



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Florida State College at Jacksonville

February 20-22, 2019

Final Report

TABLE OF CONTENTS

I. Introduction 1

II. Authority 1

III. Quality Assurance Policies, Procedures, and Protocols 1

IV. Provider Selection 1

V. Florida State College at Jacksonville 2

VI. Monitoring Activities 3

VII. Results 4

VIII. Required Resolution Activities 12

IX. Summary 12

 Appendix A 13

 Appendix B 15

 Attachment 18

Florida Department of Education
Division of Career and Adult Education

**Florida State College at Jacksonville
Adult Education and 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 Florida State College at Jacksonville (FSCJ) was determined to be an onsite visit. Notification was sent to Dr. Cynthia A. Bioteau, president, Florida State College at Jacksonville on November 19, 2018. The designated representative for the agency was Ms. Rosemary James, director, Quality Assurance.

The onsite visit to the agency was conducted February 20-22, 2019. The three representatives of the division present during the visit were program specialists, Mr. Andrew Goldsmith, Mr. Michael Swift and Mrs. Christine Walsh of the QAC section.

V. FLORIDA STATE COLLEGE AT JACKSONVILLE

ENROLLMENT:

Fiscal Year (FY) 2016-17

CTE (possible duplication at program level): Postsecondary – 16,744

AE: 3,647

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

Finance

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	162-1917B-7CG01	\$ 1,226,639.00	\$ 160,642.00
EL Civics	162-1937B-7CE01	\$ 121,746.00	\$ 3,819.97
Perkins CTE Postsecondary	162-1617A-7CP01	\$ 1,514,634.00	\$ 41,749.01
Perkins Rural	162-1617A-7CR01	\$ 60,311.00	\$ 1,326.48

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	162-1918B-8CG01	\$ 1,209,313.00	\$ 131,854.64
EL Civics	162-1938B-8CE01	\$ 134,047.00	\$ 3,871.01
Perkins CTE Postsecondary	162-1618A-8CP01	\$ 1,620,955.00	\$ 103,821.08
Perkins Rural	162-1618A-8CR01	\$ 61,202.00	\$ 557.76

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	162-1919B-9CG01	\$ 1,209,313.00	\$ n/a
EL Civics	162-1939B-9CE01	\$ 134,047.00	\$ n/a

Perkins CTE Postsecondary	162-1619B-9CP01	\$ 1,497,623.00	\$	n/a
Perkins Rural	162-1619B-9CR01	\$ 61,637.00	\$	n/a

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

<http://www.fscj.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:

- FSCJ- Urban Resource Center
- FSCJ- Administrative Offices (AO)
- FSCJ- KENT Campus
- FSCJ- Advanced Technology Center (ATC)
- FSCJ- Downtown Campus
- FSCJ- Cecil Center
- FSCJ- North Campus
- FSCJ- South Campus

Entrance and Exit Conferences

The entrance conference for FSCJ was conducted on February 20, 2019. The exit conference was conducted on February 22, 2019. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Kevin Hyde	Interim President, Florida State College at Jacksonville	X	
Al Little	VP, Business Services	X	
Jana Kooi	VP, Online Workforce	X	
Anita Kovacs	AVP, Finance	X	X
Sabrina Mixson	Executive Director, Pre-collegiate Programs	X	X
Donna Martin	Executive Director, Nassau Campus	X	X
Rosemary James	Director, Quality Assurance	X	X
Jennifer Peterson	Director, Resource Development	X	X
Greg Michalski	Director, Instructional Analytics and Research	X	
Jamica Bush	Director, Project Accounting	X	X
Sonja Cross	Director, Talent Acquisition	X	
Randi Brokvist	Director, Purchasing	X	
Neal Henning	Dean	X	
Annette Barrineau	Dean, Business	X	
Marc Pica	Coordinator, Purchasing and Contracts	X	

Mark Lynn	Coordinator, Human Resources	X	
Laura Colomb	Program Coordinator	X	X
Linka Crosby	Instructional Program Manager, Adult Education	X	
Martin Griffith	Materials Manager	X	X
Deana Waite	Instructional Program Manager	X	X
Meredith Moore	Instructional Program Manager	X	
Trina Steinmaker	Vocational Evaluator	X	X
Jennifer Schmidt	Accountant, IV	X	
Stacy Legler	Employee Relations and Equity	X	
Jacqueline Schmidt	Registrar	X	
John Wall	VP Academics/Provost		X
Jerrett Dumouchel	AVP Institutional Effectiveness		X
FDOE Monitoring Team			
Andrew Goldsmith	Program Specialist, QAC, FDOE	X	X
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 40 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 CTE and AE program directors for FSCJ both have multiple years of experience within their respective program areas. Their experience and management of their grants extend well beyond the administrative side. Both are heavily involved in all aspects of their programs in areas such as finance, data and assessment, and inventory management.
- Both directors have very good working relationships with their FDOE appointed grant manager.
- There are very clear separation of duties between the administrative side of grant management and the programmatic side, but both sides work together cohesively to ensure that there is a continuous flow of information between the two.
- At the program level each director takes a hands-on approach with community relations. This is demonstrated by strong advisory councils in both the CTE and AE programs. The CTE and AE programs are well respected within the region, but both program managers are

continuously working to increase the community's awareness of all academic offerings and services the school has available.

- The CTE and AE programs conduct yearly program reviews. If necessary, action plans are drafted to help assist any program area that fails to meet the high standards expected by FSCJ. These actions plans are created, approved and carried out by faculty, deans and program advisory boards.
- FSCJ offers multiple opportunities for college-wide professional development. CTE and AE administrators and instructors participate in all training as required by their particular program areas.

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.

- FSCJ utilizes PeopleSoft® to input student attendance, grades and other enrollment data. The system also compiles the report data that is submitted to FDOE.
- FSCJ has specific staff that is responsible for data collection, entry and verification. These individuals receive annual training on NRS data (AE); understanding assessment policies and procedures; and data follow-up policies.
- The director of Institutional Research and their team participate in the FDOE sponsored MISATFOR meetings and training. In-house data training is also offered to CTE and AE testing and assessment administrators.
- Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE) test proctors are all certified as required by FDOE and each testing company.
- FSCJ relies on CareerSource Northeast Florida and the Florida Educational and Training Placement Information Program (FETPIP) for the tracking of students post completion of a CTE program.
- Upon review of student data records the FDOE monitoring team determined that FSCJ had one student who was awarded a literacy completion point (LCP), but the student's test scores did not accurately represent that gain. This resulted in a data finding.

FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance. After review of the data submitted to the monitoring staff, it was determined that FSCJ listed one student as an AGE completer who should have been reported to FDOE as a non-completer with no LCP gain. All student level data was made available to the FDOE monitoring staff upon request while onsite.
 - Corrective Action B1: FSCJ attended TABE training and Institution for the Professional Development of Adult Educators (IPDAE) training in the fall of 2018. The college also conducts in-house training for data and assessment administrators on an annual basis. Documentation of sign-in sheets, training materials and agendas have been provided to the monitoring staff, and it was determined that these training events will serve as sufficient corrective action for this finding. No further action is required at this time.

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

- FSCJ is spread across 14 campuses, resource sites and learning centers in Duval and Nassau County to serve their estimated 49,721 (2017) students. The college offers 13 bachelor's degrees, 45 associate degrees and over 100 technical certificates and workforce certifications.
- Each campus of FSCJ has a department that specifically serves and caters to the needs of those students who have self-declared a disability with the college. In no instance would the college ever refuse special accommodations for a student with specific needs.
- The CTE programs are supported by advisory committees that play a pivotal role in improving the quality of the programs. These committees offer insight on current industry trends, current job outlooks and provide recommendations for industry specific equipment needs. These advisory committees meet a minimum of twice per grant year. The FDOE monitoring team had the privilege to participate in and observe the Business Advisory committee meeting.
- FSCJ also has an advisory committee to help in the guidance of its English speakers of other languages (ESOL) program. The committee meets quarterly and maintains healthy partnerships with local community partners such as the Center of Language and Culture, Volunteers in Medicine, The Women's Center and CareerSource Northeast Florida.
- CTE students provide dental and cosmetology services to members of the local community for a small fee. This allows for invaluable student experience and training within their programs, and any fees paid by customers are recycled back into the respective programs.
- There is a good relationship with CareerSource Northeast Florida and the local community. FSCJ also provides staff to the American Job Center who assist participants in becoming literate, and helps to provide necessary knowledge and skills for education, employment and economic sufficiency.

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.

- FSCJ utilizes PeopleSoft® as its integrated inventory management system. The system is used for procurement, accounting and property management.
- A physical inspection of equipment is conducted every February across all campuses.
- Each piece of equipment is assigned either a teacher, program administrator or campus dean as custodian of that particular item.
- FSCJ has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old inventory.
- Technology and equipment is up to date and is being used specifically for CTE programs. The technology is integrated into the curriculum as required per program.
- All capitalized equipment is assigned an asset number and barcode that is used for tracking of inventory during the college's annual school wide inventory. All inventory criteria set forth by EDGAR and the UGG is included within the inventory management system.

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 multiple pieces of equipment that did not have an appropriate inventory identification tag. This is in violation of 2 C.F.R 200, UGG §200.313 and Rule 961-72.003, Florida Administrative Code, Recording of Property.

Downtown Campus: Multiple pieces of equipment did not have the proper asset tags attached to them.

- Two “diesel trucks” (Asset number 6446600, value \$39,900 and Asset number 6446500, value \$39,900) did not have an asset identification tag on them. Due to the extreme conditions faced by these trucks, it is recommended that the asset number be engraved onto the trucks’ door jamb.
- One “tilt gas skillet” (Asset number 006079700, value \$14,380) did not have an asset identification tag on it.

South Campus: Multiple pieces of equipment in the fire fighter program were labeled with asset tags, but due to continuous handling the labels routinely fall off or become unreadable. While onsite I was able to identify all equipment, and the program director was advised to use a permanent marker to write the asset numbers directly on those items that have labels that do not last long due to student handling and extreme conditions. Those items were labeled with permanent marker while onsite. No further action is required. FDOE monitoring staff received pictures of additional items that the program director also labeled in order to prevent any future issues of asset tags falling off.

North Campus: Multiple pieces of equipment did not have the proper asset tags attached to them.

- One “pediatric trauma module” (Asset number 006319400, value \$1,311) did not have an asset identification tag on it.
- One “surgical abdomen training system” (Asset number 006376500, value \$16,683) did not have an asset identification tag on it.
- One “team sim system full simulation system” (Asset number 006376800, value \$38,000) did not have an asset identification tag on it.

Cecil Center- North: A piece of equipment did not have the proper asset tag attached to it.

- One “semi-tractor trailer” (Asset number 004745400, value \$165,601) did not have an asset identification tag on it. Due to the extreme conditions faced by the truck, it is recommended that the asset number be engraved onto the truck’s door jamb.
 - 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 state and federal requirements. Items that were missing asset identification tags will be re-tagged and/or engraved, and pictures of each item will be sent to the FDOE team lead for verification. Once FSCJ completes their annual equipment inventory, they will be required to submit the updated inventory listing to the FDOE team leader for verification against the previously submitted inventory listing. Property transfer forms should be used on all pieces of equipment that will be moved from the location listed on the inventory report.

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 (OEEEO) for colleges is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEEO at 850-245-9468.

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
- Grant funded procurement/purchasing records
- Grant funded travel records
- College policies and procedures for finance and procurement
- College technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Inventory records and listings
- Student data records
- Curriculum manual
- TABE and CASAS training and certifications
- Americans with Disabilities Act (ADA) procedures for instructors and students
- Infrastructure cost agreement with CareerSource Northeast Florida
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- College and program sponsored training records – sign-in sheets, agendas, etc.

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.

- FSCJ has financial policies and procedures in place to ensure the efficient cash management of CTE and AE grants funds.
- FSCJ has precise and thorough procedures for the procurement of equipment and inventory that is funded by federal grants.
- Grant funded purchases and travel must go thru an extensive approval process prior to any grant funds being disbursed. The finance department, program directors and the purchasing department represent the multiple tiers of checks and balances that a purchase or travel request must go through before it is approved.
- The monitoring team reviewed multiple financial records for compliance including: grant funded employee time and effort certifications; purchasing and procurement records; and grant funded employee travel records. All were in compliance with federal, state and college law and/or policy.
- The CTE and AE program directors host monthly reconciliation meetings to review budget expenditures to gauge budget utilization moving forward. They are also have access to real-time records of all fiscal transactions toward their federal grants.

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.

- FSCJ has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the college. The list of partners include, but are not limited to:
 - CareerSource Northeast Florida
 - University of Florida

- Federal Aviation Administration
- Manufacturing Skills and Standards Council
- Occupational Safety and Health Administration
- Florida Department of Health
- State Board of Nursing
- Florida Division of State Fire Marshal
- CompTIA
- Northeast Florida builders
- City Rescue Mission
- Jacksonville Sheriff's Office
- Building Construction Trades Workforce Program
- American Registry of Radiologic Technicians
- Center of Language and Culture
- Volunteers in Medicine
- The Women's 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.

Postsecondary College Credit Performance Indicators 2016-17

In 2016-17 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:

- 2P1 Completion: Local Actual of 40.31% vs. Local Agreed of 49.00%

Postsecondary Certificate Performance Indicators 2016-17

In 2016-17 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:

- 3A1 Retention or Transfer: Local Actual of 47.75% vs. Local Agreed of 57.06%

J. **PROGRAMS OF STUDY:**

Implementation of Programs of Study

As part of the DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance 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. During the monitoring visit to FSCJ, Cathy Hammond and Heather Conley of the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with FSCJ staff on February 21, 2019. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study 2016-17 school year: Automotive Maintenance and Light Repair (secondary)/Automotive Services Technology (postsecondary)

Program Identification and Oversight

- To identify a POS, FSCJ reviews Region 8 labor market data from CareerSource, focusing on their two-county region, plus Advisory Board recommendations.
- There are several different automotive programs that are meeting needs in their region. The Automotive Service Technology A.A.S. degree is where a lot of the focus is in that industry.

- Duval and Nassau districts both have career academies in this pathway and strong programs in this area. Nassau County has a student workshop on site. FSCJ also partners with Baker County in these and as well as other programs.
- The Automotive pathway is one of FSCJ's stronger pathways, with long standing, strong partnerships with districts and businesses, which is why they selected this as their primary POS in 2016-17.

Advisory Boards

- FSCJ has 45 advisory boards for the majority of their programs. Cosmetology, Massage & Facials are grouped together, along with a few others. Due to accreditation requirements, most programs are required to have advisory boards. Any program changes must be approved by these advisory boards.
- The advisory board for this POS gives input during meetings about content of the program, relevant industry certifications and changes in industry needs.
- Advisory boards meet at least twice a year. Among their duties, they offer program content advice, look at equipment, provide guest speakers and examine work-based learning for their program(s).
- Recently, students have been placed on each advisory board to offer a new perspective, plus provide students with experience working on an industry-centered board.

Program Design

Program Content

- The agency works on academic integration at the postsecondary level by holding Friday Forums with both academic and CTE faculty getting together to discuss what is going on at their level in the various pathways. For example, automotive programs require a certain level of math skills.
- FSCJ uses a regional council (Northeast Florida Career Academy Council) to assist with building program content. This council started with a Chamber of Commerce initiative in 2014-2015. This collaboration helps connect businesses across the region, solidify partnerships and build pathways and align or change curriculum across districts when needed.
- The regional council includes chamber members, CareerSource, high school representatives, secondary (four districts) and postsecondary (local colleges and universities) CTE Directors and businesses. They often have guest speakers from businesses that are looking for interns, hires or both.
- The regional council looks at what the workforce really needs in these pathways and pushes for curriculum changes when needed. It meets three times a year, with a focus on a particular industry.

Secondary-Postsecondary Alignment

- Relating to alignment, FSCJ begins developing all POS by looking at FDOE CTE curriculum frameworks. Related deans and faculty or other experts are brought together to make sure that the program has the necessary alignment in content across courses and encompasses skills needed for relevant certifications.
- It has been a long time since FSCJ has developed something brand new. Generally, secondary looks to see what is available in postsecondary when thinking of building programs.
- Sometimes secondary makes requests of the college, but if there is no proven need, the college will not develop the postsecondary part of the pathway.
- There is good collaboration between secondary and postsecondary. FSCJ faculty and/or program managers make sure at least one person attends the secondary advisory board meetings. The Dean may go to some meetings as well. They make sure the secondary

curriculum is relevant and articulates to postsecondary programs and help with the accreditation process. They are also guest speakers and help with mock job interviews at the high schools. The major purpose of this collaboration is to strengthen the pathway between secondary and postsecondary.

Articulation and Credentials

- FSCJ relies on the state articulation agreements for their POS. Area secondary students do not have an opportunity for dual enrollment in this automotive program due to age and GPA issues, but they do have the ability to earn industry certifications.
- However, there is dual enrollment offered for other programs. There are three schools in their area that offer an Early College Associate in Science program, two in IT Security, one in Engineering Technology and another medical is combined with IT. Students in these programs spend their senior year at FSCJ. Each of these Collegiate Career Programs have corporate sponsors who contribute in various ways.
- The goal of these Collegiate Career Programs is to create a pipeline for placement and employment with these corporate sponsors. Students get to see the workplace and meet people working for their corporate sponsor. The corporations emphasize and incentivize students to continue their education in this area after employment.

Work-Based Learning

- Both Duval and Nassau Counties have work-based learning activities for their students in the automotive programs. Nassau County has a staff person assigned as an On-the-Job Training (OJT) Coach who goes out into the community to find opportunities for students.
- FSCJ has no difficulty recruiting business partners for automotive internships. They have partnerships with Ford, Toyota and General Motors Company (GMC), who offer both paid and unpaid opportunities for students.

Program Review

- Program reviews occur annually. Each program's enrollment, completion, retention and other outcomes are analyzed over a three- to five-year period.
- Results are evaluated before removing a program and involve several layers of faculty, including deans, in these reviews.

Program Outcomes

- FSCJ estimates that they have a 73% placement rate for their automotive programs, with the majority being local placements.
- A new type of employer, insurance companies, have become interested in their automotive students and come on campus and recruit them. These companies find that students with this background are great in the area of storm damage assessment.

Areas of Success and Challenge

Areas of Success

- FSCJ works closely with both Duval County and Nassau County public schools to assist them in growing their high school automotive programs. FSCJ faculty members serve on the high school automotive academy boards and give input on equipment and technology being used in the classroom. This early relationship results in many secondary students choosing to continue their education after high school.
- In addition, FSCJ has a unique opportunity for students to collaborate with local industry professionals with monthly networking events throughout the semester. Staff on the call said that these monthly networking events can happen at either a business location or at one of

their campus locations. Students enjoy getting to interact with and collaborate with industry representatives on a particular scheduled activity or issue related to the career pathway.

Challenges

- FSCJ staff on the call suggested that with the good economy in their region over the last several years, students are earning industry certifications and leaving early to work directly in their field of study. FSCJ is trying to encourage those non-completers to return to school to finish. The college has hired retention specialists and program facilitators who work directly with students close to dropping out to offer one-on-one counseling. They encourage credential stacking and outline student options. Retention specialists often work to find scholarship opportunities to assist those with only a few courses left in a program.
- Another challenge mentioned is changing public perception of career and technical education. FSCJ staff work to change this perception over time by going into middle schools and high schools to recruit future CTE students, plus bring in interesting guest speakers to those schools. They also create and share factsheets about each of their programs with the public.

Promotion of CTE

- There is an emphasis on promoting CTE programs at FSCJ through a variety of means, such as publishing factsheets for all clock hour and AS programs that include program information, plus local job market possibilities. They actively look for internship opportunities for their students. FSCJ CTE staff also go into high school classrooms to meet with faculty and students, supply guest speakers and participate in regional career and college fairs.

XIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Florida State College at Jacksonville is required to complete a CTE Corrective Action Plan.

ADULT EDUCATION

1. Corrective Action Plan – Florida State College at Jacksonville is required to complete an AE 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 FSCJ onsite monitoring visit. Special thanks is offered to Ms. Rosemary James, Ms. Sabrina Mixson and Ms. Anita Kovacs for their participation and leadership during this process.

APPENDIX A

Florida State College at Jacksonville
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: FLORIDA STATE COLLEGE AT JACKSONVILLE					
Program type: CTE					
Target Year: 2016-2017					
Monitoring Year: 2018-2019					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X 10</u>	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	1	<u>X 8</u>	8
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
3-year Perkins Improvement Plan (PIP) Index	7.50 – 10.00	7	1	<u>X 8</u>	6
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					158

Data sources used for calculations: Prior to July 1, 2017

Florida State College at Jacksonville
Adult Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Adult Education (AE) Grants					
Agency Name: FLORIDA STATE COLLEGE AT JACKSONVILLE					
Program type: AE					
Target Year: 2016-2017					
Monitoring Year: 2018-2019					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	1	<u>X10</u>	10
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	7	<u>X 8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Change in Adult Education Program Director from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Adult Education Performance Targets	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Agency Risk Score					184

Data sources used for calculations: Prior to July 1, 2017

APPENDIX B

Florida State College at Jacksonville
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. After review of the data submitted to the monitoring staff, it was determined that FSCJ listed one student as an AGE completer who should have been reported to FDOE as a non-completer with no LCP gain. All student level data was made available to the FDOE monitoring staff upon request while onsite.</p>	<p>Corrective Action B1: FSCJ attended TABE training and Institution for the Professional Development of Adult Educators (IPDAE) training in the fall of 2018. The college also conducts in-house training for data and assessment administrators on an annual basis. Documentation of sign-in sheets, training materials and agendas have been provided to the monitoring staff, and it was determined that these training events will serve as sufficient corrective action for this finding. No further action is required at this time.</p>	<p>N/A</p>	<p>N/A</p>	<p>Fall 2018</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 multiple pieces of equipment that did not have an appropriate inventory identification tag. This is in violation of 2 C.F.R 200, UGG §200.313 and Rule 961-72.003, Florida Administrative Code, Recording of Property.</p> <p>Downtown Campus: Multiple pieces of equipment did not have the proper asset tags attached to them.</p> <ul style="list-style-type: none"> ▪ Two “diesel trucks” (Asset number 6446600, value \$39,900 and Asset 	<p>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 state and federal requirements. Items that were missing asset identification tags will be re-tagged and/or engraved, and pictures of each item will be sent to the FDOE team lead for verification. Once FSCJ completes their annual equipment inventory, they will be required to submit the updated inventory listing to the FDOE team leader for verification</p>	<p>The inventory list provided for the Perkins Audit was reviewed by program managers and deans for room locations. However, that list of equipment was updated on (March 25, 2019) with FSCJ Property Inventory records in PeopleSoft our ERP system. Additionally, all Perkins equipment lists will be updated yearly in PeopleSoft during the annual inventory process in February and March as a standard operating procedure. See Attached List.</p> <p>FSCJ standard practice with vehicles is to retain the</p>	<p>Martin Griffith, Inventory Materials Manager</p> <p>Rosemary James, Directory of Quality Assurance</p>	<p>March 26, 2019</p>

<p>number 6446500, value \$39,900) did not have an asset identification tag on them. Due to the extreme conditions faced by these trucks, it is recommended that the asset number be engraved onto the trucks' door jamb.</p> <ul style="list-style-type: none"> ▪ One "tilt gas skillet" (Asset number 006079700, value \$14,380) did not have an asset identification tag on it. <p>South Campus: Multiple pieces of equipment in the fire fighter program were labeled with asset tags, but due to continuous handling the labels routinely fall off or become unreadable. While onsite I was able to identify all equipment, and the program director was advised to use a permanent marker to write the asset numbers directly on those items that have labels that do not last long due to student handling and extreme conditions. Those items were labeled with permanent marker while onsite. No further action is required. FDOE monitoring staff received pictures of additional items that the program director also labeled in order to prevent any future issues of asset tags falling off.</p> <p>North Campus: Multiple pieces of equipment did not have the proper asset tags attached to them.</p> <ul style="list-style-type: none"> ▪ One "pediatric trauma module" (Asset number 006319400, value \$1,311) did not have an asset identification tag on it. ▪ One "surgical abdomen training system" (Asset 	<p>against the previously submitted inventory listing. Property transfer forms should be used on all pieces of equipment that will be moved from the location listed on the inventory report.</p>	<p>Barcode in our tracking inventory binder. The nature of the training provided for our students in this program is in a humid environment, and the barcodes tend to wear off the equipment. FSCJ verifies vehicles through the description and VIN during our annual inventory. However, the barcodes have been added to the driver's door jamb of the trucks and will be completed on all vehicles purchased by grant funds. See attached photos of each vehicle and asset barcodes.</p>		
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<p>number 006376500, value \$16,683) did not have an asset identification tag on it.</p> <ul style="list-style-type: none"> ▪ One “team sim system full simulation system” (Asset number 006376800, value \$38,000) did not have an asset identification tag on it. <p>Cecil Center- North: A piece of equipment did not have the proper asset tag attached to it.</p> <ul style="list-style-type: none"> ▪ One “semi-tractor trailer” (Asset number 004745400, value \$165,601) did not have an asset identification tag on it. Due to the extreme conditions faced by the truck, it is recommended that the asset number be engraved onto the truck’s door jamb. 				
<p>Plan submitted by (name and title): Date: March 28, 2019 Anita Kovacs, AVP Finance FSCJ</p> <p>Plan accepted by: Michael Swift, Program Specialist IV Date: March 29, 2019</p>				
<p>Status of Action Plan (to be completed by FDOE staff): Closed</p>				
<p>Date: April 8, 2019</p>		<p>Status of Plan Completion: All required resolution items have been received and verified. The resolution action plan is now closed.</p>		

ATTACHMENT

Florida State College at Jacksonville Brag Sheet

With support from the Carl D. Perkins Career and Technical Education grant program, FSCJ continues to strengthen the CTE skills of students by improving courses and equipping classrooms and laboratories; enhancing services to students in career and technical education programs; providing work based opportunities; providing training for faculty, counselors, and advisors; and marketing career and technical education programs to underrepresented groups and special populations. In addition, the FSCJ Career and Technical Education department works closely with CTE directors at Nassau County School District and Duval County Public Schools to assist in creating career pathways that begin in ninth grade and guide a student through a postsecondary degree program. Active support from business partners helps maintain a curriculum that is relevant to the industry thereby producing students prepared for the workforce and post-secondary education. Advisory Boards meet quarterly to discuss progress of the programs and discuss any needed changes. High school and College faculty and program managers collaborate on curriculum and instruction to ensure students are prepared for postsecondary work.

FSCJ CTE Business Program sponsors a yearly Entrepreneurship Day that is designed to inspire current high school students to follow their dreams of entrepreneurship and careers in business as well as learn about business program options available at Florida State College at Jacksonville. Throughout the day, students participated in the following:

- * Listening to the personal experiences from a panel of local entrepreneurs.
- * Receiving expert guidance from college professors on topics such as marketing, finance, legal aspects of owning a business, and customer relations.
- * Working in teams to develop a business idea.
- * Presenting ideas to a panel of judges in a “Shark Tank” competition.

FSCJ CTE Health programs participate in the annual “Give Kids A Smile” event. At the February 2019 event, 120 volunteers from our CTE programs educated approximately 800 community members. The programs displayed health information, demonstrations and giveaways to participants. Hundreds of children throughout the Jacksonville area are smiling a little brighter after getting free dental and health care services at the “Give Kids A Smile” event.

FSCJ CTE programs have incorporated simulated learning to increase technical skills with updating treatment methodology for the active and dynamic student learning styles with use of simulation labs and new equipment provided by Perkins funding. For example, in the Occupational Therapy Assistant program, equipment that promotes technical skills within the curriculum includes: nasal cannulas to increase experience and skill sets for working with patients in fieldwork with respiratory dysfunction, especially in the geriatric population and is implemented in the Geriatrics course; OT solutions scissor skill program to update technical skills in the Pediatrics course; and heel protector equipment to provide skills and learning for positioning best practices with patients. The National Board for Certification in Occupational Therapy (NBCOT) has reported FSCJ’s Occupational Therapy Assistant graduate pass rate for the past two years at 100%. We attribute this largely to the facilitated learning of our faculty and students that has been in partnership with Perkins.

For almost 50 years, FSCJ has successfully provided adult education to high-need populations in Duval County. The program’s past effectiveness, coupled with a solid CareerSource Northeast Florida (CSNEFL) partnership, fulfills Florida’s strategic vision for WIOA implementation to increase access to employment, education, training, and support services for individuals so that they prepare for economic self-sufficiency and succeed in the labor market.

The College’s adult education programs have routinely been validated through high educational outcomes including quantitative data in improving literacy skills of individuals, particularly those with low literacy levels and English language learners. FSCJ recruits those most in need of basic literacy services through strategic partnerships with community-based literacy organizations. Additionally, recruitment through community partnerships, media campaigns, and open houses occur along with the following effective methods:

<ul style="list-style-type: none"> • Reverse referrals tracked by student data form;
<ul style="list-style-type: none"> • Grassroots efforts including flyers and community events;
<ul style="list-style-type: none"> • Mass transportation ads;
<ul style="list-style-type: none"> • Geo-fencing through mobile devices using location-based service to send messages to users.

FSCJ’s adult general education programs are grounded in research-based instructional practices that maximize student achievement including contextualized instruction integrating basic reading, math, and language skills with industry and/or occupational content. For example, occupational content was specifically developed for the FICPAS grant. The project created the FSCJ GEDi® course. The GEDi® course is 64 hours and comprised of four (Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies) 16-hour sections that are contextualized with information from the construction technology trades that can be taught in various instructional modalities: face-to-face, hybrid, and/or fully online.

FSCJ has incorporated workplace preparation and technology skills needed to enter the workforce and transition to postsecondary education into content-specific vocabulary, language, and applied mathematics in adult education lessons. The following soft skills or workplace readiness skills have been imbedded in the program through lessons and/or workshops including soft skills training like: **Critical Thinking, Strong Work Ethic, Communication Skills, Time Management Abilities, Problem-Solving Skills, Acting as a Team Player, Flexibility/Adaptability and Working Well Under Pressure.** For example, "The Cost of College" is a lesson plan taught in the adult general education classes through “padlet”, an online bulletin board, which combines technology, workplace preparation activities and transition to post-secondary information.

Most recent outcomes on employment and attainment of a secondary school credential includes a pilot integrated training and education program created with CareerSource and TANF recipients entitled Career Spark. Approximately 25 percent of students in the latest cohort model earned their GED® with 50 percent also earning a Microsoft credential. Fifty percent transitioned into other postsecondary programs, with many earning their CNA. This work continues as FSCJ further implements career pathways into specific programs of study through team teaching efforts and content integration.

College and career readiness concepts are infused throughout adult education. In the College and Career Readiness course, students are afforded practice opportunities to explore college offerings, use Career Coach, learn about college admission requirements, and how to complete the application process. FSCJ’s Adult Education Department, along with Workforce Development, is also working to implement the Integrated Basic Education and Skills Training (I-BEST Program) to allow students the opportunity to obtain a work force certificate while completing their GED. The I-BEST model pairs ESOL or ABE instructors with vocational or content area instructors to co-teach college level vocational courses. The combined teaching method allows students to work on college-level studies right away, clearing multiple levels with one leap. I-BEST has historically been tied to economic development, with I-BEST courses at individual colleges aligning with high-wage, high-demand jobs within their communities.