FALL 2016 Provider Training

Quality Assurance and Compliance Monitoring
Fall 2016 Provider Training Webinar

August 11, 2016
10:00 AM – 12:00 PM (EST)

Webinar registration link:
www.gotomeeting.com/webinar/homepage

Call number: 1-888-670-3525

Participant Access Code: 4632608161 then press #
Please minimize background noise during the webinar.

• Please keep your phone on mute to listen to the webinar. This eliminates background noise and discussions from disrupting the webinar.

• If your phone does not have a mute button, press *6

• Press *5 to enter conference mode, unlock call at end of presentation.
FACILITATOR

Tashi Williams, Compliance Director

Quality Assurance and Compliance Section
Division of Career and Adult Education
850-245-9033
Objectives of Conference Call

To provide participants with information regarding grant program monitoring scheduled for Fiscal Year 2016-17
Fiscal Years and Programs Monitored

• Fiscal Years (FY) monitored:
  o 2014-15, 2015-16 and 2016-17

• Grant Programs to be monitored:
  o Adult Education (AE)
  o Carl D. Perkins (CTE)
Topics to be Covered on the Call

• Why do we monitor and what is our way of work?
• Enhancements to the Risk Assessment
• How do we select agencies to monitor?
• Agencies selected for fall 2016 onsite monitoring
• Monitoring strategies and areas of focus
• Pre-visit, on-site, and post-visit activities
• Items to have available for visit
• Program of Study Requirement
• Post-visit monitoring report
• Examples of findings and concerns found in onsite monitoring
• Team introduction
• General Q & A
Quality Assurance and Compliance Team

Dr. Shahrokh Massoudi

LaStacia Spencer

Judieth Taylor

Michael Swift
Why do We Monitor?

- Federal and state requirement
- Accountability – program and fiscal
- Opportunity for needed corrections
- Continuous improvement and positive changes
- Recognition
What is Our Way of Work?

Implementation of a risk-based system that is:

• Based on project risk
• Collaborative in nature;
• Recognizes positive practices;
• Identifies findings and concerns related to program quality and compliance; and,
• Supports systemic and continuous program improvement
Risk Assessment Factors 2016-17

Risk Matrix – Operational Risk Factors (Metrics)
• Number of grants
• Total amount of agency funding
• Number of grant funds remaining
• Perkins Program Improvement Plan (PIP)*
• Audit/monitoring findings
• Change in director

* Denotes new data element as of 2014-2015
2016-17 Quality Assurance Enhancements

• Perkins PIP Index
• Risk score divided into quartiles
• Balanced weight between data elements

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Quartile/Higher</td>
<td>7</td>
</tr>
<tr>
<td>Upper Middle</td>
<td>5</td>
</tr>
<tr>
<td>Lower Middle</td>
<td>3</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>1</td>
</tr>
<tr>
<td>Zero</td>
<td>0</td>
</tr>
</tbody>
</table>
2016-17 Risk Assessment Process

Calculation of the Risk Score:

- Point Value Assigned X Weight = Total Metric Point
- Sum of all Metric Points = Agency Risk Score
### Sample Risk Matrix for Colleges, Districts, Non-College/Non-District Receiving Carl D. Perkins Grants

**Agency Name:** Sunshine State College  
**Target Year:** 2014-2015 (Monitoring Year 2016-2017)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Scaling</th>
<th>Point Value</th>
<th>Point Value Assigned (PVA)</th>
<th>Weight</th>
<th>Total Metric Points (PVA X Weight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budget for all Perkins Grants Combined</td>
<td>Upper Quartile</td>
<td>7</td>
<td>5</td>
<td>X 10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Upper Middle</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Middle</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Quartile</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Perkins Grants</td>
<td>4+</td>
<td>7</td>
<td>7</td>
<td>X 8</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*3-year Perkins Improvement Plan (PIP) Index</td>
<td>7.50 – 10.00</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.00 – 7.49</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td>2.50 – 4.99</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0&lt;index&lt;2.50</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency CTE Program Director Change from Previous Fiscal Year</td>
<td>Yes</td>
<td>7</td>
<td>7</td>
<td>X 6</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexpended Funds from all Perkins Grants Combined</td>
<td>Upper Quartile</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Middle</td>
<td>5</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Lower Middle</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Quartile</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># OAG Audit Findings</td>
<td>Upper Quartile</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Middle</td>
<td>5</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Lower Middle</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Quartile</td>
<td>1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AGENCY RISK SCORE:** 164
Risk Assessment Process

• 2014-15 grant data was used for risk calculations
• Monitoring will address grants from 2014-15 through 2016-17
• Additional programs in the geographical area may also be reviewed/monitored
IMPORTANT!

• A high risk assessment score should **NEVER** be interpreted as a negative reflection on the provider.
Provider Selection 2016-17

• Agencies with the highest risk matrix may be targeted for monitoring
• Monitor both CTE and AE
• Various monitoring strategies are implemented
Quality Assurance

Fall 2016 targeted providers for on-site or desk monitoring:

- Leon County School District
- Escambia County School District
- Bay County School District
- Northwest Florida State College
- Eastern Florida State College
- Adult Literacy League
- First Coast Technical College
- Florida Association of Future Farmers of America, Inc.
- Florida SkillsUSA®
Monitoring Process

• Pre-visit, on-site/desk review and post-visit/desk review activities
• Records and data reviews (all phases)
• Direct observation (on-site)
• Interviews (on-site)
  o Phone calls, emails
  o Referrals
• Resolution Plans:
  o Corrective Action Plans (Findings)
  o Action Plan (Concerns)
Pre-visit Activities

• Notification (personal and correspondence)
• Webinar training for providers
• Team leader coordination
• Coordination with Quality Assurance and Compliance

Team Leader:
  o Confirmation of agency contact (preferably one designee per agency for AE and CTE programs)
  o Coordination and communication with DOE team leader
  o Develop site visit schedule (onsite)
  o Submit Program of Study Materials as requested
Information Required

• Organizational chart
• List of administrative staff with duties relevant to these grants; including location and contact numbers
• If available, a map of the district/county indicating locations of program sites
• List of all AE and/or CTE program sites including:
  o Name, address, and zip code
  o Principal/Dean/Director name and phone number
  o Hours of operation
• Agency’s list of documents (AE and CTE related) that are required to be contained in a student’s record
Desk Monitoring Activities

- Desk monitoring review instrument is sent via email to the provider designee:
  - and Fiscal Allowable Cost Protocol
- Provider returns completed desk monitoring review
  - Review of desk monitoring instrument
- Exit Conference by phone
- Draft report is emailed to the provider for feedback
  - Resolution Plan if applicable
- Final Report is mailed to the provider
- Closure letter is sent to the provider
On-site Activities

• Entrance Conference – 1 hour maximum
  - Provider presentations optional
  - Discussion of monitoring

• Interviews
  - Administrators
  - Teachers/Instructionrs
  - Students
  - Staff/Faculty

• Observations

  - Student
  - Finance
  - Personnel
  - Data
On-site Activities - continued

• Equipment Inventory
  o According to EDGAR specifications – (2014-15 and 2016-17 grants)
  o According to the Uniform Grant Guidance (UGG) – (2015-16 grants)
    The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and becomes effective for new and continuation awards issued on or after December 26, 2014.

• Perkins Program Improvement Plans (if applicable)
• Programs of Study Conference Call
• Exit conference
Have Available on the First Day (on-site)...

- Access to records for:
  - FY 2014-15
  - FY 2015-16
  - FY 2016-17
- Policy/handbook for employees
- **PLEASE DO NOT MAKE COPIES!**
- Handbooks and materials for students (include student enrollment packet)
- Attendance policies
- Recruitment efforts
- General policies and procedures
- Governing board and advisory committee(s) related documents (may be a procedures manual)
First Day - continued

• Recruitment activities and materials for agency’s programs
• Financial policies and procedures including those related to purchasing and procurement of contractual services, equipment and supplies
• Travel and purchasing records
• Local data procedures
• An inventory of equipment purchased with the grant funds, by site
• Maps to each AE and/or CTE class location
• Staff to alert to our visit:
  o Finance Director
  o MIS Director/Institutional Research
  o Other appropriate administrator(s) or principal(s)
• P.S. We pay for our own food and drink!
Inventory Guidelines

The following elements are required on the inventory of all equipment purchased.

2 C.F.R. 200, Uniform Grant Guidance, 200.313 Equipment: Property records must be maintained that include:

- Description of Property
- Serial Number/ID Number
- The source of the funding
- Title Holder
- Acquisition Date
- Cost of Property
- Percentage of Federal Participation
- Location of Property
- Use and Condition of Property
- Sale Price
- Date of Disposal
# Sample Property Inventory List

## SUNSHINE STATE COLLEGE

### Property Inventory List

<table>
<thead>
<tr>
<th>Serial Number/ID Number</th>
<th>Description of Property</th>
<th>Source of Funding</th>
<th>Title Holder</th>
<th>Acquisition Date</th>
<th>Cost of Property</th>
<th>Sale Price</th>
<th>Manufacturer</th>
<th>Location of Property/Room</th>
<th>Date of Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>F415661D9HD4</td>
<td>COMPUTER IMAC 27&quot;</td>
<td>ADULT BASIC</td>
<td>JOHN STEWART</td>
<td>05/30/15</td>
<td>$4,534.21</td>
<td>N/A</td>
<td>APPLE</td>
<td>456</td>
<td>N/A</td>
</tr>
<tr>
<td>F45892S3589</td>
<td>6 BURNER GAS RANGE</td>
<td>CARL PERKINS</td>
<td>PAMELA BROWN</td>
<td>08/05/14</td>
<td>$5,423.54</td>
<td>$4,562.01</td>
<td>US RANGE GARLAND</td>
<td>125</td>
<td>2/15/2016</td>
</tr>
<tr>
<td>S6D3356V23</td>
<td>WARMING CABINET</td>
<td>CARL PERKINS</td>
<td>MARIE OLIVER</td>
<td>05/18/15</td>
<td>$245.21</td>
<td>N/A</td>
<td>VULCAN</td>
<td>124</td>
<td>N/A</td>
</tr>
<tr>
<td>FG541S226</td>
<td>STORAGE CABINET</td>
<td>ADULT BASIC</td>
<td>STEPHEN GRAY</td>
<td>06/24/15</td>
<td>$4,587.23</td>
<td>$1,542.25</td>
<td>GMI</td>
<td>163</td>
<td>N/A</td>
</tr>
<tr>
<td>F5G66623SD</td>
<td>DRONE HELICOPTER</td>
<td>ADULT BASIC</td>
<td>LYLE GOLDEN</td>
<td>06/08/16</td>
<td>$451.24</td>
<td>N/A</td>
<td>DJI</td>
<td>214</td>
<td>N/A</td>
</tr>
<tr>
<td>465.54L56</td>
<td>COMPUTER IMAC 27&quot;</td>
<td>CARL PERKINS</td>
<td>JAMES HARRIS</td>
<td>08/07/13</td>
<td>$5,685.51</td>
<td>N/A</td>
<td>APPLE</td>
<td>321</td>
<td>5/30/2015</td>
</tr>
<tr>
<td>298556</td>
<td>TABLE W/ WHEELS</td>
<td>CARL PERKINS</td>
<td>MICHAEL JONES</td>
<td>10/15/13</td>
<td>$4,876.55</td>
<td>$3,453.25</td>
<td>EAGLE GROUP</td>
<td>325</td>
<td>12/7/2015</td>
</tr>
<tr>
<td>5546600</td>
<td>WORKING TABLE</td>
<td>ADULT BASIC</td>
<td>ELIZABETH REYS</td>
<td>12/07/15</td>
<td>$8,756.25</td>
<td>N/A</td>
<td>EAGLE GROUP</td>
<td>323</td>
<td>N/A</td>
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<tr>
<td>NONE</td>
<td>PRINTER</td>
<td>ADULT BASIC</td>
<td>JASON BORNE</td>
<td>03/10/15</td>
<td>$5,543.14</td>
<td>N/A</td>
<td>HP</td>
<td>154</td>
<td>N/A</td>
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<tr>
<td>UHKJ554521</td>
<td>MOBILE LAB CHART</td>
<td>CARL PERKINS</td>
<td>VALERIE HODGE</td>
<td>09/21/15</td>
<td>$5,463.24</td>
<td>N/A</td>
<td>SPECTRUM</td>
<td>245</td>
<td>6/22/2016</td>
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<tr>
<td>NONE</td>
<td>COMPUTER IMAC 27&quot;</td>
<td>ADULT BASIC</td>
<td>MELINDA JONES</td>
<td>11/24/15</td>
<td>$5,513.15</td>
<td>N/A</td>
<td>APPLE</td>
<td>186</td>
<td>N/A</td>
</tr>
<tr>
<td>87456.45.456</td>
<td>DEEP FRYER</td>
<td>CARL PERKINS</td>
<td>HAROLD WHITE</td>
<td>09/24/13</td>
<td>$2,685.00</td>
<td>$745.25</td>
<td>PITCO</td>
<td>152</td>
<td>4/24/2016</td>
</tr>
</tbody>
</table>
Sample Program Of Study Materials

• Copy of Program of Study Form outlining pathway for students to move from secondary to postsecondary and into the workforce from the 2014-15 RFA

• Copy of Local Articulation Agreements for this POS

• Responses to Program of Study narrative

• Other materials as requested to validate POS
## Career Cluster: Health Science

### CTE Program: Nursing Assistant (8417210)

### Career Cluster Pathway: Therapeutic Services

### Industry Certification: Certified Nursing Assistant (FDMQA002)

<table>
<thead>
<tr>
<th>District Logo</th>
<th>16 CORE CURRICULUM CREDITS</th>
<th>8 ADDITIONAL CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGLISH</td>
<td>MATH</td>
</tr>
<tr>
<td></td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

### High School

- **9th**: English 1 or H, Alg. 1 or H, or Geometry H, Physical Science or Biology H, None or AP Human Geography, Physical Education (1 credit), Principles of Biomedical Science, Foreign Language 1
- **10th**: English 2 or H, Geometry or H, or Alg. 2 or H, Biology H or AP, World History, H or AP, Health Science Anatomy & Physiology, Foreign Language 2
- **11th**: English 3, H, AP Language, Alg. 2 or H, or Analysis of Function, Chemistry, H or AP, American History H or US History AP, Practical Arts or Fine Arts course (1 credit), Health Science Foundations, Other elective
- **12th**: English 4, H, or AP Literature, Trig/Analytical Geometry or Calculus, H or AB, Physics, H, AP or IB, or student choice of science, H or AP, Economics, H or AP and American Government, H or AP, Computing for College and Careers, Nursing Assistant 3, Home Health Aide

### Postsecondary

Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.

<table>
<thead>
<tr>
<th>POSTSECONDARY</th>
<th>TECHNICAL CENTER PROGRAM(S)</th>
<th>COMMUNITY COLLEGE PROGRAM(S)</th>
<th>UNIVERSITY PROGRAM(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Tech Center]</td>
<td>[Community College]</td>
<td>[State University]</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>Practical Nursing</td>
<td>Nursing (AS)</td>
<td>Nursing (AS, BSN)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Nursing (LPN)</td>
<td>Health Science (BSN)</td>
</tr>
</tbody>
</table>

### Sample Career Specialties

- Certified Nursing Assistant
- Licensed Practical Nurse

### Credit Articulation and CTE Dual Enrollment Opportunities

- Students are encouraged to begin planning for careers and postsecondary options by exploring resources at mycareershines.org.
- Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.
- Students planning to enroll in any postsecondary degree program should take the Postsecondary Education Readiness Test (PERT) in eleventh grade if they do not earn college-ready scores on the FCAT, FCAT 2.0, or subject area end-of-course exam.

## Career

<table>
<thead>
<tr>
<th>Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nursing Assistant</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
</tr>
</tbody>
</table>

## Credit

- ENGLISH: 4 credits
- MATH: 4 credits
- SCIENCE: 3 credits, 2 with lab
- SOCIAL STUDIES: 3 credits
- FINE ARTS (1 credit)
- PHYSICAL EDUCATION (1 credit)
- PRINCIPLES OF BIOLOGICAL SCIENCE
- FOREIGN LANGUAGE 1
- HEALTH SCIENCE ANATOMY & PHYSIOLOGY
- FOREIGN LANGUAGE 2
- HEALTH SCIENCE FOUNDATIONS
- OTHER ELECTIVE
- CREDIT ARTICULATION AND CTE DUAL ENROLLMENT OPPORTUNITIES

www.FLDOE.org
### Articulation and CTE Dual Enrollment Opportunities

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>Secondary to Technical Center (PSAV)</th>
<th>Secondary to College Credit Certificate or Degree</th>
<th>PSAV/PSV to AAS or AS/BS/BAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Minimum # of clock hours awarded)</td>
<td>(Minimum # of clock or credit hours awarded)</td>
<td>(Statewide and other local agreements may be included here)</td>
</tr>
<tr>
<td>[Tech Center] Licensing Practical Nurse, Nursing Assistant – Basic Health Care Worker (90 clock hours for Health Science Foundations)</td>
<td>[College(s)] 3 credit hours of HSC2531 awarded from passing [College] Medical Terminology Exemption Exam for the Registered Nurse Program</td>
<td>AS to BSN Registered Nurse (120-128 hours - Statewide)</td>
<td></td>
</tr>
</tbody>
</table>

### Career and Technical Student Association

**HOSA**

### Internship/Work Experience Recommendations

Work, volunteer, intern, shadow at hospitals, clinics, nursing and rehabilitation facilities and school nurse or district or community clinics.

Program of Study Graduation Requirements: [http://www.fldoe.org/academics/graduation-requirements](http://www.fldoe.org/academics/graduation-requirements)
Post-visit Activities

• Thank you letters & evaluation survey

• Monitoring Report
  o Draft – sent to director for feedback
  o Final- sent to agency head

• Resolution activities
  o Corrective Action Plan – for Findings
  o Action Plan – for Concerns
  o Follow-up communication

• Closure letter
Monitoring Report

Areas of Focus:

- Administration
- Data
- Learning Environments
- Student Perspective
- Curriculum and Instruction
- Financial
- Records Review
- Programs of Study
- Technology and Equipment
- Collaboration
Common Findings Discovered in Onsite Monitoring Visits to Agencies

• Lack of Advisory Committee in CTE programs
  o Absence of statements
  o Lack of advisory committee implementation and involvement
  o Lack of business and industry relationships with programs and parental involvement

• Safety and Security findings
  Authority/Law: Life Safety Code 101 (includes schools and colleges), Florida Fire Prevention Code, National Fire Protection Association 1 (NFPA1) - Chapter 60 and 66
  o Exposed wires and extension cords
  o Safety rules not posted (e.g., auto, welding)
  o Lack of ramp for wheelchair accessibility
Common Findings, continued

• Property inventory findings
Authority/Law: 2 C.F.R. 200, Uniform Grant Guidance, 200.313 Equipment and EDGAR, Section 80.32 Equipment, (d) (1)
  o Incomplete or lack of inventory for equipment
  o Property not properly tagged
  o Lack of procedures for properly disposing certain inventory items

• Procurement findings
Authority/Law: 34 CFR 80.36(b) – Procurement Standards
  o Lack of policies and procedures for contracting and/or purchasing goods and services
  o Timesheets were not signed by the employee or the supervisor
  o Executive director approved his/her own travel authorization forms
  o Several checks exceeded $10,000 and were signed only by the executive director
Common Findings, continued

• Inadequate data quality/reporting findings
  Authority/Law: Proviso language in the annual General Appropriations Act Workforce Education, Aid to Local Governments Workforce Development from General Revenue Fund
  o Lack of timely and accurate reporting of Workforce Development Information System (WDIS) data
  o Over-reporting of instructional hours

• Student records findings
  o Student records were not accessible to compliance team
Common Concerns

• Last minute spending...students must benefit
• No staff development plans
• No leadership succession plans
• Lack of coordination among MIS/data, program and financial professionals
• Outdated textbooks
• Lack of classroom supplies
• Outdated policies and procedures
Common Concerns - continued

• Lack of attention to off-site location resource needs
• Websites out-of-date
• Physical storage space issues
Common Best Practices Discovered in Onsite Monitoring Visits to Agencies

- Innovative uses of technology
- Varied teaching/instructional practices
- Continued collaboration with business and industry
Monitoring Reports

• Monitoring reports are available online:
  http://fldoe.org/academics/career-adult-edu/compliance
Tools and Resources

• Carl D. Perkins Career and Technical Education Improvement Act of 2006

• Workforce Innovation and Opportunity Act of 2014
  http://www.doleta.gov/WIOA/

• Education Department General Administrative Requirements (EDGAR)
Tools and Resources - continued

• Federal Uniform Grant Guidance (Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards)

https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards

• Florida Department of Education, Quality Assurance and Compliance

http://fldoe.org/academics/career-adult-edu/compliance

• Florida Department of Education “Green Book”

http://www.fldoe.org/finance/contracts-grants-procurement/grants-management
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[ Q & A]

We welcome your comments, feedback, and suggestions
Thank you!