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

Flagler County School District

Final Report

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Florida Department of Education
Division of Career and Adult Education

Flagler County School District
Career and Technical Education and Adult 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 Flagler County School District (FCS) was determined to be an onsite visit. Notification was sent to Mr. James Tager, superintendent, Flagler County School Distrct on November 19, 2018. The designated representative for the agency was Ms. Diane Dyer, coordinator, Career and Technical Education and Ms. Renee Stauffacher, director, Flagler Technical Institute.

The onsite visit to the agency was conducted April 29 – May 1, 2019. The two representatives of the division present during the visit were program specialists Mr. Andrew Goldsmith and Mr. Michael Swift of the Quality Assurance and Compliance section.

V.   FLAGLER COUNTY SCHOOL DISTRICT

ENROLLMENT:

Fiscal Year (FY) 2016-17
CTE (possible duplication at program level): Secondary – 3,183
Adult Basic Education – 582

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

Finance

Grants	Grant Number	Grant Amount	Unexpended
Perkins CTE Secondary	180-1617A-7CS01	$ 125,341.00	$ 6,860.45
Perkins CTE Rural	180-1617A-7CR01	$ 137,711.00	$ 0.00
Adult General Education	180-1917B-7CG01	$ 104,101.00	$ 0.00
Civics	180-1937B-7CE01	$ 29,571.00	$ 727.50

FY 2017-18

Grants	Grant Number	Grant Amount	Unexpended
Perkins CTE Secondary	180-1618A-8CS01	$ 127,594.00	$ 23,263.70
Perkins CTE Rural	180-1618A-8CR01	$ 140,829.00	$ 0.00
Adult General Education	180-1918B-8CG01	$ 109,419.00	$ 0.03
Civics	180-1938B-8CE01	$ 29,376.00	$ 0.00

FY 2018-19

Grants	Grant Number	Grant Amount	Unexpended*
Perkins CTE Secondary	180-1619B-9CS01	$ 138,994.00	N/A
Perkins CTE Rural	180-1619B-9CR01	$ 142,471.00	N/A
Adult General Education	180-1919B-9CG01	$ 109,419.00	N/A
Civics	180-1939B-9CE01	$ 29,376.00	N/A

* FY 2018-19 final project disbursement reports will not be available until the end of the program year.

Additional information about the provider may be found at the following web address:
https://flaglerschools.com/

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:
- Flagler County School District – Government Services Building 2
- Flagler Technical Institute (FTI)
- Flagler Palm Coast High School

Entrance and Exit Conferences
The entrance conference for FCS was conducted on April 29, 2019. The exit conference was conducted on May 1, 2019. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Diane Dyer	Coordinator, CTE	X	X
Renee Stauffacher	Director, FTI	X	X
Beryl Rogers	Coordinator	X	X
Sharon Kochenour	Grant Manager, AE	X	X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Andrew Goldsmith	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.

- FCS provides opportunities to learn core academic knowledge, explore careers, learn real-world skills, make networking connections in the private sector, provides internships and certifications that can help with college and job applications.
- There have not been significant efforts to reach out to students with disabilities and special populations. Plans are in place to reach out to these students.
- FCS suggests that lack of professional development training has led to missing Program Improvement Plan metrics.
- FCS reports some challenges with setting up advisory councils.
- Attempts are being made to bring awareness to CTE programs in the local business community to encourage cooperation.
- FCS identifies program deficiencies in regards to lack of funding for apprenticeships and facilities.
- There is a lack of follow up on students once they have completed the program. FCS does not utilize FETPIP. Department recommends additional efforts to follow up with students and use the information for programmatic review.
- FCS reports a good relationship with CareerSource.
- FCS's adult education program works with CareerSource and the local community to attract special populations.
- Efforts are made to accommodate the parents of district students to attend adult education classes at public school campuses during the school day.
- Efforts are made to rehabilitate students in detention facilities by shifting them into district classes when they exit the facility.
- No instances of fraudulent activity were discovered.

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.

- The district utilizes Skyward® software and Focus® for the collection and review of student data.
- FCS reports that they work with other providers including the North East Florida Educational Consortium to learn best practices.
- The Department recommends utilizing Florida Education & Training Placement Information Program (FETPIP) and other sources to follow up on student data to improve their program effectiveness.
- Reviewing student data revealed that course offerings were inefficient and ineffective. Suggestions were provided to review course offerings to ensure students had a logical progression to completion.
- Student Occupational Completion Points (OCP) and Literacy Completion Points (LCP) are entered manually.
- CTE and AE student data was reviewed for accuracy.

FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance; Florida Statute (F.S.) 1008.43 Career program reporting requirements). After review of at least thirty samples of student data provided to the monitoring staff, it was determined that FCS had two instances of erroneously reported student data. First, FCS had issued a student an OCP when that student had not completed the require course (Principles of Teaching Internship). Second, a student was reported as a non-completer when they had in fact attained the testing score improvements required to earn an LCP.
  - Corrective Action B1: CTE and AE administration and data entry staff are to review the Secondary CTE and AE Training Modules found at: http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml and send a memo to the FDOE team lead attesting that the modules have been reviewed and a signed list of FCS staff who have reviewed them.

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

- The majority of the program deficiencies were with their curriculum and planning.
- Guidance counselors were not fully aware or involved in the CTE program offerings.
- Students were taking multiple CTE courses and never completing any. They missed opportunities to earn OCPs due to illogical course offerings and guidance.
- FCS recognizes these deficiencies and is making efforts to rectify them going forward.
- Student service managers have been serving as guidance counselors.
- FCS reports that testing adult education students has been a challenge and is concerned that the testing will become more challenging in the future. They would like to see more coordination between the Department and the testing companies to ensure fair alignment with standards and expectations.

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.

- They use Perkin's request forms to make needs assessments.
- There are regular reviews of grant expenditures with management to ensure efficient spending of the grant funds throughout the year.
- There are reports of lost or stolen equipment including laptops. Police reports and internal property loss forms were filed.
- Inventory can be received at a central location or directly delivered to classrooms.
- The district has policies and procedures in place to request, purchase, and inventory equipment. Capitalized equipment requires asset tags and there is an annual review of all inventory.

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 school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-0511.

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.

- District procurement/purchasing records
- Employee travel records
- District policies and procedures for finance and procurement
- Data resource manual
- District technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Student data records
- Internal control policies
- Policies on dual enrollment
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- District and program sponsored training and records – sign in sheets, agendas, etc.
- Inventory records for all grant funded equipment purchases

FINDING AND ACTION

- Finding F1: FCS's CTE programs had not been completing time and effort reports. Their AE program had not completed time and effort reports in 2016-2017 grant year but had begun completing them in 2017-2018. This is in violation of the FDOE Greenbook section C-19 Personnel Cost – Time Distribution. FCS provided documentation to show that grant salaries were paid correctly for time worked. Technical assistance was provided to ensure proper documentation going forward.
  o Corrective action F1: FCS is to send the Department a completed time and effort report for May, 2019, for their split-funded positions and a time certification for their sole-source grant funded positions for the spring of 2019.

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.

- The district's DOE399 and DOE499 project disbursement reports were reviewed for accuracy and congruence with the grants.
- The district uses the FDOE Redbook and Greenbook for guidance on purchasing and financial management.
- The district utilizes Skyward® software for most of their administrative needs from procurement records, student records, curriculum, data and more.
- FCS utilizes purchasing cards for purchases under $1000.
- District draws grant funds from the State bi-weekly.
- Management reviews the spending reports on a regular basis and communicates with their financial and management areas to ensure coordination and good planning.

FINDING AND ACTION

- Finding G1: During the review it was noted that the project disbursement reports DOE399's for CTE were not consistent with the original grant budget. The addition of unapproved object codes is in violation of the UGG 200.308(b) Revision of budget and program plan, UGG 200.331(2) Requirements for pass-through entities and the FDOE Green Book section B, Reason for Amendment. FCS has since corrected this error in the following grant years and no corrective action is required.
  The following object codes were added without an amendment:
    1. In the 2016-2017 399 project disbursement report line items function code 5300, object codes 550 and 450, for Repair and Parts ($30.60) and Gasoline ($83).
  - Corrective Action G1: 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.

- CareerSource
- Flagler County Sheriff's Office
- Flagler County Housing Authority
- Northeast Florida Community Action Agency
- Flagler County Chamber of Commerce
- Flagler County Fire Rescue
- Advent Health
- City of Palm Coast
- MediQuick

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.

Secondary Certificate Performance Indicators 2016-17
In 2016-17 the agency met or exceeded all Secondary measures except for the following; therefore, a PIP was required:
- 1S1 Academic Attainment - Reading: Local Actual of 64.96% vs. Local Agreed of 81.53%
- 1S2 Academic Attainment - Math: Local Actual of 89.62% vs. Local Agreed of 100%
- 2S1 Secondary Technical Skills: Local Actual of 71.93% vs. Local Agreed of 88%

J.   PROGRAMS OF STUDY:

Implementation of Programs of Study
As part of the Division of Adult and Career Education (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 FCS, Bruce Harrington and Lee Chipps-Walton of the Federal and State Initiatives (FSI) section of the Department discussed via a conference call, the submitted narrative and materials on POS with FCS staff on April 30, 2019. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study: Culinary Arts (secondary)

Program Design

- The content of a Program of Study is formulated by first reviewing the state's curriculum frameworks.
- CTE teachers are brought together twice a year to work on mapping of instructional materials, cross-walking the standards with chapters of textbook, and creating pacing guides in regards to spreading out the standards/benchmarks.
- As an example at the secondary level, in the patient care technician program, businesses and industry helped shaped the content beyond the Frameworks.
- The district is working to build in academics so that students are ready to go on to postsecondary.
- There is a need for administration to ensure that teachers are following the Frameworks and not just what they are comfortable or think.

Advisory Board

- Currently, there is no advisory board for the secondary Culinary Arts program. Staff indicated that in 1617 there was a different person in the lead of the Program of Study than current staff.
- Staff believes there is probably an advisory board at the postsecondary level at Daytona State.
- At the secondary level advisory committees are currently being built.
- Advisory committees assigned to postsecondary programs act as guides to ensure that programs meet industry needs, that equipment is up to date, etc...
- In general, postsecondary advisory boards meet at least twice a year, sometimes more.
- These advisory boards follow the COE requirements to review ten-plus areas, including student success, student surveys, equipment, employment outcomes, assessments, learning activities, etc... The areas are outlined in the COE handbook, not as a template, but as a list of items that must be addressed.

Business Partners

- For health sciences programs there are partnerships with Advent Health and local nursing homes, rehab centers, and in-home care providers.
- There are internships for culinary.
- Business partners involved with the advisory boards will often employ students.

Secondary/Postsecondary Alignment

- A primary goal of the district is to provide seamless transition between and secondary and postsecondary.
- Secondary and postsecondary CTE teachers are brought together to examine the frameworks, standards, and available industry certifications.
- Secondary and FTI have been discussing what programs to offer and where there are linkages.
- The district also works with Daytona State.
- At the secondary level, the Power and Energy program articulates to 15 credit hours at the college level.

<u>Work-based Learning Opportunities</u>

- For work based learning at the Postsecondary level, there is a work based activity report to help facilitate the process so that employers know the requirements of the activity and can assess the students' performance. The students also assess employers.
- The district also offers apprenticeship, with agreements established with employers so that the district can stay up-to-date with the competencies the students are acquiring. There is a classroom component as well to reinforce and add to their skills.
- The cosmetology program offers work-based learning experiences. The students operate a salon. In addition, towards the end of the program they go out into the commercial salon setting.

<u>Outcomes</u>

- In the 2016-2017 program year 18 Culinary Arts students earned ServSafe® certification. The district continues to offer ServSafe® as well as ProStart® certification. Certified Culinarian is available at the postsecondary level.
- The district intends to review the certifications recently added to the CAPE list.
- Secondary culinary students are moving on to hospitality careers.
- Students already employed in the industry are generally getting a pay raise because of their ServSafe®.
- Many are moving on to Daytona State College or other postsecondary institutions.

<u>Instructor Qualifications</u>

- Instructors for the Culinary Arts program have been there for 10-20 years. They have been big shapers of the program.
- All CTE instructors are district certified and receive their required course work through Florida Association for Career and Technical Education (FACTE). The district reports a positive experience with the FACTE courses.
- When looking for new instructors, the district looks for teachers who have the industry certifications that they offer.
- The district relies heavily on advisory committees for referrals for new teachers as they are looking for industry experts.
- Once a month, the district offers professional development with a focus on how to teach and the best practices of teaching.

<u>Successes and Challenges</u>

- District staff indicted that communication between sectors is key. They think of students as "our" vs "yours" or "mine."
- Staff reports that FTI has been very accessible and easy to work with.
- The district pointed to the success of their Patient Care program. With dual enrollment, the program provides students with opportunities for multiple levels of achievement. The program has a very strong alignment to local needs.
- The district offers introductory health science instruction to elementary and middle school students.
- At the elementary level, students have received instruction in hand washing, exercise, and healthy eating. In middle school, students have received instruction in CPR.
- When asked about challenges, the staff indicated that the third year of a program is essential for preparing for postsecondary or career.

- The district also reports challenges in tracking students once they leave.

VIII.   REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION
1. Resolution Action Plan – FCS is required to complete a Resolution 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 FCS onsite monitoring visit. Special thanks is offered to Ms. Kathleen Barnett, Ms. Sharon Kochenour, Ms. Renee Stauffacher and Ms. Diane Dyer for their participation and leadership during this process.

Flagler County School District
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants

Agency Name: **FLAGLER COUNTY DISTRICT SCHOOL BOARD**
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	7	X 10	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	5	X8	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	3	X 8	24
	3	5			
	2	3			
	1	1			
3-year Perkins Improvement Plan (PIP) Index	7.50 – 10.00	7	3	X 6	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	7	X 6	42
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	5	X 4	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	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**234**

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

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

Agency Name: **FLAGLER COUNTY DISTRICT SCHOOL BOARD**
Program type: **AE**
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	7	X10	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	3	X 8	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	3	X 8	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Change in Adult Education Program Director from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Adult Education Performance Targets	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	3	X 4	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			Agency Risk Score		**262**

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

Flagler County School District
Resolution Action Plan

Findings	Corrective Actions	Provider Response	Person Responsible	Projected Date of Completion
The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance; Florida Statute (F.S.) 1008.43 Career program reporting requirements). After review of at least thirty samples of student data provided to the monitoring staff, it was determined that FCS had two instances of erroneously reported student data. First, FCS had issued a student an OCP when that student had not completed the require course (Principles of Teaching Internship). Second, a student was reported as a non-completer when they had in fact attained the testing score improvements required to earn an LCP.	Corrective Action B1: CTE and AE administration and data entry staff are to review the Secondary CTE and AE Training Modules found at: http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml and send a memo to the FDOE team lead attesting that the modules have been reviewed and a signed list of FCS staff who have reviewed them.	AE administration and data entry staff will review the AE Training Modules found at http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml. A memo will be sent to the FDOE team lead attesting that the modules have been reviewed along with a signed list of FTI staff who have reviewed them.	Sharon Kochenour, Flagler Technical Institute Grants Manager	June 5, 2019
Finding F1: FCS's CTE programs had not been completing time and effort reports. Their AE program had not completed time and effort reports in 2016-2017 grant year but had begun completing them in 2017-2018. This is in violation of the FDOE Greenbook section C-19 Personnel Cost – Time Distribution. FCS provided documentation to show that grant salaries were paid correctly for	Corrective action F1: FCS is to send the Department a completed time and effort report for May, 2019, for their split-funded positions and a time and effort report for their sole-source grant funded positions for the spring of 2019.	Completed Time & Effort Monthly Logs for May 2019 for split-funded positions and Semi Annual Verifications for the spring of 2019 sole-source grant funded positions will be sent to the FDOE team lead.	Sharon Kochenour, Flagler Technical Institute Grants Manager

Kate Barnette, Flagler Schools CTE Specialist | June 7, 2019

June 7, 2019 |

time worked. Technical assistance was provided to ensure proper documentation going forward.				
Finding G1: During the review it was noted that the project disbursement reports FDOE399 for CTE were not consistent with the original grant budget. The addition of unapproved object codes is in violation of the UGG 200.308(b) Revision of budget and program plan, UGG 200.331(2) Requirements for pass-through entities and the FDOE Green Book section B, Reason for Amendment. FCS has since corrected this error in the following grant years and no corrective action is required. The following object codes were added without an amendment: 1. In the 2016-2017 399 project disbursement report line items function code 5300, object codes 550 and 450, for Repair and Parts ($30.60) and Gasoline ($83).	Corrective Action G1: No further action is required.	n/a	n/a	n/a

Plan submitted by (name and title):	
Sharon Kochenour, Grants Manager & Financial Aid	**June 7, 2019**
Kate Barnette, CTE Specialist	**June 7, 2019**
Plan accepted by: Andrew Goldsmith	**Date: 6/10/19**

Status of Action Plan (to be completed by FDOE staff): No further action required

Date: 6/10/19	Status of Plan Completion: Complete
	Re Flagler Technical Institute Flagler Technical Institute May 2019 Flagler Technical Institute AE Training