



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Sumter County School District

January 25-26, 2023

Final Report

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Florida Department of Education
Division of Career and Adult Education
Sumter County School District
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for 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 (USDOE) 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 Sumter County School District (SCSD) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Mr. Richard Shirley, superintendent, on November 21, 2022. The designated representative for the agency was Mr. Casey Ferguson. The division's representative conducting the OSMR was program specialist Charles Davis, of the Quality Assurance and Compliance section.

V. Sumter County School District

ENROLLMENT:

CTE (possible duplication at program level): Secondary – 4,857; Post-secondary – 24
 AE – 159

Finance

The provider was awarded the following grants for fiscal years (FY) 2019-2020, 2020-21 and 2021-22:

FY 2019-20

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	600-1610B-0CS01	\$ 86,590.00	\$.00
Adult Education - AGE	600-1910B-0CG01	\$ 133,000.00	\$ 2,403.77
Adult Education - Corrections	600-1910B-0CC01	\$ 62,080.00	\$ 12,869.72

FY 2020-21

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	600-1611B-1CS01	\$ 91,589.00	\$ 301.47
Perkins Rural	600-1611B-1CR01	\$ 25,000.00	\$.00
Adult Education - AGE	600-1911B-1CG01	\$ 133,000.00	\$ 1,216.06
Adult Education - Corrections	600-1911B-1CC01	\$ 62,080.00	\$ 20,005.67

FY 2021-2022

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	600-1612B-2CS01	\$ 88,156.00	\$ 738.82
Perkins Rural	600-1612B-2CR01	\$ 25,000.00	\$.00
Adult Education - AGE	600-1912B-2CG01	\$ 177,503.00	\$ 20,259.26
Adult Education - IELCE	600-1932B-2CE01	\$ 29,079.00	\$ 25,702.95
Adult Education - Corrections	600-1912B-2CC01	\$ 63,000.00	\$ 34,310.94

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

<http://www.sumter.k12.fl.us/>

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. Inventory reviews are also conducted when onsite with a provider.

Onsite Visits

The monitoring team visited the following sites as part of the OSMR:

- Sumter County School District Office
- South Sumter Middle School
- Sumter Career & Adult Education
- South Sumter High School
- Wildwood Middle High School

Entrance and Exit Conferences

The entrance conference for SCSD was conducted on January 25, 2023. The exit conference was conducted on January 26, 2023. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Richard Shirley	Superintendent		X
Debbie Moffitt	Assistant Superintendent	X	X
Casey Ferguson	Supervisor CTE/AE	X	X
Joel Camp	Director Secondary	X	X
Alison Patrick	Administrator	X	
Lindsey Watson	Supervisor of Finance	X	X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X
Kristin Joyner	Program Specialist, QAC, FDOE	X	X

Interviews

No interviews were required as part of the OSMR. SCSD submitted thorough and qualitative documentation and records via the FDOE ShareFile.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of 40 student records, were checked. 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.

- As part of the required comprehensive local needs assessment (CLNA), secondary and postsecondary CTE administrative staff consulted with numerous individuals and entities across the Sumter County service area. Representatives from special population groups also provide insight into the workforce needs and opportunities for those students. The list of stakeholders includes, but is not limited to:
 - Central Florida Development Council
 - CareerSource of Central Florida
 - District staff, faculty and administrators
 - Lake Technical College
 - Sumter Economics Development Office
 - United Way of Central Florida
 - Langley Medical Center
 - Sumter Take Stock in Children Liaison
 - Local business owners (private and public)
- SCSD Secondary CTE programs utilize Perkins funds to prepare students within the nine special categories for high skill, high wage, and in demand occupations by:
 - 1) The entire budget of the Perkins RURAL Grant is used to fund a CTE Career Specialist who works part-time throughout the school year assisting students in special and disadvantaged populations to develop career plans; learn of CTE career pathways available locally; apply for scholarships; and complete post-secondary enrollment.
 - 2) Providing transportation to CTE dual enrollment programs at partnering post-secondary institutions at no cost.
 - 3) Funding all CTE dual enrollment costs for students.
 - 4) Purchasing licenses and/or exam fees for students training for an industry credential. This includes retakes for students who may not pass on the first attempt for any reason – especially those who did not pass due to learning exceptionalities or disabilities.
 - 5) Providing all students the opportunity to participate in Career Technical Student Organization (CTSO) activities on a local, state, and national level with a focus on those events, trainings, and competitions that prepare students for employability and industry related skills development.
 - 6) Funding substitutes for CTE teachers to attend CTSO events with students and professional development for teachers to be trained on strategies within the classroom that target the successful outreach and engagement of special populations.
 - 7) Promotional events for programs at parent nights, the local county fair, civic organizations, Facebook and the school district website.
- The Sumter CTE Department has an advisory committee that assists with the development of their specific program area(s) and will continue to provide ongoing consultation as it relates to the CLNA. This committee meets throughout the year and serves as the primary link between Sumter and the surrounding community, industries and businesses.

- The district 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. Sumter also provided documentation supporting district-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 on.

- SCSD utilizes Skyward® as their management information system (MIS) and student information system (SIS) to house and track AE and CTE student data such as records, grades and attendance.
- Policies and procedures on data collection, entry and verification were provided by the district as part of the monitoring process. Policies and procedures were also provided in regards to full-time equivalent (FTE) survey reports submitted to FDOE. Those student survey reports are used to ensure the accuracy of data reports submitted to FDOE, and the reconciliation of error reports they may receive from the state.
- SCSD conducts extensive and ongoing training for all individuals who have access to student data and Skyward®. Those individuals also participate in FDOE-sponsored training events such as quarterly webinars for AE and CTE, Workforce Education and District Data Advisory Council (WEDDAC) meetings, Florida Association of Management Information Systems (FAMIS) and workforce development information system (WDIS) conferences. Local, district-wide training also takes place as needed.
- All proctors of the Tests for Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) are trained and certified, as required, by the state and the appropriate testing companies.
- SCSD submitted a “Collection of Data Elements” attestation stating that all required elements required of their local MIS are in place. The district follows the WDIS handbook for all data elements.
- Student registration packets include confidential medical disclosures (for students with disabilities) and student directory information opt-out forms as required by the Family Educational Rights and Privacy Act (FERPA). All collected student data and information is provided in the aforementioned student registration packet.
- All adult general education (AGE) students who receive 12 hours or more of instruction and are supported by federal funds are required to be pre- and post-tested with the TABE. Students must be tested within the first 12 hours of instruction. The exception is students who are not required to be post-tested for the final Literacy Completion Point (LCP) because the student earns the GED®. TABE Post Testing will be administered after 50-60 hours of classroom instruction.
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the OSMR. All student records provided by SCSD were compliant with reported student data. Records reviewed included:
 - AGE completers (literacy completion points)
 - Postsecondary adult vocational (PSAV) completers
 - Secondary CTE industry certifications
 - Post-secondary CTE industry certifications

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

- SCSD offers many CTE and AE programs throughout their service area.
 - Adult Basic Education (ABE) and Integrated English Literacy and Civics Education (IELCE) classes at Sumter Adult and Community Education Centers.
 - Adult Education programs are also offered at the county correctional facility.
 - Postsecondary CTE classes are offered at Withlacoochee Technical College and Lake Technical College, in addition to secondary programs being offered at multiple middle and high schools within the district.
- SCSD CTE Labor Market Alignment of all CTE programs was conducted using the Statewide and Regional Occupations Lists provided by the DOE CTE department. The primary and secondary SOC Codes provided in the curriculum frameworks for each program were compared to the DOL. The agricultural programs were supported by state letters of support issued by the Florida Department of Agriculture and Consumer Sources. The EKG program required secondary documentation with letters of support from the local economic development agency and the local workforce board. At the February District CTE Advisory Meetings, community and business partners verified the need for each program and made suggestions for addition / programs. The Advisory Council is an ongoing group of community leaders from the chamber of commerce, office of economic development, Career Source Central Florida, Post -secondary institutions, school and district administrators, teachers, parents, and students. Some of the some of the areas with identified needs for programs were health care and manufacturing/construction.
- In cooperation with their local workforce board, the SCSD CTE department provides students with career planning activities including career fairs, hiring fairs, job shadowing, Agriculture and Business Coop On The Job Training and summer internships. These activities focus on high skill, high wage, high demand industry sectors in Sumter County including health care, business, agriculture, and manufacturing. Students in their career academies can also participate in clinical experiences. The Career Pathways to Success program is designed to help adult education students transition from AGE and ESOL into postsecondary learning opportunities and employment. The Career Pathways to Success program is an academic, workplace readiness, and mentoring program supported by the Career Pathways Specialist. GED should not be the end goal. Florida Statute requires that students complete Actions Steps to Employment by the end of the first term of enrollment. Florida Choices is the major tool for completing the actions steps listed below. The Career Pathways Counselor has the primary responsibility for ensuring that students have completed the actions steps.

In order to accelerate the employment of adult education students, students entering adult general education programs after July 1, 2012, must complete the following "Action Steps to Employment" activities prior to the completion of the first term:

(a) Identify employment opportunities using market-driven tools.

- (b) Create a personalized employment goal.
- (c) Conduct a personalized skill and knowledge inventory.
- (d) Compare the results of the personalized skill and knowledge inventory with the knowledge and skills needed to attain the personalized employment goal.
- (e) Upgrade skills and knowledge needed through adult general education programs and additional educational pursuits based on the personalized employment goal.
- SCSD Secondary CTE programs also implement other strategies that are designed to prepare the populations with-in the nine special categories for high skill high wage and in demand occupations. These include:
 - (1) Populations including administrators and educators with training and certification for meeting the educational needs of students with disabilities; parents from diverse backgrounds; community support organizations such as Sumter CAP, EC3 solutions, chamber of commerce, workforce board, economic development council, and others.
 - (2) A Hiring Fair for senior students – includes lunch and transportation to the event.
 - (3) Work based learning opportunities – Every CTE program in the district provides work-based learning opportunities for students regardless of their academic schedule. These include: job shadowing, cooperative education, clinical experiences, internships, and pre-apprenticeship.
 - (4) The Sumter’s Future Entrepreneurs Competition allows disadvantaged students from multiple populations to share their innovative ideas for products and services to local business and industry leaders. Winners from this competition are provided cash awards to further their plans or fully develop their products.
 - (5) The 18 credit CTE diploma is available for students in the district who may have barriers to obtaining the general diploma.
- Students also participate in Career and Technical Student Organizations (CTSO) which allow students to practice skills learned in the classroom via local, state and national competitions, and gain invaluable leadership experience from opportunities to serve as chapter and regional officers.
- High performing secondary CTE students are eligible to participate in multiple Career Dual Enrollment programs. This allows students to earn postsecondary credits towards industry certifications while still in high school. Articulation Agreements are currently in place with Withlacoochee Technical College and Lake Technical College. Credits earned via dual enrollment are also eligible to be transferred to Lake Sumter State College.
- The monitoring team ensured appropriate programmatic links between the secondary programs of study submitted to FDOE and the corresponding postsecondary program at the technical colleges. Various other district articulation agreements were reviewed and verified for the appropriate secondary to postsecondary linkage.
- In accordance with WIOA, SCSD has a memorandum of understanding (MOU) with CareerSource Central Florida to provide workforce training, employment assistance and other services for those interested in workforce programs and/or literacy services.
- AE and CTE instructors participate in ongoing trainings provided by FDOE, as well as annual professional development through the district. Instructors also participate in program-specific training and certification programs
- No reasonable services and accommodations are denied to those students who self-declare a disability. Individualized Education Plans (IEP) are created for each exceptional student education (ESE) student that provides regularly updated information regarding lesson plans, accommodations and any other items to ensure that student’s success in the classroom.

- Policies and procedures are in place to ensure compliance with the General Education Provision Act (GEPA) to ensure equitable access and/or participation in AE and CTE programs regardless of gender, race, national origin, color, disability or age.

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.
- The district has policies and procedures on property management, equipment safety/storage, inventory reconciliation and inventory disposal.
- SCSD conducts inventory once per fiscal year of all capital assets across the district and submits to Board.
- Any capital assets discovered to be lost or stolen is immediately reported and a police report obtained. SCSD reported 3 laptops missing and provided the necessary documents to validate compliance with policy.
- SCSD has internal controls to govern loss prevention, transfer or property and the disposal of capital assets.
- As part of the OSMR the QAC team conducted inventory searches at five locations across the district. No issues were uncovered at the time of the inventory review.

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

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

Items reviewed during the OSMR included, but were not limited to:

- MIS data quality checklist attestation
- District policies and procedures for data collection, verification and reporting
- District policies and procedures for finance and procurement
- District policies and procedures for property management
- CLNA w/supporting documents
- CLNA advisory committee records and stake holder records
- Inventory records
- Procurement records
- Postsecondary admissions packet
- Exceptional Student Education manual
- Memorandums of Understanding (MOUs) and articulation agreements
- Advisory committee records – agendas, sign-in sheets, etc.
- District professional development and training records – agendas, sign-in sheets, training materials, etc.
- CTE and AE student data review

- Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) proctor 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.

- Skyward® is used as the district’s enterprise resource planning (ERP) and financial management system. It is also used to house contractual bids and track payments for vendors.
- The district’s finance department ensures the efficient management of CTE and AE grant funds. The following components of their financial policies and procedures manual were reviewed:
 - Budget Implementation
 - Cash Management
 - Methods of accounting
 - Fiscal internal controls
 - Records and reporting
 - Inventory management
 - Procurement
 - Conflict of interests
 - Temporary duty assignment (travel) – SCSD uses federal guidelines for travel-related expenditures such as mileage rates, per diem and food allowances.
- The district allows credit card purchases be charged to grant funds with grant manager approval. Credit cards are allowed to provide an efficient and cost effective method of purchasing and paying for goods and services not exceeding \$999.00 per individual item.
- SCSD 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.

- SCSD has numerous collaborations, partnerships and MOUs within the local community. They offer additional educational and job experiences to students within the district. The list of partners include, but is not limited to:
 - CareerSource of Central Florida
 - Sumter Economic Development Council
 - Withlacoochee State College
 - Sumter County Board of County Commissioners
 - Lake Sumter State College

VIII. RESULTS

SCSD 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 Sumter County School District monitoring review on behalf of the department. Special thanks are offered to Mr. Casey Ferguson for his participation and leadership during this process.

APPENDIX A
Sumter 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: Sumter County School District					
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	1	<u>X8</u>	8
	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	7	<u>X 6</u>	42
	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	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					172

Data sources used for calculations: Prior to July 1, 2021

Sumter County School District
Adult Education
Risk Matrix

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

Agency Name: **Sumter County School District**
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	5	<u>X10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	3	<u>X 8</u>	24
	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	7	<u>X 6</u>	42
	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	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			

Adult Education Program Improvement Plan (AEPPIP)	Target Not Met on 3 of 3 Indicators	5	7	<u>X 6</u>	42
	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					230

Data sources used for calculations: Prior to July 1, 2021



Please address inquiries regarding this report to:

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