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

Seminole State College of Florida

February 5-7, 2018

Final Report

TABLE OF CONTENTS

Florida Department of Education
Division of Career and Adult Education

Seminole State College of Florida
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 2017-2018 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 2017-18 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 Seminole State College of Florida (SSC) was determined to be an onsite visit. Notification was sent to Dr. E. Ann McGee, President of SSC, on November 17, 2017. The designated representative for the agency was Ms. Toni DeMaglio, coordinator of Grants Support and Effectiveness.

V.   SEMINOLE STATE COLLEGE OF FLORIDA

ENROLLMENT:

Fiscal Year (FY) 2015-16
AE: 2,663
CTE (possible duplication at program level): 7,827

The provider was awarded the following grants for FY's 2015-16, 2016-17 and 2017-18:

FY 2015-16

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	592-1916B-6CG01	$ 365,184.00	$ 1,834.77
English Literacy and Civics	592-1936B-6CE01	$ 66,754.00	$ 32.73
Perkins CTE Postsecondary	592-1616A-6CP01	$ 936,567.00	$ 15,953.37

FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	592-1917B-7CG01	$ 365,184.00	$ 228.34
English Literacy and Civics	592-1937B-7CE01	$ 66,754.00	$ 58.18
Perkins CTE Postsecondary	592-1617A-7CP01	$ 881,160.00	$ 9,947.64

FY 2017-18

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	592-1918B-8CG01	$ 356,020.00	$ N/A
English Literacy and Civics	592-1938B-8CE01	$ 66,385.00	$ N/A
Perkins CTE Postsecondary	592-1618A-8CP01	$ 792,697.00	$ N/A

Additional information about the provider may be found at the following web address:
https://www.seminolestate.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:
- SSC: Sanford Lake Mary Campus
- SSC: Altamonte Springs Campus

Entrance and Exit Conferences
The entrance conference for the SSC was conducted on February 5, 2018. The exit conference was conducted on February 7, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Dick Hamann	VP, Information Technology and Institutional Research/CIO		X
Dr. Laura Ross	VP, Academic Affairs and Chief Academic Officer		X
Frank Bonjione	AVP, School of Academic Foundations	X	X
Dr. Mark Morgan	AVP, Institutional Effectiveness and Research	X	X
Dr. Geoff Fortunato	AVP, Student Services	X	X
Dr. Angela Kersenbrock	AVP, School of Career and Professional Programs	X	X
Mike Staley	AVP, School of Engineering, Design and Construction	X	X
Sandi Lochner	Director, Finance and Accounting Services	X	X
Greg Long	Director, Purchasing	X	
Cathy Voudry	Director, Records and Registration/Registrar	X	X
Carolyn Thompson	Director, Student Services	X	X
Dr. Cheryl Cicotti	Dean, Nursing	X	
Bill Elshoff	Dean, English Language Studies	X	X
Dr. Molly Yanni	Dean, Health Professions	X	
Toni Demaglio	Coordinator of Grants Support and Effectiveness	X	X
Donna Lenahan	Perkins and Workforce Education Grants	X	X
Mila Ecle	Accounting Manager/Restricted and Plant Funds	X	X
Natvar Lal	Accounting, Finance and Accounting Services		X
Liuboslava Vasileva	Accounting Manager, Auxiliary and Property Management	X	X
Michael Woodson	Manager, Adult Education	X	
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

<u>Interviews</u>
Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

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

VII.   RESULTS

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

- SSC grant staff is comprised of individuals with multiple years of AE and CTE experience.
- The AE and CTE administrators and faculty work together as one cohesive unit to support a positive learning environment for SSC's students.
- The AE and CTE programs offer ample training opportunities to its faculty, staff, and administrators. The college has encouraged its instructors to continue their education and training by increasing their tuition reimbursement amount from $2,500 annually to $8,000.
- The program managers have an excellent working relationship with their instructors. This allows for quick and easy dissemination of information and ensures that all needs and requests are properly handled.
- The AE and CTE programs have an excellent relationship with the local community and believe that the local region is the driving force behind the success of the college.

B.   <u>DATA AND ASSESSMENT:</u> 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.

- SSC utilizes The Information Bus Company (TIBCO) system to help locate any potential errors in reporting data and correct them prior to the survey reporting window.
- SSC utilizes its own data in their annual program reviews. This helps to identify struggling programs, instructors and students to allow program managers to create a plan of action to help reverse any negative trends that may have been uncovered.
- The college has written policies and procedures for data collection, verification and assessment. This information was reviewed by the monitoring staff.
- Student records were reviewed while on site. The monitoring staff discovered that multiple students listed as AGE completers were awarded the wrong literacy completion points (LCP).
- The monitoring team found that multiple test administrators for the Comprehensive Adult Student Assessment Systems (CASAS) had expired administrative certifications.

<u>FINDING AND ACTION</u>
- Finding B1: The provider failed to accurately report student data in FY 2015-16 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements). After review of the incorrect information it was determined that Seminole State College of Florida was utilizing the wrong set of test scores to determine student LCP gains. This resulted in incorrect student data reports being submitted to FDOE.
    o Corrective Action B1: Seminole State College of Florida is required to participate in a training webinar hosted by FDOE data staff. The training will cover the areas of;

determining initial functioning levels, testing and student placement, interpreting post test data, how to give placement points and how to validate student data. Once SSC participates in the webinar, they will be required to create and submit a written policies and procedures manual on how to operate their internal data collection system. This manual will serve as a learning tool for all current and incoming data personnel. They will also be required to update their training manual on state data policies and procedures.

- Finding B2: The provider had multiple CASAS administrators with expired testing certifications and credentials. It is required that all personnel with duties related to administering the CASAS exam be recertified every two years. (WIOA Section 231(e)(9) Qualified instructors and staff, 2016-2017 Florida Adult Education Assessment Technical Assistance Paper, F.A.C. 6A-10.042 Maintenance of test security, F.S. 1008.24 Test administration and security).
    o Corrective Action B2: Immediately after being assessed this finding, SSC began the process of re-certifying their administrative staff who had expired CASAS testing certifications. SSC has provided the necessary documentation (certification dates and certificates of completion) to show that all of their CASAS administrators have been properly certified. No further action is required as of the writing of this report.

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

- SSC CTE programs benefit from the guidance and support of dedicated advisory committees that work very closely with program instructors and administrators. Students directly benefit from this relationship in that these advisory committees oftentimes ensure that students are working with up to date equipment and they provide updates and recommendation in curriculum so the student is better prepared once they reach the work field.
- The heating, ventilation and air conditioning (HVAC) program can serve as a model as to how grant dollars can be spent efficiently and provide a high quality and challenging learning environment. Rather than purchasing a large set of equipment worth over $20,000 the HVAC instructor and students spent less than half that amount on individual parts and built their own items necessary for the class.
- A brand new hospitality program will begin in the Spring of 2019.
- Decision Day and Discover Seminole State are both annual events aimed at promoting the various CTE programs that students can enroll in. This also includes a push to help transition AE students into the CTE world.
- 94% of program completers work within a three county radius of SSC.
- To provide a wider range of opportunities for their ESOL students, SSC currently operates a Saturday ESOL program for students who find it difficult to make it to classes during the week.
- A CareerSource consultant and an SSC transition specialist provide career related workshops for AGE students to help assist in the transition from the classroom to a potential job.

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

- The CTE programs benefit from high quality instructional equipment that will provide real world experience on technology that the student will use in the field.

- The college uses transfer of property forms for any pieces of equipment that will be moved out of their original locations. Those complete forms and documentation were provided for any items that may have been in a different location than what was printed on the inventory list.
- All equipment is kept in locked classrooms or storage closets, and can only be accessed by a select few staff members.
- Equipment is inventoried annually, and property valued at $1,000 or greater receives a numbered, inventory identification tag. Inventory records contained all of the criteria set forth by EDGAR and the UGG.
- There have been no recent instances of theft or lost equipment. Policies and procedures on lost/stolen equipment were provided to the monitoring team.
- Technology and equipment is up to date and is being used specifically for AE or CTE programs. The technology is integrated into the curriculum as required per program.

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

- The Office of Equal Educational Opportunity (OEEO) for colleges is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO 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

- SSC website
- College policies and procedures
- Policies for internal controls
- College and program specific training records
- Articulation agreements
- Equipment and inventory reports and sample property transfer forms
- Student data (completers, non-completers, industry certifications)
- Time and effort (T&E) reports for staff paid with federal grant funds
- Testing administrator certifications
- Dual enrollment policies and procedures
- Complete student registration packets
- Program brochures and promotional materials
- Travel records
- Financial records (purchasing and travel)

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.

- SSC has financial policies and procedures in place to ensure the efficient cash management of AE and CTE grants funds. Proper internal controls are in place to ensure that there is always real time knowledge of grant expenditures and running balances.

- The monitoring team reviewed T&E reports, purchase orders and travel documents and found these documents to be in accordance with college, state and federal policies.
- Peoplesoft is the all-inclusive program that SSC uses to manage grant funds.
- The finance department has a good working relationship with the grant managers and always ensures that they are up to date with their individual grant expenditures.
- The "commitment control" feature in Peoplesoft allows the program to "tag" any expense that does not match up with previously approved grant expenditures that have been uploaded into the system.
- The college incorporates a multi-tier approval process for grant funded purchases. This internal control helps to ensure that all expenditures are feasible and allowable prior to approval.

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.

- SSC has numerous industry and academic partnerships throughout the local region. These collaborations include, but are not limited to the following:
  o Seminole County Public Schools (SCPS)
  o CareerSource Central Florida
  o Webster University
  o Florida State College at Jacksonville
  o University of Phoenix
  o Strayer University
  o Columbia College
  o Kaplan University
  o Central Florida Automotive Dealers Association
  o Ford, Honda, AutoNation and GM
  o Multiple area hospitals and healthcare service providers

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

- PIPs for the CTE program were discussed over the course of the interview process. The college does have plans and strategies in place to increase their performance metric numbers.
- The monitoring team reviewed PIPs for the following measures:

Postsecondary College Credit Performance Indicators 2015-16
In 2015-16 the agency met or exceeded all postsecondary college credit measures except for the following; therefore a PIP was required:
  o 5P1 Non-traditional enrollment: Local Actual of 23.91% vs. Local Agreed of 28.25%

Postsecondary Certificate Level Performance Indicators 2015-16
In 2015-16 the agency met or exceeded all postsecondary certificate level measures except for the following; therefore a PIP was required:
  o 3A1 Retention or Transfer: Local Actual of 77.23% vs. Local Agreed of 87.93%
  o 5A1 Non-traditional enrollment: Local Actual of 12.72% vs. Local Agreed of 14.29%

J.   **PROGRAMS OF STUDY:**

Implementation of Programs of Study
As part of the new 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 SSC Cathy Hammond and Bruce Harrington of the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with SSC staff on February 5, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study: Web Development (secondary)/Media Design AS (postsecondary)
Program Identification
- For program identification, many factors are considered including ideas from local industry and the economic council, labor data and looking at industries that are coming into the area and what will be needed. It is a collaborative process with industry, the community and often the University of Central Florida.
- The college also uses the targeted occupations list, and has done away with programs that lead only to poverty-level jobs.

Program Outcomes
Secondary Program
- In 2015-16, 98% of program concentrators who left secondary education earned an industry certification or occupational completion point.
- However, in 2015-16, only 9 of 61 students assessed from the secondary Web Development program passed the college assessment to receive college credit, and 11 of 21 in the following year. Students are required to pass the college administered assessment in order to receive college credit. It was determined that several issues with curriculum and instruction at the secondary level contributed to low performance on the college assessments. The issues included course content not being aligned with the college assessment content and the use of different text books by secondary and postsecondary teachers. Efforts have been made to align secondary instruction with college assessment content.

College Program
- In 2015-16, students in the Media Design AS degree program performed less than 90% of the local Perkins target on the Technical Skills, Completion and Placement Perkins Measures. Low performance in this AS degree program was attributed to a number of factors:
  o Many students move from the AS to the AA degree before completion to be able to articulate into a four-year program. University of Central Florida offers such a program, and it is very large. There is also a program at Full Sail University.
  o Retaining students is also difficult as many students in the program are not necessarily interested in completing, but in networking and getting the necessary skills to get or keep employment. These are also popular courses and considered fun and students may leave after earning one or two CCCs.
  o Students may also enter the program in order to receive financial aid but then leave before completion.
  o Many students in the program are already working (the average age in AS degree programs is 31), and many work for small businesses that often close. Students then need to obtain another set of skills for employment.

- This program area is industry-driven, which makes it hard to keep up with what they need to teach. They tried to develop a Social Media Marketing program, but could not find an instructor.
- SSC is also competing with programs at other colleges and local universities for students in this program area.

Non-Traditional Recruitment
- SSC has focused on better recruiting and channeling of students into non-traditional careers/programs. Ways to improve non-traditional recruitment are discussed during annual program reviews.
- To attract more females to law enforcement, SSC hired a female faculty member. They have found that students can relate to her and she does a lot of recruiting. The college has a strong relationship with the sheriff's office and attracting more females to law enforcement was also one of their goals.
- Similar efforts to recruit females are being made in Fire Science and Accounting.

Secondary-Postsecondary-Industry Partnerships and Collaboration
Dual Enrollment Opportunities
- There are dual enrollment opportunities in other areas, but not in the Web Development POS. The largest number of dual enrollment students are working on an AA. This is not surprising as two-thirds of students at SSC are seeking AA degrees. In addition, in the past, dual enrollment has not been seen as part of CTE pathways.
- Large dual enrollments for AS degrees are found in entrepreneurship, the health academy and IT. Students can finish their AS in IT while still in high school.
- SSC is working on building dual enrollment in the areas of culinary, pharmacy tech, early childhood, and criminal justice.
- The college maintains a Career Pathways database that tracks receipt of college credit by SCPS students. The database includes the student's name, their high school, year, teacher, and the course that they will get credit for if they pass the associated industry certification or college assessment. Reports of the results of the assessments by program are provided to each high school to use for program planning and review.

Advisory Committees
- At the secondary level in SCPS, there are five ePathways Facilitators who serve as program directors of assigned industry sectors (e.g. business, media, and health) and oversee advisory committees for CTE programs in these sectors. The committees meet several times a year, and include representatives from industry, SSC and the community. The SSC Career Pathways Facilitator serves on these committees and serves as a liaison between SSC CTE programs and secondary ePathways.
- At SSC, academic advisors are provided for each student. The Career Program Advisors are specialists in CTE program areas but are not program managers. Their roles are to recruit students into programs, work with them throughout the program to ensure completion and assist with placement after program completion.
- SSC Industry Advisory Committees are developed around one program or several related programs and are comprised of business/industry representatives and sometimes representatives from the SCPS. These committees are chaired by one of the business representatives and meet twice per year. Faculty attend meetings but their role is to listen. Business and industry develop the agendas and run meetings. These committees review data on student and program outcomes as well as curriculum, and provide input on all aspects of SSC CTE programs.

- o SSC has struggled to get students to participate on these advisory committees. Students sign up but do not show up. This is attributed to the large number of part-time, adult students.

Placement of Students from POS
- Maybe 10% of students in the secondary POS move into related postsecondary programs at SSC. Some students may be going on to other area institutions.
- Students are getting employment in Web Development and Media Design. In fact one reason SSC is losing students before completion is that they find employment. Many local employers are more interested in employees in this program area having specific skills but not necessarily degrees or even industry certifications, thus discouraging students from completing programs.

Review of POS
- At SSC, there are annual Program Review meetings where faculty and staff systematically assess program metrics. Institutional Research and Academic Affairs share data and staff from advising are included in the review process. Breakdowns of data on each program are analyzed to identify strengths and problem areas, challenges and weaknesses and to develop solutions. These meetings present opportunities to formalize discussions that have taken place informally on how to make improvements. SSC's Career Pathways Facilitator sits in on these assessments to make sure that programs are on the right track.

Program of Study Overall
- SCPS has organized learning for their students around ePathways, which is a district-wide initiative that helps to customize learning for each student to help their graduates have a clear plan for their future. They want their students to be able to explore career options, find careers that reflect their interests and talents and gain valuable training and skills to be successful in their chosen career.
- SSC staff on the call described a Program of Study as a pathway that gives students an opportunity to move from secondary to postsecondary seamlessly with college credit. The idea is to help students develop a career goal, giving them a reason to complete their education and benefit from getting into a career.
- One staff member on the call felt that everyone is in "CTE" and need to update their skills periodically.

Local Perceptions of CTE
- There has been an evolution over the years, moving from a misconception that CTE is only for students who can't cut it academically, to an understanding that CTE is all about careers.
- CTE is now viewed well in the region. There is great collaboration in the community, where the desire is for students to get good jobs and they do.
- The college's role, too, in the community has evolved from being a small college to playing a major role in the local economy. The President of SSC likes to say that they are the "workforce engine" in the county. There are more than 300 community members on their advisory boards.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – Seminole State College of Florida is required to complete an AE Corrective Action Plan.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Seminole State College of Florida is not required to complete a CTE Corrective Action Plan.

IX. SUMMARY

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

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

On behalf of the department, the monitoring team extends our appreciation to all participants in the SSC onsite monitoring visit. Special thanks is offered to Ms. Toni DeMaglio for her participation and leadership during this process.

Seminole State College of Florida
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE)					
Carl D. Perkins Grants					
Agency Name: **SEMINOLE STATE COLLEGE OF FLORIDA** Program type: **CTE** Target Year: **2015-2016** Monitoring Year: **2017-2018**					
Metric	**Scaling**	**Point Value**	**Points Assigned**	**Weight**	**Total Metric Points**
*Last Monitored	7 or More	7	7	X 10	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	7	X 8	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4 or More	7	1	X 8	8
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	0	X 8	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	0	X 6	0
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	3	X 4	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**174**

*Data sources used for calculations: Prior to July 1, 2016

Seminole State College of Florida
Adult Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Adult Education (AE)Grants

Agency Name: **SEMINOLE STATE COLLEGE OF FLORIDA**
Program type: **AE**
Target Year: **2015-2016**
Monitoring Year: **2017-2018**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
*Last Monitored	7 or More	7	**5**	X10	**50**
	5-6	5			
	3-4	3			
	0-2	1			
Total AE Budget Allocated Value	Upper Quartile	7	**5**	X 8	**40**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4 or More	7	**3**	X 8	**24**
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	**7**	X 6	**42**
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	**1**	X 4	**4**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	**3**	X 4	**12**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				Agency Risk Score	**172**

*<u>Data sources used for calculations:</u> Prior to July 1, 2016

APPENDIX B

Seminole State College of Florida
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
Finding B1: The provider failed to accurately report student data in FY 2015-16 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements). After review of the incorrect information it was determined that Seminole State College of Florida was utilizing the wrong set of test scores to determine student LCP gains. This resulted in incorrect student data reports being submitted to FDOE.	Corrective Action B1: Seminole State College of Florida is required to participate in a training webinar hosted by FDOE data staff. The training will cover the areas of; determining initial functioning levels, testing and student placement, interpreting post test data, how to give placement points and how to validate student data. Once SSC participates in the webinar, they will be required to create and submit a written policies and procedures manual on how to operate their internal data collection system. This manual will serve as a learning tool for all current and incoming data personnel. They will also be required to update their training manual on state data policies and procedures.	Seminole State College concurs with this finding. The College has committed critical Institutional Effectiveness and Research staff members to participate in the FDOE training webinar scheduled for March 19, 2018. As required, the College will develop a written process manual on the data collection system related to the reporting LCPs to the State. This manual will be used as a training tool for staff members. These processes will be incorporated into the training manual on State Data Policies and Procedures.	Dr. Mark W. Morgan, Associate Vice President, Institutional Effectiveness morganm@seminolestate.edu 407.708.2224	6/30/18
Finding B2: The provider had multiple CASAS administrators with expired testing certifications and credentials. It is required that all personnel with duties related to administering the CASAS exam be recertified every two years. (WIOA Section 231(e)(9) Qualified instructors and staff, 2016-2017 Florida Adult Education Assessment Technical Assistance Paper, F.A.C. 6A-10.042 Maintenance of test security, F.S. 1008.24 Test administration and security).	Corrective Action B2: Immediately after being assessed this finding, SSC began the process of re-certifying their administrative staff who had expired CASAS testing certifications. SSC has provided the necessary documentation (certification dates and certificates of completion) to show that all of their CASAS administrators have been properly certified. No further action is required as of the writing of this report.	Seminole State College concurs this finding and within 48 hours took the necessary action to correct this issue. Seminole State College will continue to monitor the certification dates of each CASAS test administrator, each administrator will recertify prior to the expiration of their certification date. Any new **Assessment and Testing** employee will be required to become certified prior to administrating the CASAS.	Dr. Geoffrey Fortunato, Associate Vice President, Student Services. fortunatog@seminolestate.edu 407.708.2866	2/8/18

Plan submitted by (name and title): Toni DeMaglio, Post-Award Grants Management   **Date:** 3/14/2018

Plan accepted by: Michael Swift, Program Specialist IV   **Date:** 3/19/2018

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

Date: 3/19/2018	**Status of Plan Completion:** Ongoing