



FLORIDA DEPARTMENT OF  
**EDUCATION**  
CAREER AND ADULT EDUCATION

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

**Tallahassee Community College**

**April 4-6, 2023**

**Final Report**

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Florida Department of Education  
Division of Career and Adult Education  
**Tallahassee Community College**  
**Adult Education and Career and Technical Education**  
**Quality Assurance and Compliance Monitoring Report**

## **I. INTRODUCTION**

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, oversees 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 21<sup>st</sup> 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 Tallahassee Community College (TCC) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Dr. James Murdaugh, president, on November 21, 2022. The designated representatives for the agency were Dr. Kimberly Moore, Ms. Jessica Griffin and Dr. Calandra Stringer. The division's representative conducting the OSMR was program specialist Kristin Joyner of the Quality Assurance and Compliance section.

**V. Tallahassee Community College**

**ENROLLMENT:**

CTE (possible duplication at program level): Postsecondary – 12,037;  
 AE – 243

**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 Postsecondary	372-1610B-0CP01	\$ 320,591.00	\$ 22,286.42
Perkins - Leadership - Recruitment	372-1620P-0C001	\$ 40,000.00	\$ 2,570.37
Adult Education - AGE - Gadsden	372-1910B-0CG01	\$ 140,716.00	\$ 19,343.36
Adult Education - AGE - Wakulla	372-1910B-0CG02	\$ 36,813.00	\$ 6,646.49
Adult Education - Civics - Gadsden	372-1930B-0CE01	\$ 27,410.00	\$ 4,995.57
Adult Education - Civics - Leon	372-1930B-0CE02	\$ 8,034.00	\$ 50.53

**FY 2020-21**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Postsecondary	372-1611B-1CP01	\$ 349,751.00	\$ 20,236.87
Perkins - Leadership - Recruitment	372-1621B-1C001	\$ 50,707.00	\$ 7,783.56
Perkins - Leadership - General Authority	372-1621B-1C002	\$ 239,681.00	\$ 104,224.37
Adult Education - AGE - Gadsden	372-1911B-1CG01	\$ 140,716.00	\$ 53,161.47
Adult Education - AGE - Wakulla	372-1911B-1CG02	\$ 36,813.00	\$ 17,005.72
Adult Education - Leadership	372-1921B-1CL01	\$ 46,257.00	\$ 10,489.84
Adult Education - Civics - Gadsden	372-1931B-1CE01	\$ 27,410.00	\$ 7,533.94
Adult Education - Civics - Leon	372-1931B-1CE02	\$ 8,034.00	\$ 57.12

**FY 2021-2022**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Postsecondary	372-1612B-2CP01	\$ 291,590.00	\$ 100,794.73
Perkins - Leadership - Recruitment	372-1622P-2C001	\$ 42,525.00	\$ 9,269.52
Perkins - Leadership - General Authority	372-1622B-2C001	\$ 300,563.00	\$ 78,498.45
Adult Education - AGE - Leon	372-1912B-2CG01	\$ 222,683.00	\$ 51,755.88
Adult Education - AGE - Gadsden	372-1912B-2CG02	\$ 152,152.00	\$ 91,324.56
Adult Education - Leadership	372-1922B-2CL01	\$ 42,788.00	\$ 15,075.05

Additional information about the provider may be found at the following web address:  
<https://tcc.fl.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. Inventory reviews are also conducted when onsite with a provider.

### Onsite Visits

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

- TCC Main Campus
- Ghazvini Center for Healthcare Education (GCHE)

### Entrance and Exit Conferences

The entrance conference for CCSD was conducted on April 4, 2023. The exit conference was conducted on April 6, 2023. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Kimberly Moore	Vice President, Workforce Innovation	X	X
Dr. Calandra Stringer	Vice President, Academic Affairs and Provost	X	X
Jessica Griffin	Director, Continuing Workforce Education	X	X
Tricia Rizza	Associate Dean	X	X
<b>FDOE Monitoring Team</b>			
Kristin Joyner	Program Specialist, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X
Kara Kearce	Director, QAC, FDOE	X	

### Interviews

Interviews and discussions were conducted with TCC CTE and AE administrative staff as part of the OSMR.

### Records Review

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

- TCC's CTE and AE grants are managed by experienced administrators. Program deans, coordinators, directors and local advisory boards are all consulted during the grant development process. The college provost has final approval of all grant applications prior to submission to FDOE.
- As part of the required comprehensive local needs assessment (CLNA), postsecondary CTE administrative staff consulted with numerous individuals and entities across the TCC service area. Representatives from stakeholder groups also provide insight into the workforce needs and opportunities for those special student populations. The list of stakeholders includes, but is not limited to:
  - City of Tallahassee – Representatives of local workforce board
  - College staff, faculty and administrators – Local educational agency representatives
  - TCC Career Center – Postsecondary representatives
  - Brehon House – Representatives for homeless and at-risk youth
  - CareerSource Capital Region – Representatives of special populations
  - Parents and students
  - Local business owners (private and public)
- Each CTE cluster has an advisory committee that assists with the development of their specific program area(s) and provides ongoing consultation as it relates to the CLNA. These advisory committees meet throughout the year and serve as the primary link between TCC and the surrounding community, industries and businesses. Samples of meeting minutes and agendas were submitted as part of the monitoring process.
- TCC 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.

**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.

- TCC utilizes Workday® 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 college as part of the monitoring process. Policies and procedures were also provided in regards to full-time equivalent (FTE) survey reports submitted to FDOE. 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.
- Attendance and withdrawal policies for adult learners were provided by TCC. The college provided additional documentation showing a student automatically withdrawn after six consecutive absences, but in accordance to the aforementioned policies and procedures, the student was allowed to re-enroll in the same course because it was within the 30-day grace period.
- TCC conducts extensive and ongoing training for all individuals who have access to student data. Such trainings include quarterly webinars for AE and CTE, Management Information Systems Advisor Task Force (MISATFOR) meetings and special webinars provided by Florida Division of Colleges.
- All proctors of the Tests for Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) are trained and certified, as required, by the state and the appropriate testing company. Policies and procedures on TABE testing and proctor certifications were verified at the time of monitoring.

- TCC submitted a “Collection of Data Elements” attestation stating that all elements required of their local MIS are in place.
- 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).
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the OSMR. Records reviewed included:
  - AGE completers (literacy completion points)
  - Postsecondary adult vocational (PSAV)
  - Postsecondary CTE industry certifications

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

- TCC offers many CTE and AE programs throughout their service area of Leon, Gadsden and Wakulla counties.
- TCC CTE Labor Market Alignment of all CTE programs was conducted using the Statewide and Regional Occupations Lists provided by the FDOE CTE department. The primary Standard Occupational Classification (SOC) Codes provided in the curriculum frameworks for each program were compared to the Demand Occupation List (DOL).
- TCC has memorandums of understanding (MOU) with CareerSource Capital Region and Gadsden County Sheriff’s Office to provide workforce training, employment assistance and other services for those interested in workforce programs and/or literacy services.
- The college also partners with local healthcare providers to provide nursing students with patient care settings to complete clinical hours as part of their program.
- All adult students are to be pre-tested utilizing TABE or CASAS prior to receiving any instructional contact hours. The result of the pre-test will determine a student’s initial educational functioning level, while post-tests are used to identify educational gains.
- Microsoft Office Specialist is offered to AE students as part of their Integrated Education and Training (IET) program to prepare AE learners for in-demand job opportunities, in addition to their ABE curriculum. Upon completion of the program students have the opportunity to become Microsoft Office Specialist Word/Excel certified.
- TCC offers high school students the option to dual enroll (DE) in a multitude of program areas and programs of study. High school students that participate in select college credit and vocational programs at TCC earn credits toward their college degree, postsecondary industry certifications and diploma.
- AE and CTE instructors participate in ongoing program-specific training and certification programs. TCC also provided documentation supporting instructional training and professional development.
- TCC’s Student Accessibility Services works directly with students who self-declare a disability. No reasonable exemptions, services and accommodations are denied to those students.
- Information provided regarding a student’s disability is considered confidential and cannot be released to individuals or agencies outside the school/college without the parent/student’s signed consent. This information along with other student data and records are protected under FERPA.

- Policies, procedures and internal controls are in place to ensure compliance with the General Education Provision Act (GEPA) to ensure equal access and participation in AE and CTE programs regardless of sex, 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 their fixed asset system.
- TCC has policies and procedures on property management, equipment safety/storage, inventory reconciliation and inventory disposal.
- TCC has dedicated personnel responsible for managing property and inventory. The essential job functions of the Director of Purchasing and Auxiliary Services include but are not limited to:
  - Oversees the College's procurement card program.
  - Ensures an annual physical inventory of College assets is conducted and surplus property is handled effectively and efficiently.
  - Serves as lead for Workday Procurement updates and provides user training.
 A job description was provided as part of the monitoring process.
- As part of the OSMR, the QAC team conducted inventory searches at two campuses. All items were found in their appropriate locations, and available for student access and use. However, several items were missing property asset tags. See Finding 1.

**E. EQUAL ACCESS** refers 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.

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

- MIS data quality checklist attestation
- Policies and procedures for data collection, verification and reporting
- Policies and procedures for finance and procurement
- Policies and procedures for property management
- CLNA w/supporting documents
- CLNA advisory committee records and stake holder records
- Program of Study documents
- Student outreach engagement – flyers, webinars, seminars, etc.
- GEPA statement
- Job descriptions
- Inventory records
- Procurement records
- Memorandums of Understanding and articulation agreements



- Professional development and training records – agendas, sign-in sheets, training materials, etc.
- CTE and AE student data

**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.

- Workday® is used as TCC’s enterprise resource planning (ERP) and financial management system. It allows grant managers and program directors access to real time financial reports for their particular grants.
- The Lead Contracts and Grants Coordinator ensures the efficient management of CTE and AE grant funds, and the following components of the College’s 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
  - Travel and per diem
- TCC uses federal guidelines for travel related expenditures such as mileage, per diem and meal allowances.
- The Lead Contracts and Grant Coordinator serves as the dedicated contract manager for TCC. Some of the essential job duties include:
  - Prepares financial reports for grants and contracts
  - Reviews daily and monthly budget/expense activities and makes adjustments as needed
  - Prepares no-cost extensions and budget amendments
  - Reviews, verifies and assigns awards and established budgets
 A job description was provided as part of the monitoring process.
- The college does use purchasing cards, but they’re not allowed for grant funded use.

**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.

- TCC has numerous collaborations, partnerships and MOUs within the local community. They offer additional educational and job experiences to students across the college’s service area. The list of partners includes, but is not limited to:
  - CareerSource Capital Region (MOA)
  - Florida State University Schools (articulation)
  - Gadsden County Sheriff’s Office (MOU)
  - Sunshine Health (partnership)

## **VIII. RESULTS**

TCC was found to be out of compliance due to the following:

<b>Finding Number</b>	1
<b>Area</b>	Inventory Management
<b>Finding Summary</b>	Several pieces of equipment were missing asset identification tags.
<b>Finding Detail</b>	Five pieces of equipment at GCHE and one at the main campus were missing asset tags.
<b>Citation</b>	UGG 2 CFR 200.313(d)(1)
<b>Recommended/ Anticipated Corrective Action</b>	College will provide photos showing equipment has been tagged.
<b>Anticipated completion date:</b>	4/10/23
<b>Name(s) and title(s) responsible for corrective action:</b>	Dr. Calandra Stringer, provost
<b>Plan accepted by: Kristin Joyner, program specialist      Date: April 13, 2023</b>	
<b>Status of Action Plan (to be completed by FDOE staff)</b>	
<b>Status of CAP: Completed      Date: April 13, 2023</b>	

## 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 Tallahassee Community College monitoring review on behalf of the department. Special thanks are offered to Dr. Kimberly Moore, Dr. Calandra Stringer and Ms. Jessica Griffin for their participation and leadership during this process.

**APPENDIX A**  
Tallahassee Community College  
Career and Technical Education  
Risk Matrix

<b>Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants</b>					
Agency Name: <b>Tallahassee Community College</b>					
Program Type: <b>CTE</b>					
Monitoring Year: <b>2022-2023</b>					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	<b>1</b>	<u><b>X 10</b></u>	<b>10</b>
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Perkins Grants Combined</b>	Upper Quartile	7	<b>5</b>	<u><b>X 8</b></u>	<b>40</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Perkins Grants</b>	4 or More	7	<b>7</b>	<u><b>X 8</b></u>	<b>56</b>
	3	5			
	2	3			
	1	1			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	<b>7</b>	<u><b>X 6</b></u>	<b>42</b>
	No	0			
<b>Agency CTE Program Director Change from Previous Fiscal Year</b>	Yes	7	<b>7</b>	<u><b>X 6</b></u>	<b>42</b>
	No	0			
<b>Unexpended Funds from all Perkins Grants Combined</b>	Upper Quartile	7	<b>7</b>	<u><b>X 4</b></u>	<b>28</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	<b>1</b>	<u><b>X 4</b></u>	<b>4</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>222</b>

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

Tallahassee Community College  
Adult Education  
Risk Matrix

<b>Risk Scores Matrix for Colleges Receiving Adult Education (AE) Grants</b>					
Agency Name: <b>Tallahassee Community College</b>					
Program Type: <b>AE</b>					
Monitoring Year: <b>2022-2023</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	<b>1</b>	<u><b>X10</b></u>	<b>10</b>
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Adult Education Grants Combined</b>	Upper Quartile	7	<b>3</b>	<u><b>X 8</b></u>	<b>24</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Adult Education Grants</b>	4 or More	7	<b>7</b>	<u><b>X 8</b></u>	<b>56</b>
	3	5			
	2	3			
	1	1			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	<b>7</b>	<u><b>X 6</b></u>	<b>42</b>
	No	0			
<b>Agency AE Program Director Change from Previous Fiscal Year</b>	Yes	7	<b>0</b>	<u><b>X 6</b></u>	<b>0</b>
	No	0			
<b>Unexpended Funds from all Adult Education Grants Combined</b>	Upper Quartile	7	<b>7</b>	<u><b>X 4</b></u>	<b>28</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	<b>1</b>	<u><b>X 4</b></u>	<b>4</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Adult Education Program Improvement Plan (AEPiP)</b>	Target Not Met on 3 of 3 Indicators	5	<b>5</b>	<u><b>X 6</b></u>	<b>30</b>
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All Targets Met	0			
<b>Agency Risk Score</b>					<b>194</b>

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



**Please address inquiries regarding this report to:**

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