



TALLAHASSEE
**COLLEGIATE
ACADEMY**

Governing Board Meeting

Monday, June 15, 2026, 6:00 PM; TSC Herb F. Morgan Board Room, Hinson Administration Building

Agenda

- 1. Call to Order**
- 2. Opening Comments**
 - a. Board Chair
 - b. Board Members
 - c. Principal's Report
- 3. Approval of Minutes from May Meeting**
- 4. Approval of Consent Agenda**
 - a. Human Resources Report
- 5. New Business**
 - a. Enrollment Update
Presented as an information item only
 - b. Academic Update
Presented as an information item only
 - c. Dual Enrollment Articulation Agreement
Approve item as presented
 - d. TCA School Calendar
Approve item as presented
 - e. Budget Update – Dr. Barbara Wills
Presented as an information item only
 - f. 2026-2027 TCA Board Meeting Dates
Approve item as presented
- 6. Announcements**
 - a. Upcoming Events Report – Presented as an information item only
- 7. Public Comment**
- 8. Adjournment - *Next Meeting: Monday, August 17, 2026 (Regular Meeting)***

**Tallahassee Collegiate Academy
Charter School Office
444 Appleyard Drive Tallahassee, FL 32304
Monday, May 18, 2026**

Board Meeting Minutes

On May 18, 2026, the Tallahassee Collegiate Academy (TCA) Board of Trustees meeting was called to order by Board Chair Karen Moore at 6:00 p.m.

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

Absent: Sherrhonda Faison

Via Phone/Zoom: None

Others present: Cameron Carstens, Brielle Crooms, Robin Oliveri, Tricia Rizza, Calandra Stringer, Allison Tackett, LaNandra Watkins, and Barbara Wills.

COMMENTS:

Dr. Robin Oliveri recognized the 2026 Best & Brightest winners, including Averett Baldwin, who placed third in Career & Technical Education, and Carmen Diaz, who earned first place in Leadership. This marks the second consecutive year that TCA has received the Leadership Award.

Senior Convocation and Graduation were reported as successful events, with strong student involvement and engagement. The auditorium reached full capacity, and due to projected growth to 98 graduates for the Class of 2027, it was suggested that future graduation ceremonies be moved to the gymnasium. Positive feedback and expressions of gratitude regarding Convocation, Graduation, and the overall impact of the school were shared widely on social media.

Oliveri extended a special thank you and presented a gift to Karen Moore for serving as the honorary speaker for the Class of 2026 Graduation Ceremony.

Oliveri also highlighted the April 2026 Students of the Month: Olivia Allen in 9th grade, Cheyenne Hunter in 10th grade, Ja'Kyla Bryant in 11th grade, and Lucien Ladner in 12th grade.

Plans are underway to establish a commemorative plaque recognizing future Salutatorians and Valedictorians. Additionally, TCA is developing a Hall of Fame to showcase trophies and honorary awards. The school also plans to host more academic events on campus and increase community involvement to expand student recognition.

Upcoming faculty and teacher planning days as well as post-planning days will focus on evaluating the student and teacher experience to strengthen and grow school culture.

Oliveri discussed upcoming grade-level nights for 9th, 10th, and 11th grade families. These meetings will provide parents with graduation progress updates, information on upcoming academic milestones, and guidance regarding their students' educational journey. The events are intended to strengthen partnerships between administration and parents while emphasizing the importance of dual enrollment.

LaNandra Watkins, Dean of Students, provided an update on the senior brunch hosted at Keke's Breakfast Cafe. The restaurant opened exclusively for TCA senior students. The event theme was, "Elegance is not being noticed, it is being remembered." Nineteen students attended the event, including Zoe Ford, who received the Best Dressed award.

Watkins also reported that the Senior Sunset event was altered due to inclement weather. The staff successfully pivoted to an indoor alternative that included karaoke, food, and games for the students.

Additionally, Watkins recognized Aiden Harris, who received a partner scholarship award from Redemption Orthodontics.

APPROVAL OF MINUTES

a. **April 20, 2026**

Requested Board approval of the April board meeting minutes as presented.

MOTION: Trustee Pople

SECOND: Trustee Kelling

Motion passed unanimously.

APPROVAL OF HUMAN RESOURCES REPORT

a. Requested Board approval of the human resource report as presented.

MOTION: Trustee Kelling

SECOND: Trustee Clark

Motion passed unanimously.

NEW BUSINESS

a. **Enrollment Update**

Oliveri shared an enrollment update of 309 students in total, including 90 students in 9th grade, 98 students in 10th grade, 88 students in 11th grade, and 33 students in 12th grade.

Unfortunately, the previous recruitment plan presented several barriers that prevented prospective students from completing the application process. As a result, a new recruitment initiative was implemented, consisting of a Meta lead campaign, direct mail

campaign, and social media campaign. Through these efforts, 35 qualified leads were generated.

Oliveri highlighted that weekly Zoom meetings will continue and recruitment efforts will continue to be promoted through boosted social media campaigns. Recruitment outreach has also expanded to middle school students, and includes direct outreach and daily interview appointments with prospective students and families.

Academic Update

Dr. Oliveri shared plans to expand associate degree pathways to include an Associate of Arts degree option, which would allow students to choose between pursuing an Associate of Science degree or an Associate of Arts degree.

Moore reported that she had spoken with Tallahassee State College President, Jim Murdaugh, who expressed support for the initiative. She emphasized, however, that the Associate of Science pathway should remain the primary focus, as it reflects the original foundation of the charter school's program model.

Moore raised concerns regarding incoming 10th and 11th grade students who have not participated in dual enrollment or who may not meet eligibility requirements. She inquired about current efforts to provide an accelerated pathway for these students.

Oliveri explained that students can be encouraged by the opportunity to earn college credits at no cost, emphasizing that once earned, these credits remain with the student. She further noted that the addition of an Associate of Arts pathway may provide a viable option for students who are undecided about pursuing an Associate of Science degree.

Oliveri also highlighted the financial benefits associated with both degree pathways, including potential cost savings for families based on the program selected and the students' academic starting point. She noted that even students who enter the program later can still benefit from earning college credits.

In response to an inquiry by Taylor regarding how families learn about TCA, Watkins shared that word-of-mouth remains the primary recruitment method, supplemented by independent research conducted by families. During the interview process, many families reported discovering the school through the website and expressed interest due to the school's rigorous academic environment.

Rizza added that the direct mail campaign targets specific zip codes based on collected recruitment data.

Moore asked about barriers preventing enrollment. Watkins explained that the campus is still relatively new to the community. Oliveri emphasized the importance of increasing engagement within the educational community to enhance awareness and visibility, as well as strengthening the connection between TCA and TSC through consistent branding and community outreach efforts.

Oliveri also recommended highlighting the success stories of TCA graduates who earned both their high school diploma and associate degree as part of recruitment and marketing strategies.

Discussion included the broader landscape of dual enrollment offerings. Oliveri noted that while dual enrollment is available at other local high schools, TCA is distinguished by the volume of coursework available and the structured pathway toward earning a college degree for students who remain on track. She also noted that many traditional high schools prioritize Advanced Placement courses due to their accessibility and immediate benefits.

Moore suggested continuing to engage current students in leadership opportunities and encouraging them to support recruitment efforts by identifying prospective students with similar academic goals and interests.

Moore inquired whether TCA is currently on track to meet enrollment goals. Oliveri confirmed that enrollment is aligned with projections and noted that TCA's admissions process emphasizes transparency, with clearly defined expectations available on the school's website. She added that families are informed that TCA offers a rigorous, accelerated dual enrollment model with a fast-paced academic environment.

Moore suggested exploring additional opportunities to collaborate with the TSC Communications and Marketing team. Rizza indicated that the team has already provided significant support with lead generation, social media engagement, and direct mail campaigns. Oliveri added that a review of data showed that many applicants did not progress beyond the initial stage of the application process.

Moore suggested developing testimonial videos featuring students and families who have successfully completed the program. Rizza reported that filming sessions have been scheduled, with the TSC Communications and Marketing team planning to begin production the following week.

As a testing update, Oliveri provided an update on PM3 ELA assessment results, comparing TCA's performance across 2024, 2025, and 2026 with state averages. Although 10th grade scores declined slightly from the previous year, overall performance remains strong.

An incentive initiative was introduced to recognize students who improved their scores to Level 3 or higher. TCA exceeded state averages for both 9th and 10th grade PM3 ELA performance. Incentives included food for subject areas that included; English Language Arts, mathematics, biology, and history.

Budget Update – Dr. Barbara Wills

Wills provided an update on the budget, noting that operations are under budget. There are quarterly payments from TCA to TSC for services and lease expenses. The team is also monitoring the end-of-year fund balance to ensure those funds are used to accomplish priorities for the upcoming year.

Additionally, Oliveri requested several items. Wills is working with the TSC provost to determine how available funds can support those needs.

ANNOUNCEMENTS

a. Upcoming Events Reports

Oliveri highlighted the key dates for ending the school year and the key dates for the summer.

PUBLIC COMMENTS

None.

NEXT MEETING DATE

June 15, 2026, at 6:00 p.m.

Location: Tallahassee State College – Main Campus

ADJOURNMENT

Board Chair Moore adjourned the meeting at 6:40 p.m.



444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

June 15, 2026

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy
FROM: Dr. Robin Oliveri, Principal
Dr. Barbara Wills, Vice President, TSC
SUBJECT: Human Resource Report

Item Description

This item requests approval for personnel actions.

Overview and Background

The District Office brings forth a request to approve appointments, separations and outside employment.

Funding/Financial Implications

This item is funded by the 2025 – 2026 Operating Budget.

Past Actions by the Board

None

Recommended Action

Approve as presented.

Original Appointments

Name	Position	Department	Effective Date	
<i>None to Report</i>				

Seeking to Hold Political Office Requests (All Employees)

Name	Position	Department	Effective Date	Prior Position
<i>None to Report</i>				

Drop Retiree Participants (All Employees)

Name	Position	Department	Enrollment Date	End Period
<i>None to Report</i>				

Separations

Name	Position	Department	Effective Date	Separation Type
Wendi Davis	Guidance Counselor	TCA	May 27, 2026	Contract Not Renewed
Cynth Malbas	Teacher	TCA	May 27, 2026	Resigned
Delana Sowell	Administrative Assistant	TCA	May 22, 2026	Dismissed

Outside Employment Requests (All Employees)

Name	Position	Department	Employer	Position
<i>None to Report</i>				

Teachers Teaching Out of Field

Name	Current Certification	Out of Field Assignment		
<i>None to Report</i>				

Personnel Changes (Promotions, Demotions - All Employees)

Name	Position	Department	Effective Date	Prior Position
Gwendolyn Gascoigne	Administrative Assistant	TCA	May 5, 2026	Accounting Specialist



June 15, 2026

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Dr. Robin Oliveri, Principal

SUBJECT: Enrollment Update

Item Description

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

Overview and Background

TCA currently has 309 students enrolled as follows: 9th graders = 90, 10th graders = 98, 11th graders = 88 and 12th graders = 33. The academic year started with 352 students.

TCA currently has two major recruitment campaigns: Meta Lead Campaign and Direct Mail Lead Campaign. A total of 51 new students has been enrolled for 2026-2027. The table below provides a summary of new students. The goal is 100 incoming 9th graders as well as filling available seats in the other grade levels with the total for 2026-2027 being 400 students. TCA will begin advertising for additional positions to accommodate expected increases in students.

Grade Level	Number of New Students
9 th	40
10 th	7
11 th	2
12 th	2

Funding/ Financial Implications

None

Past Actions by the Board

None

Recommended Action

None



June 15, 2026

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Dr. Robin Oliveri, Principal

SUBJECT: Academic Update

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 2025-2026 school year.

Overview and Background

This item provides an overview of the performance of the students who were enrolled 2025-2026 as it relates to the state required assessments.

Biology				
Year	Number of Students Tested	% Proficient (Earning 3,4, or 5)	% Proficient State Average	Comparison of TCA to State Average
2024	52	85%	67%	+18%
2025	50	98%	71%	+27%
2026	89	79%	52%	+27%

Algebra I				
Year	Number of Students Tested	% Proficient (Earning 3,4, or 5)	% Proficient State Average	Comparison of TCA to State Average
2024	36	50%	55%	-5%
2025	38	34%	60%	-26%
2026	50	36%	57%	-21%

Geometry				
Year	Number of Students Tested	% Proficient (Earning 3,4, or 5)	% Proficient State Average	Comparison of TCA to State Average
2024	51	75%	53%	+22%
2025	98	60%	55%	+5%
2026	122	56%	56%	Even

US History				
Year	Number of Students Tested	% Proficient (Earning 3,4, or 5)	% Proficient State Average	Comparison of TCA to State Average
2024	54	98%	68%	+30%
2025	85	94%	71%	+23%
2026	111	92%	74%	+18%

Funding/ Financial Implications

None

Past Actions by the Board

None

Recommended Action

None



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June 15, 2026

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Dr. Robin Oliveri, Principal

SUBJECT: 2026-2027 Dual Enrollment Articulation Agreement between Tallahassee Collegiate Academy and Tallahassee State College

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.

2026 – 2027 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, 2027.

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 counselors if they are interested in learning more about participation in dual enrollment. High school counselors will review, with the student, criteria for participation in the dual enrollment program and transportation. Parents and students are required to review and sign the district Counselor Verification and Intent to Enroll form. 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 per semester) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. 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. 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.

Additionally, TSC and School Board will collaborate on the offering of Career and Technical Education (CTE) dual enrollment AS degree pathways and ensure seamless credit transfer and course articulation for students enrolled in CTE AS degree programs.

Both parties agree to jointly review and update the list of approved CTE programs for dual enrollment. Priority will be given to including programs that lead to industry-recognized credentials and culminate in an AS degree.

The School Board and College will develop strategies to promote awareness of CTE dual enrollment opportunities, particularly those leading to AS degrees. Strategies may include joint presentations at high schools, career fairs, and workshops for students, parents, and counselors.

Online resources and informational campaigns will be established to showcase the benefits of CTE dual enrollment AS Programs.

Both parties agree to establish a process for monitoring and evaluating the effectiveness of this effort in expanding access to CTE dual enrollment AS degree programs.

Data will be collected on student participation, credit transfer rates, and program completion rates. Regular meetings will be conducted to assess progress and discuss areas for improvement.

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. If eligible, complete the district Counselor Verification and Intent to Enroll form.
- 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

- Meet with high school counselor to discuss continued eligibility (see Section V) and testing options.
- 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.
 - Permission to register form
- 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.

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 eligibility and testing options. If eligible. Complete the district Counselor Verification and Intent to Enroll form.
- 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
Writing and Language	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
High School Course Equivalency (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.)		
TSC Course	High School Course	Minimum Grade in Public High School Course
Communications:		
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
Mathematics:		
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 enroll in up to 12 credit hours before demonstrating college-readiness for mathematics. To continue enrollment beyond 12 credit hours, students must meet one of the measures for mathematics as outlined in *Table 1* to demonstrate college-readiness.

Students who graduate from high school before completing the postsecondary course may not register for it 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

For continued dual enrollment eligibility, students must maintain a minimum 3.0 unweighted cumulative high school grade point average.

Additionally, the TSC GPA is reviewed each semester, and students must maintain a 2.25 TSC GPA at the time of review. They must also successfully complete at least 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 rate is between 51 – 74%. High school students are permitted one grace period only.

Furthermore, Students, who withdraw from a course after the drop/add period, or who have been afforded a grace period, are required to meet with the counselor and parent/guardian before enrollment paperwork will be provided for the subsequent semester. Additionally, 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 or junior 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 <https://www.fldoe.org/core/fileparse.php/20872/urlt/9-2.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, apart from 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 using the course syllabus provided 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 1007.27(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree.

Exceptions to High School Grade Point Average 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 evidenced 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. Scheduling Modifications to Increase Access and Participation for Credit and Career Dual Enrollment Students

In alignment with Florida Statute 1007.271(7)(g), the College and School District agree to collaborate in identifying and implementing scheduling changes that support increased access to and participation in credit and career dual enrollment opportunities. This may include, but is not limited to, flexible course scheduling, alignment of bell schedules, block scheduling, evening or weekend offerings, or hybrid/online course formats. The parties will annually review scheduling practices and barriers and will jointly develop strategies to improve participation among eligible students.

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

Students must complete their registration form with their high school counselor. The form must be completed with all the required information about course reference numbers as well as alternate 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.

<u>2026-2027 Deadlines for High Schools:</u>		
Due Date	Activity	Responsible Party
August 11, 2026	Deadline for district to submit all paperwork <u>and</u> test scores (as necessary) for enrollment in fall 2026 semester. This includes registration for courses on the high school campus.	High school
August 17, 2026	TSC First Day of Class	
August 21, 2026	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
October 27, 2026	Last Day to Withdraw a student (use withdrawal form)	High school
November 10, 2026	Deadline to make changes to course offerings at the high school for Spring 2027. Deadline to identify instructors.	High school
November 27, 2026	TSC Last Day of Class	
December 1, 2026	Deadline for district to submit paperwork for Spring 2027 (applications, test scores, permission to register forms)	High school
December 7, 2026	Deadline to submit grades to TSC	High school
December 11, 2026	TSC Transcripts will be delivered to high schools	TSC
January 6, 2027	TSC First Day of Class	
January 11, 2027	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
March 9, 2027	Deadline to Submit “Course Request for Dual Enrollment” Form for 2026-2027.	High school
March 23, 2027	Last Day to Withdraw a student	High school
April 23, 2027	TSC Last Day of Class	
May 3, 2027	Deadline to submit grades to TSC	High school
May 5, 2027	TSC transcripts will be delivered to high schools	TSC
June 11, 2027 (Noon)	Last Day for students to submit all paperwork <u>and</u> test scores (as necessary)	High school

	for enrollment in Summer 2027 June Express session	
July 16, 2027	Last Day to Withdraw a student from Summer 2027 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.

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

There are no exceptions.

XII. 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 plan 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. 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 Academic 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 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 student's taking courses on TSC's main campus.

XIII. 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 with a 3.0 unweighted high school grade point average and interested in participating in dual enrollment should be referred to their high school counselors to discuss the program's eligibility requirements.

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. At the fifth and ninth week of each fall and spring term, TSC will provide early alert reports to a designee of the School Board. The report will include students earning below a 75% average in dual enrollment courses. Additionally, attendance records will be included in the reporting.

The School Board and TSC should exchange student transcripts in order to ensure 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 TSC) when posting it to the high school transcript.

XIV. 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.

XV. 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 semesters. 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 the college campus for dual enrolled students. The approved standard tuition for FY 2026-2027 is \$71.98. The rate will be charged for courses taking place on TSC's main campus and distance learning courses.

TSC will not charge tuition to the School Board for Summer 2027 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 maintain 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 5th 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.

XVI. Responsibilities for Student Transportation

Transportation Notification for Career Dual Enrollment Students

In accordance with Florida Statute 1007.271(7)(f), the College and the School agree to ensure that students and parents/guardians are informed of available transportation options. The School shall provide clear information regarding transportation arrangements, including eligibility, schedules, and access points, through multiple communication methods such as school websites, informational sessions, printed materials, and direct outreach during the student advising and enrollment process. This information will be made available prior to the start of each academic term in which the student is enrolled in career dual enrollment courses held at the college campus or other off-site instructional locations.

XVII. 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 resources 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 ensure educational access by providing reasonable and appropriate accommodation for 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.

TSC 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 5/18/2026


Tallahassee District Board of Trustees,
Tallahassee State College, Florida

Date 5/18/24


President, Tallahassee State College,
Florida

Date _____

Chair, Tallahassee Collegiate Academy,
School Board of Trustees

Date _____

Superintendent, Tallahassee Collegiate
Academy



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June 15, 2026

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Dr. Robin Oliveri, Principal

SUBJECT: 2026-2027 School Calendar

Item Description

This item requests approval to adopt the Tallahassee State College School District calendar as presented for the 2026-2027 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.



2026-2027 ACADEMIC CALENDAR

Date	Description	# of Student Days
Semester I		
August 4-11	Teacher Planning/Inservice Days	
August 12	Classes Begin	14
September 7	No Classes- Labor Day – School Closed	20
September 21	No Classes – Fall Holiday – School Closed	
October 9	End of First Nine Weeks	21
October 12	No Classes – Teacher Planning/Inservice Day	
November 11	No Classes – Veterans Day – School Closed	15
November 23-27	No Classes – Thanksgiving Holiday– School Closed	
December 16-18	High School Exam Days	14
December 18	End of Second Nine Weeks	
December 21- January 4	Winter Break – School Closed	
Semester Total Student Days		84

Date	Description	# of Student Days
Semester 2		
January 4	Teacher Planning/Inservice Days	
January 5	Classes Begin	
January 18	No Classes- Martin Luther King, Jr. Day – School Closed	18
February 15	No Classes – President’s Day Holiday – School Closed	19
March 12	End of Third Nine Weeks	16
March 15-19	No Classes - Spring Break – School Closed	
March 22	No Classes – Teacher Planning/Inservice Day	
March 26	Spring Holiday	
April		22
May 25-27	High School Exam Days	19
May 27	Last Day of School for Students; End of Fourth Nine Weeks	
May 28	Teacher Planning/Inservice Days	
May 31	Memorial Day – School Closed	
June 2	Teachers’ Last Day	
Semester Total Student Days		94

Date	Description	
Summer		
June 7-11	Administrator Planning Retreat	
June 19	Juneteenth Holiday – School Closed	
July 5	4 th of July Holiday – School Closed	

178 Days = 56,070 minutes
(178 days = 56,070 minutes @ 315 minutes per day)



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June 15, 2026

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy
FROM: Dr. Robin Oliveri, Principal
Dr. Barbara Wills, Vice President, TSC
SUBJECT: Budget Report

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 25-26 budget is based on an enrollment of 357 students and 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 2025-26 (THROUGH May 31, 2026)

FY26 Revenue	MONTH ACTUAL	MONTH BUDGET	YTD ACTUAL	YTD BUDGET	% of YTD BUDGET
July	\$ 238,611.67	\$ 238,611.67	\$ 238,611.67	\$ 238,611.67	100
August	\$ 238,611.67	\$ 238,611.67	\$ 477,223.33	\$ 477,223.33	100
September	\$ 238,611.67	\$ 238,611.67	\$ 715,835.00	\$ 715,835.00	100
October	\$ 238,611.67	\$ 238,611.67	\$ 954,446.67	\$ 954,446.67	100
November	\$ 238,611.67	\$ 238,611.67	\$ 1,193,058.33	\$ 1,193,058.33	100
December	\$ 238,611.67	\$ 238,611.67	\$ 1,431,670.00	\$ 1,431,670.00	100
January	\$ 238,611.67	\$ 238,611.67	\$ 1,670,281.67	\$ 1,670,281.67	100
February	\$ 238,611.67	\$ 238,611.67	\$ 1,908,893.34	\$ 1,908,893.33	100
March	\$ 196,257.15	\$ 238,611.67	\$ 2,105,150.49	\$ 2,147,505.00	98
April	\$ 196,257.15	\$ 238,611.67	\$ 2,301,407.64	\$ 2,386,116.67	96
May	\$ 196,257.15	\$ 238,611.67	\$ 2,497,664.79	\$ 2,624,728.33	95
June	\$ -	\$ 238,611.67	\$ 2,497,664.79	\$ 2,863,340.00	87

FY26 Expenditures	MONTH ACTUAL	MONTH BUDGET	YTD ACTUAL	YTD BUDGET	% of YTD BUDGET
July	190,040.63	\$ 238,611.67	\$ 190,040.63	\$ 238,611.67	80
August	215,394.48	\$ 238,611.67	\$ 405,435.11	\$ 477,223.33	85
September	196,366.50	\$ 238,611.67	\$ 601,801.61	\$ 715,835.00	84
October	142,393.05	\$ 238,611.67	\$ 744,194.66	\$ 954,446.67	78
November	153,122.35	\$ 238,611.67	\$ 897,317.01	\$ 1,193,058.33	75
December	238,120.89	\$ 238,611.67	\$ 1,135,437.90	\$ 1,431,670.00	79
January	152,552.83	\$ 238,611.67	\$ 1,287,990.73	\$ 1,670,281.67	77
February	182,332.33	\$ 238,611.67	\$ 1,470,323.06	\$ 1,908,893.33	77
March	170,204.07	\$ 238,611.67	\$ 1,640,527.13	\$ 2,147,505.00	76
April	159,503.34	\$ 238,611.67	\$ 1,800,030.47	\$ 2,386,116.67	75
May		\$ 238,611.67	\$ 1,800,030.47	\$ 2,624,728.33	69
June		\$ 238,611.67	\$ 1,800,030.47	\$ 2,863,340.00	63



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June 15, 2026

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Dr. Robin Oliveri, Principal

SUBJECT: 2026-2027 Governing Board Meeting Dates

Item Description

This item provides proposed meetings dates for 2026-2027 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.



TALLAHASSEE
**COLLEGIATE
ACADEMY**

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 17, 2026

Monday, September 21, 2026

Monday, October 19, 2026

Monday, November 16, 2026

December- *No Meeting*

***Tuesday, January 19, 2027 (due to MLK Holiday)**

Monday, February 15, 2027

****Monday, March 22, 2027 (Spring Break is March 15-19)**

Monday, April 19, 2027

Monday, May 17, 2027

Monday, June 21, 2027

July- *No Meeting*



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June 15, 2026

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Dr. Robin Oliveri, Principal

SUBJECT: Upcoming Events Report

Item Description

This item details the upcoming events at Tallahassee Collegiate Academy for the summer term. The events have been advertised to the TCA community via the monthly newsletter, Focus email, and/or Remind.

Overview and Background

6/18 - TCA Information Night

6/20 – Recruiting event at Tallahassee Legends Camp

6/28 – 7/3 – Campus closed for the July 4th week.

Funding/ Financial Implications

None

Past Actions by the Board

None

Recommended Action

None