



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Chipola College

April 3-4, 2019

Final Report

TABLE OF CONTENTS

I. Introduction 1

II. Authority 1

III. Quality Assurance Policies, Procedures, and Protocols 1

IV. Provider Selection 1

V. Chipola College 2

VI. Monitoring Activities 3

VII. Results 3

VIII. Required Resolution Activities 10

IX. Summary 10

 Appendix A 11

 Appendix B 12

Florida Department of Education
Division of Career and Adult Education

Chipola College
Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2018-2019 Quality Assurance Policies, Procedures and Protocols, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2018-19 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at <http://fldoe.org/academics/career-adult-edu/compliance>.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A

risk matrix, identifying certain operational risk factors, is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider’s risk matrix score.

The monitoring strategy for Chipola College (Chipola) was determined to be an onsite visit. Notification was sent to Dr. Sarah Clemmons, president, Chipola College on August 3, 2018. The designated representative for the agency was Mr. Darwin Gilmore, dean, Workforce and Economic Development.

The onsite visit to the agency was originally scheduled for November 13-15, 2018. Due to inclement weather and the agency being inoperable for an extended length of time, the onsite visit was rescheduled for April 3-4, 2019. The two representatives of the division present during the visit were program specialists, Mr. Michael Swift and Mrs. Christine Walsh of the QAC section.

V. CHIPOLA COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2016-17

CTE (possible duplication at program level): Postsecondary – 2,612

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

Finance

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins CTE Postsecondary	322-1617A-7CP01	\$ 87,834.00	\$ 7,671.05
Perkins Rural	322-1617A-7CR01	\$ 25,744.00	\$ 0.00

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins CTE Postsecondary	322-1618A-8CP01	\$ 110,542.00	\$ 0.00
Perkins Rural	322-1618A-8CR01	\$ 25,400.00	\$ 0.00

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins CTE Postsecondary	322-1619B-9CP01	\$ 120,319.00	\$ n/a
Perkins Rural	322-1619B-9CR01	\$ 25,422.00	\$ n/a

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

<http://www.chipola.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:

- Chipola – Main Campus

Entrance and Exit Conferences

The entrance conference for Chipola was conducted on April 3, 2019. The exit conference was conducted on April 4, 2019. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Darwin Gilmore	Dean, Workforce and Economic Development	X	X
Dennis Everett	Associate Vice President, Information Systems	X	
Steve Young	Vice President, Administrative and Business Services	X	X
Jim Dunaway	Coordinator, Property and Inventory	X	
Janice Holley	Coordinator, Workforce and Economic Development	X	X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews

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

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 20 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 Chipola CTE program manager and coordinator both have multiple years of experience within their program areas. Administrators across all aspects of the federal grant management including: finance; data and assessment; and inventory management all have multiple years of experience within their respective areas of expertise.
- There is a clear separation of duties between the administrative side of grant management and the programmatic side, but due to the small size of the college both sides are able to work together cohesively to ensure that there is a continuous flow of pertinent information shared between the two.

- Chipola offers ample opportunities for college-wide professional development. Administrators participate in FDOE sponsored trainings, while instructors attend all relevant and necessary programmatic training events.
- Chipola conducts an annual review of their CTE programs that focus on program enrollment, earned certifications and the future outlook of program specific industries.
- The College Board of Advisors and CareerSource Chipola (CareerSource) are both included in the final approval process of the Perkins request for application (RFA) prior to submission to FDOE.

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.

- Chipola utilizes the Jenzabar® system to input and house student data. Canvas® is utilized as an online portal for instructors to record attendance and as a means of communication with students.
- Procedures are in place for the collection, verification, submission and reconciliation of student data submitted to FDOE.
- Test for Adult Basic Education (TABE) administrators are certified as required by FDOE and the testing companies. The monitoring team reviewed TABE certifications as part of the monitoring process.
- The Chipola Model for Planning, Assessment and Sustained Success (CoMPASS) is a strategic improvement plan developed by Chipola to evaluate the quality and effectiveness of their CTE programs.
- Chipola's proximity to neighboring states make it difficult to track students upon the completion of a CTE program, but the college utilizes every opportunity possible to track students including the National Student Clearinghouse and the Florida Education and Training Placement Information Program (FETPIP).
- The Information Systems Vice President attends the FDOE sponsored Management Information Systems Advisory Taskforce (MISATFOR) meetings and training. In-house data training is also offered to CTE testing and assessment administrators.
- Upon review of student data records the FDOE monitoring team determined that Chipola had one student who was awarded an industry certification in Automotive Service Excellence-Brakes, but the student's test scores did not represent a passing score for certification. This resulted in a data finding, and will require the reimbursement of any Career and Professional Education (CAPE) funds received for the submission of the unearned earned industry certification.

FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2016-17. This is in violation of UGG 2 CFR 200.328 - Monitoring and reporting program performance; and F.S. 1008.43 - Career program reporting requirements.
 - Corrective Action B1: Chipola will coordinate with the FDOE Research and Evaluation section to address the data reporting error and complete the repayment process for any funding received as part of the CAPE program. The FDOE monitor will provide the necessary contact information. No further action is required of the QAC section.

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

- Chipola CTE programs operate on one campus, but also has an agreement in place to provide CTE services for five surrounding school districts.
- The campus student services department serves and caters to the needs of those students who have self-declared a disability with the college. In no instance would the college ever refuse special accommodations for a student with specific needs.
- CTE programs are supported by strong advisory committees made up of local businesses and other stakeholders. These committees offer insight on current industry trends, current job outlooks and offer recommendations for industry specific equipment needs.
- Chipola participates in Opportunity Florida which is an economic development organization committed to growing the regional economy by providing the connectivity, resources, knowledge and leverage to help with the sustainability of regional businesses and workers.
- There is a concern that the recent events following Hurricane Michael, as well as the propensity of natural disasters in the region, may have a negative effect on student enrollment and retention in the future.

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.

- Chipola utilizes the Wedge Advanced Software Product (WASP) system as its integrated inventory management system.
- Equipment is assigned an asset number that is used for tracking during the college's annual school wide inventory. All inventory criteria set forth by EDGAR and the UGG is included within the inventory management system.
- Each piece of equipment is assigned either a teacher, program administrator or dean as custodian of that particular item.
- Chipola has policies and procedures on new equipment requests, equipment safety/storage, and disposal of old inventory. There are policies in place for the procurement and management of grant funded equipment/inventory purchases.
- Technology and equipment is up to date and is being used specifically for CTE programs. The technology is integrated into the curriculum as required per program.

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.

- Sample advisory committee minutes, agendas and sign-in sheets
- Grant funded procurement/purchasing records
- Grant funded travel records
- College policies and procedures for finance and procurement
- College technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Inventory records and listings
- Student data records
- CoMPASS assessment and program improvement guide
- TABE certifications
- Infrastructure cost agreement with CareerSource Chipola
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- College and program sponsored training records – sign-in sheets, agendas, etc.

G. FINANCIAL: refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- Chipola has financial policies and procedures in place to ensure the efficient cash management of CTE grants funds. The CTE program director and coordinator have access to real time reports of all grant expenditures at any time. These reports are routinely shared among grant and program management administrators.
- Procedures are in place for the procurement of equipment and inventory that is funded by federal grants.
- Grant funded purchases and administrative travel go through an approval process that includes the finance department and CTE coordinator.
- The monitoring team reviewed financial records including; grant funded employee time and effort certifications; purchasing and procurement records; and grant funded employee travel records. All were in compliance with federal, state and college requirements.
- The monitoring team uncovered multiple budgetary errors between the final DOE399 expense report and their previously approved budget in the Perkins RFA. This resulted in a finance finding.

FINDING AND ACTION

- Finding G1: During the monitoring review it was discovered that the final grant expenditure reports for the provider’s CTE program were not consistent with the previously approved grant budget. The addition of unapproved object codes and expenditures to the final DOE399 report is in violation of UGG 200.308 – “Revision of budget and program plan.” Unapproved changes in task is a violation of the FDOE Green Book section B – “Reason for Amendment”.

The following expenditures were included in the final DOE399 report without the required amendment(s):

- Project 322-1617A-7CP01 - Object code(s) 645 (\$1,800.00) and 665 (\$331.88)
- Project 322-1618A-8CP01 - Object code(s) 645 (\$6,000.00) and 760 (\$7,500.00)

- Corrective Action G1: Chipola is required to work with their FDOE grant manager to make sure all budget expenditures for the current fiscal year and beyond are approved within the RFA, and any budget revisions are supported by an approved amendment. Upon review with the QAC director and Chipola director of finance, it was determined that the grant funds did support CTE programs and that no funds will be recouped by FDOE. The action is still a violation of law and will stand as a finding. No further action is required.

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.

- Chipola has numerous collaborations and MOUs within the local community. These partnerships offer additional educational and job experiences to students within the college. The list of partners include, but are not limited to:
 - CareerSource Chipola
 - Rex Lumber Yard
 - Alday-Howell Engineering
 - Tech Garage
 - Calhoun County School District
 - Liberty County School District
 - Jackson County School District
 - Washington County School District
 - Holmes County School District
 - The Spanish Trail Company
 - Chipola Ford

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

Postsecondary College Credit Performance Indicators 2016-17

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

- 1P1 Technical Skills: Local Actual of 41.71% vs. Local Agreed of 46.50%
- 4P1 Placement: Local Actual of 77.67% vs. Local Agreed of 86.50%
- 5P1 Non-traditional enrollment: Local Actual of 18.75% vs. Local Agreed of 22.29%

Postsecondary Certificate Performance Indicators 2016-17

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

- 1A1 Technical Skills: Local Actual of 68.10% vs. Local Agreed of 84.00%
- 5A1 Non-traditional enrollment: Local Actual of 7.05% vs. Local Agreed of 12.22%
- 5A2 Non-traditional completion: Local Actual of 22.22% vs. Local Agreed of 47.35%

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 Chipola College, Lee Chipps-Walton and Heather Conley of the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with Chipola staff on April 3rd, 2019. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study 2016-17 school year: Welding Technology Fundamentals (secondary), Welding Technology (postsecondary)

Program Identification and Oversight

- To identify a POS, Chipola reviews and gathers input from a wide variety of stakeholders to include representatives from secondary, postsecondary, CareerSource, administrative staff, and Dr. Cathy Hammond, Perkins Program Specialist, Florida Department of Education.
- Programs are considered that demonstrate availability for enrollment and student success (completion or hours for a certificate/certification credential).

Advisory Boards

- Chipola has an advisory board for each program they offer. These boards include secondary, postsecondary, business, administrative, and local CareerSource representatives.
- Secondary representative from the five county area are invited: Calhoun, Liberty, Jackson, Washington and Holmes Counties.
- Advisory boards meet at least once a year. They typically meet in the spring and fall, but also hold conference calls when necessary topics arise. Among their duties, they offer program content advice, look at equipment, evaluate labor market demand, provide guest speakers and examine work-based learning for their program(s), relevant industry certifications and changes in industry needs.

Program Design

Program Content

- The agency works on academic integration at the postsecondary level by holding discussions and regular meetings with CareerSource representatives, Opportunity Florida, Jackson County Development Authority and integrating input from industry representatives, including Spanish Trail and Eastern Shipbuilding. This led to the introduction of the Engineering Technology program.
- Chipola sends surveys to regional businesses to build the skills related content of those responses into curriculum, along with following current FDOE program frameworks. This is how they found out AutoCAD knowledge was needed in civil engineering.

Secondary-Postsecondary Alignment

- Relating to alignment, Chipola begins developing all POS by looking at FDOE CTE curriculum frameworks. Related deans and faculty or other experts are brought together to make sure that the program has the necessary alignment in content across courses and encompasses skills needed for relevant certifications.

- Chipola relies on local businesses and industry for recommendations towards developing new programs of study.
- Jackson County business, Rex Lumber, donates \$80,000 towards scholarships for the agency's Engineering Technology program students, demonstrating a commitment to partner with Chipola.

Articulation and Credentials

- The agency built articulation agreements for their POS with the group Career Pathways and CareerSource, and update agreements each year throughout the five county area. All five district superintendents also sign these agreements.
- Since their institution is authorized by the credentialing entity National Center for Construction Education and Research (NCCER), they are audited each year for articulation integrity.
- The agency chooses certifications based on what is in demand by local industry, plus instructor recommendations, such as the National Automotive Technicians Education Foundation (NATEF).

Instructor Qualifications, Recruitment, and Retention

- The agency currently struggles with instructor retention.
- Chipola College uses Perkins funds to provide professional development for both educational and technical skill needs. Training topics included pipe welding and Glock operation among others.

Work-Based Learning (WBL)

- For this welding program, they rely on the skills testing of NCCER I and II to prepare students for work based learning.
- The Spanish Trail company offers WBL for welding students.
- An agreement between Chipola College and Chipola Ford allow for WBL opportunities for students in their automotive program.

Program Review

- Program reviews occur annually. Each program's enrollment, completion, retention and other outcomes are analyzed.

Program Outcomes

- Chipola estimates a 56% placement rate.
- They expressed that their students appear to be more interested in self-employment. They shared that many of them prefer to stay in the region so they are not as likely to leave for employment opportunities. Instead, they look for local seasonal employment.
- Some students leave for work on oil platforms, others prefer to be millrights.

Areas of Success and Challenge

Areas of Success

- Chipola College is proud of their NCCER certifications, which allows for several embedded certifications. Each of these are valuable to the students to earn them.
- In addition, Chipola College instructor, John Gardner films a 30 minute TV show that highlights the work their students do while learning in the Automotive Service Technology Program.

Challenges

- Agency staff on the call expressed frustration with the continued challenges with the aftermath of Hurricane Michael. The timber industry had heavy losses and many residents of the area are living with storm damage.
- Another challenge mentioned is a lack of a proper career pathways consortium among the region's five counties. To do this, they would need the resources to hire someone to be a consortium and career pathways coordinator. This would allow for a closer relationship with the secondary educational agencies.
- They expressed it was very difficult to travel to the regional high schools to update their program of study elements and participate in alignment meetings. They would like to have more secondary feeder programs.
- Agency staff also shared they feel it is difficult to get updates from FDOE in the areas they are most interested.

Promotion of CTE

- Chipola staff promotes CTE within the local region with multimedia advertising including billboards at city limits and with the Chipola College message board. The Dean and instructors visit schools for demonstrations to increase awareness and interest in their programs.
- One of the ways Chipola promotes their programs is filming a nationally viewed TV show on the MotorTrend network centered around their Automotive Service Technology program called "[Tech Garage](#)." This television show is filmed at Chipola College and hosted by instructor John Gardner.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Chipola College is 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 Chipola College onsite monitoring visit. Special thanks is offered to Mr. Darwin Gilmore for his participation and leadership during this process.

APPENDIX A

Chipola College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: CHIPOLA COLLEGE					
Program type: CTE					
Target Year: 2016-2017					
Monitoring Year: 2018-2019					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	5	<u>X 10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	5	<u>X 8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
3-year Perkins Improvement Plan (PIP) Index	7.50 – 10.00	7	3	<u>X 6</u>	18
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					172

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

APPENDIX B

Chipola College
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
<p>Finding B1: The provider failed to accurately report student data in FY 2016-17. This is in violation of UGG 2 CFR 200.328 - Monitoring and reporting program performance; and F.S. 1008.43 - Career program reporting requirements.</p> <p>Upon review of student data records the FDOE monitoring team determined that Chipola had one student who was awarded an industry certification in Automotive Service Excellence- Brakes, but the student's test scores did not represent a passing score for certification. This resulted in a data finding, and will require the reimbursement of any Career and Professional Education (CAPE) funds received for the submission of the unearned earned industry certification.</p>	<p>Corrective Action B1: Chipola will coordinate with the FDOE Research and Evaluation section to address the data reporting error and complete the repayment process for any funding received as part of the CAPE program. The FDOE monitor will provide the necessary contact information. No further action is required of the QAC section.</p>	<p>No further action on behalf of the QAC section. The FDOE research and evaluation section will direct the provider with further instruction.</p>	<p>n/a</p>	<p>n/a</p>
<p>Finding G1: During the monitoring review it was discovered that the final grant expenditure reports for the provider's CTE program were not consistent with the previously approved grant budget. The addition of unapproved object codes</p>	<p>Corrective Action G1: Chipola is required to work with their FDOE grant manager to make sure all budget expenditures for the current fiscal year and beyond are approved within the RFA, and any budget revisions</p>	<p>No further action is required.</p>	<p>n/a</p>	<p>n/a</p>

<p>and expenditures to the final DOE399 report is in violation of UGG 200.308 – “Revision of budget and program plan.” Unapproved changes in task is a violation of the FDOE Green Book section B – “Reason for Amendment”.</p> <p>The following expenditures were included in the final DOE399 report without the required amendment(s):</p> <ul style="list-style-type: none"> • Project 322-1617A-7CP01 - Object code(s) 645 (\$1,800.00) and 665 (\$331.88) • Project 322-1618A-8CP01 - Object code(s) 645 (\$6,000.00) and 760 (\$7,500.00) 	<p>are supported by an approved amendment. Upon review with the QAC director and Chipola director of finance, it was determined that the grant funds did support CTE programs and that no funds will be recouped by FDOE. The action is still a violation of law and will stand as a finding. No further action is required.</p>			
<p>Plan submitted by (name and title): Darwin Gilmore, dean, Workforce and Economic Development Date: May 7, 2019</p> <p>Plan accepted by: Michael Swift, program specialist, QAC Date: May 7, 2019</p>				
<p>Status of Action Plan (to be completed by FDOE staff): closed</p>				
<p>Date: May 7, 2019</p>		<p>Status of Plan Completion: closed</p>		