



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance
On-site Monitoring Review
for
Career and Technical Education
and
Adult Education**

Florida State College at Jacksonville

March 27-29, 2023

Final Report

TABLE OF CONTENTS

I.	Introduction	1
II.	Authority	1
III.	QAC Core Monitoring Guide.....	1
IV.	Provider Selection	1
V.	Florida State College at Jacksonville	2
VI.	Monitoring Activities	2
VII.	Observation	4
VIII.	Results	9
IX.	Summary	9
	Appendix A.....	10
	Attachment A.....	12

Florida Department of Education
Division of Career and Adult Education
Florida State College at Jacksonville
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 designing, developing, implementing and evaluating a comprehensive quality assurance system, 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 (USED) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Strengthening Career and Technical Education for the 21st Century Act, 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).

III. QAC CORE MONITORING GUIDE

The Core Monitoring Guide (CMG) is intended to be used broadly by any reviewer conducting an onsite or desk monitoring of any program currently administered by the division. The guide provides a summary of each facet of the monitoring design and the process. It also contains objectives that may be used as agencies are monitored or reviewed. 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 QAC 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 Florida State College at Jacksonville (FSCJ) monitoring strategy was determined to be an on-site monitoring review (OSMR). Notification was initially sent to Dr. John Avendano, president, on November 21, 2022. The designated representative(s) for the agency were Dr. Sabrina Mixson and Ms. Jennifer Chester. The division's representative conducting the OSMR was the program specialist, Michael Swift of the Quality Assurance and Compliance section.

V. FLORIDA STATE COLLEGE JACKSONVILLE

ENROLLMENT:

CTE (possible duplication at program level): Postsecondary – 27,409

AE – 1,374

Finance

The provider was awarded the following grants for fiscal year's (FY) 2019-20, 2020-21 and 2021-22

FY 2019-20

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Postsecondary	162-1610B-0CP01	\$1,518,350.00	\$ 102,128.62
Perkins Rural	162-1610B-0CR01	\$ 64,849.00	\$ 1,192.97
Adult Education – AGE	162-1910B-0CG01	\$1,209,313.00	\$ 45,665.16
Adult Education – IELCE	162-1930B-0CE01	\$ 134,047.00	\$ 2,356.35

FY 2020-21

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Postsecondary	162-1611B-1CP01	\$1,497,344.00	\$ 33,644.42
Perkins Rural	162-1611B-1CR01	\$ 50,592.00	\$ 320.92
Adult Education – AGE	162-1911B-1CG01	\$1,209,313.00	\$ 29,568.91
Adult Education – IELCE	162-1931B-1CE01	\$ 134,047.00	\$ 1,590.17

FY 2021-22

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Postsecondary	162-1612B-2CP01	\$1,532,418.00	\$ 240,850.57
Perkins Rural	162-1612B-2CR01	\$ 49,811.00	\$ 2,432.11
Adult Education - AGE	162-1912B-2CG01	\$ 1,359,825.00	\$ 106,453.44
Adult Education - IELCE	162-1932B-2CR01	\$ 203,422.00	\$ 87,766.95

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

<https://www.fscj.edu/>

VI. MONITORING ACTIVITIES

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

On-site Visits

The monitoring team visited the following campuses:

- FSCJ Advanced Technology Center
- FSCJ Downtown Campus
- FSCJ North Campus
- FSCJ Fire Academy
- FSCJ South Campus
- FSCJ Deerwood Campus

Entrance and Exit Conferences

The entrance conference for FSCJ was conducted on March 27, 2023. The exit conference was conducted on March 29, 2023. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Sabrina Mixson	Executive Director, Pre-collegiate Programs	X	X
Kelly Herndon	Dir Program Development, AGE/IELCE	X	X
Sheri Litt	Associate Provost Baccalaureate & Career Tech	X	
Cedrick Gibson	AVP Workforce Development & Entrepreneurship	X	X
Jennifer Peterson	Director, Resource Development	X	X
Wanda Ford	VP Finance & Administration	X	
Megan Dross	Director of Student Recruitment & Admissions	X	X
John Wall	VP Academics/Provost	X	
Jennifer Chester	Associate Controller	X	X
Laurence Greene	Project Coordinator	X	X
Jonita Watson	Resource Development Officer	X	X
Tyler Winkler	Resource Development Officer	X	X
Lindsey Thomas	Controller	X	X
Jacquelyn Thompson	AVP Enroll Mgt & Student Success		X
FDOE Monitoring Team			
Chuck Davis	Program Specialist, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X

Interviews

FSCJ administrators were available for interviews, if necessary.

Records Review

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

VII. OBSERVATION

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

- The FSCJ CTE and AE grants are managed by knowledgeable program managers with numerous years of experience within their respective program areas. The program managers work alongside other administrative personnel to determine the needs that will be addressed in their grants. Once the needs are determined, they work with the Project Accounting Officer to finalize the financial obligations for their grant budget narratives. Upon approval, the grant applications are then sent to their assigned FDOE grant manager for review and final approval from the state.
- The Project Accounting Officer also assists in all aspects of the fiscal grant management. This individual is responsible for coordinating grant budgetary modifications (amendments) and maintaining proper accounting records of all grant funded expenditures.
- The AE and CTE grant managers have regular meetings throughout the program year with stakeholders and administrative staff to ensure that the programmatic and fiscal objectives of their grants are being achieved. Any deviation(s) from their previously approved grant will result in an amendment being submitted to their FDOE grant manager. All amendments are based off program needs and the current financial standing of a grant.
- As part of the required comprehensive local needs assessment (CLNA), FSCJ's CTE leaders developed a CLNA Team to guide the 2021-2022 CLNA process. The team included a cross-sector of individuals involved in workforce education at the college. FSCJ's CLNA Team was led by Dr. Sabrina Mixson, Executive Director of Workforce Compliance and Operations, and Barbara Schaefer, Perkins Program Manager.
- Over the course of one and a half years between August 2020 and April 2022, the CLNA Team was able to engage new industry representatives, conduct deep dives into the needs of special populations, expand community collaborations through greater non-profit participation and develop strategies to improve the performance of CTE students.
- Representatives from special population groups also provide insight into the workforce needs and opportunities for those students. The list of stakeholders included, but was not limited to:
 - Duval County Public Schools (DCPS)
 - Nassau County Public Schools (NCPS)
 - FSCJ staff and faculty
 - CareerSource Northeast Florida (NEF)
 - Local and regional business partners
 - Students from FSCJ, DCPS and NCPS
 - Jacksonville Diversity Council
 - Jacksonville Urban League
- In addition to ongoing advisory council meetings throughout the program year, all stakeholders who participated in the CLNA process will continue to serve as consultants to the CTE program.
- FSCJ conducts ongoing professional development and training to ensure all CTE and AE administrative staff are up to date on any changes that come from the federal and/or state level Department of Education. FDOE-sponsored training events are also attended. FSCJ provided documentation supporting college-wide instructional training and professional development.

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

- FSCJ utilizes PeopleSoft by Oracle® as its integrated Management Information System (MIS) and student information system (SIS). The MIS meets all FDOE requirements as defined by the Data Dictionary. In addition, FSCJ submitted a “Collection of Data Elements” attestation stating that all required elements required of their local MIS are in place.
- FSCJ has written procedures for the collection, verification, analysis and reporting of student data. The Florida College System Database Submission procedures are also adhered to and followed.
- FSCJ has specific staff members responsible for the accurate collection, review and submission of student data to FDOE. The Director of Institutional Research (State and Federal Reporting) supervises, plans, and organizes all functions of the State and Federal Reporting team. The Director is also responsible for data quality, accuracy, and the timeliness of state and federally mandated reporting. Job descriptions were provided by FSCJ.
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the OSMR. All student records were provided by FSCJ.
 - Upon review of the student data, all records reported to FDOE were consistent with the local records supplied by FSCJ.
- FSCJ has automatic withdrawal procedures for AE students who miss six consecutive absences. Those students are allowed to re-enter the same program if they rejoin the program within 30 days after the auto-withdrawal. Attendance records were provided showing students who were withdrawn due to absences.
- Student intake forms include “release of information” clauses as required by the Family Educational Rights and Privacy Act (FERPA).

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

- In conducting their CTE CLNA, FSCJ assessed their local Labor Market Alignment (LMA) to determine what programs best suit the needs of the local community and workforce. The college supports programs and services that are included in the Florida Statewide and Duval County Regional Demand Occupations list. The LMA review also afforded FSCJ the opportunity to phase out programs and introduce programs that better align with local workforce needs.
- CTE programs at FSCJ are supported by robust advisory committees comprised of local stakeholders. These committees meet throughout the year and provide updates on industry trends within a particular program area. They also provide input on the ever-changing needs of the local workforce.
- FSCJ works with DCPS to offer career exploration services in an attempt to promote Postsecondary offerings at the college. In addition to their collaboration with DCPS, FSCJ has numerous programs in place to reach out to non-traditional, minority and underserved students across their service area.
- All Adult General Education (AGE) students who are supported by federal funds are required to be pre and post-tested with the Test for Adult Basic Education (TABE) or Comprehensive Adult Student Assessment System (CASAS). Students are then placed in the appropriate class level based on their performance on the TABE or CASAS pre-test. Post-test scores will then be used to measure the student’s progress from one program level to another.

- All proctors of the TABE and CASAS are trained and certified, as required, by the state and the appropriate testing companies. Local policies and procedures on testing are also in place.
- There is a collaborative effort between AE and Workforce programs to help English language learners (ELLs) not only achieve literacy skills, but also transition into Postsecondary education and/or receive training for gainful employment. Medical Assisting and Medical Billing and Coding are offered as part of FSCJ's Integrated Education and Training (IET) program to prepare AE learners for in-demand job opportunities, in addition to their Integrated English Literacy and Civics Education (IELCE) curriculum.
- FSCJ has a memorandum of understanding (MOU) with CareerSource NEF to provide workforce training, employment assistance and other services for those interested in workforce programs and/or literacy services.
- FSCJ has a dual enrollment agreement in place with DCPS that offers high school students the opportunity to earn Postsecondary college credits in addition to their Secondary instruction.
- FSCJ offers students multiple opportunities to participate in additional learning activities outside of the classroom.
 - An MOU is in place with Nassau County Fire and Rescue, Jacksonville Fire and Rescue and Fernandina Beach Fire Department that allows Emergency Medical Services (EMS) students in the Fire Academy to conduct "ride-alongs" with active duty fire fighters and EMS personnel.
 - The Fire Academy of the South (public safety campus) provides a wide range of training and educational opportunities to emergency responders in both the public and private sectors. Departments from across the country train alongside students participating in Public Safety programs.
 - Internship opportunities are available with multiple partners throughout the FSCJ service area.
 - Some CTE programs offer Career and Technical Student Organizations (CTSO) that give students the opportunity to gain valuable workforce skills outside of the classroom. Students participate in innovative learning programs; establish business and community partnerships; and serve in leadership roles at the local, state and national levels of the organization.
 - Agreements are in place with local dental practices that offer externship opportunities for students within the Dental Assisting Program. Students also gain experience and earn clinical hours by performing dental services, under the instruction of the teacher, for the public.
 - IELCE students are able to participate in IET programs that better prepare them for transition into the workforce and/or into a Postsecondary CTE programs.
- FSCJ offers ample professional development and training to AE and CTE administrators and staff. Instructors also participate in ongoing trainings provided by FDOE, as well as annual professional development through the college. Program-specific training and/or certification is also completed as required.
- No reasonable services and accommodations are denied to those students who self-declare a disability. Self-identifying students work with the FSCJ Office of Student Support Services (SSS) to coordinate reasonable accommodations and disability-related services to ensure full participation in all aspects of college life. Each student's case is assessed individually based on documented evidence from appropriate medical and clinical professionals regarding the student's disability. The student will meet with their Student Support Coordinator to create a learning plan and determine the most beneficial accommodations for them. Students are required to request accommodations each term and to notify the SSS office with any changes pertaining to enrollment, class schedules or other situations effecting academic progress.

- Policies, procedures and accommodations are in place to ensure compliance with the General Education Provision Act (GEPA) to guarantee equal access and/or participation in AE and CTE programs regardless of sex, race, national origin, color, disability or age.
 - FSCJ's Academy of Teaching offers faculty members the opportunity to earn the Culturally Responsive Pedagogy Certificate. This program prepares instructors on how to create inclusive and diverse instructional environments, aimed at fostering a more mindful and open learning environment.

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

- All inventory criteria set forth by federal, state and local guidelines are included within the inventory management system.
- FSCJ has policies and procedures in place to ensure appropriate safeguards, maintenance and disposal of grant-funded equipment.
- The Vice President of Business Services, or designee, has the responsibility of developing and maintaining a property records system for managing all property from the time that it is acquired to the time of its disposal.
- FSCJ employs a Central Services Coordinator who plans, organizes and supervises the receiving, storage, control and distribution of inventory. This position is also responsible for the college-wide annual inventory of equipment, as well as the disposal and surplus of obsolete or lost inventory.
- Each campus has an employee that acts as the custodian of all equipment housed at their location, but the aforementioned Vice President of Business Services is ultimately responsible for maintaining asset and inventory records for the entire college.
- Monitoring staff conducted inventory reviews across multiple campuses, and no instances of non-compliance were uncovered. All pieces of equipment were in their reported locations and accounted for.
- FSCJ has not reported any instances of theft or loss of property over the course of the past three fiscal years. Internal controls are in place, in the event this does happen in the future.

E. EQUAL ACCESS refer to compliance with federal non-discrimination laws' requirements relating to recruitment, enrollment, participation, and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) 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 reviewing the records and documents that evidence compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

- Size, scope and quality review
- CLNA –Local Market Alignment
- MIS data quality attestation
- Policies and procedures for finance and procurement
- Asset and technology plan
- Policies on accessibility
- Inventory and procurement records
- Memorandums of Understanding (MOUs) and articulation agreements

- Advisory committee records – agendas, sign-in sheets, etc.
- Professional development and training records – agendas, sign-in sheets, training materials, etc.
- CTE and AE student data review
- TABE and CASAS certifications
- Time and effort reports
- Travel records

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.

- PeopleSoft by Oracle® is also used as the college’s Enterprise Resource Planning (ERP) system and contract management system.
- The Purchasing and Contracts Coordinator serves as the college’s dedicated contract manager. In addition to serving as the acting contract manager, other responsibilities of this position include:
 - Develop, write, revise, edit, produce and proof requests for proposals (RPF) and contracts.
 - Review bids and proposals for responsiveness including conformity to solicitation specifications and analyze bids for competitiveness.
- FSCJ has fiscal, accounting and procurement policies that ensure the efficient management of CTE and AE grant funds. The following policies and procedures were made available to the monitoring staff:
 - Procurement
 - Budgetary
 - Records and reporting
 - Cash management
 - Travel
 - Grant funded purchasing cards
 - Conflict of interest
 - Inventory and property controls
- Purchase orders are only authorized for items previously approved in the FDOE federal grant application or via budget amendment(s). The Purchasing and Contracts Coordinator is responsible for ensuring the allowability of purchases presented in grant budget narratives and has approval authority for expenditures up to \$75,000.
- All purchases made with grant dollars must adhere to the following purchase price thresholds:
 - \$0 - \$7,499 requires one written quote
 - \$7,500 - \$19,999.99 requires two written quotes
 - \$20,000 - \$64,999.99 requires three written quotes
 - Over \$65,000 requires public solicitation
 - All purchases over \$325,000 require FSCJ board approval prior to solicitation and entering into negotiations.
- The CTE Project Coordinator does have access to a grant-funded purchasing card (P-card). Policies and procedures for P-card users were submitted to the monitoring staff as part of the review, along with sample P-card transactions and reconciliations.
- FSCJ provided additional fiscal records such as time and effort reports, procurement records and travel records. All documents were in accordance with applicable local, state and federal law.

H. COLLABORATION refers to the collaborative agreements, partnerships or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- FSCJ has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students across the college. The list of partners include, but are not limited to:
 - CareerSource NEF
 - Duval County Public Schools
 - Nassau County Public Schools
 - Nassau County Fire and Rescue
 - Fernandina Beach Fire Department
 - Jacksonville Diversity Council
 - Jacksonville Urban League

VIII. RESULTS

Florida State College at Jacksonville was not found to be out of compliance. All items reviewed were compliant in accordance with applicable local, state and federal laws and/or policies and procedures.

IX. SUMMARY

Once the monitoring review is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the FDOE monitoring team lead. Once the final report is approved, it will be forwarded to the agency head with a copy sent to the provider's designated contact person. The final report will be posted on the department's website at the following address:

<http://fldoe.org/academics/career-adult-edu/compliance>

Finally, the division issues a closure letter to the agency head and designated contact person. This letter indicates that all outstanding corrective action plan items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

The monitoring team extends its appreciation to all participants of the Florida State College at Jacksonville monitoring review on behalf of the department. Special thanks is offered to Dr. Sabrina Mixson and Ms. Jennifer Chester for their participation and leadership during this process.

APPENDIX A

Florida State College at Jacksonville
 Career and Technical Education
 Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Florida State College at Jacksonville Program Type: CTE Monitoring Year: 2022-2023					
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	7	<u>X8</u>	56
	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			
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:					170

Data sources used for calculations: Prior to July 1, 2020

Florida State College at Jacksonville
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: Florida State College at Jacksonville					
Program Type: AE					
Monitoring Year: 2022-2023					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	7	<u>X10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	7	<u>X 8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Adult Education 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			
Adult Education Program Improvement Plan (AEPIP)	Target Not Met on 3 of 3 Indicators	5	5	<u>X 6</u>	30
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All targets met	0			
Agency Risk Score					204

Data sources used for calculations: Prior to July 1, 2020

ATTACHMENT A

FSCJ Perkins V-Postsecondary Career and Technical Education Program Highlights

- Daily work by Perkins staff including Case Manager/Career Specialists, Retention Specialists, and Program Facilitators to support CTE students throughout all phases of the student life cycle.
- A community forum called Career and Technical Education and Opportunities was organized and facilitated by Perkins staff (144 students, faculty, staff, and community members in attendance).
- Equipment and educational materials were upgraded, modernized and supplemented to provide CTE students with the skills and experience they need in the field. The largest examples of these were a fire truck and an ambulance, but many other items were also purchased with Perkins funds.
- Perkins staff increased the availability and use of CTE data through the creation of dashboards and customized queries. The increased availability of data allowed for improved data-informed decision making to increase awareness of programs with high potential to impact the economic mobility of our students.
- Industry certification reporting increased from 681 to 899. This was followed by a Six Sigma project to further improve the attainment and collection of industry certifications. Perkins staff were also involved in Six Sigma projects for tracking graduate employment data and the badging of micro-credentials.
- Perkins staff were involved in Guided Pathways and Strategic Planning committee work to make sure that priorities for CTE programs and CTE students were represented.
- Cross-departmental collaborations helped leverage resources and spread the word about CTE opportunities and the work being done by Perkins staff. Some examples include:
 - Help-seeking campaign
 - Mental Health First Aid
 - The PrepStep platform for the LLC
 - The creation of the Health Sciences brochure
 - Findhelp.org as a tool for bi-directional referrals



ADULT EDUCATION @ FSCJ

ESOL / ABE / GED / AHS / IET

Integrated Education & Training Programs

FSCJ currently offers IETs in Medical Assisting, Medical Coding/Billing, and Certified Nursing Assistant.

- Medical Assisting: 6 students received their pins for completing the program.
- Certified Nursing Assistant: 7 students completed the CNA training and will be taking the State exam.
- Medical Coding/Billing: 11 students in the pilot program passed the course and earned their 24-Hour Training Certificates.

First Class Faculty & Staff

Jeniah Jones (faculty): Distinguished Faculty Award 2023

Aileen Hale (adjunct): Fulbright Scholar (2023-2024)

Martin Reyes (advisor): Hispanic Heritage Leadership Award

Linka Crosby (manager): FLDOE Advisory Board for IETs

Catherine Rifkin (faculty): FLDOE Advisory Board for Curriculum

Enrollment is Trending UP

Spring 2020	1928
Fall 2020	1021
Spring 2021	827
Summer 2021	712
Fall 2021	1054
Spring 2022	1140
Summer 2022	1188
Fall 2022	1539

STUDENT PERCEPTION SURVEY COMMENTS

*Everything was amazing!
The teachers care and help you. You build amazing friendships through it all.*

The classes were great! I really loved the way the teacher conveyed the information in such a positive manner.

I had a great experience. I will recommend the class to everyone.



FSCJ Adult Ed Tutors on YouTube

Check out the great work our Academic Tutors are doing! Virtual instruction during the pandemic led to a wealth of useful tools and resources - which are now being reviewed and revamped for better quality.



Please address inquiries regarding this report to:

Kara Kearce
Director of Quality Assurance and Compliance
Kara.Kearce@fldoe.org
(850) 245-9033

Florida Department of Education
Division of Career, Technical and Adult Education
325 West Gaines Street · Room 722A
Tallahassee, FL 32399