FLORIDA DEPARTMENT OF EDUCATION

CAREER AND ADULT EDUCATION

Quality Assurance and Compliance
Virtual Desk Monitoring Review
for
Career and Technical Education

State College of Florida, Manatee-Sarasota

April 18-22, 2022

Final Report

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I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for designing, developing, implementing, and evaluating a comprehensive quality assurance system, including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Strengthening Career and Technical Education for the 21st Century Act, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

III.   QAC CORE MONITORING GUIDE

The Core Monitoring Guide (CMG) is intended to be used broadly by any reviewer conducting an onsite or desk monitoring of any program currently administered by the division. The guide provides a summary of each facet of the monitoring design and the process. It also contains objectives that may be used as agencies are monitored or reviewed. It is located on the division's website at http://fldoe.org/academics/career-adult-edu/compliance.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A risk matrix identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The QAC section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

State College of Florida, Manatee-Sarasota (SCF) monitoring strategy was determined to be a virtual desk monitoring review (VDMR). Notification was initially sent to Dr. Carol Probstfeld, president, on November 1, 2021. The designated representative for the agency was Dr. Ryan Hale. The division's representative conducting the VDMR was the program specialist, Charles Davis, of the Quality Assurance and Compliance section.

V. State College of Florida, Manatee-Sarasota

ENROLLMENT:
CTE (possible duplication at program level): Postsecondary – 10,507

Finance
The provider was awarded the following grants for fiscal year's (FY) 2018-19, 2019-2020 and 2020-21:

FY 2018-19

Grants	Grant Number	Grant Amount	Unexpended
Perkins Postsecondary	412-1619B-9CP01	$398,134.00	$1,372.37

FY 2019-20

Grants	Grant Number	Grant Amount	Unexpended
Perkins Postsecondary	412-1610B-0CP01	$377,577.00	$.00

FY 2020-21

Grants	Grant Number	Grant Amount	Unexpended
Perkins Postsecondary	412-1611B-1CP01	$440,686.00	$9,808.01
CARES Act - Rapid Credentialing	412-1230A-1CR01	$455,512.29	$40,833.71

Additional information about the provider may be found at the following web address:
https://scf.edu

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post-review planning, an entrance and exit meeting, records review, and interviews with administrators, if necessary.

Onsite Visits
No onsite visits were made during the VDMR process.

Entrance and Exit Meetings
The entrance meeting for SCF was conducted on April 18, 2022. The exit meeting was conducted on April 22, 2022. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Ryan Hale	Acting VP, Institutional Effectiveness	x	x
Dr. Todd Fritch	Executive VP & Provost	x	x
Dory McQueen	Grants Coordinator	x	x
Lars Jarkko	Finance Director/Controller	x	
Rebecca Ferda	Director, Business Operations	x	x
Su-hua Men	Director, Institutional Reporting	x	x
Terri Clark	Dean, Lifelong Learning and Workforce Development	x	
Stephanie Cook	Assistant Dean, STEM	x	x
Dr. Suzanne Bechtol	Assistant Dean and Acting Chair	x	x
FDOE Monitoring Team			
Chuck Davis	Program Specialist, QAC, FDOE	x	x
Michael Swift	Program Specialist, QAC, FDOE	x	x
Orion Price	Program Specialist, QAC, FDOE	x	x

Interviews
SCF administrators were available for interviews, if necessary.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of 20 student records were checked. In addition, policies and procedures were examined and discussed at various times during the monitoring review.

VII.   OBSERVATION

A.   **ADMINISTRATION** refers to the management and supervision of programs, the structure of programs and services, grant oversight and other administrative areas.

- Once a grant has been awarded, it is up to the grant project director and the administrator responsible for the grant to make sure that the grant's objectives are achieved in the timeframe allowed within the rules and regulations of both the college and the funding source. In the event of any unexpected situations, the Resource Development staff and the Finance Department staff assist.
- As a recipient of grant award funds, SCF follows all of the rules, regulations, and other requirements that apply to those funds. The College is responsible for administering and supervising all awarded grants in accordance with the terms and conditions of each award. Federal regulations require that processes are consistent across the College. As a state college, they follow Florida statutes. In any situation where Florida statutes are more restrictive or more limiting than federal regulations, the Florida statutes are complied with.
- SCF prepared a dashboard (Perkins Grant Performance Review Indicators Trends) for the year up to 2017- 2018 in order to evaluate performance for the time frame prior to the 2020 CLNA; a screenshot of this dashboard was provided as evidence. SCF annually reviews the size, scope and quality of the CTE programs. Program directors upload relevant information to a program documentation website so that the information can be reviewed prior to the construction of each year's Perkins Request For Application (RFA). The labor market analysis is likewise performed annually prior to application. In the case of any program

lacking primary demand data, the Dean for Lifelong Learning and Workforce Development assists the program manager with obtaining the appropriate secondary documentation supporting local demand. This documentation resides on the Program Documentation Teams site. Included was an example of the secondary documentation collected, in this case for photographic technology/digital photography.

- During the 2021-2022 academic year SCF restructured academic advising. SCF went from a specialized system that included dedicated CTE advisors to a College and Career Coaching Model that uses all academic advising staff to advise both career planning and CTE coursework. Career Coaches were selected to provide students high quality career coaching and academic advising. As mentioned above the Success Coaches play a role in student success. These coaches also provide information to students and assist in making career choices through the provision of support and additional opportunities for career exploration in order to address the barriers that might exist that are the causes for lower rates of access for some programs. In addition, SCF uses an early alert system to improve lines of communication between academic faculty and student support services. This provides SCF an opportunity to address performance gaps in special populations by directing resources at the point of need. In addition, the Tutoring and Academic Success Center has dedicated individuals to assist CTE students with those academic components of their programs that might pose special challenges.

- SCF adheres to section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) in prohibiting discrimination against any qualified person with a disability. SCF is an equal access/equal opportunity institution and is committed to providing educational and employment opportunities and services without regard to disability status. The Assistant Director of Human Resources fulfills the role of "504 Coordinator" and as such provides information and develops procedures for the provision of reasonable accommodations (adaptive devices and/or auxiliary staff and services) to ensure the inclusion and full participation of qualified disabled individuals in the programs, services and activities of the College. The Equity Coordinator also fulfills the role of ADA Coordinator. The ADA Coordinator provides information and develops procedures to provide accommodations to qualified disabled (College) employees and applicants and to ensure the accessibility of the College's facilities to them. The ADA Coordinator, in coordination with appropriate College officials, continues to identify and recommend for modification any rule, practice or procedure, which discriminates against qualified persons with disabilities. The ADA Coordinator establishes procedures to resolve any disability-related complaint or dispute.

B. **DATA AND ASSESSMENT** refer to all the data and assessment system components, including test administration, test security, data collection, entry, reporting, and procedures. The use of data in program decision-making is also explored and commented.

- SCF utilizes Banner® as their integrated Student Information System (SIS) and Workforce Development Information System (WDIS).
- Under the terms of the Family Educational Rights and Privacy Act (FERPA), the College has established the following as directory information:
  1. Student's name
  2. Major
  3. Date(s) of enrollment
  4. Degree(s) and honors earned with dates awarded
  5. Participation in officially recognized activities or sports (height and weight included)
  6. Awards
- The current Student Database Data Directory was provided as evidence of procedures for the collection, verification, analysis and reporting of student data.
- All of the data elements required of their local Management Information System MIS were included in the system and verified during the desk review.

- Samples of CTE student data was reviewed and verified for accuracy as part of the VDMR. All student records were provided by SCF.

C.   **CURRICULUM AND INSTRUCTION** refer to those elements that contribute to student learning and skill acquisition.

- SCF offers 30 Associate in Science Degrees with university transfer options for bachelor's degrees. Their 36 certificate programs offer industry-recognized certifications to get the student into the workforce quickly. Their associate degree transfer plans prepare the student for their major at a university or at SCF. These services are offered over three campuses: Bradenton, Venice and Lakewood Ranch.
- SCF provides a continuum of work-based learning opportunities including CTE student organizations, relevant work-based learning within CTE courses including capstone experiences, clinical experiences, internship opportunities, and simulation experiences such as those in their Nursing Simulation Center. SCF faculty provide evidence of these experiences annually as a part of maintaining documentation for CTE programs prior to the submission of the Perkins Grant.
- The Disability Resource Center for SCF provides training to both faculty and staff for individuals with disabilities. Trainings are provided anytime by request and are also scheduled many times throughout the semester.
- Postsecondary students learn about CTE program offerings through online ads, printed flyers, postcards, etc. In addition, the SCF's website has a page dedicated to career pathways for students to find a quicker way through their Program of Study.
- SCF offers professional development to all full-time faculty through their staff and professional development (SPD) process. This process allows faculty to apply for tuition reimbursement or conference travel on an annual basis. Moreover, the process allows for individuals, that are fully employed, to apply for funds through their department that could cover a wide variety of activities. Finally, there are two specific professional development activities that are funded through this process, All College Day and Faculty Professional Development Day. These occur annually and are open to all faculty (both full and part-time), and they include a wide variety of professional development opportunities, most often facilitated by other faculty. The Florida Association of Colleges for Teachers Education Conference, Online Learning Consortium Accelerate Conference, and Florida Association of College and Employers Conference were examples of professional development applications that were funded through SPD.
- CareerSource Suncoast offers numerous opportunities to help with career development and job search.

D.   **TECHNOLOGY AND EQUIPMENT** refer to a review of the technology and equipment used by students and instructors in the classroom; addresses access, availability, innovation, use and condition.

- All inventory criteria set forth by federal, state and local guidelines are included within RevenueVision®, inventory management system. The inventory management system was verified during the VDMR.

   Perkins Equipment
- Capital Assets, Non-Capital Assets and High Theft Assets purchased with Perkins Grant funds must be delivered and received at the College warehouse.
- Warehouse staff places a SCF Radio Frequency Identification (RFID) asset tag and a year specific Perkins sticker on the asset. The warehouse staff member enters the information in the asset database, including the asset's location.

- Once a Perkins asset is delivered to the intended location it cannot be moved under any circumstances until Business Services receives a "Notification of Perkins Equipment Move" form and acknowledges receipt of the form to the Property Custodian.
- Perkins equipment that is beyond commercial repair, obsolete and no longer of use may be disposed of by submitting a "Request for Perkins Disposal" form to Business Services. The department coordinates with Corporate and Community Development to determine if there is still a need for the equipment at the College. Should it be determined that the asset should be disposed of, then the form is approved and finance records the fair market value, if any, of the asset on the form.
- Perkins disposal requests must be approved by the Board of Trustees (BOT). The College will send Perkins Disposal Requests, if any, to the BOT. A copy of approved Perkins disposals is forwarded to the Florida Department of Education by Business Services following BOT approval and removal of the asset(s).
- The Manager of Business Operations is responsible for monitoring all College assets valued over $1,000.00 and completing the monthly property records inventory reconciliation process with the finance office and for providing management and oversight for the college document and retention records associated with supplies, copy requests, shipping, receiving and mailroom.
- This position oversees and manages the central services function and associated staff. Coordinates and oversees on- campus facility rentals and responds to internal and external requests.
- At SCF, all department heads are considered property custodians, which are Chairs, Directors, Assistant Directors and/or Managers.
- The Business Services department is responsible for overseeing the annual inventory of all Capital Assets, Non-Capital Assets, and High Theft Assets. The physical inventory process is conducted with RFID asset tags and Bluetooth scanners, which automatically generate reports of all scanned assets and locations.

E. **ACCESS AND EQUITY** refer to compliance with federal non-discrimination laws' requirements relating to recruitment, enrollment, participation, and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-0511.

F. **RECORDS REVIEW** refers to reviewing the records and documents that evidence compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

- Size, scope and quality review
- CLNA –Local Market Alignment
- MIS data quality checklists
- Policies and procedures for finance and procurement
- Technology plan
- WDIS user guide
- Student and employee handbooks
- Inventory and procurement records
- Memorandums of Understanding (MOUs) and articulation agreements
- Advisory committee records – agendas, sign-in sheets, etc.
- Professional development and training records – agendas, sign-in sheets, training materials, etc.
- CTE student data review

- SCF adheres to the Florida statutes (General Records Schedule GS1-SL for State and Local Government Agencies) records of all activities relating to grant-funded projects, including the application process and receipt and expenditure of grant funds, must be retained for a period of five fiscal years after the project completion. Files include, but are not limited to, grant applications; contracts; agreements; grant status, narrative, and financial reports; and supporting documentation.

G.   **<u>FINANCIAL</u>** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- Banner® is used as the college's Enterprise Resource Planning (ERP) system.
- Dr. Ryan Hale, Acting Vice President, Institutional Effectiveness, ensures the efficient management of CTE grant funds.
  - Financial reporting
  - Internal Controls
  - Audit requirements
  - Training
- All transactions affecting fund balance (Net position) are entered through the Banner® system. Transactions are entered into the general and operating ledgers through four modules (Student, Finance, Financial Aid and Human Resources/Payroll). Banner® access security determines who and what may be entered in Banner®. All information coming into the system is fed to finance at least nightly; some transactions will post in real-time. Accounts Receivable is reviewed twice per week and reconciled by the accounting department. At year-end, the Director of Finance/Controller may initiate adjusting and closing journal vouchers. Otherwise, transactions should not be recorded directly to a fund balance account.
- Capital asset transactions are initiated in the budget process when individual budget managers request funds to purchase the assets they need. Once approved, the budget managers (or their designee) complete a requisition that encumbers the budgeted funds and the purchasing department converts the requisition to a purchase order. The Banner® approval queues are set up so that all required approvals are performed electronically throughout the process. When all approvals are complete, the purchase order is completed.
- SCF complies with the Federal statutes prohibiting the use of Federal grant funds to take the place of, or substitute for, state or local funds for services required by law. Federal funds must supplement (add to, expand, enhance, increase, extend) programs and services offered with state and local funds. Federal funds are not permitted to be used to supplant the state and local funds used to offer those programs and services.
- The College does use Perkins grant-funded purchasing cards.

H.   **<u>COLLABORATION</u>** refers to the articulation agreements, collaborative agreements, partnerships or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- SCF has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
  - CareerSource Suncoast
  - School District of Manatee County (articulation)
  - Sarasota School District (articulation)
  - Tampa Bay Career Pathways Consortium
  - Manatee Memorial Hospital
  - University of Florida Herbert Wertheim College of Engineering
  - The Mosaic Company

VIII.   RESULTS

Finding Number	1
Area	Financial
Finding Summary	A grant budget analysis (GBA) was conducted for SCF for all grants from 2018-2021. There were multiple errors, including overspending, money approved but not spent, and new object codes added to the final expenditure 399 reports. The object codes found were spread across multiple years and did not match after amendments were submitted.

Finding Detail	The following object codes were identified:
	
	• (FY) 2018-19
	  • Postsecondary:
	    • Object codes: 52005; 53300; 59700; 60500; 61000; 66500 and 70600 were all overspent with no budget amendments submitted.
	
	• (FY) 2019-20
	  • Postsecondary:
	    • Object codes 53300 and 54000 were both overspent with no budget amendments submitted.
	
	• (FY) 2020-21
	  • Postsecondary:
	    • Object code 64500 was overspent with incorrect budget amendments submitted.

Citation	Violation of the Project Application and Amendment Procedures for Federal and State Programs (Green Book), Section B "Project Amendments."
Recommended/ Anticipated Corrective Action	Acting VP, Institutional Effectiveness shall provide a memo of attestation stating the institution accepts the finding.
Anticipated completion date:	5/4/2022
Name(s) and Title(s) responsible for corrective action:	Dr. Ryan Hale, Acting VP, Institutional Effectiveness
Plan accepted by:	**Chuck Davis** **Date: 5/4/2022**
Status of Action Plan (to be completed by FDOE staff)	
Status of CAP: Complete	**Date:5/4/2022**

Finding Number	**2**
Area	Financial
Finding Summary	SCF was unable to provide adequate documentation for actual time and effort for grant year 2018-19 as required by UGG 200.430.
Finding Detail	• There was a lack of certifications for employees paid 100% with federal grant funds • For employees who work under multiple grant programs or multiple cost objectives, there was: ○ a lack of time and effort records or an accounting of employee time under substitute system
Citation	UGG, §200.430 Compensation – Personal services. Greenbook
Recommended/ Anticipated Corrective Action	Acting VP, Institutional Effectiveness shall provide a memo of attestation stating the institution accepts the finding. Additional grant years were provided as requested to provide evidence of corrective action.
Anticipated completion date:	5/4/2022
Name(s) and Title(s) responsible for corrective action:	Dr. Ryan Hale, Acting VP, Institutional Effectiveness
Plan accepted by: Chuck Davis	**Date: 5/4/2022**
Status of Action Plan (to be completed by FDOE staff)	
Status of CAP: **Complete**	**Date:5/4/2022**

IX.   SUMMARY

Once the monitoring review is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the FDOE monitoring team lead. Once the final report is approved, it will be forwarded to the agency head with a copy sent to the provider designated contact person. The final report will be posted on the department's website at the following address: http://fldoe.org/academics/career-adult-edu/compliance.

Finally, the division issues a closure letter to the agency head and designated contact person. This letter indicates that all outstanding corrective action plan items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

The monitoring team extends its appreciation to all participants of State College of Florida, Manatee-Sarasota monitoring review on behalf of the department. Special thanks is offered to Dr. Ryan Hale for his participation and leadership during this process.

State College of Florida, Manatee-Sarasota
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants

Agency Name: **State College of Florida, Manatee-Sarasota**
Program Type: **CTE**
Monitoring Year: **2021-2022**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	5	X 10	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	3	X 8	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	1	X 8	8
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	0	X 4	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	3	X 4	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**94**

Data sources used for calculations: Prior to July 1, 2020

State College of Florida, Manatee-Sarasota

Institutional Highlights

Established in 1957, State College of Florida, Manatee-Sarasota (SCF) is the region's first and largest public college, serving nearly 11,000 college credit students annually at campuses in Bradenton, Lakewood Ranch and Venice, and online. Another 14,000 participants annually attend professional development and personal enrichment classes. The College has graduated more than 55,000 students since 1959.

SCF is a dynamic College dedicated to meeting the educational and workforce training needs of citizens and businesses in the region. SCF has expanded its mission to include workforce baccalaureate degrees while continuing to focus on highly respected associate degrees that prepare graduates for university transfer and professional careers.

The Lifelong Learning and Workforce Development Division offers year-round noncredit classes in workforce training, small business development, professional development, personal enrichment and driving safety through workshops, seminars, online classes, and on-site training programs at area businesses.

Broadening the continuum of education, the College opened a collegiate charter school on its Bradenton campus in fall 2010 and in 2019, opened a second collegiate charter school on its Venice campus. Each school enables students to complete high school and receive their Associate in Arts degree simultaneously.

SCF has positioned itself as a community cornerstone, serving as an economic driver and innovator.

- 26 West and Coding Academy
  - In 2021, SCF opened its 26 West Center, which was funded in part by a $3.6 million Florida Department of Economic Opportunity Florida Job Growth grant. Located at SCF Bradenton, the world-class, 40,000-square-foot building is home to a suite of innovative services dedicated to making entrepreneurship, small business growth and careers in technology accessible to students and residents of the Suncoast region.

The Business Growth Lab is a business incubator providing offices, conference rooms and workspaces leasable to entrepreneurs starting or expanding a business. Entrepreneurs and small business owners can learn through experience at the *Entrepreneurship Academy*. The *SCF Coding Academy* teaches the skills needed to launch a career in a high-demand technology job in less than six months such as coding, cloud computing, digital marketing and cybersecurity.
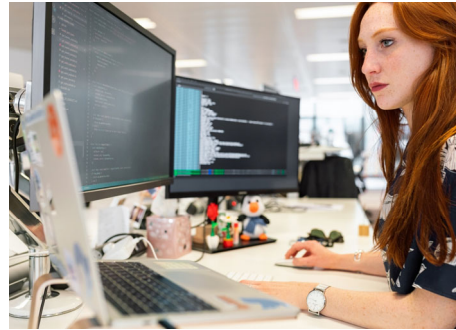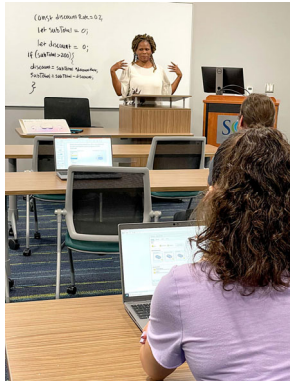
- #GetHired initiative
  In Spring 2022 SCF piloted a collaborative initiative between SCF's academic, student services, and workforce development divisions referred to as #GetHired. The college designed the #GetHired series to support SCF students in career preparedness and job placement upon graduation. This pilot included progressive interactive workshops for students with content including personal branding & resume writing, effective job search techniques, secrets to interview success, and salary negotiation. The series culminated with a collegewide career fair open to all SCF students and alumni.

- Nursing Program
  - In 2021 The Charles and Margery Barancik Foundation made a charitable investment of $450,000 to help SCF launch its evening and weekend nursing pilot program in its first two years. Over half of SCF's students attend part-time, with more than 1000 students caring for dependents and 800 of these students doing so as a single parent. This program will address the diverse needs of our community through flexible course offerings in the nursing program.
  - In addition, the Gulf Coast Community Foundation contributed $150,000 that will help to sustain the recent expansion of SCF's Nursing Center of Excellence program to meet the growing needs of the local health care workforce for nursing graduates. The Gulf Coast Community Foundation recognizes the extraordinary work done by the SCF faculty and students, as well as the increased need for qualified nurses to staff our local hospitals and non-acute care settings.
  - SCF's Associate in Science in nursing (ASN) program was ranked number four by RegisteredNursing.org on their list of "Best RN Programs in Florida" in 2021. The organization analyzed 151 nursing programs statewide.

"SCF's nursing program success can be attributed to our strong students, innovative faculty, generous clinical partners, supportive administrators and caring Foundation donors," said Dr. Tammy Sawmelle, chief nurse administrator and director of SCF nursing. "I am confident that our nursing programs and graduates will continue to lead the way in Manatee and Sarasota counties."

In 2020, more than 99% of SCF's nursing graduates successfully pass the National Council Licensure Examination (NCLEX-RN), which is nearly 30% higher than the state average.

- College Reach Out Program

As part of the Tampa Bay CROP Consortium, SCF's CROP serves 140 low-income, educationally disadvantaged middle and high school students throughout Sarasota and Manatee counties. Now in its 30th year at SCF, CROP has provided services for more than 1,000 low-income, educationally disadvantaged middle and high school students in our region.

Please address inquiries regarding this report to:

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Director of Quality Assurance and Compliance
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