



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Santa Fe College

March 28 - 30, 2018

Final Report

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Florida Department of Education
Division of Career and Adult Education

**Santa Fe College
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 Santa Fe College (SF) was determined to be an onsite visit. Notification was sent to Dr. Jackson N. Sasser, President of SF, on November 17, 2017. The designated representative for the agency was Mr. John McNeely, associate vice president, Career and Technical Education.

The onsite visit to the agency was conducted March 28, 2018 through March 30, 2018. The two representatives of the division present during the visit were program specialists, Ms. LaStacia Spencer and Ms. Christine Walsh of the Quality Assurance and Compliance section.

V. SANTA FE COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2015-16

AE: 804

CTE (possible duplication at program level): 4,304

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

FY 2015-16

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	012-1616A-6CP01	\$ 823,158.00	\$ 3,103.00
CTE Rural	012-1616A-6CR01	\$ 18,019.00	\$ 1,939.70
Adult General Education (AGE)	012-1916B-6CG01	\$ 233,064.00	\$ 984.99
Civics	012-1936B-6CE01	\$ 37,227.00	\$ 259.00
FICAPS	012-1926B-6CL01	\$ 25,000.00	\$ 168.00

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	012-1617A-7CP01	\$ 668,213.00	\$ 570.00
CTE Rural	012-1617A-7CR01	\$ 17,677.00	\$ 0.00
AGE	012-1917B-7CG01	\$ 233,064.00	\$ 58.00
Civics	012-1937B-7CE01	\$ 37,227.00	\$ 415.65
FICAPS	012-1927B-7CL01	\$ 25,000.00	\$ 168.29

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	012-1618A-8CP01	\$ 600,128.00	\$465,173.17
CTE Rural	012-1618A-8CR01	\$ 17,725.00	\$ 15,125.00

AGE	012-1918B-8CG01	\$ 228,338.00	\$160,028.57
Civics	012-1938B-8CE01	\$ 34,777.00	\$ 25,057.10

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 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:

- SF: Northwest Campus
- SF: Perry Center for Emerging Technologies at Alachua
- SF: Kirkpatrick Center at Gainesville
- North Florida Technical College (NFTC) formerly known as Bradford-Union Technical Center

Entrance and Exit Conferences

The entrance conference for SF was conducted on March 28, 2018. The exit conference was conducted on March 30, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Jackson Sasser	President	X	
John McNeely	Associate Vice President, Career and Technical Education	X	X
Julie Falt	Coordinator, Adult Education	X	X
Mable Baker	Coordinator, Perkins Grants Programs	X	X
Christine Sulander-Smith	Associate Professor	X	
Dennis O’Hearn	Manager of Restricted Funds	X	
Yvonne Amundson	Coordinator, Grants	X	X
Jodi Long	Associate Vice President Academic Affairs - Health	X	X
Edward Bonahue	Provost, Academic Affairs	X	
Kathryn Lehman	Director, Grants and Projects	X	X
Barbara Little-Harsh	Grants Specialist		X
Billie Monroe	Senior Program Specialist		X
Monica Cabrera	Workforce Development and Industry Specialist		X
FDOE Monitoring Team			
Christine Walsh	Program Specialist, QAC, FDOE	X	X
LaStacia Spencer	Program Specialist, QAC, FDOE	X	X

Interviews

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

Records Review

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

VII. RESULTS

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

- The Associate Vice President (AVP) is on the CareerSource Board, CareerSource Board's Youth Committee and the Chamber Advanced Manufacturing Council.
- There were no instances of fraudulent activities reported during this monitoring review.
- Meetings are held with program directors to discuss program needs, improvements, budget, and timelines.
- SF hosts regular trainings, as well as Grants 101 Lunch and Learn workshops throughout the year.
- SF has a great working relationship with their FDOE grant manager and consult with the grant manager prior to making any changes and submitting grant amendments.
- The AE and CTE programs have an excellent relationship with the local community and believe that the local region is major contributor to the success of their programs.

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.

- SF utilizes The Information Bus Company (TIBCO®) system to help locate any potential data errors and are able to correct the errors prior to the survey reporting window.
- SF utilizes data in their annual program reviews. This helps to identify struggling programs, instructors and students. Data analysis allows them to create a plan of action to help reverse any negative trends that may have been uncovered.
- SF utilizes a software developed in-house called eSantaFe. This software allows for the collection of student and financial data. There is an attendance component that enables the student to clock in or out. This is done by either swiping their student identification cards or keying in their student identification number.
- SF follows the Data Dictionary provided by FDOE for their data collection and reporting manual. This manual contains policy and procedure for data reporting and other necessary information with regards to submission schedules/windows, formats, informational errors and fatal errors.
- SF has an Adult Education Assessment Manual. All staff members who participate in the assessments are in-serviced on this document.

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

- SF AE provides an integrated learning opportunity for their Adult Basic Education (ABE), General Education Development (GED) and English Speakers of Other Languages (ESOL) students through the Certified Nursing Assistant (CNA) program. Contextualized learning is embedded throughout the curriculum.
- SF works in collaboration with NFTC in support of their CTE programs.
- SF has articulation agreements with the surrounding counties of Alachua, Bradford and Marion County school districts as well as many other school districts in the state.
- The program advisory boards serve a pivotal role in the development and enhancement of the CTE programs. The information shared by the boards allow these programs to obtain equipment and materials that meet industry standards.
- SF offers an Associate in Science in Zoo Animal Technology and has one of only two zoos located on a college campus nationwide. The zoo is accredited by the Association of Zoos and Aquariums (AZA).

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.

- SF uses transfer of property forms for any equipment that will be moved. Completed forms and documentation was provided for items that had been transferred to NFTC.
- The agency has an established protocol for disposing of old equipment.
- 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.
- Technical assistance was provided regarding their new grant manual currently in the final stages of development.

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

- SF Website
- Articulation Agreements
- Equipment and inventory reports and property transfer forms
- Time and effort (T&E) reports for staff paid with federal grant funds
- Dual enrollment policies and procedures
- Complete student registration packets

- SF policies and procedures for Finance, Fraud, Conflict of Interest, Travel, Inventory/Equipment, Procurement, Allowability, Gratuity and Cash Management
- SF Student Handbook
- SF Employee Handbook and Policies
- Promotional Program Material
- Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) test administrator certifications
- Program advisory committee guidelines, meeting agendas and minutes
- Financial records (travel, purchasing and procurement)
- Verification of student data (completers, non-completers, industry certifications)

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.

- SF 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 efficient spending of grant funds and minimize risk of fraud.
- 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.
- eSantaFe is the all-inclusive program that SF uses to manage grant funds.
- The finance department has a good working relationship with the grant coordinators and ensures that they are up to date with their individual grant expenditures.
- The college incorporates a multi-tier approval process for grant funded purchases. This internal control helps to ensure that all expenditures are reasonable and allowable prior to approval.
- The monitoring team reviewed requisition data, purchase orders and reimbursement request documents and found these documents to be in accordance with state and federal policies.

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.

- SF has partnerships with area business and industry organizations and corporations. This enables them to address labor market need and enhance the student learning experience. These partnerships strive to support student success in the classroom as well as the workforce.
- SF has over 500 members serving on advisory boards.
- SF is navigating towards the State Gold Standard articulation.
- SF has numerous industry and academic partnerships throughout the local region. These collaborations include, but are not limited to the following:
 - CareerSource North Central Florida
 - Florida State Fire College
 - University of Florida
 - B&M Equipment
 - Disney's Animal Kingdom
 - Florida Department of Law Enforcement
 - Central Florida Automotive Dealers Association
 - Ford, Honda, AutoNation and General Motors
 - 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.
- Perkins Program staff worked with Institutional Research and the program director for the Heating, Air Conditioning, Refrigeration and Ventilation (HARV) program and performed an in-depth data analysis to address program performance including program retention.
- 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. Therefore no PIP was required:

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:

- 3A1 Retention or Transfer: Local Actual of 67.68% vs. Local Agreed of 77.73%

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 Santa Fe College (SF), Cathy Hammond, Bruce Harrington, and Lee Chipps-Walton of the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with SF staff on March 28, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study: Early Childhood Associate of Science (AS)

Program History

- The Early Childhood Education (ECE) program in Alachua County has existed for more than 20 years. The program originally started at Newberry High School and then transferred to West Travis Loften High School's Magnet Academy. While there has been an Associate of Science (AS) level articulation agreement with SF since the start of the program, the agreement became formalized through Perkins.
- The program was developed into a full POS because of the local need for childcare workers. While not a high-wage job field, there is high demand within the region, such as at the local Head Start program.
- There is now an AS and a Bachelor of Science (BS) degree program in ECE at SF. The bachelor's level program opened about four years ago.

Local Secondary District ECE Programs

- Alachua County closed their ECE secondary program at the end of the 2015-2016 school year due to low enrollment.

- Bradford County still has a secondary ECE program with an articulation to SF's ECE program.

Academic and CTE Curriculum Collaboration

- At the secondary level, academic and CTE teachers developed the ECE curriculum collaboratively to ensure that the math and English courses were rigorous in the Early Childhood Education academy. Academic teachers were also on the academy's advisory council.
- At the college level, math, science, and language arts are integrated primarily through their general education courses.

Factors Affecting Performance Outcomes

- SF staff on the call reported that 2015-2016 was an unusual year and that the poor performance of students was not reflective of general trends in the program. The poorer performance was likely the result of problems with recruitment for that year, as well as the ebb and flow of the program rather than a systemic trend. It is typically a program with consistently better performance than others.

Non-Traditional Enrollment and Retention Strategies

- SF has actively worked to boost male enrollment in the ECE program, through various methods, such as printed materials depicting male students. There are other initiatives that target minorities that provide mentoring services to help these students transition into and through this program, as well as provide support for books and school supplies.

College Readiness of Secondary Program Graduates

- SF reports that the secondary ECE program has been adequately preparing students for postsecondary coursework. They cited three students that went through the secondary program and are currently successful in the Early Childhood Education program at SF. SF staff attributed the success of the program to the consortium's collaboration, the district advisory boards, and the productive meetings they have regarding curriculum.

ECE Advisory Boards

- Membership in the college's ECE advisory board has varied over the years, but they have had representatives from preschools, the Early Learning Coalition, Head Start, and local middle schools.
- The board is very active and some representatives also served on secondary committees in Alachua County.
- The college is not represented on Bradford County's secondary board. However, they do have membership on Bradford's postsecondary board at the NFTC.

Relationships with Local Businesses

- In addition to local businesses sitting on advisory committees, they also play an important role in offering facilities for activities, internships, equipment, and work-based projects.
- Early childhood teachers are in high demand locally. After postsecondary ECE graduation, there is almost a 100% placement rate.

- Childcare workers can get a job with only a certificate and a high school diploma, although those that have earned an AS or BS can garner higher wages. Higher paying child care jobs, like with Head Start, require a bachelor's degree.
- A local recruiting event called Career Showcase has local businesses that promote the ECE program. ECE advisory board members and SF staff are in attendance and help promote the importance of the program and clarify how it can be a career pathway for students. The event also helps enlist new industry partners.
- Many of the students that enter the program are currently employed in ECE and are looking for further training.
- Program internships have played an important role in placing program graduates.
- The college gets positive feedback on its ECE students from employers.

Programs of Study Overall

Program of Study (POS) Definition

- SF staff on the call reported that a POS:
 - Aligns high school and postsecondary curriculum.
 - Sets a clear path towards getting a college degree.
 - Improves engagement and achievement.
 - Connects students with local business and the community.
 - Helps students construct a career plan and have greater success.
- Staff also reported that career pathways are a valuable tool that is embraced by the college. They expressed pride regarding their POS and see them as a result of the strong partnerships they have with area districts. SF works hard to create strong, clear pathways that facilitate easy transitions between the secondary and postsecondary levels.

Strategies to Improve Student Performance

- This year a software program called 'auto-grad' was put in place. This program audits student transcripts and sends a message to those nearing graduation to fill out the graduation form. In addition, there is an early-warning system that detects and reports students that are underperforming to faculty and advisors. A message is sent to the student to meet with their teachers and advisors to get back on track. These programs have increased graduation and retention rates.
- In FY 2015-16 for the clock hour programs, students, particularly in the heating and air conditioning program, had trouble passing TABE tests. Industry certifications were used to substitute for TABE tests, because students are more likely to pass them and doing so exempts students from taking the TABE.

Regional Collaboration and Partnerships

Advisory Boards

- The college has advisory boards for each CTE program that involve business and industry leaders. These boards are very active in the development, implementation, maintenance, revision, and, as necessary, the closing of programs.
- The Chamber of Commerce and CareerSource are also very active in program development.
- Advisory boards exist for all of the secondary academy programs in Alachua County and representatives from the college serve on these boards.

Secondary-Postsecondary Articulation

- All of the secondary academy programs have articulation agreements with SF, in areas such as entrepreneurship, finance, and robotics.
- Articulation agreements are typically initiated by the school district. Once the request is made to the college, SF staff work with the district to see what needs there are for that particular program at the postsecondary level. This involves meeting to look at the framework and to define what articulated credit is appropriate.
- The regional consortium meeting also plays a role in starting new articulation agreements. For instance, a health care articulation agreement was born out of a rural health alliance workshop.
- SF staff on the call conveyed the importance of being sensitive to other colleges who may have their own regional articulation agreements in program areas. For example, a program like biotechnology, which is unique to SF, may bring in students from other college regions because there is no other college that offers this program. However, if the same program existed at a neighboring college, the expectation would be that individuals in their college region, Alachua and Bradford counties, would attend the SF program and districts in other regions would attend their regional college.

Program of Study Review Process

- There is continuous collaboration on programs and programs are reviewed yearly. A meeting agenda is sent out to program directors and advisors and then they meet on campus to talk about how to improve the programs. They look at such information as program enrollment, labor market data, industry trends, geographic job distribution, skill needs, and the curriculum frameworks on the programs at the secondary and postsecondary level.
- These meetings involve the local workforce board, the Chamber of Commerce and local businesses. They report that this collaboration and review process provides a real collective perspective to make sure that programs are successful.

Local CTE Promotion

- There are a variety of ways that SF promotes their CTE programs:
 - SF hosts an annual Career Academy Summit for 800-1,000 ninth graders from Alachua County. Through the Summit, high school students and their parents get to see the education pathway from high school academy programs to SF programs.
 - Mailers are disseminated that promote the program and explain how to get credit, etc.
 - When secondary students complete requirements, a transcript from SF is sent out saying that college credit is applied. This helps to promote completion of the program at SF.
 - Advisors, like from digital media, and the program director conduct visits to high schools to promote the programs.
 - Workforce Board and Chamber of Commerce members promote programs at local events.
 - SF produces a promotional infographic “Road map” that is a modified version of the FDOE POS form. It includes secondary to postsecondary career pathways, career prospects, and cost savings for completing the program and certification in high school. This type of material is passed out during Alachua County’s career forum, at the digital media summit and in schools in Bradford County.

Regional Perceptions of CTE

- The perception in their region of CTE and SF's programs is largely positive. However, as is the case nationally, there is a constant need to educate about CTE. Many locals have misunderstandings regarding CTE that stem from the old, narrower vocational model.
- SF staff on the call expressed how much they value their POS and partnerships. They strive to get wide participation of partners so that secondary and workforce board members actively participate in the planning, implementation, and review processes of POS. They are looking to do new, innovative things and help students have a better quality of life because of their education.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – Santa Fe College is not required to complete an AE Corrective Action Plan.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Santa Fe College 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 SF onsite monitoring visit. Special thanks is offered to Mr. John McNeely for his participation and leadership during this process.

APPENDIX A

Risk Scores Matrix for Colleges Receiving Adult Education (AE)Grants					
Agency Name: SANTA FE COLLEGE					
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	<u>X10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total AE Budget Allocated Value	Upper Quartile	7	3	<u>X 8</u>	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4 or More	7	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Agency Risk Score					146

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

APPENDIX A

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: SANTA FE COLLEGE					
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	5	<u>X 10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	3	<u>X 8</u>	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	0	<u>X 8</u>	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	7	<u>X 6</u>	42
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					180

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