnel-related expenses, including employee benefits and instructional support, remain the primary drivers of year-over-year cost growth, although these pressures continue to be partially offset through disciplined operational spending and the absence of certain prior-year one-time expenditures.

The Collegiate Schools also continue to report stable and positive operating results. Bradenton Collegiate School maintains steady revenue performance and disciplined expense management, with moderate cost increases primarily associated with personnel and benefits. Venice Collegiate School continues to experience stronger revenue growth driven largely by Local Capital Improvement (LCI) and related local funding allocations, supporting increased operational activity and

planned capital investments. While expense growth at Venice remains elevated relative to prior year, expenditures continue to align with the expanded funding base supporting campus operations. Combined Collegiate School operations continue to generate positive operating margins and reflect sound operational oversight.

Overall, the College's financial position as of March 31 remains strong, with stable core revenues, positive operating performance, and manageable cost pressures across all operational areas. Although personnel-related costs, contracted services, and operational inflation continue to require close monitoring, overall results reflect sound fiscal stewardship, disciplined budget execution, and continued operational stability. Management will continue focusing on maintaining alignment between recurring expenditures and sustainable funding sources as the College progresses through the remainder of the fiscal year.

### **Lower Level Programs – as of April 30, 2026**

Lower Level Programs continue to report a positive year-to-date operating position, with total revenue of \$50.9M compared to \$50.3M in the prior year, an increase of approximately \$621K, or 1.2%. Revenue performance remains supported by strong student fee activity, other student fees, and stable state support. These gains are partially offset by lower federal support, reduced sales and services activity, and lower other revenue, including interest-related income.

Total expenses are \$46.9M compared to \$54.4M in the prior year, a decrease of approximately \$7.5M, or 13.8%. The largest driver remains the non-recurrence of the prior-year \$8.3M transfer out, which significantly affects the year-over-year comparison. Excluding transfers, core operating expenses are modestly higher, with current expenses increasing due to contracted services and personnel costs remaining relatively controlled overall. Benefits continue to trend higher, while salaries and non-permanent personnel costs are below prior year.

As reported, Lower Level Programs show a year-to-date net operating margin of approximately +\$4.07M compared to -\$4.05M in the prior year. On a core basis, excluding transfers, margin remains positive at approximately +\$4.07M, compared to +\$4.2M in the prior year. Overall, results reflect stable operating revenue, improved reported financial flexibility due to reduced transfer activity, and generally steady underlying performance, with continued monitoring needed for contracted services, benefit costs, and capital spending trends.

**Total Revenue (YTD): \$50,965,444 vs. \$50,344,454 (\$620,991 | 1.2%)**

**Total Expense (YTD): \$46,895,505 vs. \$54,400,073 (-\$7,504,568 | -13.8%)**

**Net Operating Margin (YTD): +\$4,069,939 vs. -\$4,055,619 (+\$8,125,558)**

**Core Net Margin (YTD) (Excluding Transfers):  
+\$4,069,939 vs. +\$4,244,381 (-\$174,442 | - 4%)**

## **Upper Level Programs - as of April 30, 2026**

Upper Level Programs continue to show a stable and positive year-to-date operating position as of April 30, 2026. Total revenue is \$1.70M compared to \$1.66M in the prior year, an increase of approximately \$40K, or 2.4%. Revenue growth is supported by student fee activity, including increases in repeat course fees, technology fees, and campus access fees associated with higher enrollment. This is partially offset by lower other revenue, primarily due to reduced interest earnings. State support remains unchanged year-over-year.

Personnel expenses are moderately higher than prior year, totaling \$1.32M compared to \$1.24M, an increase of approximately \$74K, or 5.9%. The increase is driven by higher full-time/permanent salaries, non-permanent personnel costs, and benefit expense, with benefits continuing to reflect the impact of state health insurance premium increases. Current expenses are significantly lower than prior year, totaling approximately \$68K compared to \$152K, a decrease of approximately \$83K, or 54.9%, due to reduced travel, timing of software license expenses, and lower fundable fee waivers.

Overall, Upper Level Programs report a positive net operating margin of approximately \$317K, compared to \$268K in the prior year, an improvement of roughly \$50K. Results reflect continued enrollment-supported revenue growth, manageable personnel cost increases, and disciplined non-personnel spending. Financial performance remains favorable, with ongoing monitoring recommended for benefit costs and instructional personnel expenses as the fiscal year progresses.

**Total Revenue (YTD): \$1,702,694 vs. \$1,662,717 (+\$39,978 | +2%)**

**Total Expense (YTD): \$1,385,552 vs. \$1,395,189 (-\$9,637 | -1%)**

**Net Operating Margin (YTD): +\$317,142 vs. +\$267,527 (+\$49,615 | +18.5%)**

## **Consolidated Summary – as of April 30, 2026**

Lower and Upper Level Programs continue to demonstrate stable and positive operating performance as of April 30, 2026, with combined results reflecting resilient core revenues, disciplined expense management, and continued alignment between operating activity and available resources. Revenue performance remains generally favorable across both program areas, supported by steady student fee generation and consistent state funding. While Lower Level Programs experienced modest declines in certain ancillary revenue categories due to the absence of non-recurring federal funding and lower interest-related income, Upper Level Programs continued to benefit from enrollment-driven growth in student fees. Collectively, these results indicate that the College's primary operating revenue streams remain stable and continue to support instructional operations.

Expense activity reflects a continuation of previously observed trends. Personnel costs remain the primary source of year-over-year growth across both program areas, driven largely by employee benefit increases, including state health insurance premiums, and ongoing instructional

support needs. Current operating expenses remain comparatively well controlled, with lower non-personnel spending in Upper Level Programs and disciplined management of operating costs across Lower Level Programs helping to offset increases in contracted services and other inflationary pressures. Capital spending within Lower Level Programs remains below prior-year levels, reflecting fewer project-related expenditures compared to the previous fiscal year.

Reported financial performance continues to be significantly influenced by the non-recurrence of the \$8.3 million transfer out recorded within Lower Level Programs during the prior year. As a result, reported year-over-year margin improvement remains substantial. However, even when excluding the impact of transfer activity, core operating performance across both Lower and Upper Level Programs remains positive and stable. Overall, results reflect sound fiscal stewardship, stable enrollment-supported revenues, disciplined expense management, and continued financial flexibility as the College moves into the final months of the fiscal year.

State College of Florida  
Two Year Revenue and Expense Comparison Report  
FY 2025-26 vs. FY 2024-25  
Lower Level Programs - Funds 11000 & 1300x

AC Type Description	April 30, 2026						April 30, 2025						Percent CY YTD Actual/ PY YTD Actual
	Revenue			Expense			Revenue			Expense			
	Orig Budget	Adj Budget	YTD Actual	YTD Actual	Adj Budget	Orig Budget	Orig Budget	Adj Budget	YTD Actual	YTD Actual	Adj Budget		
41 Student Fees	\$ 14,728,889	\$ 14,728,889	\$ 14,702,464	100%		\$ 13,835,060	\$ 16,424,650	\$ 13,933,440	85%		6%		
42 Other Student Fees [1]	5,831,028	5,831,028	4,199,204	72%		3,950,858	4,161,884	3,267,498	79%		29%		
43 Support From Local Government [1]	-	-	-			1,447,861	2,070,606	1,725,505	83%		-100%		
44 State Support	39,920,007	39,920,007	31,049,813	78%		35,579,924	33,871,248	29,671,421	88%		5%		
45 Federal Support [2]	150,000	150,000	63,904	43%		3,026,000	3,026,000	143,451	5%		-55%		
47 Sales and Services Department [3]	681,352	681,352	508,247	75%		977,364	1,050,195	843,988	80%		-40%		
49 Other Revenue [4]	608,538	608,538	444,440	73%		1,173,320	1,173,601	726,425	62%		-39%		
4A Non-Revenue Receipts [5]	279,203	279,003	(2,628)			275,268	277,768	32,726	12%		-108%		
<b>Total : Revenue</b>	<b>62,199,017</b>	<b>62,198,817</b>	<b>50,965,444</b>	<b>82%</b>		<b>60,265,655</b>	<b>62,055,952</b>	<b>50,344,454</b>	<b>81%</b>		<b>1%</b>		
<b>Grand Total : Revenue</b>	<b>\$ 62,199,017</b>	<b>\$ 62,198,817</b>	<b>\$ 50,965,444</b>	<b>82%</b>		<b>\$ 60,265,655</b>	<b>\$ 62,055,952</b>	<b>\$ 50,344,454</b>	<b>81%</b>		<b>1%</b>		
<b>Expense</b>													
<b>Personnel</b>													
51 Salaries-Full Time & Perm Part Time	\$ 26,866,901	\$ 27,092,334	\$ 19,630,490	72%		\$ 26,959,740	\$ 27,534,776	\$ 20,642,461	75%		-5%		
52 Other Personnel Exp P/T (Non-Perm)	3,811,289	3,606,769	2,278,659	63%		3,756,892	3,819,399	2,443,911	64%		-7%		
53 Personnel Benefits	12,716,503	12,702,811	9,122,480	72%		11,695,362	11,484,057	8,447,448	74%		8%		
<b>Total : Personnel</b>	<b>43,394,693</b>	<b>43,401,913</b>	<b>31,031,629</b>	<b>71%</b>		<b>42,411,994</b>	<b>42,838,232</b>	<b>31,533,820</b>	<b>74%</b>		<b>-2%</b>		
<b>Current Expense</b>													
61 Services	16,270,591	16,352,869	12,108,368	74%		15,293,254	15,777,453	11,092,008	70%		9%		
62 Materials and Supplies	4,013,564	4,161,803	2,615,021	63%		4,289,406	4,485,084	2,806,733	63%		-7%		
63 Other Current Charges	4,182,605	2,870,412	626,537	22%		5,508,677	3,656,808	637,874	17%		-2%		
<b>Total : Current Expense</b>	<b>24,466,760</b>	<b>23,385,084</b>	<b>15,349,926</b>	<b>66%</b>		<b>25,091,337</b>	<b>23,919,345</b>	<b>14,536,616</b>	<b>61%</b>		<b>6%</b>		
<b>Transfers</b>													
69 Other Transfers [6]	1,433,772	1,433,772	-	0%		-	11,084,767	8,300,000	75%		-100%		
<b>Total : Transfers</b>	<b>1,433,772</b>	<b>1,433,772</b>	<b>-</b>	<b>0%</b>		<b>-</b>	<b>11,084,767</b>	<b>8,300,000</b>	<b>75%</b>		<b>-100%</b>		
<b>Capital</b>													
71 Capital Outlay [7]	146,104	937,836	513,950	55%		2,013,000	2,124,211	29,636	1%		1634%		
<b>Total : Capital</b>	<b>146,104</b>	<b>937,836</b>	<b>513,950</b>	<b>55%</b>		<b>2,013,000</b>	<b>2,124,211</b>	<b>29,636</b>	<b>1%</b>		<b>1634%</b>		
<b>Grand Total : Expense</b>	<b>\$ 69,441,329</b>	<b>\$ 69,158,605</b>	<b>\$ 46,895,505</b>	<b>68%</b>		<b>\$ 69,516,331</b>	<b>\$ 79,966,556</b>	<b>\$ 54,400,073</b>	<b>68%</b>		<b>-14%</b>		

**Variance Analysis: Variances ≥ +/-10%**

- [1] Dual enrollment revenue reclassification/correction from prior period
- [2] Reduction due to lower amounts received from Lottery and performance based programs
- [3] Reduction due to reclassification/correction of college facility revenues to Fund 3 Auxiliary
- [4] Reduction due to decreases in interest rates and a revenue misposting error correction
- [5] Reduction due to correction of prior year classification and posting error
- [6] Reduction in transfers out to Fund 7

State College of Florida  
Two Year Revenue and Expense Comparison Report  
FY 2025-26 vs. FY 2024-25  
Upper Level Programs - Fund 12000

AC Type Description	April 30, 2026				April 30, 2025				Percent Change CY YTD Actual/ PY YTD Actual
	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	
<b>Revenue</b>									
41 Student Fees	\$ 1,595,596	\$ 1,595,596	\$ 1,441,960	90%	\$ 1,439,766	\$ 1,690,427	\$ 1,397,863	83%	3%
42 Other Student Fees <sup>[1]</sup>	151,332	151,332	139,790	92%	140,149	152,169	122,546	81%	14%
44 State Support	178,164	178,164	-	0%	178,164	178,164	-	0%	0%
49 Other Revenue <sup>[2]</sup>	150,000	150,000	120,944	81%	159,183	159,183	142,307	89%	-15%
<b>Total : Revenue</b>	<b>2,075,092</b>	<b>2,075,092</b>	<b>1,702,694</b>	<b>82%</b>	<b>1,917,262</b>	<b>2,179,943</b>	<b>1,662,717</b>	<b>76%</b>	<b>2%</b>
<b>Grand Total : Revenue</b>	<b>\$ 2,075,092</b>	<b>\$ 2,075,092</b>	<b>\$ 1,702,694</b>	<b>82%</b>	<b>\$ 1,917,262</b>	<b>\$ 2,179,943</b>	<b>\$ 1,662,717</b>	<b>76%</b>	<b>2%</b>
<b>Expense</b>									
<b>Personnel</b>									
51 Salaries-Full Time & Perm Part Time	\$ 1,012,004	\$ 1,012,004	\$ 664,827	66%	\$ 813,108	\$ 856,524	\$ 656,715	77%	1%
52 Other Personnel Exp P/T (Non-Perm)	367,000	367,000	389,386	106%	363,600	483,101	364,115	75%	7%
53 Personnel Benefits <sup>[3]</sup>	329,515	329,515	262,993	80%	394,129	395,353	222,738	56%	18%
<b>Total : Personnel</b>	<b>1,708,519</b>	<b>1,708,519</b>	<b>1,317,206</b>	<b>77%</b>	<b>1,570,837</b>	<b>1,734,978</b>	<b>1,243,569</b>	<b>72%</b>	<b>6%</b>
<b>Current Expense</b>									
61 Services <sup>[4]</sup>	31,684	32,039	7,959	25%	34,675	26,332	8,986	34%	-11%
62 Materials and Supplies <sup>[5]</sup>	95,077	94,713	54,774	58%	86,143	108,589	80,066	74%	-32%
63 Other Current Charges <sup>[6]</sup>	239,851	240,507	5,614	2%	93,616	194,121	62,568	32%	-91%
<b>Total : Current Expense</b>	<b>366,612</b>	<b>367,258</b>	<b>68,346</b>	<b>19%</b>	<b>214,434</b>	<b>329,042</b>	<b>151,621</b>	<b>46%</b>	<b>-55%</b>
<b>Grand Total : Expense</b>	<b>\$ 2,075,131</b>	<b>\$ 2,075,777</b>	<b>\$ 1,385,552</b>	<b>67%</b>	<b>\$ 1,785,271</b>	<b>\$ 2,064,020</b>	<b>\$ 1,395,189</b>	<b>68%</b>	<b>-1%</b>

**Variance Analysis: Variances ≥ +/- 10%**

- [1] Increase due to increases in repeat course fees, technology fees, and campus access fees due to higher enrollment
- [2] Reduction due to interest rates
- [3] Increase due to state health insurance premiums
- [4] Reduction due to decreased travel expenses

## SCF COLLEGIATE SCHOOLS:

### Bradenton Campus Summary – as of April 30, 2026

Bradenton Collegiate School continues to report a positive year-to-date operating position, with revenue of approximately \$4.89M compared to \$4.32M in the prior year, an increase of approximately \$568K, or 13.2%. Revenue growth is driven primarily by higher Local Capital Improvement (LCI) revenue and increased local government support. Federal support is also higher year-over-year but remains relatively small in total dollars, while other revenue is lower due to reduced interest-related earnings.

Personnel expenses are approximately \$2.80M compared to \$2.63M in the prior year, an increase of approximately \$170K, or 6.5%. The increase is driven primarily by benefit costs, including state health insurance premium impacts, while non-permanent personnel expense is lower. Current expenses are approximately \$939K compared to \$1.06M in the prior year, a decrease of approximately \$120K, or 11.3%, reflecting lower service and supply activity, including timing of software subscription payments. Capital outlay is also lower, at approximately \$119K compared to \$239K in the prior year, due to reduced capital project activity.

Overall, Bradenton Collegiate School generated a positive operating margin of approximately \$1.02M compared to \$385K in the prior year. Results reflect stronger revenue performance, disciplined non-personnel spending, and reduced capital activity, partially offset by higher personnel benefit costs. The campus remains financially stable, with continued monitoring recommended for benefit cost escalation and the timing and use of LCI-related revenue.

**Total Revenue (YTD): \$4,885,039 vs. \$4,316,945 (\$568,094 | 13.1%)**

**Total Expense (YTD): \$3,862,452 vs. \$3,932,131 (-\$69,680 | -2%)**

**Net Operating Margin (YTD): +\$1,022,587 vs. +\$384,813 (+\$637,773 | +166%)**

## Venice Campus Summary – as of April 30, 2026

Venice Collegiate School continues to report a strong positive operating position, with year-to-date revenue of approximately \$3.53M compared to \$2.89M in the prior year, an increase of approximately \$639K, or 22%. Revenue growth is driven primarily by increased Local Capital Improvement (LCI) funds and sales tax revenues, reflected in state support, along with higher local government support. These increases are partially offset by lower federal support, while other revenue is modestly higher due to earnings on balances.

Expenses are also higher year-over-year, totaling approximately \$2.11M compared to \$1.49M, an increase of approximately \$615K, or 41%. Personnel expenses increased approximately \$340K, or 28%, driven by higher salary allocations and benefit costs, including state health insurance premium impacts, while non-permanent personnel costs declined. Current expenses increased approximately \$199K, or 69%, primarily due to higher services activity and materials/supplies. Capital outlay also increased, reflecting planned investments in equipment and campus-related improvements.

Overall, Venice Collegiate School generated a positive operating margin of approximately \$1.43M, compared to \$1.40M in the prior year, an improvement of approximately \$24K. Results reflect strong revenue support and continued investment in campus operations; however, the pace of expense growth remains significant and should continue to be monitored to ensure recurring personnel and operating expenditures remain aligned with sustainable funding sources.

**Total Revenue (YTD): \$3,533,217 vs. \$2,894,534 (+\$638,683 | +22.1%)**

**Total Expense (YTD): \$2,106,651 vs. \$1,491,913 (+\$617,349 | +41.2%)**

**Net Operating Margin (YTD): \$1,426,566 vs. \$1,402,622 (+\$23,944 | +2%)**

## Consolidated Summary – as of April 30, 2026

The Collegiate Schools continue to demonstrate strong overall financial performance, with both Bradenton and Venice maintaining positive operating margins and stable funding support. Combined revenue growth remains favorable compared to the prior year, driven primarily by increased Local Capital Improvement (LCI) funding, sales tax allocations, and local government support. Bradenton reflects relatively stable revenue performance with modest growth from local and state sources, while Venice continues to benefit from larger increases in capital-related funding allocations. These revenue gains are largely timing-related and capital in nature, while the underlying operating funding model for both campuses remains consistent.

Expense activity reflects differing operational dynamics between the two campuses. Bradenton continues to demonstrate disciplined spending, with moderate personnel cost increases largely attributable to employee benefits and instructional support needs, offset by lower service, supply, and capital expenditures. Venice, by contrast, continues to experience more significant expense growth driven by higher salary allocations, benefit costs, expanded operating activity, and planned investments in equipment and campus infrastructure. Despite these increases, spending remains supported by the additional funding available to the campus and aligned with operational priorities.

Overall, the Collegiate Schools continue to generate strong positive operating margins and contribute positively to the College's overall financial position. Bradenton's results reflect operational stability and effective cost control, while Venice reflects a period of increased investment supported by enhanced funding levels. Taken together, the campuses demonstrate sound financial stewardship and continued operational strength. Management will continue to monitor personnel cost escalation, capital spending activity, and the sustainability of recurring expenditures to ensure long-term alignment between operating costs and available funding resources.

State College of Florida  
Two Year Revenue and Expense Comparison Report  
FY 2025-26 vs. FY 2024-25  
Collegiate School - Bradenton Campus

AC Type Description	April 30, 2026				April 30, 2025				Percent Change CY YTD Actual/ PY YTD Actual
	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	
<b>Revenue</b>									
43 Support From Local Government	4,636,099	4,636,099	3,995,809	86%	4,492,106	4,644,373	3,722,017	80%	7%
44 State Support [1]	-	498,727	785,550	158%	-	535,560	488,640	91%	61%
45 Federal Support [2]	34,536	34,536	11,799	34%	27,268	27,268	272	1%	4233%
49 Other Revenue [3]	157,000	157,000	91,880	59%	-	-	106,015	-	-13%
<b>Total : Revenue</b>	<b>4,827,635</b>	<b>5,326,362</b>	<b>4,885,039</b>	<b>92%</b>	<b>4,519,374</b>	<b>5,207,201</b>	<b>4,316,945</b>	<b>83%</b>	<b>13%</b>
<b>Grand Total : Revenue</b>	<b>4,827,635</b>	<b>5,326,362</b>	<b>4,885,039</b>	<b>92%</b>	<b>4,519,374</b>	<b>5,207,201</b>	<b>4,316,945</b>	<b>83%</b>	<b>13%</b>
<b>Expense</b>									
<b>Personnel</b>									
51 Salaries-Full Time & Perm Part Time	2,535,433	2,465,045	1,943,193	79%	2,497,195	2,514,417	1,905,412	76%	2%
52 Other Personnel Exp P/T (Non-Perm)[4]	62,520	60,452	17,255	29%	59,520	65,258	26,672	41%	-35%
53 Personnel Benefits [5]	902,231	902,231	843,996	94%	732,988	863,373	702,135	81%	20%
<b>Total : Personnel</b>	<b>3,500,184</b>	<b>3,427,728</b>	<b>2,804,444</b>	<b>82%</b>	<b>3,289,703</b>	<b>3,443,048</b>	<b>2,634,219</b>	<b>77%</b>	<b>6%</b>
<b>Current Expense</b>									
61 Services	1,272,397	1,298,247	724,410	56%	1,235,145	1,139,513	768,643	67%	-6%
62 Materials and Supplies [6]	313,543	303,693	214,629	71%	295,214	392,726	289,946	74%	-26%
63 Other Current Charges	-	1,567	-	-	-	-	-	-	-11%
<b>Total : Current Expense</b>	<b>1,585,940</b>	<b>1,603,507</b>	<b>939,039</b>	<b>59%</b>	<b>1,530,360</b>	<b>1,532,238</b>	<b>1,058,589</b>	<b>69%</b>	<b>-11%</b>
<b>Capital</b>									
71 Capital Outlay [7]	96,833	619,015	118,969	19%	296,899	445,864	239,323	54%	-50%
<b>Total : Capital</b>	<b>96,833</b>	<b>619,015</b>	<b>118,969</b>	<b>19%</b>	<b>296,899</b>	<b>445,864</b>	<b>239,323</b>	<b>54%</b>	<b>-50%</b>
<b>Grand Total : Expense</b>	<b>5,182,957</b>	<b>5,650,249</b>	<b>3,862,452</b>	<b>68%</b>	<b>5,116,962</b>	<b>5,421,149</b>	<b>3,932,131</b>	<b>73%</b>	<b>-2%</b>

**Variance Analysis: Variances ±+/-10%**

- [1] Increase due to receipt of Local Capital Improvement (LCI) revenue
- [2] Reduction due to end of ESSER grant funding
- [3] Reduction due to decrease in interest rates
- [4] Reduction due to decrease in OPSS and Other personnel services
- [5] Increase due to state health insurance premiums
- [6] Reduction due to timing of software subscription payments

State College of Florida  
Two Year Revenue and Expense Comparison Report  
FY 2025-26 vs. FY 2024-25  
Collegiate School - Venice Campus

AC Type Description	April 30, 2026				April 30, 2025				Percent YTD Actual / Adj Budget	Percent YTD Actual / Adj Budget	Percent Change CY YTD Actual/ PY YTD Actual
	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget	Orig Budget	Adj Budget	YTD Actual	YTD Actual / Adj Budget			
				Percent				Percent			
<b>Revenue</b>											
43 Support From Local Government	3,051,939	3,051,939	2,720,778	89%	2,613,647	2,858,268	2,514,318	88%	88%	8%	
44 State Support [1]	-	198,698	785,601	395%	-	437,004	400,403	92%	92%	96%	
45 Federal Support [2]	12,680	12,680	93	1%	12,680	12,680	(44,212)	-349%	-349%	-100%	
49 Other Revenue [3]	3,000	3,000	26,745	891%	3,000	3,000	24,024	801%	801%	11%	
<b>Total : Revenue</b>	<b>3,067,619</b>	<b>3,266,317</b>	<b>3,533,217</b>	<b>108%</b>	<b>2,629,327</b>	<b>3,310,952</b>	<b>2,894,534</b>	<b>87%</b>	<b>87%</b>	<b>22%</b>	
<b>Grand Total : Revenue</b>	<b>3,067,619</b>	<b>3,266,317</b>	<b>3,533,217</b>	<b>108%</b>	<b>2,629,327</b>	<b>3,310,952</b>	<b>2,894,534</b>	<b>87%</b>	<b>87%</b>	<b>22%</b>	
<b>Expense</b>											
<b>Personnel</b>											
51 Salaries-Full Time & Perm Part Time [4]	1,209,498	1,344,028	1,054,627	78%	1,124,871	1,124,871	855,046	76%	76%	23%	
52 Other Personnel Exp P/T (Non-Perm) [5]	25,000	52,000	7,493	14%	25,000	25,000	11,256	45%	45%	-33%	
53 Personnel Benefits [6]	507,330	592,544	479,051	81%	367,987	398,636	334,975	84%	84%	43%	
<b>Total : Personnel</b>	<b>1,741,828</b>	<b>1,988,572</b>	<b>1,541,171</b>	<b>78%</b>	<b>1,517,858</b>	<b>1,548,507</b>	<b>1,201,277</b>	<b>78%</b>	<b>78%</b>	<b>28%</b>	
<b>Current Expense</b>											
61 Services [7]	947,006	1,005,206	369,274	37%	800,958	840,105	185,008	22%	22%	100%	
62 Materials and Supplies [8]	255,424	222,224	118,032	53%	230,356	211,977	103,099	49%	49%	14%	
63 Other Current Charges	-	2,136	-	0%	-	203,923	-	0%	0%	69%	
<b>Total : Current Expense</b>	<b>1,202,430</b>	<b>1,229,567</b>	<b>487,305</b>	<b>40%</b>	<b>1,031,314</b>	<b>1,256,005</b>	<b>288,106</b>	<b>23%</b>	<b>23%</b>	<b>69%</b>	
<b>Capital</b>											
71 Capital Outlay [9]	68,606	121,512	78,175	64%	5,000	124,000	2,529	2%	2%	2991%	
<b>Total : Capital</b>	<b>68,606</b>	<b>121,512</b>	<b>78,175</b>	<b>64%</b>	<b>5,000</b>	<b>124,000</b>	<b>2,529</b>	<b>2%</b>	<b>2%</b>	<b>2991%</b>	
<b>Grand Total : Expense</b>	<b>3,012,864</b>	<b>3,339,651</b>	<b>2,106,651</b>	<b>63%</b>	<b>2,554,172</b>	<b>2,928,512</b>	<b>1,491,913</b>	<b>51%</b>	<b>51%</b>	<b>41%</b>	
<b>Variance Analysis: Variances ± +/-10%</b>			<b>1,426,566</b>				<b>1,402,622</b>				

- [1] Increase due to receipt of Local Capital Improvement (LCI) funds and sales tax revenues
- [2] Differences due to financial reporting adjustments in prior period and timing of receipts
- [3] Increase due to interest earnings on higher fund balances
- [4] Increase due to allocation of split expense for Collegiate School salaries

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

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

**FISCAL YEAR: 2025-26  
April 2026**

FUND NAME: CURRENT UNRESTRICTED

FUND NUMBER: 11000

CATEGORY	PRESENT BUDGET	INCREASE	DECREASE	REVISED BUDGET
Beginning Fund Balance	\$ 16,284,302	\$	\$	\$ 16,284,302
REVENUES	60,628,317			60,628,317
TOTAL TO BE ACCOUNTED FOR	<u>\$ 76,912,619</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 76,912,619</u>
SALARIES	\$ 42,372,601	\$		\$ 42,372,601
CURRENT EXPENSES	24,540,350		276,116 <a>	24,264,234
CAPITAL OUTLAY	908,321	29,515 <b>		937,836
ENDING FUND BALANCE	9,091,347	246,601 <c>		9,337,948
TOTAL ACCOUNTED FOR	<u>\$ 76,912,619</u>	<u>\$ 276,116</u>	<u>\$ 276,116</u>	<u>\$ 76,912,619</u>

JUSTIFICATION:

<a> The \$276,116 decrease in Current Expenses is due to:

Purchase of ipads, camera, book scanners for Library	(4,200)
Tech refresh for 18 classrooms	(247,286)
Sharp copier lease renewal	(24,915)
Purchase of 4 ipads for LWR/VC libraries	(400)
Purchase of keychains for benefits fair	685
	<u>\$ (276,116)</u>

<b> The \$29,515 increase in Capital Outlay is due to:

Purchase of ipads, camera, book scanners for Library	\$ 4,200
Sharp copier lease renewal	24,915
Purchase of 4 ipads for LWR/VC libraries	400
	<u>\$ 29,515</u>

<c> The \$246,601 increase in Ending Fund Balance is due to:

Tech refresh for 18 classrooms	247,286
Purchase of keychains for benefits fair	(685)
	<u>\$ 246,601</u>

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

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

**FISCAL YEAR: 2025-26  
April 2026**

FUND NAME: GENERAL RESTRICTED

FUND NUMBER: TWO

CATEGORY	PRESENT BUDGET	INCREASE	DECREASE	REVISED BUDGET
Beginning Fund Balance	\$ 5,301,817	\$	\$	\$ 5,301,817
REVENUES	16,078,048	595,929 <a>		16,673,977
TOTAL TO BE ACCOUNTED FOR	\$ 21,379,865	\$ 595,929	\$ 0	\$ 21,975,794
SALARIES	\$ 11,217,533	\$	\$ 43,364 <b>	11,174,169
CURRENT EXPENSES	5,858,853	72,289 <c>		5,931,142
CAPITAL OUTLAY	454,513	552,769 <d>		1,007,282
ENDING FUND BALANCE	3,848,966	14,234 <e>		3,863,200
TOTAL ACCOUNTED FOR	\$ 21,379,865	\$ 639,292	\$ 43,364	\$ 21,975,794

JUSTIFICATION:

<a> The \$595,929 increase in Revenue is due to:

Adjust Italian grant budget	(3,420)	J0035467
Establish Title III budget	599,349	J0035581
	<u>\$ 595,929</u>	

<b> The \$43,364 decrease in Salaries is due to:

Adjust Italian grant budget	(2,820)	J0035467
Perkins Amendment #2	(32,931)	J0035530
Pathway Navigator budget re-alignment	(3,650)	J0035532
Trio budget re-alignment to cover travel upcoming travel costs	(3,962)	J0035552
	<u>\$ (43,364)</u>	

<c> The \$72,289 increase in Current Expenses is due to:

Purchase of photography equipment	601	J0035437
Establish Title III budget	50,580	J0035444
Adjust Italian grant budget	(600)	J0035467
Purchase of Esports computers	(4,000)	J0035489
SABR Contingency correction	(14,150)	J0035511
Perkins Amendment #2	32,931	J0035530
Pathway Navigator budget re-alignment	3,650	J0035532
Trio budget re-alignment to cover travel upcoming travel costs	3,962	J0035552
Keycahins for benefits fair	(685)	J0035600
	<u>\$ 72,289</u>	

<d> The \$552,769 increase in Capital Outlay is due to:

Establish Title III budget	548,769	J0035444
Purchase of Esports computers	4,000	J0035489
	<u>\$ 552,769</u>	

<e> The \$14,234 increase in Ending Fund Balance is due to:

SABR Contingency correction	14,150	J0035511
Keycahins for benefits fair	685	J0035600
Purchase of photography equipment	(601)	J0035467
	<u>\$ 14,234</u>	

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

**RESOLUTION NUMBER: Thirty-four (34)  
AMENDMENT NUMBER: Thirty-four (34)**

**FISCAL YEAR: 2025-26  
April 2026**

FUND NAME: UNEXPENDED PLANT FUND

FUND NUMBER: SEVEN

CATEGORY	PRESENT			REVISED
	BUDGET	INCREASE	DECREASE	BUDGET
Beginning Fund Balance	\$ 36,434,297	\$	\$	\$ 36,434,297
REVENUES	14,031,184			14,031,184
TOTAL TO BE ACCOUNTED FOR	\$ 50,465,481	\$ 0	\$ 0	\$ 50,465,481
SALARIES	\$ 347,236	\$	\$	\$ 347,236
CURRENT EXPENSES	1,008,425	94,023 <a>		1,102,448
CAPITAL OUTLAY	56,328,294		92,044 <b>	56,236,250
ENDING FUND BALANCE	(7,218,474)		1,980 <c>	(7,220,454)
TOTAL ACCOUNTED FOR	\$ 50,465,481	\$ 94,023	\$ 94,023	\$ 50,465,481

JUSTIFICATION:

<a> The \$94,023 increase in Current Expenses is due to:

Tech Refresh for 18 classrooms	\$ 80,611	J0035438
Establish budget for UPS replacement project	5,115	J0035465
Close completed capital project funds	(24,308)	J0035466
Establish budget for Baseball sound system replacement	13,920	J0035505
Bldg 11 Piano Lab remodel project budget re-alignment	17,882	J0035533
Additional items for Weight Room upgrades	3,000	J0035572
Correct budget for Weight Room upgrades	(2,197)	J0035625
	<u>\$ 94,023</u>	

<b> The \$92,044 decrease in Capital Outlay is due to:

Tech Refresh for 18 classrooms	\$ 166,675	J0035438
Establish budget for UPS replacement project	294,885	J0035465
Close completed capital project funds	(566,177)	J0035466
CIT sign refurbishment budget adjustments	(30,000)	J0035468
Establish budget for Baseball sound system replacement	36,080	J0035505
Bldg 11 Piano Lab remodel project budget re-alignment	(17,882)	J0035533
Establish budget for Classroom AV upgrades	65,000	J0035547
Additional items for Weight Room upgrades	(3,000)	J0035572
Establish budget for SCFCS_BC Ice machine replacement	9,000	J0035608
Correct budget for Weight Room upgrades	(46,624)	J0035625
	<u>\$ (92,044)</u>	

<c> The \$1,980 decrease in Ending Fund Balance is due to:

Tech Refresh for 18 classrooms	(247,286)	J0035438
Establish budget for UPS replacement project	(300,000)	J0035465
Close completed capital project funds	590,485	J0035466
CIT sign refurbishment budget adjustments	30,000	J0035468
Establish budget for Baseball sound system replacement	(50,000)	J0035505
Establish budget for Classroom AV upgrades	(65,000)	J0035547
Establish budget for SCFCS_BC Ice machine replacement	(9,000)	J0035608
Correct budget for Weight Room upgrades	48,822	J0035625
	<u>\$ (1,980)</u>	

## ACCEPTANCE OF GIFTS AND GRANTS

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

<b>April 2026</b>		
<u>DONOR/GRANTOR</u>	<u>AMOUNT</u>	<u>DESCRIPTION</u>
<b><u>Grants:</u></b>		
United States Department of Education		
April YTD Revenue	6,895	
March YTD Revenue	6,895	
Change for Month of	-	Pell Grant 2022-23
April YTD Revenue	(9,239)	
March YTD Revenue	(9,239)	
Change for Month of April	-	Pell Grant 2023-24
April YTD Revenue	844,360	
March YTD Revenue	844,360	
Change for Month of April	-	Pell Grant 2024-25
April YTD Revenue	14,967,109	
March YTD Revenue	14,014,200	
Change for Month of April	952,909	Pell Grant 2025-26
<b>Total Received (Returned) - Pell Grant</b>	<b>952,909</b>	

**PROPERTY DISPOSAL**  
(Complete and route to Vice President, Finance/CFO)

Proposed by Stephanie RoyDate: 6/1/2026Title Manager, Procurement and Auxiliary Services

Model Name	Asset ID	Cost	Purchase Date	Disposal Reason	Method of Disposal
Galaxy Tab A, 10.1" Wi-Fi 32GB	33771	\$ 179.99	5/22/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34031	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34032	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34033	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34034	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34035	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34036	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34037	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34038	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34039	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34040	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34041	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34042	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34043	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34044	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34045	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34046	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34047	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34048	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34049	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34050	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34051	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34052	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34053	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34054	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34055	\$ 550.00	9/14/2018	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	34385	\$ 900.00	5/3/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	34389	\$ 900.00	5/3/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	34392	\$ 900.00	5/3/2019	Obsolete	E-scrap
Latitude 5590 XCTO	35011	\$ 1,408.30	11/14/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35086	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35087	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35088	\$ 1,020.00	12/2/2019	Obsolete	E-scrap

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance/CFO)

Latitude 5400 XCTO	35089	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35090	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35091	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35092	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35093	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35094	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35095	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35096	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35097	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35098	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35099	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35100	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35101	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35102	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35103	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35104	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35105	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35106	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35107	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35108	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35109	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35110	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35111	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35112	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35113	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 BTX	35208	\$ 1,380.82	1/15/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35315	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35316	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35317	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35318	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35319	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35320	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35321	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35322	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35323	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
OMEN Obelisk Desktop PC	35324	\$ 1,055.04	5/26/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35369	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35372	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35376	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35378	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35379	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35389	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35391	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35392	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35399	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35401	\$ 294.00	8/5/2020	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	102 35405	\$ 294.00	8/5/2020	Obsolete	E-scrap

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance/CFO)

iPad, 8th Gen, 10.2"	35676	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35677	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35678	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35679	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35681	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35683	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35686	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35687	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35688	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35693	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35695	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35697	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35699	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35700	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35702	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35703	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35704	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35705	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35712	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35713	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35714	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35715	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35716	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35718	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35722	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35723	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35724	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35725	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35727	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35731	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35735	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35736	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35738	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35739	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35740	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35741	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35742	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35744	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35745	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35746	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35748	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35749	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35750	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35753	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35754	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35756	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	103 35758	\$ 294.00	1/27/2021	Obsolete	E-scrap

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance/CFO)

iPad, 8th Gen, 10.2"	35759	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35760	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35761	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35762	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35764	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35767	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35769	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35770	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35773	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35776	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35777	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35779	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35780	\$ 294.00	1/27/2021	Obsolete	E-scrap
iPad, 8th Gen, 10.2"	35781	\$ 294.00	1/27/2021	Obsolete	E-scrap
MacBook Pro, 2020, 13"	36301	\$ 1,699.00	6/22/2021	Obsolete	E-scrap
Shure Quad Receiver	36411	\$ 5,185.47	3/9/2021	Obsolete	E-scrap
Clear-Com 2-Channel Base	36412	\$ 4,771.43	3/9/2021	Obsolete	E-scrap
NewTek TriCaster Bundle	36413	\$ 31,957.52	3/9/2021	Obsolete	E-scrap
Panasonic UHD Camera	36414	\$ 11,337.16	3/9/2021	Obsolete	E-scrap
Panasonic UHD Camera	36415	\$ 11,337.16	3/9/2021	Obsolete	E-scrap
Panasonic UHD Camera	36416	\$ 11,337.16	3/9/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36720	\$ 1,090.00	6/22/2021	Obsolete	E-scrap
MacBook Pro, 2020	36750	\$ 1,699.00	7/27/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36773	\$ 1,090.00	6/17/2021	Obsolete	E-scrap
MacBook Pro, 2020	37152	\$ 1,699.00	9/30/2021	Obsolete	E-scrap
MacBook Pro, 2020	37157	\$ 1,699.00	9/30/2021	Obsolete	E-scrap
MacBook Pro, 2020	37164	\$ 1,699.00	9/30/2021	Obsolete	E-scrap
Latitude 5430 BTX	37842	\$ 1,201.00	10/5/2022	Obsolete	E-scrap
HP60 Presonus 6-ch Monitor	38924	\$ 349.00	2/28/2024	Obsolete	E-scrap
Dell Pro 13 Plus PB13250	40562	\$ 1,350.22	9/18/2025	Obsolete	E-scrap
30 CPM Color MFP	32709	\$ 2,772.75	11/7/2016	Obsolete	E-scrap
30 CPM Color MFP	32710	\$ 2,772.75	11/7/2016	Obsolete	E-scrap
30 CPM Color MFP	32711	\$ 2,772.75	11/7/2016	Obsolete	E-scrap
30 CPM Color MFP	32712	\$ 2,772.75	11/7/2016	Obsolete	E-scrap
35 PPM MFP COLOR copier	37663	\$ 1,255.00	5/13/2022	Obsolete	E-scrap
40 CPM Color MFP	32708	\$ 4,532.00	11/7/2016	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36049	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36050	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36051	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36053	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36054	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36055	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36056	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36057	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36059	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36060	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB 104	36061	\$ 169.99	6/22/2021	Obsolete	E-scrap

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance/CFO)

Galaxy Tab A, 8" Wi-Fi 64GB	36062	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36063	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36064	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36065	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36066	\$ 169.99	6/22/2021	Obsolete	E-scrap
Galaxy Tab A, 8" Wi-Fi 64GB	36067	\$ 169.99	6/22/2021	Obsolete	E-scrap
iPad Air, 9.7" Wi-Fi 16GB	32959	\$ 378.00	5/5/2017	Obsolete	E-scrap
iPad Air, 9.7" Wi-Fi 16GB	32960	\$ 378.00	5/5/2017	Obsolete	E-scrap
iPad Pro, 3rd Gen, 11"	36992	\$ 999.00	8/16/2021	Obsolete	E-scrap
iPad, 7th Gen, 10.2"	35233	\$ 299.00	5/25/2020	Obsolete	E-scrap
Latitude 3420 BTX	37787	\$ 714.00	10/5/2022	Obsolete	E-scrap
Latitude 3420 BTX	37790	\$ 714.00	10/5/2022	Obsolete	E-scrap
Latitude 3420 BTX	37822	\$ 714.00	10/5/2022	Obsolete	E-scrap
Latitude 3420 BTX	37830	\$ 714.00	10/5/2022	Obsolete	E-scrap
Latitude 3420 BTX	37832	\$ 714.00	10/5/2022	Obsolete	E-scrap
Latitude 5400 XCTO	35121	\$ 1,020.00	12/2/2019	Obsolete	E-scrap
Latitude 5400 XCTO	35272	\$ 1,200.00	5/29/2020	Obsolete	E-scrap
Latitude 5400 XCTO	35275	\$ 1,200.00	5/29/2020	Obsolete	E-scrap
Latitude 5400 XCTO	35285	\$ 1,200.00	5/29/2020	Obsolete	E-scrap
Latitude 5420 BTX	35947	\$ 1,233.00	3/19/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36517	\$ 1,090.00	6/22/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36521	\$ 1,090.00	6/22/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36538	\$ 1,090.00	6/22/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36700	\$ 1,090.00	6/22/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36762	\$ 1,090.00	6/17/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36775	\$ 1,090.00	6/17/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36778	\$ 1,090.00	6/17/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36785	\$ 1,090.00	6/17/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36809	\$ 1,090.00	6/17/2021	Obsolete	E-scrap
Latitude 5420 XCTO	36978	\$ 1,090.00	7/27/2021	Obsolete	E-scrap
Latitude 5510 XCTO	36220	\$ 1,375.83	5/27/2021	Obsolete	E-scrap
Latitude 5580 XCTO	34114	\$ 1,498.00	10/9/2018	Obsolete	E-scrap
Latitude 5580 XCTO	34115	\$ 1,498.00	10/9/2018	Obsolete	E-scrap
Latitude 5580 XCTO	34116	\$ 1,498.00	10/9/2018	Obsolete	E-scrap
MacBook Pro, 2017, 13"	33376	\$ 1,879.00	10/26/2017	Obsolete	E-scrap
MacBook Pro, 2020, 13"	37172	\$ 1,699.00	9/30/2021	Obsolete	E-scrap
Sharp Copier and Microfiche Reader	28945	\$ 1,210.00	5/26/2010	Obsolete	E-scrap
OptiPlex 3060 Micro BTX	34282	\$ 528.00	3/20/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35037	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35038	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35039	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35040	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35041	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35042	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35043	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35044	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35045	\$ 850.00	12/2/2019	Obsolete	E-scrap

## PROPERTY DISPOSAL

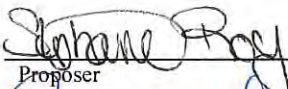
(Complete and route to Vice President, Finance/CFO)

OptiPlex 5060 Mini XCTO	35046	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35047	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35048	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35049	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35050	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35051	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35052	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35053	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35054	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35055	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35056	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35057	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35058	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35059	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35060	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5060 Mini XCTO	35061	\$ 850.00	12/2/2019	Obsolete	E-scrap
OptiPlex 5070 Tower XCTO	35185	\$ 975.00	3/9/2020	Obsolete	E-scrap
Ricoh Aficio MP9000 Photocopier	30857	\$ 3,005.42	10/30/2013	Obsolete	E-scrap
Ricoh Copier	32547	\$ 2,158.35	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32548	\$ 2,158.35	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32549	\$ 4,721.87	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32550	\$ 4,721.87	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32551	\$ 2,158.35	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32552	\$ 2,158.35	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32553	\$ 4,562.51	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32554	\$ 2,139.28	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32555	\$ 4,272.51	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32556	\$ 1,670.50	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32557	\$ 1,670.50	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32558	\$ 2,139.28	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32559	\$ 2,139.28	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32560	\$ 3,128.84	6/16/2016	Obsolete	E-scrap
Ricoh Copier	32561	\$ 1,670.50	6/16/2016	Obsolete	E-scrap
Ricoh Copier	33850	\$ 1,025.00	5/25/2018	Obsolete	E-scrap
Sharp 30 CPM Color MFP	32984	\$ 2,928.00	2/28/2017	Obsolete	E-scrap
Sharp 30 CPM Color MFP	32985	\$ 2,928.00	2/28/2017	Obsolete	E-scrap
Sharp 30 CPM Color MFP	32986	\$ 2,928.00	2/28/2017	Obsolete	E-scrap
Sharp 30 CPM Color MFP	32987	\$ 2,928.00	2/28/2017	Obsolete	E-scrap
Sharp 30 CPM Color MFP	33237	\$ 3,238.00	2/24/2017	Obsolete	E-scrap
Sharp 30 CPM Color MFP	33238	\$ 3,412.00	2/24/2017	Obsolete	E-scrap
Sharp 30 CPM Color MFP	33281	\$ 2,928.00	7/25/2017	Obsolete	E-scrap
Sharp 30 CPM IT Color MFP	32993	\$ 1,920.00	2/28/2017	Obsolete	E-scrap
Sharp 30 CPM IT Color MFP	32994	\$ 1,920.00	2/28/2017	Obsolete	E-scrap
Sharp 30 CPM IT Color MFP	34220	\$ 1,301.00	3/29/2019	Obsolete	E-scrap
Sharp 35 CPM Color MFP	32988	\$ 4,085.00	2/28/2017	Obsolete	E-scrap
Sharp 35 CPM Color MFP	32989	\$ 4,085.00	2/28/2017	Obsolete	E-scrap
Sharp 35 CPM Color MFP	32990	\$ 3,295.00	2/28/2017	Obsolete	E-scrap

## PROPERTY DISPOSAL

(Complete and route to Vice President, Finance/CFO)


Sharp 35 CPM Color MFP	32992	\$ 3,295.00	2/28/2017	Obsolete	E-scrap
Sharp 35 CPM Color MFP	33239	\$ 4,209.00	2/24/2017	Obsolete	E-scrap
Sharp 35 CPM Color MFP	33240	\$ 4,395.00	2/24/2017	Obsolete	E-scrap
Sharp 35 CPM Color MFP	33241	\$ 3,605.00	2/24/2017	Obsolete	E-scrap
Sharp 40 CPM Color MFP	33242	\$ 4,516.00	2/24/2017	Obsolete	E-scrap
Sharp Monochrome Copier	34977	\$ 3,639.00	9/24/2019	Obsolete	E-scrap
Sharp Document Copier / Printer	34216	\$ 4,005.00	3/29/2019	Obsolete	E-scrap
Sharp Copier	33798	\$ 3,090.00	5/22/2018	Obsolete	E-scrap
Sharp MX-3071 Copier	37654	\$ 5,138.00	1/20/2022	Obsolete	E-scrap
Sharp Neo 2 IT DSPF Color Copier	36991	\$ 3,107.00	5/28/2021	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	32995	\$ 3,225.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	32996	\$ 3,225.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	32997	\$ 3,225.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	32998	\$ 3,225.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	32999	\$ 3,225.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33000	\$ 2,915.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33001	\$ 2,915.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33002	\$ 2,915.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33003	\$ 2,915.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33004	\$ 2,915.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33005	\$ 2,915.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33006	\$ 2,915.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33282	\$ 2,915.00	7/25/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33283	\$ 2,915.00	7/25/2017	Obsolete	E-scrap
Sharp Orion IT 36 CPM MFP	33284	\$ 2,915.00	7/25/2017	Obsolete	E-scrap
Sharp Orion IT 46 CPM MFP	33007	\$ 3,464.00	2/28/2017	Obsolete	E-scrap
Sharp Orion IT 46 CPM MFP	33008	\$ 3,464.00	2/28/2017	Obsolete	E-scrap
Surface Pro 7, 15 128GB	35496	\$ 919.99	10/8/2020	Obsolete	E-scrap
U Shaped Desk	24817	\$ 3,005.25	5/7/2003	Obsolete	Surplus
U Shaped Desk	24815	\$ 3,005.27	5/7/2003	Obsolete	Surplus
U Shaped Desk	24816	\$ 3,005.27	5/7/2003	Obsolete	Surplus
Sony 85" Smart TV	36331	\$ 1,998.98	7/22/2021	Obsolete	Surplus

  
Proposer

6-17-20  
Date

  
Business Services Administrator

6/17/20  
Date

  
Signature of Vice President, Finance/CFO

6/17/20  
Date



2. In addition to the Services set forth in Exhibit A attached hereto, and in addition to any general or routine training provided by Allied Universal to its security professionals, Allied Universal shall provide each of its employees assigned to Client's location(s) with Client requested additional training at the costs set forth in Exhibit B.

3. Allied Universal shall provide uniforms for all assigned personnel. Allied Universal will maintain these uniforms in good condition at Allied Universal's sole cost and expense unless otherwise provided in Exhibit B. Equipment and non-standard uniforms required by Client will be provided as mutually agreed upon and at a cost mutually agreed upon in writing. Allied Universal's personnel will not be required to carry weapons of any kind, unless otherwise expressly set forth herein.

4. Security professionals assigned to Client's location(s) are employees of Allied Universal, which is acting as an independent contractor. Allied Universal will pay all compensation due and owing to its employees and all required payroll taxes and withholdings.

5. Allied Universal is entitled to assign personnel to Client's location(s) in full compliance with applicable equal opportunity, civil rights and other employment laws/regulations. Upon reasonable written notice, Client shall have the right to request in writing that any of Allied Universal's employees whose performance it finds to be unacceptable be removed from its location(s); provided reasons for such request do not violate applicable law.

#### **C. Billing**

1. The Billing Rates do not include the direct bill items ("Direct Bill Item(s)")(Fuel) identified in Exhibit B, which shall be invoiced and paid by Client to Allied Universal in accordance with the payment terms herein. Notwithstanding anything contained herein to the contrary, Allied Universal may pass through any increase in any and all of the costs of any and all Direct Bill Items when incurred or accrued, and Client shall reimburse Allied Universal for such costs.

2. The parties agree any wage rates, annual/monthly/weekly billing estimates, or wage estimates included in Exhibit B, any other addenda, any pricing sheet, RFP submission, and/or other document are for demonstration purposes only and will not have any impact on the Billing Rates, the amount Client agrees to pay, or on the wages Allied Universal pays its employees.

3. In the event that Allied Universal experiences an increase in its costs resulting from any change, whether or not anticipated, in: (1) Federal, state, provincial, territorial, or local taxes, levies, or required withholdings imposed or assessed on amounts payable to and/or by Allied Universal hereunder or by or in respect of Allied Universal to its personnel; (2) Federal, state, provincial, territorial, or local minimum wage rates, mandated paid time off and/or sick leave, changes in overtime wage regulations, uniform maintenance expenses or other required employee allowances, licensing fees and/or requirements, or wage, medical, welfare and other benefit costs under collective bargaining agreements; (3) costs related to insurance and/or workers' compensation; and/or (4) costs related to medical and/or welfare benefits and other requirements, including without limitation costs incurred by Allied Universal pursuant to applicable federal, state and/or local law, including, without limitation "Healthcare Reform Legislation Costs" (as defined below), the Billing Rates may be increased by a percentage equal to the percentage increase in Allied Universal's costs resulting from the items set forth in this paragraph, with approval by client. Allied Universal will provide Client notice of such change in the Billing Rates for review and negotiation.

4. Notwithstanding anything contained in this Agreement to the contrary, Allied Universal may pass through the costs set forth in Section C(3) to Client as incurred or accrued and Client shall pay Allied Universal for such costs.

5. "Healthcare Reform Legislation Costs" means the costs and/or assessments incurred by Allied Universal in respect of employee medical and/or welfare benefits and other requirements under the applicable provincial, federal or local statutes and/or regulations.

6. Unless otherwise expressly stated herein, Allied Universal's fees and charges do not include any sales, use, excise or similar taxes, levies or duties ("Taxes"). Client is responsible for paying for all such Taxes in respect of Allied Universal's Services or in respect of amounts payable by Client hereunder. If Allied Universal has the legal obligation to pay or collect Taxes for which Client is responsible under this section, the appropriate amount shall be promptly paid by Client to Allied Universal unless Client provides

Allied Universal with either a valid and current tax exemption certificate or direct pay certificate, authorized by the appropriate taxing authority.

7. Client agrees to pay Allied Universal one and one-half percent (1.5 %) per month interest or such maximum amount as permitted by law, whichever is less, on any invoice not paid by its due date.

#### **D. Physical and Intellectual Property**

1. Client recognizes and acknowledges that in performing its duties under this Agreement, Allied Universal may install and/or utilize proprietary software (hereinafter "Proprietary Software"), a valuable, special and unique asset of Allied Universal and/or third parties. This Proprietary Software is and will remain the sole and exclusive property of Allied Universal and/or those applicable third parties.

2. Client further agrees that materials developed, generated, or produced pursuant to this Agreement, including but not limited to Post Orders, security plans, emergency plans, diagrams, reports, and writings, both internal and external (hereinafter collectively, "Work Product"), may include the proprietary information of Allied Universal and will remain the sole and exclusive property of Allied Universal. Client and Client's personnel will have no proprietary interest in the Work Product. Client acknowledges that it will not share such Work Product with any third party and any Work Product in Client's possession shall be returned to Allied Universal upon termination or expiration of this Agreement.

3. Any property, equipment or supplies furnished by Allied Universal to its personnel in performance of the Services described in this Agreement shall remain the property of Allied Universal and shall be returned to Allied Universal promptly at the expiration or termination of this Agreement.

#### **E. Insurance and Indemnification**

1. Allied Universal shall maintain Workers' Compensation coverage for its security professionals and personnel assigned to Client's location(s) at limits imposed by statute, including Employer Liability coverage.

2. Allied Universal shall maintain for its own protection and benefit various other policies of insurance, including Commercial General Liability coverage, for its performance of the Services at Client's location(s).

3. Allied Universal shall maintain Automobile Liability insurance for its employees' operation of Allied Universal's owned, leased and non-owned vehicles. However, to the extent that Client requires Allied Universal employees to drive Client's vehicles in performance of the Services, Client agrees to carry Automobile Liability insurance for those vehicles with bodily injury and property damage limits of One Million Dollars (\$1,000,000.00). Such insurance will be primary for any loss or damage occurring to Client vehicles operated by Allied Universal employees in performance of the Services.

4. Client agrees that Allied Universal is not an insurer of Client's operations, personnel or facilities. Except as provided elsewhere in this Agreement, Client assumes all risk of loss, physical damage and personal injury at its operations, to its personnel and/or facilities or any other property resulting from fire, theft or other casualty, and Client waives any right of recovery and its insurers' right of subrogation against Allied Universal for any loss or damage resulting from any such occurrence.

5. [Intentionally Omitted]

6. Notwithstanding anything contained in this Agreement to the contrary, should Allied Universal be found liable for any Losses hereunder for any reason, the sole and exclusive remedy of Client in any situation, whether in contract or tort, or otherwise, shall be limited to Client's actual and direct damages, and shall in no event exceed the amounts invoiced over the previous twelve (12) month period and paid by Client to Allied Universal, such amounts to be inclusive of any defense costs.

7. [Intentionally Omitted]

8. [Intentionally Omitted]

9. Client shall give written notice to Allied Universal of any of its Losses or potential Losses arising out of the Services within thirty (30) days following notification of the occurrence giving rise to such Losses or potential Losses. No action to recover any Loss shall be instituted or maintained against Allied Universal unless notice of such Loss shall have been given by Client to Allied Universal in the manner and form set forth herein. No action to recover for any Loss shall be instituted or maintained against Allied Universal unless instituted not later than twelve (12) months following notification of the occurrence giving rise to such Loss.

## F. Compliance with Laws

1. Some or all of the physical security guard services identified in this Agreement could be designated as a Qualified Anti-terrorism Technology ("QATT") under the Support Anti-terrorism by Effective Technologies ("SAFETY") Act of 2002, 6 U.S.C. §§ 441-444, as amended. Where this QATT has been deployed in defense against, response or recovery from an act of terrorism, as that latter term is defined under the SAFETY Act (as herein defined), Allied Universal and Client agree to waive all claims against each other, including their professionals, directors, agents or other representatives, arising out of the manufacture, sale, use or operation of the QATT, and further agree that each is responsible for losses, including business interruption losses, that it sustains, or for losses sustained by its own employees resulting from an activity arising out of such act of terrorism. This provision shall apply throughout the term of this Agreement, regardless of whether Allied Universal should cease to have SAFETY Act coverage for these Services for any reason.

2. Client shall, at its own cost and expense, comply in full with all applicable federal, state, provincial, and local statutes, laws, ordinances, rules, regulations, orders, licenses, permits or fees ("Governmental Regulations") applicable to its operations and its performance under this Agreement, including without limitation, (i) environmental laws, (ii) laws relating to accessibility by and accommodation of handicapped persons, and (iii) laws relating to discrimination of any type of manner. Client shall notify Allied Universal in writing within forty-eight (48) hours of any inquiry, notice, subpoena, lawsuit, or other evidence of an investigation by any public agency or the commencement of any judicial or administrative litigation, or arbitration proceedings with respect to Allied Universal's operations at the property and/or performance under this Agreement. Should Allied Universal be issued a citation or other sanction because of conditions on the premises created by others, Client shall pay and will be responsible for the fine. The foregoing shall include, but not be limited to, all applicable health, safety, and labor standards.

3. Under no circumstances will Allied Universal indemnify Client for Workers' Compensation claims or for fulfilling independent statutory duties Client owes to third parties or its employees.

## G. Miscellaneous

1. This Agreement represents the entire agreement and understanding of the parties concerning the subject matter herein and replaces any and all previous agreements, understandings, representations, discussions or offers. No modification to this Agreement shall be effective unless in writing and executed by both parties and delivered to each respective party hereto.

2. A written waiver by either party of any of the terms or conditions of this Agreement shall not be deemed or construed to be a waiver of such term or condition for the future or of any subsequent breach of the Agreement. The failure to enforce a particular provision of this Agreement shall not constitute a waiver of such provision or otherwise prejudice Allied Universal's right to enforce such provision at a later time.

3. This Agreement is entered into solely for the mutual benefit of the parties hereto and no benefits, rights, duties or obligations are intended or created by this Agreement as to any third parties.

4. Each party further warrants and represents that this Agreement has been executed by a duly authorized individual.

5. This Agreement and all matters collateral hereto shall be governed by the laws of the state or province wherein the Services are to be provided without reference to its choice of law provisions.

6. If any of the terms or provisions of this Agreement are ruled to be invalid or inoperative, all the remaining terms and provisions shall remain in full force and effect.

7. This Agreement may be executed in one or more counterparts, each of which shall constitute one and the same Agreement. The parties agree that this Agreement will be considered signed when the signature of a party is delivered by facsimile transmission or delivered by scanned image (e.g. .pdf or .tiff file) as an attachment to email.

8. Allied Universal shall not be responsible for additional expenses and costs incurred by it or Client to provide Services pursuant to this Agreement as a result of unusual circumstances including, but not limited to, strikes, riots, revolutions, wars, military actions, fires, floods, droughts, natural disasters,

pandemics, active shooter events, snow storms, blizzards or other inclement weather, accidents, insurrections, lockouts or other acts of God, perils of the sea, stoppage of labor, or other events considered as "Force Majeure", or by any other unavoidable cause beyond Allied Universal's reasonable control. All such additional expenses shall be the responsibility of Client as an additional charge invoiced and paid by Client as it is incurred, pursuant to the terms of the Billing section set forth above. Additionally, to the extent that Allied Universal is unable to perform, or is delayed in performing, the Services due to a Force Majeure event, such nonperformance or delayed performance is not a breach of this Agreement nor cause for Client's termination of this Agreement.

9. Neither party may assign, delegate or subcontract this Agreement without the prior written consent of the other party.

10. Any notice required or permitted hereunder shall be in writing and shall be delivered either in person, by nationally recognized overnight delivery service or by certified or registered mail, postage prepaid, addressed to the parties at the address shown in the opening paragraph (or as may be directed by a party in the future by written notice).

11. In connection with the negotiation, execution and performance of this Agreement, each party acknowledges that it has been and will be provided with confidential business information of the other party ("Confidential Information"). Each party will exercise reasonable commercial efforts to protect and preserve the confidentiality of Confidential Information, including at a minimum those methods and procedures it uses to protect its own confidential information. A party shall not be required to preserve the confidentiality of Confidential Information to the extent it becomes public other than through the action or inaction of the party, or disclosure is required by law.

12. The parties further acknowledge and agree that to the extent Allied Universal has assumed insurance, defense and indemnification obligations hereunder, such obligations shall not apply to any work performed by Allied Universal at the direction of Client, or work performed by Allied Universal that is not specifically set forth on Exhibit A. Notwithstanding anything to the contrary provided herein or in any other direction (oral or written), Allied Universal and Client agree that in no event shall Allied Universal employees be required to undertake any duty which could potentially expose themselves to unreasonable risk or harm. At all times, Client represents and warrants that the policies and requirements Allied Universal and its employees are requested and/or required to adhere to by Client are lawful.

13. For the avoidance of doubt, any duties contrary to and/or in excess of the Services, shall be agreed upon by the parties in writing. In the event that there are any post orders, directives, or other specification documents of any type ("Post Orders"), they shall not form any part of this Agreement, they are not incorporated into this Agreement and are not a novation or modification or expansion of the duties set forth in this Agreement. Further, if there is any conflict between the provisions of this Agreement and any other documents, this Agreement shall control. Under no circumstances shall the Post Orders expand the liabilities of the parties toward each other or any third party.

14. Client acknowledges and agrees that the continuity of Services is subject to interruption for mandatory, paid rest periods or unpaid meal periods or other breaks as required by applicable law, during which time security professionals must be relieved of all duties, including without limitation to, the requirement to remain "on call" ("Legally Mandated Break Period(s)"). Services at the locations set forth in Exhibit A will be interrupted and such locations will not be secured during such time that security professionals are on Legally Mandated Break Periods and Client has not agreed to pay for sufficient relief coverage ("Legally Mandated Coverage Break(s)").

15. The duties and responsibilities of Allied Universal are specifically set forth herein. Client acknowledges that Client alone has chosen the number of security professionals and type of services, e.g., armed, unarmed, to be provided under the Agreement; that Allied Universal has informed Client that additional security professionals and/or services are available at an additional cost; and that Client has elected not to avail itself of additional security professionals or services at this time unless mutually agreed upon in writing.

16. The following provisions shall survive expiration or termination of this Agreement for any reason: A.1; A.3; B.1; B.4; B.5; B.6; C; D; E; F and G.

**EXHIBIT "A"**

**to Agreement Between**

**Allied Universal**

**And**

**The District Board of Trustees of State College of Florida, Sarasota-Manatee**

<b><u>Location</u></b>	<b><u>Specify for each location: Armed or Unarmed</u></b>	<b><u>Posts/Classification</u></b>	<b><u>HPW</u></b>
<b>Bradenton Campus 5840 26<sup>th</sup> Street West Bradenton, FL 43207</b>	All posts are Unarmed	Officer  Specialist/Dispatch  Account Manager	208 +/-  40 +/-  40 +/-
<b>Venice Campus 8000 S. Tamiami Trail Venice, FL 34293</b>	All posts are Unarmed	Officer	128 +/-
<b>Lakewood Ranch Campus 7131 Professional Pkwy E. Sarasota, FL 34240</b>	All posts are Unarmed	Officer  Site Supervisor	56 +/-  40 +/-
<b>Total</b>			512 +/-

**Description of Services:**

The Services Allied Universal will provide Client pursuant to this Agreement are:

- Security professional is to perform assigned duties of patrolling and observing the above location(s) as directed by Client.
- Any unusual incidents detected or reported will be reported to Client via the designated Client contact. An incident report will be filled out and a copy will be forwarded to Client. The Security professional creating the report will be available to explain the incident report during their shift.
- The Security professional will also report criminal activity and/or visible hazards observed and/or reported while on post.

The location(s), day(s) and time(s) listed in this Exhibit A may not be altered by Client, unless mutually agreed upon in writing, and signed by the parties. The scope of services does not include any structures, parking lots, appurtenances, or nearby areas not specifically listed in herein.

**EXHIBIT “B”**

**to Agreement Between**

**Allied Universal**

**And**

**The District Board of Trustees of State College of Florida, Sarasota-Manatee**

Please refer to the following pages for the Rate Cards for the 5-Year pricing

Additional Notes:

- > Mutually agreed-upon merit increases will result in a Bill Rate increase.
- > Allied Universal recognizes seven (7) holidays: New Year’s Day, Presidents’ Day, Memorial Day, July 4th, Labor Day, Thanksgiving, & Christmas Day.

\* *Requested Overtime:* With requests for a specific individual to work more than their Overtime Limit for any special reason, regardless of the notice provided and provided that the individual is able to accommodate, only the overtime impact for that individual will be billed. An individual’s Overtime Limit may be a weekly (e.g. 40 hours) or daily limit (e.g. 8 hours) depending on the location. Example, in a location where 40 hours per week is the Overtime Limit: “We need Officer Smith to stay two extra hours at the end of his shift to help with a special project.” the additional two hours will be billed at the overtime rate if those hours exceed the Overtime Limit of 40 hours per week.

- 
1. ADDITIONAL BILLING TERMS EXTRA SERVICE REQUESTS. Additional service requests will be billed at the supplemental deployment rate which shall not be less than the overtime bill rate. The supplemental deployment rate for such additional services will continue to apply until this Agreement is amended in writing to provide for the increase in base hours.
  2. The holiday billing rate shall be used for all work performed on New Year's Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day, or by applicable collective bargaining agreement.
  3. A labor strike or other emergency situation that creates a working environment for security professionals that is more hazardous than the normal condition under this Agreement will be cause to negotiate a temporary billing rate for modified services.
  4. [Intentionally Omitted]

## State College of Florida

### Rate Card and Total Spend - Year 1

<u>Site</u>	<u>Post</u>	<u>HPW</u>	<u>Wage Rate</u>	<u>Bill Rate</u>	<u>Holiday / OT Rate</u>	<u>Annual Cost</u>
State College of Florida, FL	Bradenton, Officer	208 +/-	\$18.00	\$24.67	\$37.01	\$266,830.72
State College of Florida, FL	Bradenton, Specialist/Dispatch	40 +/-	\$17.00	\$23.30	\$34.95	\$48,464.00
State College of Florida, FL	Bradenton, Account Manager	40 +/-	\$28.00	\$38.37	EXEMPT	\$79,809.60
State College of Florida, FL	Venice, Officer	128 +/-	\$18.00	\$24.67	\$37.01	\$164,203.52
State College of Florida, FL	Lakewood Ranch, Officer	56 +/-	\$18.00	\$24.67	\$37.01	\$71,839.04
State College of Florida, FL	Lakewood Ranch, Site Supervisor	40 +/-	\$19.50	\$26.72	\$40.08	\$55,577.60
<b>Sub-Total</b>		512 +/-				\$686,724.48

Direct Bills (Estimate)

Annual Cost

Holiday Premium Portion						\$5,428.95
Training						\$0.00
Vehicle						\$0.00
Equipment						\$0.00
Vacation						\$0.00
Health Insurance						\$0.00
<b>Sub-Total</b>						\$5,428.95

<b>Grand Total</b>						\$692,153.43
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**State College of Florida**  
**Rate Card and Total Spend - Year 2**

<u>Site</u>	<u>Post</u>	<u>HPW</u>	<u>Wage Rate</u>	<u>Bill Rate</u>	<u>Holiday/ OT Rate</u>	<u>Annual Cost</u>
State College of Florida, FL	Bradenton, Officer	208 +/-	\$18.00	\$24.70	\$37.05	\$267,155.20
State College of Florida, FL	Bradenton, Specialist/Dispatch	40 +/-	\$17.00	\$23.33	\$35.00	\$48,526.40
State College of Florida, FL	Bradenton, Account Manager	40 +/-	\$28.00	\$38.43	EXEMPT	\$79,934.40
State College of Florida, FL	Venice, Officer	128 +/-	\$18.00	\$24.70	\$37.05	\$164,403.20
State College of Florida, FL	Lakewood Ranch, Officer	56 +/-	\$18.00	\$24.70	\$37.05	\$71,926.40
State College of Florida, FL	Lakewood Ranch, Site Supervisor	40 +/-	\$19.50	\$26.76	\$40.14	\$55,660.80
Sub-Total		512 +/-				\$687,606.40

Direct Bills (Estimate)

Annual Cost

Holiday Premium Portion						\$5,428.95
Training						\$0.00
Vehicle						\$0.00
Equipment						\$0.00
Vacation						\$0.00
Health Insurance						\$0.00
Sub-Total						\$5,428.95

<b>Grand Total</b>						<b>\$693,035.35</b>
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**State College of Florida**  
Rate Card and Total Spend - Year 3

<u>Site</u>	<u>Post</u>	<u>HPW</u>	<u>Wage Rate</u>	<u>Bill Rate</u>	<u>Holiday / OT Rate</u>	<u>Annual Cost</u>
State College of Florida, FL	Bradenton, Officer	208 +/-	\$18.54	\$25.48	\$38.22	\$275,591.68
State College of Florida, FL	Bradenton, Specialist/Dispatch	40 +/-	\$17.51	\$24.07	\$36.11	\$50,065.60
State College of Florida, FL	Bradenton, Account Manager	40 +/-	\$28.84	\$39.64	EXEMPT	\$82,451.20
State College of Florida, FL	Venice, Officer	128 +/-	\$18.54	\$25.48	\$38.22	\$169,594.88
State College of Florida, FL	Lakewood Ranch, Officer	56 +/-	\$18.54	\$25.48	\$38.22	\$74,197.76
State College of Florida, FL	Lakewood Ranch, Site Supervisor	40 +/-	\$20.09	\$27.61	\$41.42	\$57,428.80
Sub-Total		512 +/-				\$709,329.92

Direct Bills (Estimate)

Annual Cost

Holiday Premium Portion						\$5,591.82
Training						\$0.00
Vehicle						\$0.00
Equipment						\$0.00
Vacation						\$0.00
Health Insurance						\$0.00
Sub-Total						\$5,591.82

Grand Total						\$714,921.74
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**State College of Florida**  
**Rate Card and Total Spend - Year 4**

<u>Site</u>	<u>Post</u>	<u>HPW</u>	<u>Wage Rate</u>	<u>Bill Rate</u>	<u>Holiday/ OT Rate</u>	<u>Annual Cost</u>
State College of Florida, FL	Bradenton, Officer	208 +/-	\$18.54	\$25.52	\$38.28	\$276,024.32
State College of Florida, FL	Bradenton, Specialist/Dispatch	40 +/-	\$17.51	\$24.10	\$36.15	\$50,128.00
State College of Florida, FL	Bradenton, Account Manager	40 +/-	\$28.84	\$39.70	EXEMPT	\$82,576.00
State College of Florida, FL	Venice, Officer	128 +/-	\$18.54	\$25.52	\$38.28	\$169,861.12
State College of Florida, FL	Lakewood Ranch, Officer	56 +/-	\$18.54	\$25.52	\$38.28	\$74,314.24
State College of Florida, FL	Lakewood Ranch, Site Supervisor	40 +/-	\$20.09	\$27.65	\$41.48	\$57,512.00
Sub-Total		512 +/-				\$710,415.68

Direct Bills (Estimate)

Annual Cost

Holiday Premium Portion						\$5,591.82
Training						\$0.00
Vehicle						\$0.00
Equipment						\$0.00
Vacation						\$0.00
Health Insurance						\$0.00
Sub-Total						\$5,591.82

<b>Grand Total</b>						<b>\$716,007.50</b>
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## State College of Florida

### Rate Card and Total Spend - Year 5

<u>Site</u>	<u>Post</u>	<u>HPW</u>	<u>Wage Rate</u>	<u>Bill Rate</u>	<u>Holiday / OT Rate</u>	<u>Annual Cost</u>
State College of Florida, FL	Bradenton, Officer	208 +/-	\$19.10	\$26.32	\$39.48	\$284,677.12
State College of Florida, FL	Bradenton, Specialist/Dispatch	40 +/-	\$18.04	\$24.86	\$37.29	\$51,708.80
State College of Florida, FL	Bradenton, Account Manager	40 +/-	\$29.71	\$40.95	EXEMPT	\$85,176.00
State College of Florida, FL	Venice, Officer	128 +/-	\$19.10	\$26.32	\$39.48	\$175,185.92
State College of Florida, FL	Lakewood Ranch, Officer	56 +/-	\$19.10	\$26.32	\$39.48	\$76,643.84
State College of Florida, FL	Lakewood Ranch, Site Supervisor	40 +/-	\$20.69	\$28.52	\$42.78	\$59,321.60
Sub-Total		512 +/-				\$732,713.28

Direct Bills (Estimate)

Annual Cost

Holiday Premium Portion						\$5,759.57
Training						\$0.00
Vehicle						\$0.00
Equipment						\$0.00
Vacation						\$0.00
Health Insurance						\$0.00
Sub-Total						\$5,759.57

Grand Total						\$738,472.85
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Meeting of the  
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA  
June 30, 2026

AGENDA ITEM:

Notice of the State College of Florida Collegiate Schools Fees for Personalized Education Program (PEP) students.

RECOMMENDATION:

The College recommends the District Board of Trustees acknowledge in the consent agenda any fees for classes for PEP students.

EXPLANATION:

Florida students who are not enrolled in public school or a Florida Home Education Program can access the Personalized Education Program (PEP) through the Florida Tax Credit Scholarship. This scholarship provides funds to the student through a flexible education savings account (ESA) to fund the educational needs of Florida's home schoolers. Public schools may extend course offerings to PEP students as non-enrolled students participating in academic, supplemental and/or enrichment courses during or following the school day.

SCF Collegiate Schools may participate in this opportunity, and thus will contract with PEP students and create a specialized offering of relevant courses for grades 6-10. The cost to families would be based on the normal FTE rate calculated by the state, and prorated depending on the course. For example, a PEP student taking one SCFCS course would be charged 1/6 annual base FTE of a traditional student who is otherwise enrolled in 6 courses daily. In 2025-26 dollars, the charter would charge 1/6 base FTE ( $\$5372.60/6 = \$895.433$ ) per class, or a similar calculation depending how many hours the course runs in a give year.

SCF Collegiate Schools are currently exploring courses and enrichment opportunities that would likely be after the school day, or those that may have an open seat in a desirable course such as a high level math, for example. PEP students do not affect normal charter operations, having no impact on funding variables, such as seat count, school scores, and/or FTE calculations.

FISCAL IMPACT  yes  no

REQUESTED BY:




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Kelly Monod, AVP, SCF Collegiate Schools



## **FY 2026-2027 Budget Report**

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<b>2.</b>	<b>FY 2026-2027 Strategic Budget Goals</b>	<b>Pg. 4</b>
<b>3.</b>	<b>FY 2026-2027 Budgeted Operating Revenues</b>	<b>Pg. 5</b>
<b>4.</b>	<b>FY 2026-2027 Budgeted Operating Expenses</b>	<b>Pg. 6</b>
<b>5.</b>	<b>FY 2026-2027 State Appropriations</b>	<b>Pg. 7</b>
<b>6.</b>	<b>FY 2026-2027 Operating Budget - Lower Division</b>	<b>Pg. 8</b>
<b>7.</b>	<b>FY 2026-2027 Operating Budget - Upper Division</b>	<b>Pg. 9</b>
<b>8.</b>	<b>FY 2026-2027 Restricted Funds Overview</b>	<b>Pg. 10</b>
<b>9.</b>	<b>FY 2026-2027 SCF Collegiate Schools Operating Budgets</b>	<b>Pg. 11</b>
<b>10.</b>	<b>FY 2026-2027 Plant Fund Expenditures</b>	<b>Pg. 12</b>
<b>11.</b>	<b>FY 2026-2027 Operating Budget Narrative</b>	<b>Pg. 13-16</b>
<b>12.</b>	<b>FY 2026-2027 Fund Balance Overview</b>	<b>Pg. 17-18</b>

## **SCF Manatee-Sarasota**

### **FY 2027 Operating Budget Overview and Financial Highlights**

The FY 2027 operating budget represents a significant shift in budgeting methodology and financial stewardship practices at State College of Florida Manatee-Sarasota.

Finance and Administration reset the budget baseline using FY 2026 estimated actual expenditures and FY 2025 actual operating results, reviewed and corrected revenue classifications, and developed a balanced operating budget that aligns recurring revenues with recurring expenditures.

Historically, budget development relied primarily on prior-year budget assumptions and spending authority. During the FY 2027 budget process, the College conducted a comprehensive review of actual operating activity, current spending patterns, revenue classifications, and fund allocations. As a result, the FY 2027 budget was rebuilt using FY 2026 estimated actual expenditures and FY 2025 actual operating results as the baseline for budget development.

In addition, Finance and Administration completed a review of revenue classifications and fund alignment. During FY 2026, several revenue sources were identified that were more appropriately accounted for in other funds and were subsequently reclassified. These corrections improve transparency and provide a more accurate representation of ongoing operating activity. Accordingly, FY 2026 estimated actual results provide the most meaningful basis for evaluating FY 2027 budget assumptions and year-over-year changes.

The FY 2027 budget was developed with five primary objectives:

1. Align recurring revenues with recurring expenditures.

2. Eliminate the structural operating deficit reflected in prior budget cycles.
3. Improve transparency through proper fund classification and reporting.
4. Base budget decisions on actual operating activity rather than historical spending authority.
5. Align available resources with institutional priorities and strategic objectives.

To achieve these objectives, the College implemented several key planning assumptions and expenditure management strategies during development of the FY 2027 operating budget, including:

- A budget baseline established using FY2026 estimated actual operating activity.
- Anticipated enrollment growth consistent with institutional planning assumptions.
- No funding for new positions currently, with existing vacancies subject to ongoing review and prioritization.
- Deferred minor equipment purchases and other non-essential expenditures.
- Limited additions of new recurring operating costs.
- Continued evaluation of expenditures to ensure alignment with institutional priorities and available recurring resources.

Collectively, these actions reduced reliance on historical spending authority, strengthened financial stewardship, and enabled the development of a balanced FY 2027 operating budget that supports the College's Strategic Plan and the "Higher and Faster" initiatives focused on student success, retention, academic excellence, operational effectiveness, and long-term financial sustainability.

The FY 2027 budget should not be viewed as a traditional budget-to-budget comparison. Rather, it reflects a reset of the College's operating budget using actual spending patterns, corrected fund classifications, and current operating assumptions. The result is a balanced financial plan that supports the College's mission while improving transparency, financial stewardship, and alignment of recurring revenues with recurring expenditures.

### **FY 2027 Budget Accomplishments**

- Budget baseline reset to actual operating activity
- Revenue classifications reviewed and corrected
- Structural deficit eliminated
- Balanced operating budget achieved
- Recurring revenues aligned with recurring expenditures

# 2026-2027 Strategic Budget Goals

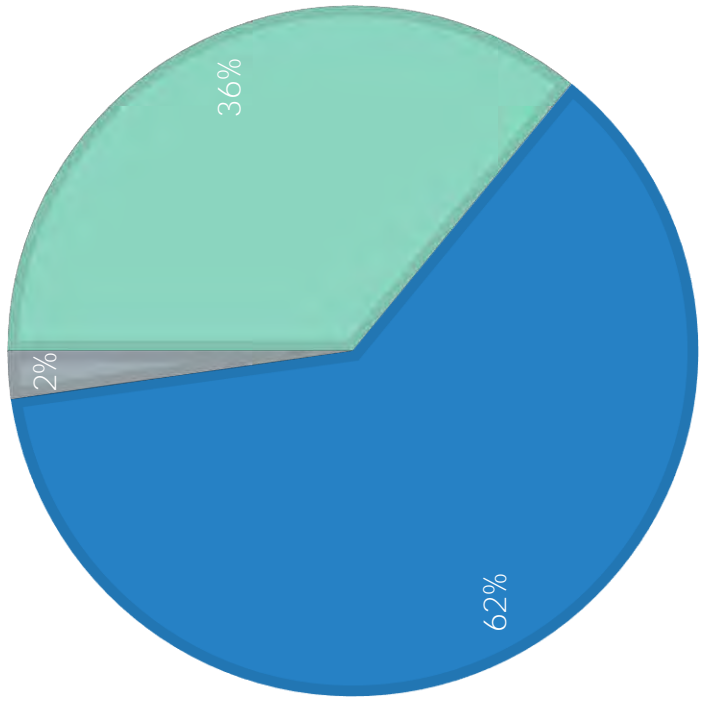
## “Higher and Faster”

- Achieve Fiscal Balance and Stability
- Increase Enrollment (Revenue Growth)
- Improve Retention and Persistence (Cost Efficiency)
- Accelerate Time to Graduation (Productivity)
- Strengthen Workforce Alignment (Growth & Relevance)
- Enhance Student Engagement and Belonging (Retention)

# 2026-2027 SCF Manatee-Sarasota Budgeted Operating Revenues (Millions)

## FUND 1 - OPERATING REVENUES

■ Tuition & Fees ■ Recurring Appropriations ■ All Other

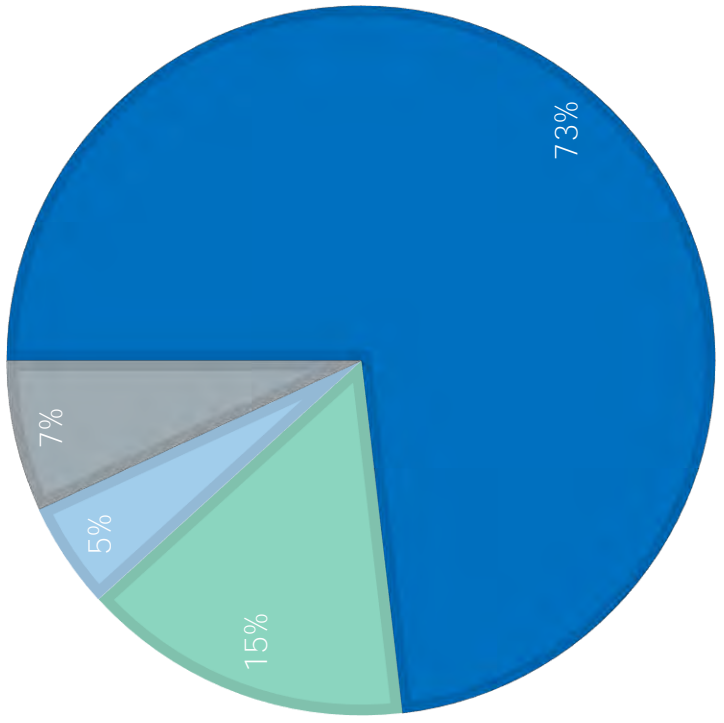


▲ Tuition & Fees	\$ 22,427,264
▲ Recurring Appropriations	\$ 38,639,760
▲ All Other	\$ <u>1,369,882</u>
▲ Total 26/27 proposed	\$ 62,436,906

# 2026-2027 SCF Manatee-Sarasota Budgeted Operating Expenses (Millions)

## FUND 1 - OPERATING EXPENSES

- Salaries & Benefits
- Services
- Materials & Supplies
- Other Current Expenses



▲ Salaries & Benefits	\$ 45,676,365
▲ Services	\$ 9,431,403
▲ Materials & Supplies	\$ 3,034,364
▲ Other Current	\$ <u>4,294,774</u>
▲ Total 26-27 proposed	\$ 62,436,906

# 2026-2027 SCF Manatee-Sarasota State Appropriations

	FY 2026	FY 2027
<u>Recurring:</u>		
General Revenue Fund	\$ 34,051,217	\$ 36,571,915
Performance Funding	534,602	513,163
Nursing - Pipeline	1,433,772	1,530,501
State Grants and Indirect Cost	78,580	24,181
<b>Total Recurring</b>	<b>36,098,171</b>	<b>38,639,760</b>
<u>Nonrecurring:</u>		
CDL/Fleet Force	4,000,000	3,500,000
<u>PECO:</u>		
Venice Collegiate School	3,500,000	
Parrish Campus	9,000,000	
Parrish Collegiate School	-	7,500,000
<b>Total PECO</b>	<b>12,500,000</b>	<b>7,500,000</b>
<b>Total State Appropriations</b>	<b>\$ 52,598,171</b>	<b>\$ 49,639,760</b>

**State College of Florida, Manatee-Sarasota**  
**Schedule of Revenues and Expense**  
**Fiscal Year 2026-27**  
**Lower Division**

	<b>Lower Division</b>				
	<b>Current Unrestricted</b>				
	<b>Original Budget 2025-26</b>	<b>Estimated Actual 2025-26</b>	<b>Proposed Budget 2026-27</b>	<b>Variance FY26 Actual to FY27 Budget</b>	<b>FN</b>
<b><u>Revenues</u></b>					
<b>Student Fees</b>	\$ 18,785,549	\$ 19,231,651	\$ 20,513,235	\$ 1,281,584	<b>1</b>
<b>Support from Local Government</b>	1,774,368	0	0		
<b>Support from State Government</b>	39,920,007	35,918,441	38,461,596	2,543,155	<b>2</b>
<b>Support from Federal Government</b>	150,000	63,904	78,000	14,096	
<b>Gifts &amp; Private Grants</b>	0	0	0		
<b>Sales &amp; Services</b>	681,352	30,284	155,085	124,801	
<b>Other Revenue</b>	608,538	486,028	554,600	68,572	
<b>Non-Revenue Receipts</b>	279,203	-2,629	436,197	438,826	<b>3</b>
<b>Total Revenues</b>	<b>\$ 62,199,017</b>	<b>\$ 55,727,679</b>	<b>\$ 60,198,713</b>		
<b><u>Expenditures</u></b>					
<b>Salaries</b>	\$ 25,882,518	\$ 25,686,169	\$ 25,126,510	\$ -559,659	<b>4</b>
<b>Other Personnel Services</b>	3,811,289	2,788,792	3,493,695	704,903	<b>5</b>
<b>Personnel Benefits</b>	13,700,886	11,850,493	15,331,800	3,481,307	<b>6</b>
<b>Total Personnel Expenses</b>	43,394,693	40,325,454	43,952,005		
<b>Services</b>	11,011,864	9,220,215	9,405,845	185,630	<b>7</b>
<b>Materials and Supplies</b>	3,951,825	3,286,037	2,941,446	-344,591	<b>7</b>
<b>Other Current Expenses</b>	9,616,377	2,510,895	3,899,417	1,388,522	<b>7</b>
<b>Total Current Expense</b>	24,580,066	15,017,147	16,246,708		
<b>Capital Outlay</b>	13,000	638,808	0	-638,808	<b>8</b>
<b>Total Expenditures</b>	<b>\$ 67,987,760</b>	<b>\$ 55,981,409</b>	<b>\$ 60,198,713</b>		
<b>Revenue (+) over Expense (-)</b>	<b>\$ -5,788,743</b>	<b>\$ (253,730)</b>	<b>\$ 0</b>		

**FN Variance Analysis: Material Variances ≥ +/- \$ 150,000**

- 1 Increase based on enrollment growth assumptions
- 2 Increase due to reclassifications and increase in state appropriations - see separate schedule for detailed breakout
- 3 Increase due to transfers from auxiliary- reclassification of college rental activities
- 4 Net decrease due to vacancy adjustments and eliminated departments
- 5 Increase in estimated use of OPS personnel
- 6 Increase due to full-year funding of retirement, health insurance premium increases, and other employee benefit costs
- 7 Increase/Decreases due to realignment of expenses to actual, account classification adjustments, and contingency planning
- 8 Decrease due to deferral of operating capital outlay

**State College of Florida, Manatee-Sarasota**  
**Schedule of Revenues and Expense**  
**Fiscal Year 2026-27**  
**Upper Division**

	<b>Upper Division</b>				<b>FN</b>
	<b>Current Unrestricted</b>				
	<b>Original Budget 2025-26</b>	<b>Estimated Actual 2025-26</b>	<b>Proposed Budget 2026-27</b>	<b>Variance FY26 Actual to FY27 Budget</b>	
<b><u>Revenues</u></b>					
Student Fees	\$ 1,746,928	\$ 1,630,681	\$ 1,914,029	\$ 283,348	<b>1</b>
Support from State Government	178,164	178,164	178,164	0	
Other Revenue	150,000	144,969	146,000	1,031	
<b>Total Revenues</b>	<b>\$ 2,075,092</b>	<b>\$ 1,953,814</b>	<b>\$ 2,238,193</b>		
<b><u>Expenditures</u></b>					
Salaries	\$ 1,012,004	\$ 869,189	\$ 958,529	89,340	
Other Personnel Services	367,000	450,562	357,000	-93,562	
Personnel Benefits	329,515	333,023	408,831	75,808	
<b>Total Personnel Expenses</b>	<b>1,708,519</b>	<b>1,652,774</b>	<b>1,724,360</b>		
Services	31,645	9,668	25,558	15,890	
Materials and Supplies	95,077	69,601	92,918	23,317	
Other Current Expenses	239,851	6,431	395,357	388,926	<b>2</b>
<b>Total Current Expense</b>	<b>366,573</b>	<b>85,700</b>	<b>513,833</b>		
<b>Total Expenditures</b>	<b>\$ 2,075,092</b>	<b>\$ 1,738,474</b>	<b>\$ 2,238,193</b>		
<b>Revenue (+) over Expense (-)</b>	<b>\$ 0</b>	<b>\$ 215,340</b>	<b>\$ 0</b>		

**FN Variance Analysis: Material Variances ≥ +/- \$ 150,000**

- 1 Increase based on enrollment growth assumptions
- 2 Increase based on estimated allocated expenses



**State College of Florida, Manatee-Sarasota**  
**Schedule of Revenues and Expense**  
**Fiscal Year 2026-27**  
**Collegiate Schools**

	Collegiate School Bradenton			Collegiate School Venice		
	Estimated Actual 2025-26	Original Budget 2025-26	Proposed Budget 2026-27	Estimated Actual 2025-26	Original Budget 2025-26	Proposed Budget 2026-27
<b>Revenues</b>						
Support from Local Government	\$ 4,829,935	\$ 4,636,099	\$ 4,411,754	\$ 3,545,385	\$ 2,993,668	\$ 3,297,715
Support from Federal Government	12,872	34,536	15,000	0	12,680	0
Other Revenue	109,187	157,000	297,880	32,933	3,000	167,098
<b>Total Revenues</b>	<b>\$ 4,951,994</b>	<b>\$ 4,827,635</b>	<b>\$ 4,724,634</b>	<b>\$ 3,578,318</b>	<b>\$ 3,009,348</b>	<b>\$ 3,464,813</b>
<b>Expenditures</b>						
Salaries	\$ 2,543,805	\$ 2,535,433	\$ 2,478,695	\$ 1,387,558	\$ 1,209,498	\$ 1,431,629
Other Personnel Services	24,226	62,520	64,452	9,716	25,000	8,000
Personnel Benefits	1,081,114	902,231	928,846	605,571	507,330	615,118
<b>Total Personnel Expenses</b>	<b>3,649,145</b>	<b>3,500,184</b>	<b>3,471,993</b>	<b>2,002,845</b>	<b>1,741,828</b>	<b>2,054,747</b>
Services	830,192	1,201,978	885,746	680,360	923,327	893,063
Materials and Supplies	225,753	291,154	278,371	129,460	255,351	224,360
<b>Total Current Expense</b>	<b>1,055,945</b>	<b>1,493,132</b>	<b>1,164,117</b>	<b>809,820</b>	<b>1,178,678</b>	<b>1,117,423</b>
Capital Outlay	0	17,000	10,000	12,936	15,000	14,080
<b>Total Expenditures</b>	<b>\$ 4,705,090</b>	<b>\$ 5,010,316</b>	<b>\$ 4,646,110</b>	<b>\$ 2,825,601</b>	<b>\$ 2,935,506</b>	<b>\$ 3,186,250</b>
<b>Revenue (+) over Expense (-)</b>	<b>\$ 246,904</b>	<b>\$ -182,681</b>	<b>\$ 78,524</b>	<b>\$ 752,717</b>	<b>\$ 73,842</b>	<b>\$ 278,563</b>

**State College of Florida, Manatee-Sarasota**  
**Analysis of Plant Fund Expenditures**  
**Fiscal Year 2026-27**

<b>A. Recapitulation By Source - Unexpended Plant</b>	<b>TOTAL FUNDS</b>	<b>LOCAL</b>	<b>CO&amp;DS</b>	<b>PECO</b>
<b>Beginning Fund Balance July 1, 2026</b>	\$ 15,630,313	\$ 15,120,421	\$ 469,333	\$ 40,559
Add Revenues	11,461,627	3,761,627	200,000	7,500,000
Deduct Expenditures	4,527,820	4,527,820	0	0
<b>Ending Fund Balance June 30, 2027</b>	<b>\$ 22,564,120</b>	<b>\$ 14,354,228</b>	<b>\$ 669,333</b>	<b>\$ 7,540,559</b>
<b>B. Expenditures By Project and Source</b>				
#713100/710000 Capital Improvement Fee-Bacc	\$ 100,000	\$ 100,000	0	0
#713110/710000 Capital Improvement Fee	900,000	900,000	0	0
#713154/710000 Tech Refresh /CIF	565,000	565,000	0	0
#713157/710000 Furniture - Misc Projects on PPL	124,570	124,570	0	0
#7133xx/710000 Bldg 2 Mobile Radiography Units Replacement	300,000	300,000	0	0
#713501/710050 Capital Plan - From Fund Balance	1,038,250	1,038,250	0	0
#713540/710050 Building 19 HVAC	1,200,000	1,200,000	0	0
#7135xx/710050 Classroom Technology	300,000	300,000	0	0
<b>Totals</b>	<b>\$ 4,527,820</b>	<b>\$ 4,527,820</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>C. Expenditures By Project and Type</b>				
#713100/710000 Capital Improvement Fee-Bacc	\$ 100,000	\$ 0	\$ 100,000	\$ 0
#713110/710000 Capital Improvement Fee	900,000	0	900,000	0
#713154/710000 Tech Refresh /CIF	565,000	0	0	565,000
#713157/710000 Furniture - Misc Projects on PPL	124,570	0	0	124,570
#7133xx/710000 Bldg 2 Mobile Radiography Units Replacement	300,000	300,000	0	0
#713501/710050 Capital Plan - From Fund Balance	1,038,250	200,000	800,000	38,250
#713540/710050 Building 19 HVAC	1,200,000	1,000,000	200,000	0
#7135xx/710050 Classroom Technology	300,000	0	0	300,000
<b>Totals</b>	<b>\$ 4,527,820</b>	<b>\$ 1,500,000</b>	<b>\$ 2,000,000</b>	<b>\$ 1,027,820</b>

# SCF Budget

## Budget Narrative 2026-27 Operating Budget

### BUDGET SUMMARY

These reports are summaries of the financial plan for each of the funds through which revenues will be received and expenditures will be disbursed throughout the budget year. The summaries of Funds 1, 2, and 7 for the lower division, upper division, and Collegiate School reflect the budgets as presented on succeeding reports for review and approval.

### BUDGET JUSTIFICATION

This report presents information to support the budget request. Included are student fee amounts per credit hour, transfers, and federal funds information.

## Revenues Current Funds

**Tuition and Non-Resident Fees for Two Year Programs** - for 2026-27 are estimated at \$13,064,970 for in-state tuition for credit courses (165,715 student load hours) and \$2,243,103 for out-of-state tuition for credit courses (7,109 student load hours). The fee rate is the same as the 2025-26 rate (no increase); however, the cumulative tuition and fees are \$579,184 higher based on 2026-27 projected enrollment. Revenue from dual enrollment is estimated at \$2,069,065 (28,745 student load hours) for 2026-27 in the student tuition and fees whereas 2025-26 was budgeted in support from local government.

**Florida College System Program Fund and State Lottery** – are budgeted at \$36,571,915 (\$36,393,751 for Two Year programs and \$178,164 for Baccalaureate programs) in recurring funds. Performance Based Incentive Funding of \$513,163 is budgeted for 2026-27. Excluding special appropriation of \$1,530,501 for Pipeline program, total funds from State Government sources are budgeted at \$37,109,259 (including \$178,164 budgeted in the Baccalaureate program).

**Other Revenue** – is budgeted at \$4,359,979 for 2026-27, which includes non-credit tuition, other student fees, Federal indirect revenues, interest, transfers-in from the Auxiliary Fund, which includes revenues from cell tower lease, proceeds from sales and services and rental of College facilities.

**Baccalaureate Programs Revenue** - is recorded in the current unrestricted fund as required by law. In-state tuition is estimated at \$1,683,796 (18,344 student load hours) and \$75,192 for out-of-state (205 student load hours) for the continuation of seven programs (Early Childhood Education, Elementary Education, Exceptional Student Education, Health Services Administration, Management and Leadership, Public Safety and Emergency Management, and Nursing, RN to BSN). The tuition rate is the same as the 2025-26 rate. Other budgeted revenues include college program funds at \$178,164, other student fees at \$155,041, and interest at \$146,000.

**Collegiate School, Bradenton Campus Revenue** – is recorded in the current restricted fund. State funding through the School Board of Manatee County is budgeted at \$4,411,754. Grant revenues are budgeted at \$15,000. Other revenues are budgeted at \$297,880.

**Collegiate School, Venice Campus Revenue** – is recorded in the current restricted fund. State funding through the School Board of Sarasota County is budgeted at \$3,297,715. Other revenues are budgeted at \$167,098.

## Expenditures

### Current Funds

**Personnel Expenses Lower Division** – for 2026-27, are budgeted at \$43,952,005 as compared with \$43,394,693 budgeted in 2025-26, an increase of \$557,312 which includes increases for retirement and health insurance. Also included is a \$511,894 budget item for non-cash required accounting adjustments. Personnel costs are 74.9% of total operating costs as compared to 63.8% for 2025-26 mainly due to substantial reduction of current expense budget in 2026-27. Included are earned faculty and career promotions, adjunct and overload funding, and organizational changes to take best advantage of the considerable talents of individuals at the college. Employees will continue contributing 3% of their retirement cost.

**Current Expenses Lower Division** – for 2026-27 are budgeted at \$16,246,708 a decrease of \$8,333,358 over 2025-26 due to decrease in budgeted contingency and decrease in materials and supplies.

**Capital Outlay Lower Division** – none were budgeted for 2026-27, a decrease of \$13,000 from 2025-26.

**Baccalaureate Programs Expenditures** - Personnel expenses for 2026-27 are budgeted at \$1,724,360. Current expenditures are budgeted at \$513,833 and include operating expenses for seven ongoing programs.

**Collegiate School, Bradenton Campus Expenditures** – are recorded in the current restricted fund as required by contract. Personnel expenses are budgeted at \$3,471,993 for forty-one full and part-time personnel, including administrative, full- and part-time instructors, and technical and professional staff. Current expenses are budgeted at \$1,164,117 and include purchased services, enhanced security, technology, materials and supplies. Rent of \$365,490 is budgeted in the unexpended plant fund.

**Collegiate School, Venice Campus Expenditures** – are recorded in the current restricted fund as required by contract. Personnel expenses are budgeted at \$2,054,747 for twenty-two full and part-time personnel, including administrative, full- and part-time instructors, and technical and professional staff. Current expenses are budgeted at \$1,117,423 and include purchased services, enhanced security, technology, materials, and supplies. Rent of \$134,680 is budgeted in the unexpended plant fund.

## Plant Fund and Expenditures

The report for plant fund expenditure consists of three sections. Section A is a recapitulation of the unexpended plant fund by source of funds. Sections B and C project anticipated expenditures based upon state funding. Funds allocated from 2026-27 PECO appropriations is budgeted at \$7,500,000 for Parrish Collegiate School.

The report also reflects funds generated from the Student Capital Improvement Fees to be used for various capital projects system-wide (\$1,657,416), capital projects in capital plan from fund balance (\$1,038,250), and technology refresh (\$565,000).

### CONCLUSION

The 2026-27 budget is a planning document. During the fiscal year, budget amendments will be presented for formal approval to reflect actual revenues and expenditures to meet the ever-changing needs of the College.

## Student Fees

### I. Student Fees for 2026-27 – Two Year Programs

	<u>In State</u>	<u>Out-of-State</u>
Per Credit or Load Hour:		
Tuition	\$ 78.84	\$ 78.84
Out-of-State Fee	.00	236.69
Financial Aid Fee	3.94	15.78
Capital Improvement Fee	7.88	31.55
Student Activity and Service Fee	7.88	7.88
Technology Fee	3.94	15.78
Total Per Credit or Load Hour	\$ 102.48	\$ 386.52

The District Board of Trustees is appropriating \$1,361,853 for Student Activities in 2026-27 that will be received from the Student Activity and Service Fee assessment.

### II. Student Fees for 2026-27 – Baccalaureate Programs

	<u>In State</u>	<u>Out-of-State</u>
Per Credit or Load Hour:		
Tuition	\$ 91.79	\$ 91.79
Out-of-State Fee	.00	275.00
Financial Aid Fee	4.37	18.12
Capital Improvement Fee	6.56	34.06
Student Activity and Service Fee	6.55	6.55
Technology Fee	2.81	16.56
Total Per Credit or Load Hours	\$ 112.08	\$ 442.08

The District Board of Trustees is appropriating \$121,496 for Student Activities in 2026-27 that will be received from the Student Activity and Service Fee assessment.

**III. Transfers Information**

**Transfers In:**

Unallotted	\$ 410,897	From Fund 3 to Fund 1
Business Hospitality	\$ 10,000	From Fund 3 to Fund 1
VP's and Deans In-District Meals	\$ 5,400	From Fund 3 to Fund 1
Presidential Discretionary Fund	\$ 5,000	From Fund 3 to Fund 1
Commencement	\$ 1,500	From Fund 3 to Fund 1
Government Relations	\$ 1,500	From Fund 3 to Fund 1
Workforce Development & Lifelong Learning	\$ 1,300	From Fund 3 to Fund 1
Human Resources	\$ 700	From Fund 3 to Fund 1

**IV. Federal Funds Information**

U.S. Department of Education - Federal Work-Study Program Award of \$322,092 inclusive of a 5% administration fee of \$15,338 and Federal Supplemental Educational Opportunity Grant Program Award of \$310,070 inclusive of a 5% SEOG administration fee of \$14,765.

FUND	Restrictions	June 30, 2025 Reserves & Unallocated Balances	June 30, 2026 Estimated Reserves & Unallocated Balances	Sources	Uses
<b>Fund 1 Current Funds – Unrestricted:</b> This fund is used to account for those economic resources which may be used to accomplish the primary and supporting objectives of the college.	Restrictions on the resources of this fund are those imposed by law, regulation or the approved budget.	\$20,354,904	\$21,471,287	Legislative Appropriations, General Revenue, Lottery, Special Categorical Funds, Student Fees, Interest Earnings, Transfers and Other Fees	Salaries, Materials, Supplies, Utilities, Phones, Postage, Travel, Consulting, Services, etc., Furniture, Equipment, Library Books, Computers
<b>Fund 2 Current Funds – Restricted</b> This fund is also used to account for those economic resources which may be used to accomplish the primary and supporting objectives of the college.	Restrictions on the resources of this fund are those imposed by donors or other outside agencies.	\$10,014,032	\$10,487,927	Federal Grants, State Grants, Restricted Funds, Local/Special Grants	Salaries, Supplies, Travel, Materials, etc.
<b>Fund 3 Auxiliary Funds:</b> Auxiliary enterprises are established primarily to provide non-instructional services for sale to students, faculty, staff and which are intended to be self-supporting.	Restrictions on the resources of this fund are those imposed by the College and aligned with best practices and generally accepted accounting principles (GAAP).	\$8,407,109	\$8,956,561	Bookstore Commissions, Food Service Commissions, Other Self-Supporting Activities	Salaries, Scholarships, Transfers Out
<b>Fund 4 Loan Funds:</b> Loan funds are those resources available for loans to students regardless of whether the institution is responsible for the collection of the loan.	Restrictions on the resources of this fund are those imposed by the College or other outside agencies.	\$484,968	\$484,968	Contributions, Parking Fines, Interest Earnings	Student Loans
<b>Fund 5 Scholarship Funds:</b> This fund is used to account for resources available for awards to students which are not in payment for services rendered to the College and will not require repayment to the College.	Restrictions on the resources of this fund are those imposed by the College, the donor or other outside agencies.	\$333,112	\$306,443	Federal Grants, State Grants, Local Scholarship Awards, General Donations	Scholarships
<b>Fund 6 Agency Funds:</b> This fund is used to account for resources held by a college as custodian or fiscal agent for others, such as funds of student or staff organizations/clubs.	Restrictions on the resources of this fund are those imposed by the club or organization for which the funds are held.	\$0.00	\$0.00	Fundraising by Student Clubs & Organizations	Student Club Project Activities

FUND	Restrictions	June 30, 2025 Unallocated Balances	June 30, 2026 Estimated Reserves & Unallocated Balances	Sources	Uses
<b>Fund 7 Unexpended Plant Funds:</b> This fund is used to account for resources that are available for the acquisition or construction of physical property to be used for institution purposes and resources designated for the major repair and/or replacement of institutional property, as well as associated liabilities.	Restrictions on the resources of this fund are imposed by statute for PECO funds and are restricted to new construction, renovations/remodeling, major repairs, capital equipment, site acquisition and the associated services to manage the physical plant.	\$45,363,649	\$55,067,616	PECO Funds, CO&DS Bonds/License Tag Fees, Interest Earnings, Local Transfers	New Buildings, Renovation/Remodeling, Major Repairs, Site Acquisition, Capital Equipment, Plant Management Services
<b>Fund 8 Debt Service Funds:</b> This fund is used to account for the long-term debt of a college and for the resources which will be used to retire the debt and pay the interest on the obligation(s).	Restrictions on the resources of this fund are limited to debt service payments.	\$0.00	\$0.00	Transfers In, License Tag Fees	Debt Payments: Bond Interest and Principal Payments
<b>Fund 9 Invested in Plant Funds:</b> This fund is used to account for the cumulative costs of plant assets and associated liabilities. The assets consist of land, buildings, other structures and improvements, furniture, machinery, equipment, data software, construction in progress, assets under capital lease, if any.	Restrictions include a capitalization threshold of \$5,000 for tangible personal property and \$25,000 for buildings and other structures and improvements. Depreciation is computed as follows: Buildings, 40 years; Other Structures, 10 years; Computer Equipment, 3 years; Vehicles, Office Machines and Ed. Eq., 5 years; and Furniture, 7 years.	\$106,612,422	\$102,262,422	Recordkeeping for Capital Purchases (Land, Buildings, Equipment, Library Books)	Depreciation and Deletions of Outdated, Obsolete, and Outmoded Equipment, Library Books, Furniture etc.
Total		\$191,570,196	\$199,037,224		

**Definitions:**

**Encumbrances**

Encumbrances representing outstanding purchase orders or other external commitments for materials or services not received as of the reporting date. Encumbrances are not reported as expenditures or liabilities. Rather, encumbrances are reported as a reserve against fund balance.

**Fund Balance**

The excess of assets over liabilities. To the extent that assets cannot or will not be converted to cash, reserves are established from fund balance.

**Unallocated Fund Balance**

A portion of ending fund balance which is available to fund new expenditures in the next fiscal year.

**Community College Program Fund (CCPF)**

Fund established in law which shall comprise the majority of appropriations made by the Legislature for the support of the current operating program of the State's colleges.

**PECO Funding**

The State allocates gross receipts taxes, generally known as Public Education Capital Outlay (PECO) funding, to the College on an annual basis. The College is authorized to expend these resources only upon applying for and receiving an encumbrance authorization from the Florida Department of Education. The allocation of PECO money is recognized as an addition to Unexpended Plant Funds when it is allocated and as a deduction if the allocation is subsequently reduced.

# **SCF Parrish Campus-Phase I**

## **Projected Fund 1 Operating Impact**

### **Assumptions and Analysis**

The attached pro forma provides a preliminary estimate of the annual operating impact associated with opening the State College of Florida Parrish Campus Phase 1 Facility and is intended to assess the recurring Fund 1 resources that may be required to support the campus during its first three years of operation.

This analysis serves as an initial planning tool and is based on currently available information regarding enrollment capacity, academic programming, staffing requirements, and facility operating costs. The assumptions used are intentionally conservative and will be refined as planning progresses.

#### **Key Assumptions**

##### **Enrollment Capacity**

Enrollment projections were developed by converting estimated student headcount into annualized Full-Time Equivalent (FTE) enrollment using the standard 30-credit-hour methodology.

The Phase I facility is estimated to accommodate approximately 225 students, generating approximately 225 annualized FTE based on current classroom configuration and planned academic programming.

Importantly, this assumption reflects the estimated practical operating capacity of the Phase I facility as currently designed rather than a temporary start-up estimate. Based on the current classroom configuration and planned academic programming, the enrollment levels used in this analysis represent the approximate maximum number of

students that can be served within the existing instructional space. Accordingly, the operating results presented in this analysis should not be interpreted as reflecting a gradual enrollment ramp-up, but rather the anticipated financial performance of the facility at its estimated operating capacity.

## **Revenue**

Incremental revenue is limited to net tuition and fee revenue generated by the projected enrollment. Revenue estimates include only those tuition and fee categories applicable to the anticipated lower-division and workforce programs to be offered at the campus and exclude upper-division baccalaureate programs.

The analysis assumes no incremental recurring state appropriations associated with the Parrish Campus. Accordingly, the pro forma reflects a conservative tuition-and-fees-only funding model.

## **Instruction and Student Support**

Instructional costs were estimated using SCF's actual faculty compensation experience, including full-time salaries and benefits, overload, adjunct faculty, and lecturers, and were converted to an average cost per annual FTE.

Student support costs, including advising and enrollment services, were estimated using FTE-based factors derived from SCF's historical operating experience.

## **Facilities and Technology**

Facilities-related operating costs were based on estimates provided by the Facilities Department and include utilities, maintenance, and public safety. These estimates reflect projected operating requirements of the campus and are largely fixed regardless of enrollment.

Technology support costs were developed by the Information Technology Department.

Library Support costs were developed by Academic Affairs.

### **Other Operating Costs**

Contracted Services, Materials and Supplies, and Other Current Charges associated with instructional and student support activities were estimated using per-FTE factors based on SCF's historical operating experience.

### **Preliminary Conclusions**

This analysis indicates that the Phase 1 Facility is expected to require a significant recurring Fund 1 (operating) subsidy during its initial years of operation.

Under the assumptions used:

- Enrollment is modeled at the estimated maximum operating capacity of approximately 225 annualized FTE;
- No incremental recurring state appropriations are assumed; and
- Full instructional, student support, facilities, and technology costs are included.

Based on these assumptions, projected tuition and fee revenue is not sufficient to cover the estimated cost of operating the campus. At the projected enrollment level, tuition and fee revenue is estimated to fund approximately 21% of annual operating costs.

Because the enrollment assumptions reflect the estimated practical capacity of the Phase I facility rather than a temporary start-up level, the resulting operating deficit may represent a structural characteristic of the campus as currently designed rather than a short-term condition that can be addressed solely through enrollment growth.

## **Strategic Considerations**

This preliminary analysis highlights several important planning considerations:

- The enrollment assumptions used in this analysis reflect the estimated practical operating capacity of the Phase I facility based on its current classroom configuration and planned academic programming.
- Under the assumptions presented, a recurring Fund 1 subsidy is likely to be required to support ongoing operations.
- The projected operating deficit is driven primarily by the fixed operating costs associated with maintaining a stand-alone campus and is not expected to be eliminated through enrollment growth.
- Long-term financial suitability will depend on the academic program mix offered at the campus, the availability of recurring state appropriations, the identification of other funding sources, and future opportunities to expand the campus's instructional capacity.

This pro forma establishes a baseline framework for evaluating the long-term operating implications of the Parrish Campus and will be updated as planning assumptions are refined.

## SCF Parrish Campus - Phase I Projected Fund 1 Operating Impact

Assumes approximately 225 annualized FTE, tuition-and-fees only funding, and no incremental recurring state appropriations

### Enrollment & Revenue Assumptions

	Cost/FTE	Year 1	Year 2	Year 3
FTE Enrollment [1]		225	225	225
<b>Net Tuition &amp; Fee Revenue [2]</b>	\$ 2,142	<b>\$ 481,977</b>	<b>\$ 481,977</b>	<b>\$ 481,977</b>

### Instructional and Support Costs

Faculty expense	\$ 3,751	\$ 844,002	\$ 844,002	\$ 844,002
Student Services expense	\$ 206	\$ 46,402	\$ 46,402	\$ 46,402
IT/Classroom/Library Support		\$ 259,800	\$ 259,800	\$ 259,800
Contracted Services	\$ 2,203	\$ 495,785	\$ 495,785	\$ 495,785
Materials and Supplies	\$ 467	\$ 104,966	\$ 104,966	\$ 104,966
Other Operating Expenses	\$ 96	\$ 21,606	\$ 21,606	\$ 21,606
<b>Total Instructional and Support Costs</b>		<b>\$ 1,772,560</b>	<b>\$ 1,772,560</b>	<b>\$ 1,772,560</b>

### Facility Operating Costs

Utilities		\$ 132,445	\$ 133,770	\$ 135,108
Building Operations & Maintenance		\$ 221,157	\$ 223,368	\$ 225,602
Public Safety		\$ 135,373	\$ 136,727	\$ 138,094
<b>Total Facility Operating Costs</b>		<b>\$ 488,975</b>	<b>\$ 493,865</b>	<b>\$ 498,804</b>

### Total Operating Impact

Total Revenue		\$ 481,977	\$ 481,977	\$ 481,977
Total Expense		\$ 2,261,535	\$ 2,266,425	\$ 2,271,364
<b>Net Operating Impact</b>		<b>\$ (1,779,558)</b>	<b>\$ (1,784,448)</b>	<b>\$ (1,789,387)</b>
<b>Net Impact per FTE</b>		<b>\$ (7,909)</b>	<b>\$ (7,931)</b>	<b>\$ (7,953)</b>

**Footnotes:**

- [1] The projected enrollment of 225 annualized FTE represents the estimated practical operating capacity of the Phase I facility based on current classroom configuration and planned academic programming.
- [2] Revenue assumptions include only tuition and fees applicable to lower-division and dual enrollment offerings and excludes any incremental recurring state appropriations

State College of Florida Current Capital Projects over \$150K 6-30-26	Board of Trustee Approved Budget	Date Board Approved Budget	Source of Funds	Project Justification	Comments
Completed					
<b>Pre-Construction/Construction</b>					
Parrish Phase 1 Development	39,265,385	5/23/2023	PECO, Other	Population Shift	In-Construction
Building 28 OT/PT HVAC Upgrades	220,000	12/10/2024	Capital Reserve	Deferred Maint.	Summer Install
Howard Theatre Audio System Replacement	200,000	6/24/2025	CIF	Deferred Maint.	Summer Install
Refurbish Athletic Fields	950,000	2/24/2026	Capital Reserve	Deferred Maint.	Summer Install
Lakewood Ranch CIT Nursing Auditorium A/V Upgrade	250,000	3/31/2026	Capital Reserve	Deferred Maint.	Summer Install
<b>Approval, Planning or Design</b>					
Building 19 Collegiate School HVAC Upgrade	600,000	6/24/2025	Collegiate PECO, Capital Res.	Deferred Maint.	Under Evaluation
Venice Collegiate School Building	16,000,000	9/30/2025	PECO, Other	Demand	Design in Process
Parrish Collegiate School Building	16,900,000	9/30/2025	PECO, Other	Demand	Seeking Project Funding
Collegewide, Uninterruptible Power Supply Replacement	300,000	3/31/2026	Capital Reserve	Deferred Maint.	Planning
<b>Total</b>	<b>74,685,385</b>		<b>-</b>	<b>-</b>	

Meeting of the  
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA  
June 30, 2026

**AGENDA ITEM:**

Approval of Building 8 Roof Replacement Project

**RECOMMENDATION:**

**The College recommends approval by the Board of Trustees for the Building 8 Roof Replacement Project.**

**STAFF ANALYSIS:**

The Building 8, 21,000 s.f. roof, is beyond its useful life and is SCF's highest priority deferred maintenance project. The roof will be replaced with a modified bituminous roofing assembly which is an upgraded asphalt roof system engineered for strength, flexibility, and long-term waterproofing.

Requesting Board approval for the Building 8 Roof Replacement project with a budget of \$1,150,000. There is adequate Capital Reserve fund balance available.

**FISCAL IMPACT:** Yes

Funding Source: Capital Reserve

Will this action result in a Budget Amendment? Yes

If yes, indicate the dollar amount: \$1,150,000

**REQUESTED BY:** Chris Wellman, VP, Operations

Meeting of the  
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA  
June 30, 2026

**AGENDA ITEM:**

Approval of Building 19, Bradenton Collegiate School HVAC Upgrade Project Budget Increase

**RECOMMENDATION:**

**The College recommends approval by the Board of Trustees to increase the budget for the Building 19 Collegiate School HVAC Upgrade project.**

**STAFF ANALYSIS:**

The Board approved this project June 24<sup>th</sup>, 2026, for \$600,000. Design was completed and a significant amount of additional piping, valving and controls have been identified as requiring replacement. Also, the project installation requires temporary air conditioning. Finally, design requirements for additional outside air have increased the complexity of the project scope. As a result, the project budget needs to be increased significantly. The project was advertised and bid, and the total price came in close to \$1.7M. However, the intent is to advertise and rebid the project with the expectation that improved pricing will be obtained. Requesting Board approval to increase the budget from \$600K to \$1.8M. There is adequate Capital Reserve & Bradenton Collegiate School PECO fund balances.

**FISCAL IMPACT:** Yes

Funding Source: Capital Reserve & Collegiate School PECO

Will this action result in a Budget Amendment? Yes

If yes, indicate the dollar amount: \$1,800,000

**REQUESTED BY:** Chris Wellman, VP, Operations

