



FLORIDA DEPARTMENT OF  
**EDUCATION**  
CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance  
Onsite Monitoring Visit  
for  
Career and Technical Education**

**Alachua County School District**

**October 8, 2018 and November 13-14, 2018**

**Final Report**

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Florida Department of Education  
Division of Career and Adult Education

**Alachua County School District  
Career and Technical Education  
Quality Assurance and Compliance Monitoring Report**

**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 the design, development, implementation and evaluation of a comprehensive system of quality assurance 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) Career and Technical Education Act of 2006, 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).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2018-2019 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

**III. QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS**

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2018-19 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; 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 Quality Assurance and Compliance 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.

The monitoring strategy for Alachua County School District (ACSD) was determined to be an onsite visit. Notification was sent to Ms. Karen Clarke, superintendent, Alachua County School District on August 3, 2018. The designated representative for the agency was Mr. William McElroy, director, Career and Technical Education.

The onsite visit to the agency was conducted October 8, 2018 and November 13-14, 2018. The two representatives of the division present during the visit were Mrs. Christine Walsh, program specialist and Mr. Michael Swift, program specialist of the Quality Assurance and Compliance section.

**V. ALACHUA COUNTY SCHOOL DISTRICT**

**ENROLLMENT:**

Fiscal Year (FY) 2016-17

CTE (possible duplication at program level): Secondary – 6,419

The provider was awarded the following grants for FY’s 2016-17, 2017-18 and 2018-19:

**FY 2016-17**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Secondary	010-1617A-7CS01	\$285,359.00	\$ 863.13

**FY 2017-18**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Secondary	010-1618A-8CS01	\$305,392.00	\$ 0.00

**FY 2018-19**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Secondary	010-1619B-9CS01	\$339,749.00	\$ N/A

Additional information about the provider may be found at the following web address:

<https://www.sbac.edu>

**VI. MONITORING ACTIVITIES**

The monitoring activities included pre and post visit planning, an entrance and exit conference, records review, inventory review and interviews with administrators.

Onsite Visits

Members of the team made onsite visits to the following locations:

- Gainesville High School
- Eastside High School

- Loften High School

#### Entrance and Exit Conferences

The entrance conference for ACSD was conducted on October 8, 2018. The exit conference was conducted on November 14, 2018. The participants are listed below:

<b>Name</b>	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
Nancy Iafrate	Teacher Specialist	X	X
Talisa Jester	Administrative Secretary	X	X
Shannon Ritter	Teacher Specialist	X	X
Terri Bain	Programmer III, Systems FTE and State Reporting	X	
Thomas Kauffman	Chief Accountant, Federal Grants	X	
Sonja Barnes	Chief Accountant	X	
Wayne Hackett	Executive Director, Finance & Purchasing	X	X
Everett Caudle	Director of Project Development	X	X
Kim Neal	Director, FTE/State Reporting & Office of Student Assignment	X	
Rob Horter	Supervisor II, FTE & State Reporting	X	
Terri Zimmerman	Administrative Secretary for CTE		X
Mable Baker	Career Pathways Coordinator, Santa Fe College	X	
<b>FDOE Monitoring Team</b>			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

#### Interviews

Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

#### Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 30 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

## **VII. RESULTS**

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

- The district finance and program staff have further developed their working relationship and schedule meetings to discuss program needs and budget availability.

- The district serves as the pass-through agency for the Micanopy Charter School. The compliance team discussed being a pass-through agency and made them aware of the responsibilities included in that function.
- The Chief Accountant, Federal Grants, who is new to his position, has been working closely with the FDOE grant manager and Grants Management Services to ensure the accurate and timely submission of grants and amendments.
- The district has created a strong focus on career pathways and works closely with the Career Pathways Coordinator at Santa Fe College.
- CTE administrators and instructors participate in FDOE sponsored training events as well as professional development trainings offered by the district.

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

- ACSD uses the Skyward® school software for recording and reporting student and financial data.
- Skyward® provides users with a step by step instruction guide for data entry of both student and financial data. This guide can be kept electronically or printed and kept in hard copy for reference.
- CTE student data (including program completers and industry certifications) were verified during the course of the visit.
- CTE staff work with the guidance staff several times a year to update the counselors about any changes in the CTE area and any data related changes pertaining to the counselor's function.
- Data that is collected is used during the annual program review process to determine the health of the CTE program. Teachers use the "Program Effectiveness Document" to score the program and identify areas that may need improvement. Data is also shared with key stakeholders and program advisory boards so that program decisions can be made.
- Reporting errors are reviewed regularly during the Full Time Equivalent (FTE) survey submissions and during the end of year FTE survey 5 submission.

#### FINDINGS AND ACTIONS

- Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements). After review of the data submitted to the monitoring staff, it was determined that the ACSD awarded an occupational completion point to a student who did not complete all of the required courses laid out in the FDOE Curriculum Frameworks. All student level data was made available to the FDOE monitoring staff upon request while onsite.
  - Corrective Action B1: ACSD is required to conduct a training session utilizing resource modules created by FDOE data staff. The training modules to be utilized for the district training include: Reporting Occupational Completion Points (OCPs) Secondary and can be found at <http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml> . The training will cover the areas of how to recognize and award completion points and how to validate student data. Once the district completes their training session, they will be required to create a written procedure on how to identify, award and submit student OCP

attainment. The written procedure will serve as a training tool for all current and incoming data personnel and CTE teachers.

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

- The Institute of Culinary Arts program in Alachua County is one of the top culinary programs in the country and received, in 2017, the honor of being in the Elite 50.
- Graduates from the Institute of Culinary Arts have successfully transitioned into culinary careers. A 2011 graduate won the reality-based cooking show ‘Chopped’. Many students come back as teachers, serve on advisory boards, become judges for the Career and Technical Student Organization (CTSO) competitions and speak at recruiting fairs.
- ACS D offers 27 high school programs and seven middle school programs. Students in these programs are made aware of and are encouraged to participate in the coordinating CTSO.
- Dual enrollment is offered for local high school students to attain college credit at Santa Fe College (SF).
- ACS D has several programs that provide real work experience for the students. There are the Hungry Ram restaurant that is run by the culinary program through the Institute of Culinary Arts at Eastside High School and a student-run branch of the Florida Credit Union located on the campus of Buchholz High School.
- The program advisory boards serve a pivotal role in the development and enhancement of the CTE programs. The information shared by the boards allow these programs to obtain equipment and materials that meet industry standards.

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

- The district has policies and procedures on new equipment acquisition, equipment safety/storage, disposal of old inventory and lost/stolen equipment.
- The equipment found on-site was in good operating condition and readily available for student use.
- Equipment is inventoried annually, and property valued at \$1,000 or greater receives a numbered inventory identification tag. The district’s inventory management system included all of the necessary information as required by federal law.
- There have been no instances of missing or stolen equipment purchased with Perkins funds.
- An inventory review was conducted and it was noted that there were inconsistencies between the inventory locations in the system and the actual location where the inventory was located.
- An asset tag with an incorrect number was also noted.

#### FINDING AND ACTION

- Finding D1: During the monitoring review, several pieces of equipment were not in the location indicated on the inventory record. There were also discrepancies between the number on the asset tag and the inventory record. Equipment did not meet the rules and guidelines as specified in the UGG (§200.313 - Equipment).
  - Corrective Action D1: Grant-purchased equipment must be properly tagged with an asset number and kept in the location listed in the inventory system in order to comply with

federal requirements. This finding was corrected by ACSD administration while the monitoring team was onsite. No additional follow-up is required.

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

- The Office of Equal Educational Opportunity (OEEO) for school districts 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 a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Sample advisory committee minutes, agendas and sign-in sheets
- District procurement/purchasing records
- District policies and procedures for finance, procurement, inventory and equipment
- Skyward® step-by-step data entry instruction guide
- Student and employee handbooks
- Program promotional material
- Student records
- Verification of student Industry Certifications and OCP attainment
- Internal control policies
- Policies on dual enrollment
- Articulation agreements
- Grant-funded employees' Time and Effort (T&E) reports
- District and program sponsored training and records – sign in sheets, agendas, etc.
- Inventory records for all grant-funded equipment purchases
- District Website

**G. FINANCIAL:** 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.

- ACSD has financial policies and procedures in place to ensure efficient cash management, budgeting, documentation and reporting of CTE grant funds.
- Skyward® is utilized for district accounting transactions and bookkeeping.
- ACSD does not use grant funds to pay for travel. Therefore, employee travel was not reviewed.
- While reviewing the T&E for grant-funded employees the monitoring team noticed that the semi-annual time certification was signed ahead of the period being certified.
- All purchases made with CTE grant funds go through a multi-tiered approval process that begins with a request at the school level and must pass several reviews prior to approval and a purchase order being issued.
- Both CTE program managers keep up to date records of all fiscal transactions toward their federal grant award. Financial reports can be pulled at any time to provide a snapshot of their immediate financial standing.



- During the review of the Final Report (DOE 399), for project 010-1618A-8CS01 large discrepancies were noted between the DOE 399 and the original grant budget including all amendments. The agency explained that this was an error on their part. The error occurred during a finance personnel change while simultaneously switching to a new data system. There had been an amendment crafted and submitted, by the program staff, to their finance office. Changes were made in their local system but the amendment was never sent to FDOE for approval. Had the amendment been submitted as required, it likely, would have been approved. The additional expenditures and budget re-allocations were allowable.

## FINDINGS AND ACTION

- Finding G1: During the review it was noted that the final grant expenditure reports for CTE were not consistent with the original grant budget. The addition of unapproved object codes and the reallocation of funds between object codes is in violation of the UGG 200.308(b) Revision of budget and program plan, UGG 200.331(2) Requirements for pass-through entities and the FDOE Green Book section B, page 4, Reason for Amendment.
  - The following funds were moved between object codes without an amendment:
    - Funds in excess of 10% of the total grant budget were moved between object codes without an amendment: Project 010-1618A-8CS01 line item 5300-644, line item 6300-130 line item 5300-519, line item 6300-120, line item 6400-130 and line item 6400-750. These changes totaled \$58,604.63
  - The following object codes were added without an amendment:
    - Object codes were added and were not in the original budget: Project 010-1618A-8CS01 line item 5300-519, line item 5300-644 and line item 6400-130.
  - The following object code was added in Amendment 3 and not reflected on the final Florida Department of Education Project Disbursement Report (DOE 399):
    - Line item 6300-510 Supplies in Project 010-1618A-8CS01 was added via Amendment 3 and inadvertently omitted from the DOE 399.
  - Corrective Action G1: ACSD is required to work with their FDOE project manager to make sure all budget expenditures for the current year 2018-19 are approved and any budget revisions are supported by an approved amendment. ACSD will also need to craft a procedure that provides a method of checks and balances to ensure that the amendment moves through the appropriate approval and finance pathway and is submitted to FDOE. The ACSD final report must also be submitted on the standard Florida Department of Education Project Disbursement Report (DOE 399). A copy of the procedure is to be forwarded to the compliance monitor as evidence to satisfy this finding.
- Finding G2: The agency failed to accurately report time and effort for a grant funded employee. Semi-annual T&E certifications were signed in the beginning of the period intended to be certified not on or after the last day of the period. This is in violation of UGG 200.430: Compensation-personnel services; Project Application and Amendment Procedures for Federal and State Programs - Section C-19: Personnel Cost - Time Distribution.
  - Corrective Action G2: Submit a signed copy of the next semi-annual certification for the employee whose salary is paid 100% from the Perkins grant.

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

- ACSD 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:
  - Santa Fe College (articulation and consortium agreements)
  - North Florida Regional Medical Center
  - Shands Teaching Hospitals and Clinics, Inc.
  - The Village of Gainesville
  - Greystone Healthcare Management
  - Walgreens
  - Countryside Animal Hospital
  - Archer Animal Hospital
  - High Springs Animal Hospital
  - Newberry Animal Hospital
  - Springhill Equine
  - Westend Animal Hospital
  - Millhopper Veterinary Medical Center

I. **PERKINS LOCAL PROGRAM IMPROVEMENT PLAN:** A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

**Secondary Performance Indicators 2016-17**

In 2016-17 the agency met or exceeded all secondary measures therefore a PIP was not required.

J. **PROGRAMS OF STUDY:**

**Implementation of Programs of Study**

As part of the division assistance process, all agencies selected for a monitoring visit each project year will provide additional information on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. Cathy Hammond of the Federal and State Initiatives (FSI) section of the division reviewed the submitted narrative and materials on POS and followed-up with Alachua County School District (ACSD) staff as needed. A summary of the information provided by the agency on POS compiled by the FSI staff member appears below.

**Program of Study: Early Childhood Education (Secondary and Postsecondary)**

**Program Basics**

*Components*

- Early Childhood Education was made into a full POS in 2016-17. Although the enrollment in this POS was low that year, it was selected for development into a POS due to the high need for early childhood educators in their area as well as the fact that most major components needed for development were already in place:
  - Quality programs at secondary and postsecondary with articulation between them;
  - Strong business partnerships;
  - An established, active advisory council; and
  - Various opportunities for students to participate in work-based learning experiences due to the partnerships with local businesses.

- The program at the secondary level was developed into an Early Childhood Education career academy at one of the district high schools a number of years ago. It was structured for the high school students to work towards earning the Early Childhood Proficiency Certification while completing Department of Children and Families (DCF) assessments required for employment in Early Childhood classrooms. The content needed to pass DCF assessments was integrated into the framework for the program.

#### *Enrollment and Program Closure*

- Total enrollment in the POS in 2016-17 was 19, with students in all four core classes except Early Childhood Education 1.
- The low enrollment in the POS, however, led to its closing in June of 2018. One contributing factor to low enrollment was the opening of a new Academy for Future Teachers at another high school in the district in the fall of 2016 that was attracting all of the students interested in early childhood education.

#### *Outcomes in 2016-17*

- During the 2016-17 project year, there were 19 students enrolled, with eight concentrators and two completers.
- Eighteen Occupational Completion Points (OCPs) were reported to have been earned by the 19 students in this POS during this project year.
- Four students passed each of the following DCF assessments:
  - Facility Child Care Rules and Regulations
  - Preschool Appropriate Practices
  - Understanding Developmentally Appropriate Practices
- One student passed the assessment to receive college credits at SF towards the Introduction to Child Development course.

#### *Participation in Career and Technical Student Organization*

- Students were involved in related activities organized through Florida Family, Career and Community Leaders of America (FCCLA), such as visiting local colleges, shadowing teachers and visiting classrooms.

#### Partnerships and Collaboration

##### *Local Advisory Committees*

- A local advisory board was in place which included staff and faculty from the Early Childhood Academy at the high school, other local schools, SF and the University of Florida as well as representatives from local businesses. The board met twice during the 2016-17 project year.

##### *Partnerships with Local Businesses*

- There was good representation from local child care centers, schools and other early childhood educational facilities on the district's Early Childhood Education Advisory Board.
- Partnerships with local businesses led to opportunities for students to participate in work-based learning experiences. Seven students during the 2016-17 school year participated in experiences at various facilities, such as a Head Start and Pre-K ESE program at an elementary school and an early learning academy.
- Mentors from a local business partner provided tutors to help students prepare for the DCF assessments.

### *Secondary and Postsecondary Collaboration*

- Career Pathways staff at SF were involved in the identification and development of this POS. They also met periodically with academy faculty to review curriculum, textbooks and other materials to assure curriculum alignment. Problem areas were addressed by revising and/or enhancing curriculum materials to best prepare students to be successful on the college credit assessment.
- Opportunities for articulated credit were available all along the pathway in the POS:
  - From the secondary program to the Early Childhood Education (ECE) program at River Oak Technical Center;
  - For dual enrollment at SF in the ECE program;
  - Toward the Early Intervention Certificate and the ECE AS degree program at SF through completion of secondary coursework and/or earning the Early Childhood Professional's certificate (EFPC); as well as
  - From the ECE program at River Oak Technical Center to the ECE program at SF.

### Program Review Process

- SF's ECE faculty reviewed the content of the high school curriculum for standardization and goal attainment at least annually.
- ACSD and SF faculty also reviewed articulation agreements and numbers of students participating in and passing the college exams to identify any problem areas in the curriculum.

### Programs of Study Overall

#### Effective Strategies

- To assist students in getting real life work experiences, ACSD has built Career Academies that are "designed to simulate or operate as an actual place of business. Examples include the Institute of Culinary Arts having an industrial kitchen and restaurant that seats 75 people; our Academy of Finance has a working branch of the Florida Credit Union, and the Academy of Automotive Technology is a working garage."

#### Requested Technical Assistance

- ACSD staff commented that "[I]t would be very helpful if the state had a Program of Study for each of the CTE programs that included up-to-date post-secondary programs and state-wide workforce data. Local Agencies could use that information to further develop the Program for local use and include additional information about local jobs and articulation agreements for students."

## **XIII. REQUIRED RESOLUTION ACTIVITIES**

### CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – ACSD is required to complete a CTE Corrective Action Plan.

## **IX. SUMMARY**

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: <http://fldoe.org/academics/career-adult-edu/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the ACSD onsite monitoring visit. Special thanks is offered to Ms. Nancy Iafrate and Ms. Shannon Ritter for their participation and leadership during this process.

**APPENDIX A**

Alachua County School District  
 Career and Technical Education  
 Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants</b>					
Agency Name: <b>ALACHUA COUNTY DISTRICT SCHOOL BOARD</b>					
Program type: <b>CTE</b>					
Target Year: <b>2016-2017</b>					
Monitoring Year: <b>2018-2019</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	<b>7</b>	<u><b>X 10</b></u>	<b>70</b>
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Perkins Grants Combined</b>	Upper Quartile	7	<b>5</b>	<u><b>X8</b></u>	<b>40</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Perkins Grants</b>	4 or More	7	<b>1</b>	<u><b>X 8</b></u>	<b>8</b>
	3	5			
	2	3			
	1	1			
<b>3-year Perkins Improvement Plan (PIP) Index</b>	7.50 – 10.00	7	<b>0</b>	<u><b>X 6</b></u>	<b>0</b>
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	<b>0</b>	<u><b>X 6</b></u>	<b>0</b>
	No	0			
<b>Agency CTE Program Director Change from Previous Fiscal Year</b>	Yes	7	<b>0</b>	<u><b>X 6</b></u>	<b>0</b>
	No	0			
<b>Unexpended Funds from all Perkins Grants Combined</b>	Upper Quartile	7	<b>3</b>	<u><b>X 4</b></u>	<b>12</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	<b>5</b>	<u><b>X 4</b></u>	<b>20</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>150</b>

**APPENDIX B**

Alachua County School District  
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
<p>Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements). After review of the data submitted to the monitoring staff, it was determined that the ACSD awarded an occupational completion point to a student who did not complete all of the required courses laid out in the FDOE Curriculum Frameworks. All student level data was made available to the FDOE monitoring staff upon request while onsite.</p>	<p>Corrective Action B1: ACSD is required to conduct a training session utilizing resource modules created by FDOE data staff. The training modules to be utilized for the district training include: Reporting Occupational Completion Points (OCPs) Secondary and can be found at <a href="http://www.fldoe.org/academics/career-adult-dev.stml">http://www.fldoe.org/academics/career-adult-dev.stml</a> . The training will cover the areas of how to recognize and award completion points and how to validate student data. Once the district completes their training session, they will be required to create a written procedure on how to identify, award and submit student OCP attainment. The written procedure will serve as a learning tool for all current and incoming data personnel and CTE teachers.</p>	<p>Alachua County Public Schools will completed Corrective Action B1 to include a written policy on the reporting of Occupational Completion Points for Career and Technical Education. Once the policy is developed, district trainings with school database personnel and Career and Technical Education teachers will take place. A copy of the policy and sign-in sheets of participants will be presented to the compliance officer.</p>	<p>Nancy Iafrate, Teacher Specialist Career and Technical Education, Alachua County Public Schools</p>	<p>February 28, 2019</p>
<p>Finding D1: During the monitoring review, several pieces of equipment were not in the location indicated on the inventory record. There were also</p>	<p>Corrective Action D1: Grant-purchased equipment must be properly tagged with an asset number and kept in the location listed in</p>	<p>No action required.</p>	<p>N/A</p>	<p>N/A</p>

<p>discrepancies between the number on the asset tag and the inventory record. Equipment did not meet the rules and guidelines as specified in the UGG (§200.313 - Equipment).</p>	<p>the inventory system in order to comply with federal requirements. This finding was corrected by ACSD administration while the monitoring team was onsite. No additional follow-up is required.</p>			
<p>Finding G1: During the review it was noted that the final grant expenditure reports for CTE were not consistent with the original grant budget. The addition of unapproved object codes and the reallocation of funds between object codes is in violation of the UGG 200.308(b) Revision of budget and program plan, UGG 200.331(2) Requirements for pass-through entities and the FDOE Green Book section B, page 4, Reason for Amendment.</p> <ul style="list-style-type: none"> <li>○ The following funds were moved between object codes without an amendment: <ul style="list-style-type: none"> <li>▪ Funds in excess of 10% of the total grant budget were moved between object codes without an amendment: Project 010-1618A-8CS01 line item 5300-644, line item 6300-130 line item 5300-519, line item 6300-120, line item 6400-130 and line item 6400-750. These changes totaled \$58,604.63</li> </ul> </li> </ul>	<p>Corrective Action G1: ACSD is required to work with their FDOE project manager to make sure all budget expenditures for the current year 2018-19 are approved and any budget revisions are supported by an approved amendment. ACSD will also need to craft a procedure that provides a method of checks and balances to ensure that the amendment moves through the appropriate approval and finance pathway and is submitted to FDOE. The ACSD final report must also be submitted on the standard Florida Department of Education Project Disbursement Report (DOE 399). A copy of the procedure is to be forwarded to the compliance monitor as evidence to satisfy this finding.</p>	<p>Alachua County Public Schools will completed Corrective Action G1 to include a written policy on the procedures to ensure checks and balances between the Perkins Grant Manager and the District's Finance Officer to ensure that all budget expenditures and revisions have been correctly reported in the final DOE 399. A copy of the district's procedure will be submitted to the compliance monitor as evidence to satisfy the finding.</p>	<p>Nancy Iafrate, Teacher Specialist for Career and Technical Education, Alachua County Public Schools</p>	<p>February 28, 2019</p>



<ul style="list-style-type: none"> <li>○ The following object codes were added without an amendment: <ul style="list-style-type: none"> <li>▪ Object codes were added and were not in the original budget: Project 010-1618A-8CS01 line item 5300-519, line item 5300-644 and line item 6400-130.</li> </ul> </li> <li>○ The following object code was added in Amendment 3 and not reflected on the final Florida Department of Education Project Disbursement Report (DOE 399): <ul style="list-style-type: none"> <li>▪ Line item 6300-510 Supplies in Project 010-1618A-8CS01 was added via Amendment 3 and inadvertently omitted from the DOE 399.</li> </ul> </li> </ul>				
<p>Finding G2: The agency failed to accurately report time and effort for a grant funded employee. Semi-annual T&amp;E certifications were signed in the beginning of the period intended to be certified not on or after the last day of the period. This is in violation of UGG 200.430: Compensation-personnel services; Project Application and Amendment Procedures for Federal and State Programs - Section C-19: Personnel Cost - Time Distribution.</p>	<p>Corrective Action G2: Submit a signed copy of the next semi-annual certification for the employee whose salary is paid 100% from the Perkins grant.</p>	<p>Alachua County Public Schools will completed Corrective Action G2 to include submission of a copy of the next semi-annual certification for the employee whose salary is paid 100% from the Perkins Grant to the compliance monitor as evidence to satisfy the finding.</p>	<p>Shannon Ritter, Career and Technical Education, Alachua County Public Schools</p>	<p>February 28, 2019</p>

**Plan submitted by (name and title)**

**Date: 12/11/18**

William McElroy, Director  
Career and Technical Education  
Alachua County Public Schools

**Plan accepted by: Christine Walsh**

**Date: 12/13/18**

**Status of Action Plan (to be completed by FDOE staff):**

## ATTACHMENT A

### Alachua County School District Career and Technical Education

Alachua County Public Schools is very proud of their Career and Technical Education offerings. They offer 25 high school and 7 middle school programs. Students at all their middle and high schools have an opportunity to experience CTE. In addition, they offer 13 career academies.

While there are MANY great things happening in CTE in Alachua County, these are some highlights:

- **The Academy of Criminal Justice at Newberry High School earned the top criminal justice chapter in the state three years in a row at the Florida Public Service Association annual conference.**
- **Santa Fe High School's Academy of Agriscience had an FFA student place #1 in the state in Employability Skills. This academy offers students many options: Vet Assisting, Horticulture, Agritechnology, or Animal Science and is housed on a beautiful 19 acre land lab.**
- **The Academy of Entrepreneurship at Buchholz High School earned Diamond Level at the DECA conference for their DECA Chapter Business Plan. They also have a wonderful partnership with Junior Achievement and their students go into elementary schools to teach students about Financial Literacy.**
- **Students in the Academy of Health Professions at Gainesville High School participate in internships at Walgreens, Shands Hospital, North Florida Regional Hospital, and local rehab facilities during their senior year and earn certifications in CNA, EKG Tech, and Pharmacy Tech.**
- **The Institute of Culinary Arts at Eastside High School placed #2 in the state ProStart Competition last year; In addition, the Culinary program was named as one of the 2017 Elite 50 winners. They were the only program in Florida to make the list.**
- **The Academy of Finance at Buchholz High School operates a branch of the Florida Credit Union on their campus that is run by students; they also had three First Place winners at the FBLA state conference and had 95% pass rate for the Quickbooks certification.**
- **The Professional Academies Magnet at Lofton High School participated in the SkillsUSA State Competition for the first time ever and had a first place winner.**