



TALLAHASSEE  
**COLLEGIATE  
ACADEMY**

## **Governing Board Meeting**

**Monday, June 16, 2025, 6:00PM**

**TSC Eagle Conference Room, Administration Building**

### **VISION**

*Tallahassee Collegiate Academy graduates will be lifelong learners and contributors to society through STEM careers and continued education.*

### **MISSION**

*Tallahassee Collegiate Academy will prepare a diverse population of students for high-demand, high wage positions through rigorous coursework leading to an associate degree in a science, technology, engineering, or mathematics (STEM) field concurrent with a high school diploma.*

### **Agenda**

- 1. Call to Order**
- 2. Approval of Minutes from May Meeting**
- 3. Board Member Opening Comments**
- 4. New Business**
  - a. Principal's Report
    - i. New Student Orientation
  - b. Enrollment Update
  - c. Academic Update – **Board Workshop**
  - d. Budget Update – Dr. Barbara Wills
- 5. Items for Consideration**
  - a. TCA 25-26 Operating Budget
  - b. Dual Enrollment Articulation Agreement
  - c. TCA School Calendar
  - d. TCA Board Meeting Dates
- 6. Announcements**
  - a. Upcoming Events Report
- 7. Public Comment**
- 8. Adjourn**

***Next Meeting: Monday, August 18, 2025 (Regular Meeting)***

**Minutes**  
**Tallahassee Collegiate Academy**  
**Charter School Office**  
**444 Appleyard Drive**  
**Tallahassee, FL 32304**  
**Monday, May 19, 2025**

**Board Meeting**

On May 19, 2025, the Tallahassee Collegiate Academy (TCA) Board of Trustees meeting was called to order by Trustee Karen Moore at 6:01 p.m.

**Members Present:** Board Chair Karen Moore, Trustees David Clark, Randy Pople, Kim Kelling, and James Taylor.

**Absent:** Jessica Chapman

**Via Phone/Zoom:** None

**Others Present:** Patricia Pagozalski, Matthew Gregory, Calandra Stringer, Barbara Wills, Melanie Larson, Tricia Rizza, Christy Bailey, Allison Tackett, Wendi Davis, and Melissa Phen.

**COMMENTS:**

- i. **Board Chair** – Trustee Moore opened the meeting by welcoming all attendees. Trustee Moore remarked that she thought the graduation ceremony was incredible- the students, their parents, families, friends, and caregivers. Trustee Moore recognized the amazing work done by Trustee Kelling, Provost Stringer, Dr. Rizza, AP Pago, Mrs. Tackett, and Ms. Larson to make this event a success. Additionally, Trustee Moore was excited to share about the Commissioner of Education being the keynote speaker at TCA’s inaugural graduation ceremony and the behind-the-scenes work that went into this event’s success.
- ii. **Board Members-** Trustee Kelling remarked the TCA graduation was amazing and working with the team and their commitment and their love for these students has made it such a delightful event. Even better was the following night, when Trustee Kelling was able to attend the Best & Brightest award ceremony and hear one of our student’s named announced for winning the top leadership award. Trustee Pople was excited to point out that the TCA inaugural graduating class is off to a good start.

**APPROVAL OF MINUTES**

1. April 21, 2025

Requested Board approve March board meeting minutes as presented.

**MOTION:** Trustee Clark **SECOND:** Trustee Kelling

Motion passed unanimously.

**NEW BUSINESS**

**a. Principal’s Report**

Assistant Principal Pagozalski shared recent event updates. Yearbooks were distributed during the meeting, with special recognition given to Mrs. Davis, Mrs. Tackett, and Ms. Larson for the incredible creativity, dedication, and quick turnaround of the yearbooks.

Five TCA seniors were recently selected as honorees in the prestigious local Best & Brightest awards, which recognizes innovative students demonstrating leadership skills and community engagement and each student nominated received a \$100 scholarship. TCA student, Jazane Rolle, won the Leadership Award, earning a \$1,500 scholarship in the most competitive

category, representing TCA with excellence and speaking confidently about her role as a member of TCA's first graduating class and the importance of uplifting future students.

Additionally, Assistant Principal Pagozalski shared regarding the graduation ceremony that was held in the Turner Auditorium on TSC's campus. TCA was honored to have the Commissioner of Education Manny Diaz Jr. in attendance, in addition to being the ceremony's commencement speaker. TCA senior Aekae Donaldson was awarded the Karen Moore award, Jazane Rolle was named Salutatorian, and Michaela Hopkins was named Valedictorian. Assistant Principal Pagozalski recognized everyone's hard work in making this event so seamless and beautifully done.

For information only, no Board action required.

**b. Academic Update**

Update provided by Assistant Principal Pagozalski. Results from recent EOC assessments were shared. Some retakes and final data are still pending; however, early results indicate strong academic performance in several areas. A correction was made to the memorandum, the EOC Biology percentage of successful students should reflect 98%. A more comprehensive update, including learning gains and the bottom 25%, will be presented at the next board meeting once all assessment data has been finalized.

For information only, no Board action required.

**c. Enrollment Update**

Update provided by Assistant Principal Pagozalski. TCA is currently in the process of enrollment for new incoming students and re-enrollment for current students to confirm their seat for the upcoming school year. At the time of this memorandum, there were 95 out of 111 9<sup>th</sup> graders who confirmed their return for the 2025-2026 school year. The goal is to fill 100 seats for upcoming 9<sup>th</sup> graders, as well as some seats in 10<sup>th</sup> grade.

For information only, no Board action required.

**d. Budget Update**

An update on the TCA budget was provided by Dr. Barbara Wills. The budget report through April 2025 was provided, with a summary of revenues and expenses listed.

For information only, no Board action required.

**ITEMS FOR CONSIDERATION**

None

**ANNOUNCEMENTS**

**a. Upcoming Events Report**

Assistant Principal Pagozalski provided an overview of upcoming events for the Spring semester.

**PUBLIC COMMENTS**

None

**NEXT MEETING DATE**

June 16, 2025 at 6:00 p.m.

Location: TSC Main Campus

**ADJOURNMENT**

Board Chair Moore adjourned at 6:33 p.m.

Minutes approved at the business meeting of the Board of Trustees on (Date) \_\_\_\_\_.

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**Karen Moore**  
**Chair**

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**Jim Murdaugh, Ph.D.**  
**President/Superintendent**



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June 16, 2025

**M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy  
**FROM:** Patricia Pagozalski, Assistant Principal  
**SUBJECT:** Enrollment Update

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**Item Description**

This item provides an update on enrollment numbers for 2025-2026.

**Overview and Background**

TCA currently has 352 students enrolled as follows: 9<sup>th</sup> graders = 99, 10<sup>th</sup> graders = 120, 11<sup>th</sup> graders = 93 and 12<sup>th</sup> graders = 40.

The goal is to fill 100 seats for 9<sup>th</sup> graders as TCA moves into the 2025-2026 school year. As of June 10, 2025, TCA has received 321 applications. There are 197 applications for potential 9<sup>th</sup> graders.

**Funding/ Financial Implications**

None

**Past Actions by the Board**

None

**Recommended Action**

None



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June 16, 2025

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Patricia Pagozalski, Assistant Principal

**SUBJECT:** Academic Update

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### **Item Description**

This item provides an update on the school's academic performance. The data is based on student performance on statewide assessments for the 2024-2025 school year as well as dual enrollment performance and college readiness.

### **Overview and Background**

This item provides an overview of the performance of the students who were enrolled 2024-2025 as it relates to the state required assessments. This item also provides an assessment as it relates to the performance of students enrolled in dual enrollment and college readiness for students preparing to enroll in dual enrollment. The data is presented as part of the Board workshop.

### **Past Actions by the Board**

None.

### **Recommended Action**

None.



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June 16, 2025

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy  
**FROM:** Patricia Pagozalski, Assistant Principal  
Dr. Barbara Wills, Vice President, TSC  
**SUBJECT:** Budget Report

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### **Item Description**

This item provides an update on the TCA Budget.

### **Overview and Background**

In accordance with Florida Statute 1002.33(9) the governing board of the charter school shall annually adopt and maintain an operating budget. The LEA and School monitors the operating fund activity to ensure approved budget limits are maintained. This form is provided in accordance with Statute, which requires charter schools to provide annual financial report and program cost report information in the state-required formats for reporting.

The 24-25 budget is based on an enrollment of 275 students and using the Florida Department of Education revenue generating formula for charter schools. The budget maintains a 5% contingency and a balanced budget.

The TCA Finance Committee did meet this month.

### **Funding/ Financial Implications**

None

### **Past Actions by the Board**

None

### **Recommended Action**

Presented as an information item only.

TALLAHASSEE COLLEGIATE ACADEMY BUDGET REPORT 2024-25  
THROUGH MAY 2025

<b>FY25 Revenue</b>	<b>MONTH ACTUAL</b>	<b>MONTH BUDGET</b>	<b>YTD ACTUAL</b>	<b>YTD BUDGET</b>	<b>% of YTD BUDGET</b>
July	\$ 212,294.00	\$ 209,315.25	\$ 212,294.00	\$ 209,315.25	101
August	\$ 212,537.00	\$ 209,315.25	\$ 424,831.00	\$ 418,630.50	101
September	\$ 212,537.00	\$ 209,315.25	\$ 637,368.00	\$ 627,945.75	102
October	\$ 231,842.00	\$ 209,315.25	\$ 869,210.00	\$ 837,261.00	104
November	\$ 212,537.00	\$ 209,315.25	\$ 1,081,747.00	\$ 1,046,576.25	103
December	\$ 220,949.00	\$ 209,315.25	\$ 1,302,696.00	\$ 1,255,891.50	104
January	\$ 213,939.00	\$ 209,315.25	\$ 1,516,635.00	\$ 1,465,206.75	104
February	\$ 213,939.00	\$ 209,315.25	\$ 1,730,574.00	\$ 1,674,522.00	103
March	\$ 157,068.00	\$ 209,315.25	\$ 1,887,642.00	\$ 1,883,837.25	100
April	\$ 157,068.00	\$ 209,315.25	\$ 2,044,710.00	\$ 2,093,152.50	98
May	\$ 157,068.00	\$ 209,315.25	\$ 2,201,778.00	\$ 2,302,467.75	96
June		\$ 209,315.25	\$ 2,201,778.00	\$ 2,511,783.00	88

<b>FY25 Expenditures</b>	<b>MONTH ACTUAL</b>	<b>MONTH BUDGET</b>	<b>YTD ACTUAL</b>	<b>YTD BUDGET</b>	<b>% of YTD BUDGET</b>
July	217,591.45	\$ 193,115.09	\$ 217,591.45	\$ 193,115.09	113
August	158,484.18	\$ 193,115.09	\$ 376,075.63	\$ 386,230.17	97
September	211,607.43	\$ 193,115.09	\$ 587,683.06	\$ 579,345.26	101
October	146,578.35	\$ 193,115.09	\$ 734,261.41	\$ 772,460.34	95
November	191,408.43	\$ 193,115.09	\$ 925,669.84	\$ 965,575.43	96
December	182,673.05	\$ 193,115.09	\$ 1,108,342.89	\$ 1,158,690.52	96
January	155,884.98	\$ 193,115.09	\$ 1,264,227.87	\$ 1,351,805.60	94
February	186,924.38	\$ 193,115.09	\$ 1,451,152.25	\$ 1,544,920.69	94
March	140,508.08	\$ 193,115.09	\$ 1,591,660.33	\$ 1,738,035.77	92
April	176,675.34	\$ 193,115.09	\$ 1,768,335.67	\$ 1,931,150.86	92
May	153,737.67	\$ 193,115.09	\$ 1,922,073.34	\$ 2,124,265.94	90
June		\$ 193,115.09	\$ 1,922,073.34	\$ 2,317,381.03	83





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June 16, 2025

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy  
**FROM:** Patricia Pagozalski, Assistant Principal  
Dr. Barbara Wills, Vice President, TSC  
**SUBJECT:** 2025-2026 Operating Budget

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### **Item Description**

This item requests approval of the School's FY 2025-2026 Operating Budget to be implemented at the start of the fiscal year, July 1, 2025. In the absence of a State budget, the proposed budget is based on last year's budget projection template. The budget projection template is provided by Florida's Department of Education. Upon completion of a State budget and updated template, the School will present a budget amendment.

### **Overview and Background**

In accordance with Florida Statute 1002.33(9) the governing board of the charter school shall annually adopt and maintain an operating budget. The LEA and School monitors the operating fund activity to ensure approved budget limits are maintained. This form is provided in accordance with Statute, which requires charter schools to provide annual financial report and program cost report information in the state-required formats for reporting.

The 2025-2026 proposed budget is based on an enrollment of 357 students and using the Florida Department of Education revenue generating formula for charter schools. The budget maintains a 5% contingency and a balanced budget

### **Funding/ Financial Implications**

The School's projected revenues and expense requirements of this budget are reflected in the attached DOE budget forms.

### **Past Actions by the Board**

The Board approves the budget annually.

### **Recommended Action**

Approve the 2025-2026 budget

**Tallahassee Collegiate Academy Budget FY 2025 With Amendment**

**REVENUE**

Projected Revenue	Based on 357 Student FTE	\$3,094,895.00
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**EXPENDITURES**

<b>PERSONNEL</b>		\$1,665,956.70
<b>OPERATING</b>		\$796,994.85
<b>CONTINGENCY</b>		\$154,744.75
<b>TOTAL EXPENDITURES</b>		\$2,617,696.30

Year End Projected Balance	\$477,198.71
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Used the FY25 worksheet until FY26 worksheet is available

at 5%



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June 16, 2025

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Patricia Pagozalski, Assistant Principal

**SUBJECT:** 2025-2026 Dual Enrollment Articulation Agreement between Tallahassee Collegiate Academy and Tallahassee State College

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### **Item Description**

This item presents the Dual Enrollment Articulation Agreement between TCA and TSC for annual approval as required by Florida law.

### **Overview and Background**

The agreement identifies College and Charter School responsibilities for informing students and parents about dual enrollment; it addresses faculty qualifications for teaching; it defines college readiness scores and high school and college GPA requirements as well as procedures for exceptions; it identifies maximum and minimum course loads, it specifies responsibilities for testing and record keeping, and it includes other procedures and timelines.

### **Funding/ Financial Implications**

Dual enrollment students pay not tuition, fees, lab, or online course fees. The charter school pays the standard rate per credit hour, \$71.98, for students taking courses on TSC's campuses, including required instructional materials. This also includes online courses. The charter school is not charged tuition or instructional materials for summer enrollments.

### **Past Actions by the Board**

The Board approves these agreements annually.

### **Recommended Action**

Approve the dual enrollment articulation agreement with Tallahassee Collegiate Academy and Tallahassee State College.

# **2025 – 2026 Dual Enrollment Articulation Agreement**

## **Tallahassee Collegiate Academy and Tallahassee State College**

### **Introduction**

The Dual Enrollment Articulation Agreement, as required by Section 1007.271(21), Florida Statutes, is made by and between the District Board of Trustees of Tallahassee State College, hereinafter referred to as TSC, and the District School Board of Tallahassee Collegiate Academy, hereinafter referred to as the School Board. The term of this agreement shall commence upon signing and shall end July 31, 2026.

The local Articulation Committee shall consist of the following: Committee members from the School Board will be appointed by the Superintendent of the School Board or designee. Committee members from TSC will be appointed by the President of TSC or designee.

Either party may cancel this Agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This Agreement may be amended only by written communication signed by the Superintendent of the District School Board of Tallahassee Collegiate Academy and the President of Tallahassee State College.

### **I. A ratification or modification of all existing articulation agreements**

This agreement replaces any existing agreement with TSC and the School Board regarding the Dual Enrollment Articulation Agreement existing as of the start of the term set forth above.

### **II. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program**

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through educational planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school guidance counselors if they are interested in learning more about participation in dual enrollment. High school guidance counselors will review with the student criteria for participation in the dual enrollment program. Information will also be available to students and parents on TSC's Dual Enrollment website.

It is the responsibility of the high schools to notify parents about the option for their child to participate in dual enrollment courses through a variety of means.

### III. A delineation of courses and programs available to students eligible to participate in dual enrollment

Section 1007.271(1), Florida Statutes, establishes that “the dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree”. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Physical education skills courses and college preparatory instruction are not eligible for dual enrollment.

Students enrolled as dual enrollment, early admission, or career dual enrollment shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as dual enrollment, early admission, and career dual enrollment, will be eligible to participate in both high school and college activities as appropriate including graduation and other extracurricular activities. Participation in all college activities must be approved by the Vice President for Student Affairs.

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available upon request. Eligible courses may be taken in any format that TSC offers them unless otherwise specified in the agreement.

College courses are offered on the main campus, high school campuses, and through distance learning.

#### **Early Admission Dual Enrollment**

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (minimum of 12 credit hours and maximum of 15 credit hours) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Early admitted students will be exempt from the payment of registration, tuition, and laboratory fees. Both the high school and TSC must approve Early Admission for a high school student each semester.

#### **Career Dual Enrollment**

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program (PSAV). Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program. Both clock hour and college credit courses and programs must lead toward an approved industry certification from an Industry Certification Funding List in s. 1008.44, F.S.

For 2025-2026, career dual enrollment through TSC is available.

### IV. A description of the process by which students and their parents exercise options to participate in the dual enrollment program

#### **Application Process for New Dual Enrollment Students**

Students planning to participate in dual enrollment must do the following:

- Confirm they have a minimum 3.0 unweighted cumulative high school grade point average (GPA) and meets the testing requirements.

- Meet with high school counselor to discuss eligibility (see Section V) and testing options.
- Complete TSC Online Application
- Complete the Permission to Register Form with your counselor. Counselors will help students choose courses that will count towards high school graduation requirements. Counselors will list the courses on the permission to register form and sign the form.
- Schedule a meeting with the TSC Dual Enrollment Advisor.
- Submit the documents below prior to or during meeting with the TSC Dual Enrollment Advisor. Documents can be emailed to the TSC Dual Enrollment Advisor or brought to the meeting.
  - Copy of test scores
  - Permission to register form
  - High school transcript (please use the FASTER system)
- During the meeting with the TSC Dual Enrollment Advisor, students will be registered for TSC courses that are listed on their Permission to Register Form.

#### **Application Process for Continuing Dual Enrollment Students**

Students who withdraw from a course after drop/add period are required to meet with counselor and parent/guardian before paperwork will be provided.

Students planning to continue dual enrollment must do the following:

- Meet with high school guidance counselor to discuss course options and scheduling.
- Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form.
- Schedule a meeting with the TSC Dual Enrollment Coordinator.
- Submit the documents below prior to or during your meeting with the TSC Dual Enrollment Coordinator. Documents can be emailed to the TSC Dual Enrollment Coordinator, or you can bring them to your meeting.
  - Permission to register form
- During your meeting with the TSC Dual Enrollment Coordinator, you will be registered for your TSC courses that are listed on your Permission to Register Form.

#### **Eligibility Requirements for Early Admission Dual Enrollment**

Students must be a high school senior, have a minimum 3.5 unweighted cumulative high school GPA and meet the testing requirements outlined on page 7-9.

#### **TSC Application process for Early Admission Dual Enrollment Students**

Students planning to apply for early admission must do the following:

- Meet with high school counselor to discuss testing options.
- Complete TSC Online Application.

- Complete the Permission to Register Form with counselor. Counselors will help students choose courses that will count towards high school graduation requirements. Counselors will list the courses on the permission to register form and sign the form.
- Complete the Permission for Early Admission Form with counselor.
- Schedule a meeting with the TSC Dual Enrollment Coordinator.
- Submit the documents below prior to or during the meeting with the TSC Dual Enrollment Coordinator. Documents can be emailed to the Dual Enrollment Coordinator or brought to the meeting.
  - Copy of test scores
  - Permission to register form
  - Permission for early admission form
  - High school transcript (please use the FASTER system)

During the meeting with the TSC Dual Enrollment Advisor, students will be registered for the TSC courses that are listed on the Permission to Register Form. The TSC Dual Enrollment Coordinator is the only person allowed to register students for courses

### **Maximum Course Loads**

Traditional dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school credit.

Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school credit

### **Eligibility Requirements for Career Dual Enrollment**

Students must have a minimum 2.0 unweighted cumulative high school grade point average (GPA) and meet testing requirements if required for specific programs.

### **Eligibility Requirements to Continue Career Dual Enrollment**

Students must maintain a minimum 2.0 unweighted cumulative high school GPA, a minimum 2.0 TSC GPA as well as a successful dual enrollment course completion rate of 75% (C or better).

### **Schedule Changes**

Dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published by TSC.

### **Adding and Dropping Classes**

To add or drop from a course(s), during drop/add period, students must provide a written request from the high school counselor verifying that the student has permission to add or drop before the Add/Drop deadline. The request must be submitted to TSC's Dual Enrollment Coordinator using the Course Adjustment Form.



**Withdrawing from Classes**

After the drop/add period, Requests are considered by the district in extenuating circumstances. Students provide request and documentation to school counselor for district review. School Counselor and TSC Dual Enrollment Coordinator will be notified of the decision. The course withdrawal form will then be initiated by the school designee.

**Summer Enrollment**

Students are eligible to enroll in summer courses during June Express.

Graduating high school seniors are not eligible to participate in dual enrollment during the summer. Graduating seniors who enroll in summer classes will be categorized as degree seeking college students and responsible for all instructional materials, tuition and fees assessed.

**Weighting of Dual Enrollment Course Grades**

For districts that use a weighted grading system, s. 1007.271(8), F.S., states that “school districts and Florida College System institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advance International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.”

**Grade Distribution**

All grades will be reported at the conclusion of each term and accessible by the student through logging into their TSC Workday account, no more than two days after the grade submission deadline passes. Final grades will not be reported in the Canvas Learning Management System

**Dual Enrollment Eligibility Through Testing**

Students may demonstrate college readiness and qualify for dual enrollment by using a combination of the following, Reading, Writing, and Mathematics qualifying measures.

High schools must provide P.E.R.T. official score reports and P.E.R.T. test history if students plan to use high school P.E.R.T. scores.

It is the high schools’ responsibility to provide P.E.R.T. for dual enrollment eligibility. TSC will work with the high schools and assist with P.E.R.T. testing for special circumstances.

Tests and Assessments		
(A score that meets or exceeds the standard score on any one of the assessments shall be accepted as demonstration of readiness for college-level work. TSC shall accept scores on a Florida public high school transcript in addition to official score reports from the issuing entity listed as an official record.) All scores must be less than 2 years old.		
P.E.R.T.		
Reading	106	ENC 1101C, ENC 1101
Writing	103	
Mathematics	114-122	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
Mathematics	123	MAC 1105, STA 2023
SAT, The College Board		
Reading	24	ENC 1101C, ENC 1101
Writing and Language	25	
Mathematics	24-26	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
Mathematics	26.5	MAC 1105, STA 2023
Digital SAT, The College Board Since June 2023		
Evidence-Based Reading and Writing Section	490	ENC 1101C, ENC 1101
Math Section	480-520	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	530	MAC 1105, STA 2023
ACT with Writing or ACT, Inc.		
Reading	19	ENC 1101C, ENC 1101
English	17	
Mathematics	19-20	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
Mathematics	21	MAC 1105, STA 2023
Next-Generation ACCUPLACER, The College Board (Since August 2022)		
Reading	256	ENC 1101C, ENC 1101
Writing	253	
QAS (Quantitative Reasoning, Algebra, Stats)	261-275	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	276	MAC 1105, STA 2023
Classic Learning Test (CLT)		
Sum of the Verbal Reasoning and Grammar/Writing Sections	38	ENC 1101C, ENC 1101
Quantitative Reasoning Section	16-18	MAT 1033, MGF 1130, MGF 1131, MAC 1105C
	19	MAC 1105, STA 2023
PSAT/NMSQT and PSAT 10, The College Board Since June 2023		
Reading	24	ENC 1101C, ENC 1101
English	25	
Mathematics	24-26	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	26.5	MAC 1105, STA 2023
Digital PSAT/NMSQT and PSAT10, The College Board Since June 2023		
Evidence-Based Reading and Writing Section	490	ENC 1101C, ENC 1101
Mathematics Section	480-529	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	530	MAC 1105, STA 2023
PreACT		
Reading	22	ENC 1101C, ENC 1101
English	18	
Mathematics	22	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
End-of-Course Assessments		
Algebra I or Geometry	4	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
General Education Development (GED) Test		

Reading through Language Arts	165	ENC 1101C, ENC 1101
Mathematical Reasoning	165-174	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	175	MAC 1105, STA 2023
Test Assessing Secondary Completion (TASC)		
Language Arts Reading	580	ENC 1101C, ENC 1101
Language Arts Writing	560 and 6 on Essay	ENC 1101C, ENC 1101
Mathematics	560	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	700	MAC 1105, STA 2023
High School Equivalency Test (HiSET)		
Language Arts Reading	15	ENC 1101C, ENC 1101
Language Arts Writing	15	ENC 1101C, ENC 1101
Mathematics	15	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	18	MAC 1105, STA 2023
ALEKS PPL		
Mathematics	30-45	MAC 1105C, MAT 1033, MGF 1130, MGF 1131
	46	MAC 1105, STA 2023
<b>High School Course Equivalency</b> (Performance in public high school coursework includes an unweighted GPA of 3.0 or better plus achievement of minimum course grade as indicated in the chart below.)		
<b>TCC Course</b>	<b>High School Course</b>	<b>Minimum Grade in Public High School Course</b>
<b>Communications:</b>		
ENC 1101C	English 4 or English 4 Honors or English Language & Literature	B
ENC 1101	English 4 or English 4 Honors or English Language & Literature or Any English course for AP, IB, or Cambridge/AICE programs	B
<b>Mathematics:</b>		
MAT 1033, MAC 1105C	Geometry, Algebra I, Algebra I Honors, Math for College Algebra	B
MGF 1130, MGF 1131,	Math for College Liberal Arts, Math for College Statistics, Probability and Statistics,	B
MAC 1105, STA 2023	Algebra II, Algebra II Honors, Pre-Calculus, Calculus, AICE, AP, IB	B

**V. A list of any additional initial student eligibility requirements for participation in the dual enrollment program**

The statutory eligibility requirements for academic college credit dual enrollment include: 3.0 unweighted high school GPA and demonstrated readiness for college coursework through scores on a common placement test (as established in State Board of Education Rule 6A-10.0315). The statutory eligibility requirements for career dual enrollment Career Certificate: 2.0 unweighted GPA.

TSC defines readiness for college-level coursework as placement into college-level Mathematics and/or English and Reading.

Students must place into ENC 1101 with their test scores to be eligible to participate in the dual enrollment program. Students may use alternative placement methods for determining math eligibility as outlined in *Table 1*.

Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through dual enrollment.

Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Procedure is outlined in TSC's Student Handbook.

#### **Continued Enrollment for Academic Dual Enrollment**

Students must maintain a minimum 3.0 unweighted cumulative high school grade point average. Continued eligibility for college credit dual enrollment requires the maintenance of a 3.0 unweighted high school GPA.

Students, who withdraw from a course after drop/add period, or earn a "D/F" in any dual enrollment course, are required to meet with the counselor and parent/guardian before enrollment paperwork will be provided for subsequent semester.

Additionally, the TSC GPA will be reviewed each semester and students must maintain a 2.25 TSC GPA at the time of review as well as a successful completion rate of 75% (C or better). Students may be given a one semester grace period if the TSC GPA is between a 2.00 and 2.24 GPA or completion is below 75%. High school students are only allowed one grace period.

Students utilizing a grace period may be subject to a reduced dual enrollment course load by one course in an effort to ensure successful matriculation at the post-secondary level.

#### **Early Admission Eligibility**

Students who wish to participate in early admission must be a high school senior and have an unweighted high school GPA of 3.5 or higher. Additionally, students must have a TSC GPA of 3.0 or higher.

#### **Continued Enrollment for Early Admission**

Students must maintain a minimum 3.5 unweighted cumulative high school GPA and a TSC GPA of 3.0.

## **VI. A delineation of the high school credit earned for the passage of dual enrollment courses**

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf>. Eligible courses may be taken in any format that TSC offers them unless otherwise specified in the Agreement.

Other courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for dual enrollment credit and count toward high school graduation, including electives provided these courses are specified in this agreement.

For college credit programs, postsecondary courses taken through dual enrollment for three credits or more that are part of a postsecondary career/technical program of study (College Credit

Certificate, Applied Technology Diploma, Associate in Applied Science, Associate of Science) shall be awarded at least 0.5 elective credits toward high school graduation.

Section 1003.437, F.S., specifies that “For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271.”

**VII. A description of the process for informing students and their parents of college-level course expectations**

Dual enrollment courses meet the curricular expectations and are at the same depth and rigor of non-dual enrollment postsecondary instruction, including dual enrollment courses offered on the high school campus. Students should understand that dual enrollment courses are college courses and the amount of work necessary to succeed may be much greater than in high school courses. In addition, dual enrollment courses become a part of a student’s permanent college transcript and are calculated into the student’s permanent postsecondary GPA.

It is the responsibility of the high schools in the district to inform the students and parents about the college-level expectations. TSC will inform students and parents of college-level course expectations through a dual enrollment orientation. TSC will also inform students and parents of college-level course expectations through the use of the course syllabus which is given to each student in each college-level course at the beginning of each semester.

**VIII. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis**

Section 1007.271(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree.

Exceptions to High School Grade Point Averages Terms:

Upon recommendation and the submission of the Exceptions to High School GPA form, by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may be allowed to enroll for a maximum of 6 hours of dual enrollment courses provided that the student has shown evidence of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses as defined in Section V of this agreement and successful completion of all high school courses with grades no lower than “B.” Documentation must be provided to TSC’s Academic Affairs designee.

Exceptions related to serious illness or other extenuating circumstances will be reviewed on a case by case basis and must be approved by both the principal and TSC’s Academic Affairs designee.

TSC will provide a form to the high school that must be completed, signed, and returned to TSC before the student will be allowed to continue in the program. A rationale for the exception must be stated on the form.

Students will be given a one-semester grace period during which a review will determine continued eligibility. The grace period can only be used once during the student's high school matriculation. Students granted eligibility under the GPA exception must meet all progression criteria moving forward to continue enrollment; the allowable grace period was used for initial eligibility.

**IX. Registration policies and procedures for dual enrollment courses as determined by the postsecondary institution**

Students must complete their registration form with their high school guidance counselor. The form must be completed with all the required information about course section numbers as well as 2<sup>nd</sup> options. The completed registration form will be given to TSC's Dual Enrollment Coordinator who will register the student for courses that are available at the time the form is received. The following deadlines are established for TSC and may differ from internal deadlines of the Board.

**2025-2026 Deadlines for High Schools:**

Due Date	Activity	Responsible Party
August 11, 2025	Deadline for district to submit all paperwork <u>and</u> test scores (as necessary) for enrollment in Fall 2025 semester. This includes registration for courses on the high school campus.	High school
August 18, 2025	TSC First Day of Class	
August 22, 2025	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
October 28, 2025	Last Day to Withdraw a student (use withdrawal form)	High school
November 10, 2025	Deadline to make changes to course offerings at the high school for Spring 2026. Deadline to identify instructors.	High school
November 28, 2025	TSC Last Day of Class	
December 1, 20245	Deadline for district to submit paperwork for Spring 2026 (applications, test scores, permission to register forms)	High school
December 8, 2025	Deadline to submit grades to TSC	High school
December 9, 2025	TSC Transcripts will be delivered to high schools	TSC
January 5, 2026	TSC First Day of Class	

January 11, 2026	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
March 9, 2026	Deadline to Submit “Course Request for Dual Enrollment” Form for 2025-2026.	High school
March 22, 2026	Last Day to Withdraw a student	High school
April 26, 2026	TSC Last Day of Class	
May 3, 2026	Deadline to submit grades to TSC	High school
May 4, 2026	TSC transcripts will be delivered to high schools	TSC
June 12, 2026 (Noon)	Last Day for students to submit all paperwork <u>and</u> test scores (as necessary) for enrollment in Summer 2026 June Express session	High school
July 17, 2026	Last Day to Withdraw a student from Summer 2026 June Express session (use withdrawal form)	High school

#### **Adding and Dropping Classes**

To add or drop from a course(s), during drop/add period, students must provide a written request from the high school counselor verifying that the student has permission to add or drop **before the Add/Drop deadline**. The request must be submitted to TSC’s Dual Enrollment Coordinator using the Course Adjustment Form.

#### **X. Exceptions, if any, to professional rules and guidelines for instructors teaching dual enrollment courses**

There are no exceptions.

#### **XI. Exceptions, if any, to rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members**

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Southern Association of Colleges and Schools (SACS). Section 1007.271(5)(a), F.S., governs dual enrollment faculty. These provisions were taken from the *Dual Enrollment Statement of Standards*, which was codified in State Board of Education Rule 6A 14.064, FAC.

Faculty who wish to teach college credit courses that are offered on the high school campuses must complete a TSC Adjunct Faculty Application and all other procedures required by TSC’s Human Resources and Academic Divisions. Applicants must be recommended for hire by the appropriate Academic Dean/Director. Faculty must also adhere to the following guidelines (Florida Statutes, 1007.271 (5a):

Meet the qualifications required by TSC as identified in the TSC Faculty Credentials Manual. The qualifications apply to all faculty members regardless of the location of instruction. TSC requires compliance with these qualifications.

1. Provide TSC with an official copy of the postsecondary transcript.
2. Provide a copy of the current syllabus for each course taught to the division dean or associate dean of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered at TSC and must be approved by the appropriate TSC academic division.
3. Adhere to the professional rules, guidelines, and expectations stated in TSC's adjunct faculty handbook.
4. Adhere to the rules, guidelines, and expectations (which apply to faculty members) stated in TSC's student handbook.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the TSC campus. To ensure equivalent rigor with courses taught at TSC, the high school instructor will provide a comprehensive, cumulative end-of-course assessment and a series of assessments of all expected learning outcomes to the appropriate Dean or designee. The completed and scored assessments must be returned to TSC and held for one year (Florida Statutes, 1007.271 (6a)).

It is the responsibility of the high school dual enrollment specialist to notify TSC's Academic Affairs designee of all courses that the high school is requesting to offer. Each high school must complete the appropriate form for each course that the high school plans to offer. Based on need and faculty availability, TSC will decide what courses can be offered on the high school campus.

Each instructor is responsible for checking their online class rosters every day to ensure the appropriate students are sitting in the class. If a student is not on the roster, the instructor should immediately notify their academic dean. The academic dean should notify TSC's dual enrollment coordinator or Academic Affairs designee.

Advanced Placement (AP) students who do not take or pass the AP examination are not permitted to earn postsecondary credit for the AP course via dual enrollment. Per Section 1007.272, Florida Statutes, no student will be allowed duplicate credit based on enrollment in a joint AP/dual enrollment course. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course, per Section 1007.271 (6d), Florida Statutes.

Dual enrolled students taking courses on the high school campus must submit the same documentation as the students taking courses on TSC's main campus.

## **XII. Responsibilities of the School Board regarding determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program**

The School Board is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students who have a 3.0 unweighted high school grade point average and



who have an interest in participating in dual enrollment should be referred to their high school guidance counselors to discuss the eligibility requirements for the program.

The high school must inform all students who plan to participate in dual enrollment of their obligation to complete an online TSC application.

The high school is responsible for advising students relative to ensuring that they meet the requirements for high school graduation. The high school is also responsible for advising students about Bright Futures.

It is TSC's responsibility to monitor student performance in TSC's dual enrollment courses. The School Board and TSC should exchange student transcripts in order to make sure that students are eligible to continue in the dual enrollment program.

TSC is responsible for assigning grades for dual enrollment courses. The School Board is prohibited from changing any grade (once assigned by the college) when posting it to the high school transcript.

**XIII. Responsibilities of the Florida College System institution regarding transmission of student grades in dual enrollment courses to the school district**

TSC will transmit student transcripts to the School Board at the end of each semester.

**XIV. Responsibilities for funding that delineates costs incurred by the school district and TSC**

Dual enrollment students shall be exempt from paying registration, matriculation, and laboratory fees.

Textbook Costs & ADA Accommodation Costs

Textbooks will be provided to students by the School Board during both the Fall and Spring semester. Textbooks will be provided by TSC during the Summer terms. Textbooks purchased by the School Board shall remain the property of the School Board as specified in Section 1007.271 (17), F.S. TSC will continue its efforts to reduce the cost of textbooks and materials to the School Board. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on TSC's campus will be covered by TSC. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on the high school campus will be covered by the School Board.

Standard Tuition Rate

Per the 1007.271, F.S., the School Board is required to pay the standard tuition rate per credit hour to TSC for instruction taking place on TSC's campus for dual enrolled students. The approved standard tuition for FY 2024-2025 is \$71.98. The rate will be charged for courses taking place on TSC's main campus, TSC's educational centers, and distance learning courses. TSC will not charge tuition to the School Board for Summer 2025 dual enrollment students. TSC also will not limit dual enrollment participation based upon capacity, F.S. 1007.271(4) in any term.

TSC will use the fees collected to enhance the dual enrollment program. TSC will promote dual enrollment participation, increase capacity, and enrich the quality of services associated with the

dual enrollment program. The School Board's payment of tuition to TSC will increase the number of counselors available to the dual enrollment program in order to recruit more dual enrollment students and to help prepare students for transition to college, to counsel students in meta-majors and programs of study, and to track and provide feedback to students on their progress. TSC will also provide high school faculty and counselor training for dual enrollment.

#### Instructional Costs

It is the responsibility of the School Board to provide full instructional costs for dual enrollment occurring on the high school site. For instruction occurring on the high school sites by college faculty, the School Board must reimburse TSC for the costs associated with the proportion of salary and benefits.

TSC cannot guarantee the availability of instructors for dual enrollment classes offered at the high school. Schools can assist TSC by recommending qualified School Board instructors for consideration for teaching dual enrollment courses offered at the high school.

TSC regularly uses high school faculty to teach both dual enrollment and regular TSC courses and incorporates training, mentoring, and assessment of these faculty into its regular adjunct program. Therefore, TSC's costs associated with instruction occurring on the high school site by TSC approved high school faculty who are paid by the School Board will be considered a normal part of TSC's obligation to its faculty for training and mentoring; no costs will be assessed.

#### Invoicing for Financial Obligations

TSC will invoice the School Board for financial obligations within 21 business days of TSC's Census date which is normally after the 5<sup>th</sup> day of class each semester.

A second invoice may be generated for all students who enroll in an express session if that student is not included in the main session invoice.

The school district is responsible for any student who fails to withdraw after the add/drop period.

Before invoicing, each district will need to verify enrollment. Once verification has occurred, there will be no changes to the invoices.

### **XV. Responsibilities for Student Transportation**

It is the student's responsibility to provide his or her own transportation.

### **XVI. Responsibilities for services and resources that are available to students with disabilities who register for enrollment**

By this agreement, Section 1007.271(25), F.S., requires that the dual enrollment articulation agreement include services and resource that are available to students with disabilities who register for dual enrollment.

Tallahassee State College provides services and facilities accessible to, and usable by, all qualified students with disabilities. The college will assure educational access by providing reasonable and appropriate accommodations to those students who provide the proper documentation. An Individual Education Program (I.E.P) filed with the student's home school will suffice as appropriate documentation to receive necessary accommodations.

The college provides physical, academic, and program access including: Extended time testing, Note-taking Services, Reader Services, Recorders, Audio Books via LearningAlly.org, E-Texts, Adaptive technology, Math accommodations, Sign Language interpreters, and Spelling accommodations.

**IN WITNESS WHEREOF**, the School Board of Tallahassee Collegiate Academy, Florida, and The District Board of Trustees, Tallahassee State College, Florida, have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers, in accordance with Section 1007.271, F.S., Dual Enrollment Articulation Agreements.

Date	Chair, Tallahassee District Board of Trustees, Tallahassee State College, Florida
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_____ Date	_____ President, Tallahassee State College
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_____ Date	_____ Chair, Tallahassee Collegiate Academy, School Board
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_____ Date	_____ Superintendent, Tallahassee Collegiate Academy
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**Memorandum of Understanding  
Tallahassee State College  
& Tallahassee Collegiate Academy  
Career Dual Enrollment – Welding Technology Career Certificate  
Program (5023A)**

**Program start date:** August 11, 2025

**Program end date:** May 22, 2025

**Class time:** 8:30 a.m. – 2:30 p.m. (1,050 clock hours)

**Class days:** Monday - Thursday

**Class location:** Tallahassee State College – Advanced Manufacturing Training Center

**Courses:** PMT0070 Welder Assistant I; PMT0071 Welder Assistant II; PMT0072 Welder, SMAW 1; PMT0073 Welder, SMAW 2; PMT0074 Welder

**Course Descriptions:**

**PMT0070:** The Welder Assistant I course prepares students for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study workplace safety and organization, basic manufacturing processes, metals identification, basic interpretation of welding symbols, and oxyfuel gas cutting practices. Contact: 150 clock hours. Additional fee. *Does not count toward A.A. or A.S. degree. **One high school elective credit***

**PMT0071:** The Welder Assistant 2 course is designed to build on the skills and knowledge students learned in Welder Assistant I for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study drawings and welding symbols, intermediate oxyfuel gas cutting practices, plasma arc cutting principles, and basic shielded metal arc welding (SMAW). Contact: 150 clock hours. Additional fee. *Does not count toward A.A. or A.S. degree. **One high school elective credit***

**PMT0072:** The Welder SMAW 1 course prepares students for entry into the welding industry as a basic Shielded Metal Arc Welder. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study basic shielded metal arc welding (SMAW), Carbon Arc Gouging (GAC) principles, and visual examination skills. Contact: 150 clock hours. Additional fee. Does not count toward A.A. or A.S. degree. ***One high school elective credit***

**PMT0073:** The Welder SMAW 2 course is designed to build on the skills and knowledge students learned in Welder SMAW 1 for entry into welding industry as a basic Shielded Metal Arc Welder. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study employability and welding careers, and intermediate shielded metal arc welding (SMAW). Contact: 150 clock hours. Additional fee. *Does not count toward A.A. or A.S. degree. **One high school elective credit***

**PMT0074:** The Welder course builds on the skills and knowledge students learned in the Welder Assistant and Welder SMAW courses. Students explore career opportunities and requirements of a professional welder. Content emphasizes skills key to the success of working in the welding industry. Students study basic and intermediate Gas Metal Arc Welding (GMAW), basic and intermediate Flux-Core Arc Welding (FCAW), basic and intermediate Gas Tungsten Arc Welding (GTAW), and a basic understanding of pipe welding. Contact: 450 clock hours. Additional fee. *Does not count toward A.A. or A.S. degree. **Three high school elective credits***

**High School Credit to be Earned by the Student:** 7 Elective High School credits for the entire program

Student eligibility requirements:

- 2.0 high school unweighted grade point average
- Must be at least 16 years of age

Documents due to **Joanne Gambles** (TSC's dual enrollment coordinator) by **August 1, 2025**

- Completed TSC online application (submit online)
- High School Transcript
- Permission to register form
- TSC Career Assessment/Advising Certificate of Completion

Documents due to **Cerissa Fondo** (TSC's Director of Business and Workforce) by **August 1, 2025**

- Completed Workforce application

<b>Program Costs</b>	<b>Responsible for Payment</b>	<b>Due Date of Payment</b>
Tuition: \$2,803 per student (based on \$2.67 per clock hour)	Tallahassee Collegiate Academy	Fall semester after Enrollment Verification District will be invoiced
Instructional Materials Fee \$2,808	Tallahassee Collegiate Academy	



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June 16, 2025

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Patricia Pagozalski, Assistant Principal

**SUBJECT:** 2025-2026 School Calendar

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### **Item Description**

This item requests approval to adopt the Tallahassee State College School District calendar as presented for the 2025-2026 school year for Tallahassee Collegiate Academy.

### **Overview and Background**

The Tallahassee State College District is required to submit a K-12 district school calendar to the Florida Department of Education to meet 6A-1.045111 F.A.C. The charter school proposes utilizing the dates that have been provided by the district.

### **Funding/ Financial Implications**

None

### **Past Actions by the Board**

The school board previously approved the school year calendar.

### **Recommended Action**

Approve the calendar.

**TALLAHASSEE STATE COLLEGE – DISTRICT 81**  
**2025-2026 ACADEMIC CALENDAR**

<b>Date</b>	<b>Description</b>	<b># of Student Days</b>
<b>Semester I</b>		
August 1-8	Teacher Planning/Inservice Days	
August 11	Classes Begin	15
September 1	No Classes- Labor Day – School Closed	21
October 2	No Classes – Fall Holiday – School Closed	
October 10	End of First Nine Weeks	
October 13	No Classes – Teacher Planning/Inservice Day	21
November 11	No Classes – Veterans Day – School Closed	
November 24-28	No Classes – Thanksgiving Holiday– School Closed	14
December 17-19	High School Exam Days	15
December 19	End of Second Nine Weeks	
December 22- January 2	Winter Break – School Closed	
Semester Total Student Days		86

<b>Date</b>	<b>Description</b>	<b># of Student Days</b>
<b>Semester 2</b>		
January 5-6	Teacher Planning/Inservice Days	
January 7	Classes Begin	
January 19	No Classes- Martin Luther King, Jr. Day – School Closed	17
February 16	No Classes – President’s Day Holiday – School Closed	19
March 13	End of Third Nine Weeks	
March 16-20	No Classes - Spring Break – School Closed	
March 23	No Classes – Teacher Planning/Inservice Day	
March 24	Students return from Spring Break	16
April 3	No Classes – Spring Holiday – School Closed	21
May 19-21	High School Exam Days	
May 22	Last Day of School for Students; End of Fourth Nine Weeks	16
May 25	Memorial Day – School Closed	
May 26-27	Teacher Planning/Inservice Days	
May 27	Teachers’ Last Day	
Semester Total Student Days		89

<b>Date</b>	<b>Description</b>	
<b>Summer</b>		
June 8-12	Administrator Planning Retreat	
June 19	Juneteenth Holiday – School Closed	
July 3	4 <sup>th</sup> of July Holiday – School Closed	

**175 Days = 55,125 minutes**  
*(180 days = 54,000 minutes @ 315 minutes per day)*





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June 16, 2025

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Patricia Pagozalski, Assistant Principal

**SUBJECT:** 2025-2026 Governing Board Meeting Dates

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### **Item Description**

This item provides proposed meetings dates for 2025-2026 for TCA's Governing Board.

### **Overview and Background**

The school governing board convenes once a month on the third Monday, except on holidays that conflict with the schedule.

### **Funding/ Financial Implications**

None

### **Past Actions by the Board**

The Board previously approved the board meeting dates.

### **Recommended Action**

Approve the proposed meeting dates.



## **Governing Board Meeting Dates**

*The Tallahassee Collegiate Academy Governing Board convenes once a month on the third Monday, except on holidays that conflict with this schedule- marked with an asterisk. The meetings take place at 6pm, the location is announced prior to the meeting.*

**Monday, August 18, 2025**

**Monday, September 15, 2025**

**Monday, October 20, 2025**

**Monday, November 17, 2025**

**December- No Meeting**

**\*Tuesday, January 20, 2026**

**\*Tuesday, February 17, 2026**

**Monday, March 23, 2026**

**Monday, April 20, 2026**

**Monday, May 18, 2026**

**Monday, June 15, 2026**

**July- No Meeting**



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June 16, 2025

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Patricia Pagozalski, Assistant Principal

**SUBJECT:** Upcoming Events Report

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### **Item Description**

This item details the upcoming events at Tallahassee Collegiate Academy for the summer term.

### **Overview and Background**

7/7-7/24 Summer Program Minds in Motion Summer Academy

8/1 Teacher report for Preplanning

8/11 First day of school

### **Funding/ Financial Implications**

None

### **Past Actions by the Board**

None

### **Recommended Action**

None