



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Santa Fe College

February 11-24, 2026

Final Report

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Florida Department of Education
Division of Career and Adult Education
Santa Fe College
Perkins Career and Technical Education
and
Adult Education

Quality Assurance and Compliance Monitoring Report

I. INTRODUCTION

The Division of Career and Adult Education (Division) within the Florida Department of Education (Department) has several key responsibilities, including leadership, resource allocation, technical assistance, monitoring and evaluation. These duties require the Division to oversee the performance and regulatory compliance of federal and state funding recipients. The Quality Assurance and Compliance (QAC) office plays a critical role in this process by designing, developing, implementing and evaluating a comprehensive quality assurance system, which includes monitoring. This system aims to ensure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is the Division's duty to regularly monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The Department receives federal funding from the U.S. Department of Education for Career and Technical Education under the Carl D. Perkins Strengthening Career and Technical Education (CTE) for the 21st Century Act and for Adult Education (AE) under the Workforce Innovation and Opportunity Act of 2014. The Department awards sub-grants to eligible providers to administer local programs. The Department 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 Code of Federal Regulations 76.770, Education Department General Administrative Regulations and the Uniform Grant Guidance for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

III. QAC CORE MONITORING GUIDE

The Core Monitoring Guide is designed to be utilized by any reviewer who is conducting an onsite or desk monitoring of any program currently administered by the Division. The guide includes a brief overview of each aspect of the monitoring design and the process, as well as objectives that can be used when agencies are monitored or reviewed. The guide can be found on the Division's website at <https://www.fldoe.org/academics/career-adult-edu/compliance/>.

IV. PROVIDER SELECTION

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

The QAC office 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 Santa Fe College (SFC) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Dr. Paul Broadie II, President, on December 9, 2025. The designated representatives for the agency were Barbara Little-Harsh, Perkins Grant Interim Coordinator, SFC and Laura Fugate, Adult Education Coordinator, SFC.

The Division's representative conducting the OSMR was Program Specialist Michael Swift of the QAC.

V. SANTA FE COLLEGE

Finance

The provider was awarded the following grants for fiscal years 2022-23 through 2024-25:

FY 2022-23

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education AGE	012-1913C-3CG01	\$ 260,570.00	\$ 13,835.25
Adult Education IELCE	012-1933B-3CE01	\$ 144,420.00	\$ 11,804.09
Perkins Postsecondary	012-1613B-3CP01	\$ 545,595.00	\$ 6,960.63
Perkins Rural	012-1613R-3CR01	\$ 20,868.00	\$ 3,056.27

FY 2023-24

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education AGE	012-1914C-4CG01	\$ 260,662.00	\$ 1,292.97
Adult Education IELCE	012-1934B-4CE01	\$ 37,219.00	\$ 279.37
Perkins Postsecondary	012-1614P-4CP01	\$ 486,998.00	\$ 6,313.78
Perkins Rural	012-1614R-4CR01	\$ 20,870.00	\$ 3,785.24

FY 2024-25

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education AGE*	012-1915C-5CG01	\$ 341,830.00	\$ N/A
Adult Education IELCE*	012-1935B-5CE01	\$ 45,850.00	\$ N/A
Perkins Postsecondary	012-1615P-5CP01	\$ 604,030.00	\$ 40,023.34
Perkins Rural	012-1615R-5CR01	\$ 20,896.00	\$ 1,832.08
Perkins EUM	012-1615R-5C001	\$ 245,955.00	\$ 0.00

**Awards extended until 08/2026*

Additional information about the provider may be found at the following web address:
<https://www.sfcollege.edu/>.

VI. MONITORING ACTIVITIES

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

Onsite Visits

The monitoring team visited the following sites as part of the OSMR:

- SFC Northwest Campus
- SFC Perry Center
- Alachua County Public Works

Entrance and Exit Conferences

The entrance conference for SFC was conducted on February 11, 2026. The exit conference was conducted on February 24th, 2026. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Barbara Little-Harsh	Interim Perkins Coordinator, SFC	X	X
Laura Fugate	AE Coordinator of Programs, SFC	X	X
Nate Southerland	Provost, SFC	X	
Brent Ferns	Associate Vice President, CTE, SFC	X	X
Dennis O’Hearn	Restricted Funds Manager, SFC	X	
Crystal Schramek	Interim AE Coordinator of Intake, SFC	X	
Stefanie Waschull	AVP of Liberal Arts & Sciences, SFC	X	
Bill Penny	Chief Information Officer & AVP for IT Services, SFC	X	X
Christine Weeks	Interim Assistant Comptroller, SFC	X	
Yolanda Thomas	Grant Compliance Manager, SFC	X	
Karina Rivera	Workforce Development & Industry Specialist, Perkins, SFC	X	X
Gary Hartge	Director of Institutional Research, SFC	X	X
James Coates	Executive Director of Community Engagement, Continuing Ed, & Adult Ed, SFC	X	X
Lorri Goodall	TEAM Careers Specialist, Perkins, SFC		X
Division Monitoring Team			
Michael Swift	Program Specialist, QAC	X	X
Charles Davis	Program Specialist, QAC	X	

Interviews

No interviews were required as part of the OSMR, but the monitoring team did have a meeting with SFC, during the exit conference, to discuss their grant budget analysis (GBA).

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, part F. A minimum of 40 student records were checked. In addition, policies and procedures were examined and discussed at various times during the monitoring review.

VII. OBSERVATION

- A. ADMINISTRATION** refers to the management and supervision of programs, the structure of programs and services, grant oversight and other administrative areas.
- Although managed by different individuals, it is a collaborative effort on the part of the CTE and AE Coordinators to work with program administrators to determine the needs of each program area and to determine if those needs are allowable and fit within the scope of their federal award(s). SFC adheres to the Sponsored Projects Handbook when applying for and managing federal grant awards. The manual encompasses all components of grant management including but not limited to:
 - Applying for a grant
 - Grant development
 - Allowability of costs
 - Budget management
 - Budgetary and programmatic changes (amendments)
 - Fiscal responsibility
 - The AE and CTE Coordinators work in conjunction with the SFC finance office to track and monitor all awarded budget expenditures and disbursements in the college financial management system. If amendments are required, they are approved via the finance office prior to submission to the Division.
 - The Division grant manager for SFC reported that grant applications and amendments are routinely submitted on time and typically require little to no additional guidance. If revisions are needed, the AE and CTE coordinators submit those in a prompt manner.
 - As part of the required comprehensive local needs assessment (CLNA), SFC CTE administrators consulted with numerous individuals and entities across their service area. Representatives from stakeholder groups also provided insight into the workforce needs and opportunities for special student populations. The list of stakeholders includes, but is not limited to:
 - CareerSource North Central Florida (NCF) and North Florida Regional Chamber of Commerce – Representatives of local workforce boards
 - Alachua County Public Schools (ACPS) and Bradford County School District (BCSD) – Local secondary educational agency representatives
 - SFC administrators, North Florida Technical College (NFTC) administrators – Postsecondary representatives
 - ACPS and BCSD Exceptional Student Education (ESE) coordinators and Florida Department of Economic Opportunity – Special populations representatives
 - SFC College Achievement program staff Florida Department of Juvenile Justice and ESE coordinators– Out-of-school youth, homeless children and youth at-risk representatives
 - Local business owners (private and public)

- Parents and students
- In addition to the bi-annual CLNA process, all CTE programs have dedicated advisory committees. SFC has a CTE Advisory Committee Handbook that is given to all advisory committee members. These committees are comprised of local stakeholders and meet throughout the year to assist program areas with instructional development. They also provide information on current workforce needs and trends that students will need once they enter into their careers.
- As part of the review, monitoring staff verified that Perkins Rural Innovation funds were utilized for the stated purpose in their federal grant application. This was verified via procurement records and articulation agreements with NFTC.

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

- SFC utilizes E-Staff and E-Santa Fe as its integrated Management Information System (MIS) and student information system.
- SFC has written procedures for the collection, verification, analysis and reporting of student data. Division policies on the submission of student data are also adhered to and followed.
- The Director of Institutional Research (IR) is directly responsible for information management and dissemination, as well as the coordination of internal and external data reporting. The IR Director manages a team that is responsible for administrative reporting and assessment within the IR office. As a team, they are responsible for entering and verifying student data, along with reconciling any data error reports received from IR. The job description for the Director of IR was provided by SFC as part of the monitoring review.
- Verification and analysis of student data occur through multiple validation processes. SFC utilizes state-generated error and validation reports to review and correct data within their MIS prior to submission to the Department. Additionally, regularly scheduled data meetings are held to review data in progress, identify discrepancies and address any issues proactively.
- Meetings are held at least yearly to ensure accuracy, consistency and compliance with Department reporting requirements. Any necessary changes to the MIS system or reporting requirements are addressed at this time.
- SFC provided their AE Local Assessment Policy and Procedures manual for all administrators who proctor AGE placement tests. Additional procedures are in place for industry certification testing and reporting. Those policies and procedures included administrative training requirements, test security, test scheduling and administering the assessments.
- For entry to AE programs such as Adult Basic Education (ABE), General Education Development (GED®) Preparation and Adult English Speakers of Other Languages (ESOL), SFC has procedures to ensure all applicants are pre-tested and post-tested, as required, by the Department with state-approved assessments. Testing outcomes are reported to the Department.
- All test proctors are certified in accordance with the Division and each testing agency. Proctor certificates of completion were provided by SFC and reviewed as part of the monitoring process.
- SFC AE programs adhere to mandated attendance policies that require a student to be withdrawn from a course after missing a set number of classes. Samples of student attendance records reflecting automatic class drops were provided by SFC.
- Upon registration, SFC provides students with the following notification(s) regarding the use and dissemination of student data:

- Notification of social security number collection, usage and release.
- Student and parental rights provided by the Family Educational Rights and Privacy Act (FERPA).

Samples of signed release of information statements were provided by SFC.

- CTE and AE administrators attend Division events such as quarterly webinars, Management Information System Advisory Task Force meetings and the Division quarterly webinars. Other professional learning events are attended when the opportunity is available. Additionally, samples of local training events were submitted at the time of monitoring.
- Samples of CTE student data were reviewed and verified for accuracy as part of the OSMR. All student records were provided by SFC. Records reviewed included:
 - Industry Certifications
 - Postsecondary CTE Completers
 - ESOL Completers
 - Secondary Diploma or Recognized Equivalent (GED)

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

- During the years monitored, SFC discovered the need for new program development. Those programs are listed below:
 - Allied Healthcare Business Specialist
 - Applied Business Analytics
 - Risk Management and Insurance Operations
 - Surgical Services
 - Building maintenance and Management (Apprenticeship)
 No programs were recommended to be phased out.
- While conducting their CLNA, there was a local need for occupations not currently represented on the Labor Market Alignment (LMA) list. SFC received the required letters of support from local businesses and organizations for each program not on the LMA lists. Letters were supplied by SFC and reviewed as part of the monitoring review.
- SFC has a memorandum of understanding (MOU) with CareerSource NCF to provide workforce training, employment assistance and other services for those interested in workforce programs and/or literacy services. The two work closely to enhance alignment and market responsiveness of workforce, education and economic development systems through targeted integration to provide the local workforce with talented job candidates.
- SFC has an articulation agreement in place with ACPS and BCSD that allows high school CTE students to dual enroll at their institution while still taking high school courses. This allows students to earn postsecondary credits and certifications in addition to their high school diploma.
- SFC partners with the Builders Association of North Florida to provide related technical instruction to their apprentices. SFC provides classroom support (labs, equipment, tools, etc.) and administers college credit hours after successful completion of the program.
- Multiple program areas offer work based learning and internship opportunities for students to gain experience outside of the traditional classroom setting. Examples include:
 - Allied Health clinicals with local healthcare providers.
 - Internships in areas such as Graphic Design, Theater Technician and Early Childhood Development.
 - Automotive Technology students perform minor services on vehicles owned by teachers and students.

- In conjunction with the University of Florida School of Dentistry, SFC Dental Hygiene students offer clinical services for the community. All students are under the supervision of licensed faculty.
- SFC offers multiple fully functioning Integrated Education and Training (IET) programs. These programs allow currently enrolled AE students the opportunity to enroll concurrently with workforce education training and programs. The intent of this program is to provide AE students with a jumpstart at earning CTE credentials and/or the ability to transition into postsecondary programs. A sample of programs of study currently offered for IET are:
 - Nursing Assistant
 - Paraprofessional
 - Architecture and Construction
 - Office Specialist
 SFC also has multiple IET programs pending approval. Those include:
 - Network Infrastructure
 - Phlebotomy
 - Risk Management and Insurance Operations
 Example lesson plans were provided as part of the monitoring review.
- In compliance with Section 504 of the Rehabilitation Act of 1973, no student who self-declares a disability is denied appropriate and reasonable accommodation as determined by the student's needs. The SFC Disabilities Resource Center serves as a hub for disability-related information, procedures and services/accommodations.
- As defined by the Individuals with Disabilities Education Act, an Individualized Education Plan (IEP) is developed for all students with a declared disability. The IEP outlines a student's current performance, sets measurable annual goals and specifies the special education services, support and accommodations the student will receive. SFC provided sample IEPs for students receiving accommodations.
- In addition to local college-wide professional learning events, SFC provides ample opportunities for teachers and instructors to gain the knowledge and certifications necessary to provide instruction in the classroom. Examples of learning events were provided by SFC.

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.

- All inventory criteria set forth by federal, state and local guidelines are included within the district's fixed asset management system. The college's Tangible Personal Property Manual governs the acquisition, usage, safety/storage, inventory reconciliation and inventory disposal of all grant-funded equipment. In addition to these policies and procedures, SFC has internal controls and procedures to govern loss prevention, transfer of property and the disposition of capital equipment. All equipment records are maintained in Workday®.
- Every program site and /or department has a designated Inventory and Assets Manager (custodian) responsible for all equipment at his or her site. This individual works in conjunction with the SFC Property Coordinator (PC), which is responsible for all property and equipment throughout the college. The PC is also responsible for ensuring all tangible equipment receives property identification tags upon receipt in Central Receiving. Once the property is tagged, it is then relocated to its appropriate program location.
- A physical inventory of all property is conducted annually and as deemed appropriate by the PC. At the conclusion of the inventory process, unaccounted for property shall be reported to the custodian. The custodian shall have the responsibility of finding all such property, and the PC shall verify the location of such property when found. If the custodian is unable to

subsequently locate the property, the Santa Fe College Police Department shall be notified to investigate. If the investigation determines that the property was stolen, the individual property record shall be noted. Otherwise, any items not located by the Police Department shall be classified as "Missing." Stolen and/or missing items shall be reported to the Property Survey Committee and Board of Trustees.

- Additional policies and procedures for the disposition of equipment are in place for digital devices, unusable property, "worn-out" property and surplus items. All dispositioned items must be reported to the Board of Trustees prior to reconciliation of property records.
- A temporary removal of equipment must be filled out and signed by the property custodian transferring the item and the property custodian receiving the item. A checkout form must be completed when an item, such as a laptop or tablet, is borrowed.
- SFC reported two instances of lost, damaged or stolen granted-funded capital assets over the past 36 months. Appropriate records were provided and reviewed as part of the monitoring review.
- Monitoring staff conducted inventory reviews at four SFC campuses and all inventory was accounted for and in its correct location. QAC staff verified inventory at the federal \$5,000 threshold, as well as spot checked \$1,000 items for internal controls compliance. No issues were uncovered.

E. **EQUAL ACCESS** refers to compliance with federal non-discrimination law requirements relating to recruitment, enrollment, participation and completion of programs.

- SFC included the necessary policies required by the General Education Provisions Act (GEPA) and other federal laws, which ensure equal access and participation in programs regardless of sex, race, national origin, color, disability or age.

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

Documents reviewed are:

- Notification of social security number collection, usage and release
- Student authorization for access to educational records
- FERPA notification
- Testing policies and procedures manual
- Time and effort reports
- Student data
- AE student attendance records reflecting class drops
- Fiscal and operational policies and procedures
- Comprehensive Adult Student Assessment System proctor certifications
- Sample IEP plans
- Multiple MOUs
- Dual enrollment articulation agreements
- Apprentice Program Policy Handbook
- Advisory committee meeting records
- Travel records
- Procurement records
- Missing equipment records
- GEPA statement

- Program lesson plans
- CLNA documentation
- Professional learning samples
- CTE Advisory Committee Handbook

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.

- Workday® is used as SFC’s financial management system.
- SFC has policies and procedures that provide uniform and systematic internal controls to promote efficient fiscal responsibility and accountability in the expenditure of federal funds. The following components of the SFC Accounting Manual were reviewed as part of the monitoring process:
 - Budget Preparation
 - Cash Management
 - Conflict of interest
 - Cost Principals
 - Fiscal Planning
 - Internal Controls
 - Procurement
 - Travel
- SFC does not use purchasing cards with federal Perkins or AE money.
- SFC has specific guidelines to ensure that grant funds will be used to supplement programs and funding and not to supplant or replace existing program funding. A Capital Outlay Request form was provided, which is a list of programmatic needs. SFC Perkins grant staff will select what items will be charged to the grant based off current available resources from local funding sources.
- All purchases must be in accordance with and as permitted by applicable federal and state laws and grant assurances. SFC provided Internal Control procedures that ensure cost-effective, maximum value to stakeholders.
- Dedicated staff is responsible for the acquisition and purchasing of goods using federal grant dollars. The Director of Purchasing and Auxiliary Services is responsible for bids and purchases exceeding \$65,000; the Purchasing Agent (PA) is responsible for most requisitions over \$10,000 up to \$64,999.99; and the Purchasing Assistant is responsible for goods and services below \$10,000.
- All purchase orders (PO) must be approved, in advance, by the Cost Center Manager and include proper justification via a Spend Authorization before proceeding with the procurement process. Once approved, all purchases over \$10,000 must include two written quotes when submitted to the PA. Quotes must include the following:
 - Names of quoting vendors
 - Names of representatives who gave quotes
 - Contact information for each quote
 - Dollar amounts quoted
- Except as authorized by law or rule, competitive solicitations shall be issued for the procurement of commodities and contractual services exceeding the amount of \$65,000. Procurements may not be divided to avoid this monetary threshold. No matter the dollar amount, SFC follows all guidelines for the purchase of items/services considered sole source or single source.

- When entering any contractual agreements with federal grant funds, only the Purchasing Director, Vice President(s), President or the Chair of the Board of Trustees have signature authority. Contracts for Personal Professional Services are the only exception.
- When applicable, E-Staff and Workday® act as their contract management system to track deliverables, invoices and payments.
- QAC monitoring staff conducted a GBA and fiscal review of the providers' approved grant budget narrative and final expenditure reports. Upon review, no errors were uncovered.
- SFC provided additional fiscal records such as:
 - Time and effort
 - Procurement
 - Travel
 All records were in accordance with applicable local, state and federal law.

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.

- SFC has numerous collaborations, partnerships and MOUs throughout their service region. These partnerships aid in the expansion and implementation of the core objectives of SFC. The list of partners includes, but is not limited to:
 - CareerSource North Central Florida
 - Alachua County Public Schools
 - Bradford County School District
 - North Florida Technical College

VIII. RESULTS

Based on the monitoring procedures performed, all documentation examined was found to be in compliance with applicable requirements.

IX. SUMMARY

After completing the monitoring review and receiving any additional information requested, a preliminary report is sent to the provider for their review. The Division monitoring team lead may consider comments at their discretion. Once the final report is approved, it will be sent to the agency head and a copy will be sent to the provider's designated contact person. The final report will also be posted on the Department's website, which can be found at: <http://fldoe.org/academics/career-adult-edu/compliance>.

Once all outstanding corrective action plan items have been completed (when applicable), the Division will issue a closure letter to the agency head and designated contact person. This letter will signify the end of the monitoring process and that no further action is required.

The monitoring team would like to extend their appreciation to all participants in the Santa Fe College monitoring review, on behalf of the Division. A special thanks is offered to Ms. Laura Fugate and Ms. Barbara Little-Harsh for their participation and leadership during this process.

APPENDIX A

Santa Fe College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Santa Fe College					
Program Type: CTE					
Monitoring Year: 2025-2026					
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	3	<u>X8</u>	24
	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			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	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	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					186

Data sources used for calculations: Prior to July 1, 2024

Santa Fe College
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: Santa Fe College					
Program Type: AE					
Monitoring Year: 2025-2026					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X10</u>	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	3	<u>X 8</u>	24
	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	7	<u>X 6</u>	42
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Adult Education Program Improvement Plan (AEPiP)	Target Not Met on 3 of 3 Indicators	5	3	<u>X 6</u>	18
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All targets met	0			
Agency Risk Score					196

Data sources used for calculations: Prior to July 1, 2024



Please address inquiries regarding this report to:

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