



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

Eastern Florida State College

November 28 – December 1, 2016

Final Report



State Board of Education

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February 3, 2017

Dr. James H. Richey, President
Eastern Florida State College
3865 North Wickham Road
Melbourne, FL 32935

Dear Dr. Richey:

We are pleased to provide you with the final monitoring report for the career and technical education programs at Eastern Florida State College. The final report will also be placed on the Quality Assurance and Compliance website at <http://fldoe.org/academics/career-adult-edu/compliance>.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi D. Williams, director of Quality Assurance and Compliance, at 850-245-9033 or Tashi.Williams@fldoe.org.

Thank you for your continuous commitment to improve educational services for Florida's students.

Sincerely,

Rod Duckworth

RD/mws

Enclosure

cc: Cathy Beam, director of support services, Career and Technical Programs,
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
Tashi D. Williams, director, Quality Assurance and Compliance
Michael Swift, program specialist, Quality Assurance and Compliance
Judy Taylor, program specialist, Quality Assurance and Compliance

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Florida Department of Education
Division of Career and Adult Education

**Eastern Florida State College
Career and Technical Education
Quality Assurance and Compliance Monitoring Report**

I. INTRODUCTION

The Florida Department of Education (FLDOE), 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 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 FLDOE 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. FLDOE awards sub-grants to eligible providers to administer local programs. FLDOE 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 2016-2017 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 2016-17 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 the CTE program 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 monitoring strategy for Eastern Florida State College (EFSC) was determined to be an onsite visit. Notification was sent to Dr. James H. Richey, president, Eastern Florida State College on August 5, 2016. The designated representative for the agency was Ms. Catherine Beam, director of support services, Career and Technical Programs.

The onsite visit to the agency was conducted November 28, 2016, through December 1, 2016, by three representatives of the Quality Assurance and Compliance section of the division: Mr. Michael Swift and Ms. Judy Taylor, program specialists, and Mr. Tashi Williams, director.

V. EASTERN FLORIDA STATE COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2014-15

CTE

14,997 (possible duplication at program level)

The provider was awarded the following grants for FY's 2014-15, 2015-16 and 2016-17:

FY 2014-15

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	052-1615A-5CP01	\$ 812,978.00	\$ 19,639.20

FY 2015-16

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	052-1616A-6CP01	\$ 828,318.00	\$ 5.86

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	052-1617A-7CP01	\$ 854,083.00	\$ N/A

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

<http://www.easternflorida.edu>

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning, an entrance and exit conference, classroom observations, records review, inventory review and interviews with administrators, instructors and students.

Onsite Visits

Members of the team made onsite visits to the following locations:

- EFSC Cocoa Campus
- EFSC Melbourne Campus
- EFSC Palm Bay Campus

- Melbourne, FL International Airport

Entrance and Exit Conferences

The entrance conference for EFSC was conducted on November 28, 2016. The exit conference was conducted on December 1, 2016. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Ethel Newman	Provost, Cocoa Campus	X	X
Jane Gorham	AVP, Planning and Assessment	X	
Betsy Wetzel	AVP, Information Technology		X
Frank Margiotta	Dean, Workforce Programs	X	X
Cathy Beam	Director of Support Services, Career and Technical Programs	X	X
Stephanie Burnette	Registrar, Cocoa Campus		X
Mark Quathammer	Coordinator, Educational Records	X	
Cindy Anderson	Controller		X
Angela McCullough	Accounting Supervisor		X
FDOE Monitoring Team			
Tashi Williams	Director, Quality Assurance and Compliance	X	X
Michael Swift	Program Specialist, FLDOE	X	X
Judy Taylor	Program Specialist, FLDOE	X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program assessment specialists and students. A minimum of four interviews and observations were completed at each site (excluding the airport location). All interviews and observations 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 G. A minimum of 20 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

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

- The CTE programs are managed by experienced and competent administrators.
- EFSC has eight individual career pathways.

- The CTE administrative staff is well trained in the grant process and grant oversight, and works as a team to ensure all aspects of the grant writing system run smoothly and adhere to all necessary requirements of the state and federal Departments of Education.
- EFSC has multiple tiers of checks and balances to ensure that grants and amendments are submitted to FLDOE in a timely manner and are as thorough as possible.
- The college offers faculty multiple opportunities for professional development, staff development and any training deemed necessary via industry standards.

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.

- Data policies and procedures are clear and it is evident that the procedures are being followed.
- EFSC staff has been trained in the administration and security of program testing materials.
- The college has five individuals who are trained as Test of Adult Basic Education (TABE) administrators and three other staff members are certified annually from PearsonVue to administer industry certification exams.
- The Data Integrity Manual ensures that faculty and staff understand the procedures of data collection, verification and analysis.
- EFSC has implemented the My Graduation Plan for Success (MyGPS) student audit and degree process system. It provides “real time” data feedback on a student’s degree/certificate track
- EFSC has a planning and assessment team that collects enrollment, retention, completion and student success data to help in the annual review of their CTE programs.
- The data team provided a clear picture of how data is collected, mined and reported for continuous program improvement.
- Banner® is the college-wide enterprise resource planning system used to house student information and data.

C. CURRICULUM AND INSTRUCTION: refers to those elements, which contribute to student learning and skill acquisition. It also addresses student and teacher observations.

- CTE instructors are experienced and well educated in their program areas.
- Instructors within the Public Safety Institute are either actively employed in their program area or have multiple years of work experience in the public safety sector.
- EFSC follows the Florida Curriculum Frameworks.
- During classroom observations the team was able to witness multiple forms of instruction being used in the learning process. Some of the techniques observed include lecture, hands-on work, small group learning, reading from textbooks and completing assignments via computer software programs.
- The MyGPS system allows students to track their progress within their program area and view other pertinent material related to their academics.
- EFSC has a Curriculum Development Committee and an Academic Affairs Council that work to improve the academic and technical skills of students within its CTE programs.
- Through partnerships with the local industries, CTE advisory committees, CareerSource Brevard and the Space Coast Development Council, EFSC is able to offer ample opportunities for students to gain industry experience via internships and also provide full time job opportunities upon completion of their programs.

- The Federal Aviation Administration (FAA) has granted EFSC certification to teach Airframe Mechanics and the school will be certified to teach Aviation Power Plant courses in December 2016.
- The curriculum for the Airframe Mechanics program is strictly regulated by the FAA. The college must abide by the rules in order to continue offering the program.
- The CTE programs include very strong advisory committees that help ensure the programs are up to industry standards, offer insight into new trends in a particular field and often times present students with internships and job opportunities.
- The Veterinary Technician program curriculum is reviewed annually.
- EFSC is now an official Automobile Service Excellence (ASE) on-site testing facility for automobile certifications.
- EFSC has one of six CATIA (Computer Aided 3D Interactive Applications) testing sites in the world.
- The Public Safety Institute houses a mock courtroom that allows for students to practice in real life settings and be critiqued by current and former judges and attorneys.

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

- The FLDOE team witnessed a variety of equipment and technology being used within the classroom.
- EFSC makes every attempt to maintain up to date technology and equipment that mimics what the students will use within the field upon completion of a program.
- Technology and equipment inventory abide by the regulations set forth by EDGAR and the UGG.
- The college conducts an annual inventory of all equipment.
- Many programs have advisory committees that donate and provide equipment in addition to what is provided by EFSC.
- EFSC does have a technology plan for their CTE programs.
- A clear process for requesting and purchasing new equipment was explained to the FLDOE team.
- There have been no reports of theft or loss of equipment within the last 12 months.

E. LEARNING ENVIRONMENT: encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy and character that is observed on the campus or in the classroom.

- Accommodations for students with disabilities was evident and observed during the visit.
- The Airframe Mechanics program was provided a safety fence to prevent accidental exposure to everyday airport operations.
- Most classrooms were spacious and often times had ample space for students and equipment.
- All safety aspects of the aviation program are regulated by the FAA.
- Nontraditional students were witnessed in most classes observed by the monitoring team.

F. 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 (OEEEO) for Colleges is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEEO at 850-245-9468.

G. 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.

- College financial Policies and Procedures
- Student Registration and Enrollment Forms
- Student Handbook and Code of Conduct
- Staff Employee Handbook
- Program Course Catalog
- Curriculum Frameworks
- Schedule of Classes
- Auditor General reports
- Promotional Program Brochures
- CTE Program Improvement Plans (PIPs)
- Program of Studies
- Retention records
- Career and Technical Education Perkins Inventory
- Student Records
- Financial Records
- Travel Records
- Purchasing Records
- Jobs preparation and placement examples
- Strategic Planning- Mapping the future
- Verification of postsecondary Student Industry Certifications
- Verification of program completers
- Technology Plan
- Employee records
- Employee personnel activity reports

FINDING AND CORRECTIVE ACTION

- Finding G1: EFSC was not requiring employees to complete semi-annual certifications for 100% funded employees. UGG (200.430), FLDOE Green Book (Personnel Cost- Time Distribution, Section C-19)
 - Corrective Action G1: For employees who work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by periodic certifications. Employee semi-annual certifications must be signed and dated by the employee and supervisor after the work has been performed. UGG (200.430), FLDOE Green Book (Personnel Cost- Time Distribution, Section C-19)

H. 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 team reviewed that purchasing procedures are in place and are being followed.
- The EFSC finance department provided purchase orders that showed a clear and organized process of tracking orders from start to finish.
- The FLDOE team reviewed travel orders that showed the step-by-step process utilized when approving staff travel.
- Grant management staff work with program chairs to confirm and verify that equipment is being used for its intended purposes.
- The grant principal investigator, the grants accountant and the controller all review the Federal Register, the FLDOE Green Book and the grant to ensure that grant purchases are reasonable, allocable and allowable.
- The accounting department provides monthly expenditure reports to program managers to track the flow of federal funding as it applies to the operation of their programs.
- EFSC has a deadline for their programs to have expended their allocated funds and uses monthly reports to track the flow of federal grant funds.
- An approval process for expenditures is currently in place and is being followed.
- Documentation for purchasing and inventory were reviewed.
- Financial records were thorough, precise and provided a clear overview of the fiscal process.
- EFSC utilizes the Banner® finance software that incorporates detailed records for every step of the financial process that includes accounting, procurement and inventory.

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

EFSC has collaborative agreements with the following:

- General Electric
- Boeing
- Embraer
- Brevard CareerSource
- Harris Corporation
- University of Central Florida (Direct Connect to UCF)
- Florida Tech (Florida Tech Track)
- State University System (Florida's 12 state Universities)
- Melbourne International Airport
- Brevard Public Schools
- Local Veterinary Association
- Health First Hospital

J. 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.

- Perkins core measures for CTE were discussed with CTE administration for measures in which 90% attainment was not satisfied.

- EFSC CTE program administrators met with the FLDOE team to explore ideas and strategies to increase the awareness of their CTE offerings to nontraditional students (women and minorities).
- The FLDOE staff provided guidance on ways to increase gains in these measures.
- The FLDOE team was satisfied with the new methods, ideas and assessments EFSC is implementing towards improvement upon those measures.

Postsecondary certificate measures:

- In 2014-15 the agency met or exceeded all postsecondary college credit measures except for the following, therefore a PIP was required:
 - 5A1 Non- traditional enrollment: Local Actual of 11.42% vs. Local Agreed of 12.81%
 - 5A2 Non-traditional completion: Local Actual of 52.46 vs. Local Agreed of 59.32%

Postsecondary college credit measures:

- In 2014-15 the agency met or exceeded all postsecondary certificate measures except for the following, therefore a PIP was required:
 - 2P1 Completion: Local Actual of 33.91% vs. Local Agreed of 49.00%
 - 5P2 Non-traditional completion: Local Actual of 18.38% vs. Local Agreed of 22.82%

K. STUDENT PERSPECTIVE: The team met with groups of students; their perspective is presented as a portion of this report.

- The EFSC student body is a diverse group of students, who are from all over the country and the world.
- Information regarding financial aid and other resources are readily available for students.
- Students were complimentary of teachers, counselors and the administration.
- Students were enthusiastic about their instructional programs and the ability to gain experience via internships and apprenticeships.
- Students expressed pride in their programs.
- Students acknowledged that the times and locations of the programs are convenient.
- Students within the Public Safety Institute were thankful for the multiple options to attend classes around their work schedules.
- Students praised the fact that they had instructors from a wide array of backgrounds that can offer various outlooks on instruction and real world experience in their program areas.

L. PROGRAMS OF STUDY: As part of the new DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on 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 EFSC, Cathy Hammond and Erin Sampson from the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with EFSC staff on Tuesday, November 29, 2016. A summary of the conference call discussion compiled by the FSI team appears below.

Drafting Technology, AS - Program of Study

Program Outcomes

- The primary Program of Study, Draft Technology AS, submitted with the EFSC 2014-15 Perkins application, has historically had low completion rates based on Perkins measure 2P1 (Completion).

- A number of factors appear to be contributing to low completion rates for this program:
 - The CTE director thought that the lower enrollment numbers might reflect the fact that students declare a major in a degree program but earn College Credit Certificates (CCC) in the course of completing these programs without ever enrolling in the CCC program.
 - Students may also enroll in a degree program instead of the CCC program to be able to receive financial aid and still earn the certificate in the course of completing the degree program without ever enrolling in the CCC program.
 - EFSC does not get credit in Perkins Performance Measures when students complete the certificates in the drafting CCC but are enrolled in a different degree program. EFSC encourages students to earn CCCs whether they are enrolled in the CCC program or not. They want to make sure that students graduate with skills needed for the workforce to be successful after graduation, regardless of how it impacts their data.
- There was improvement in performance on this and all other measures for this program between 2013-14 and 2014-15. The CTE director reported that these improvements may be related to EFSC's improved webpage platform that better assists students in selection of the correct major and also EFSC's improved tracking of student information.

Secondary and Postsecondary Relationships in this POS

- There is articulation between the secondary drafting program and the postsecondary program at EFSC, but students must petition for the credit to be awarded. See a description of this process in the "Programs of Study Overall" section below.
- There is some collaboration between secondary and postsecondary levels in this program area:
 - Both levels work together on articulation agreements and program development and review.
 - Minutes from the EFSC Drafting Advisory Council meetings are shared with secondary administrators.
 - Class visits are made by EFSC staff to the high school drafting courses about the Drafting program options at EFSC.

Involvement of Program Advisory Committee in this POS

- EFSC staff receive recommendations from the Drafting Advisory Committee for curriculum development, needed additions of skills/knowledge, changes in software and other areas to meet local labor force needs. EFSC has been responsive to these requests where feasible.
- Follow-up for this POS with local employers is conducted through the Drafting Advisory Committee membership, which includes local employers of drafting program interns and completers.

Programs of Study Overall

Definition of Program of Study

- The director saw POS as comprehensive roadmaps that point to all of the different opportunities available to students at EFSC in a program area, including accelerated credit, exit points, available certifications, etc. Although she had spoken earlier about the involvement of secondary personnel in program development and curriculum review and the fact that EFSC emphasized intentional pathways for students when awarding credit for secondary program completion/certifications, the director seemed to see Programs of Study as just the pathways available at the college and not as a pathway between secondary and postsecondary.

Secondary and Postsecondary Linkages

- It does not appear that programs are initially conceived with secondary in mind, although secondary administrators and/or faculty may be involved later in development of curriculum and articulation agreements.
- There is some interaction between college advisors and high school students on their campuses. College advisors train high school counselors on the advanced credit options and the process required for credit transfer.
- The CTE director reported that the most contacts with secondary were made by the Dean of her department, Workforce Education. The CTE director's involvement with secondary level administrators and/or faculty mainly involves developing articulation agreements and crosswalks between secondary and postsecondary programs.
- There is articulation between Brevard County Public Schools secondary programs and postsecondary programs at EFSC, but students must petition for the credit to be awarded. The EFSC CTE and other administrative staff found problems with automatically awarding credits from completion of high school programs and/or earning certifications prior to entering EFSC:
 - EFSC staff wanted the credits to be awarded along an intentional career pathway from secondary to postsecondary. When credits were automatically awarded for secondary program completion or earning a certification, the credits often went toward general elective credit for degree programs, regardless of whether it was related to the secondary program or certification earned.
 - EFSC also wanted to make sure that the student demonstrated competence at the intermediate level in this pathway, through performance in EFSC coursework, before they would be awarded the credits for the elementary performance level (on secondary program/certification) in this pathway.
 - EFSC and Brevard County Public Schools explored the testing model, such as the one at Valencia College, where students would be tested for basic competency in an area, but the EFSC and the district could not afford to administer these tests.
 - Automatic awarding of credits also triggered financial aid penalties. The financial aid process reviews the number of total credits a student has earned toward graduation at the end of an academic year. If it appears that a student has earned more credits toward graduation than needed for their declared major, even if these hours are those awarded for secondary coursework/certifications, the student's file will be flagged and financial aid reduced.

Advisement on Program of Study Credit Articulation

- Flow charts describing the Advanced Standing Credit process (awarding of college credit for secondary coursework/certifications earned) are given to all high school teachers in Brevard County, the primary secondary partner of EFSC.
- Class visits are made by EFSC staff to high school CTE courses to explain options at EFSC.
- High school counselors and college advisors are also trained on this process.
- College students are advised about this process online in admission and registration webpages and through information provided by college advisors. EFSC and the CTE director rely heavily on information given out through the newly expanded webpage and new apps students can use to register, get information on various majors, and jobs tied to these majors, etc.

Recruitment Efforts

- The CTE director reported that low numbers of high school students are entering into Drafting or other EFSC programs. The director thought that a major reason for this was that for many in Brevard county, university is the goal and EFSC is often not seen as a first tier choice. The EFSC population is increasingly made up of adults returning to get specific skills training after completing a bachelor's degree and finding that they still cannot find a job, or adults attending to be trained in specific technical skills.
- The CTE director is increasing recruitment efforts and holding more campus events for high school students and other groups. She thinks that the word is getting out that EFSC is more affordable than other options. New interactive features and mobile apps have been added to boost use of the website and its usefulness in providing information in hopes of improving recruiting.

Review Process for Programs of Study

- Reviews are conducted on a two year cycle by program managers and/or the dean and provost analyzing results from two types of assessments:
 - Direct Assessment: Course-specific outcome data on student learning outcomes is reviewed to ensure courses are following curriculum frameworks and effectively teaching material.
 - Indirect Assessment: Purpose is to assess the overall health of the program by analyzing outcomes from this program on Perkins Performance Measures and FETPIP; also to review Perkins funding budgeted for this program, how much of it was spent and on what budget items.
- The involvement of advisory councils and local businesses in program review varies by program area.
- Brevard County Public Schools resource teachers and EFSC staff, including the retention manager, work closely on program review and interact with relevant faculty at both secondary and postsecondary levels as needed. They work on updating and/or creating articulated credit agreements and advanced credit agreements, adding new articulation points, reviewing course crosswalks, assessing which certifications are relevant and where they fit into the curriculum.

Program Advisory Councils

- The primary advisory group involved in the identification and development of new CTE programs at EFSC is the Brevard CareerSource Board. The board convenes industry advisory meetings to identify local needs and recommend new programs or expand/revise existing programs and skills they need for their employees. EFSC then reviews the recommendations and local economic trend data to see if trends substantiate the recommendations made by the board.
- Periodically, the CareerSource Board convenes panels of relevant local stakeholders to address issues arising in particular program areas identified by board members or their contacts. A panel of local employers are pulled together to inform students what to expect in these types of positions and the types of skills they need to be successful in these.
- The board also recommends the development of programs to take advantage of expansion in local employment opportunities.

Progress on Action Plan for Perkins Measure 2P1 Completion

- The CTE director reported that progress has been made on EFSC's 2P1 Action Plan through the following adjustments that she feels has improved the accuracy of degree program declaration and will positively impact a number of Perkins Performance Measures:

- Better communication of program progression plans has occurred through the enhanced college website, helping students understand two-year plans of study or courses required for earning CCCs.
- Implementation of MyGPS – Graduation Plan for Success, a web-based system developed to assist with on-time completion. MyGPS allows students to plan for their major, track their progress, get information on financial aid and ensure they enroll in appropriate courses.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Eastern Florida State College is required to complete a Corrective Action Plan.
2. Action Plan – Eastern Florida State College is not required to complete an Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of requested information, a draft report is forwarded to the provider for review. Comments are accepted and considered. 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-du/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding resolution items have been completed.

On behalf of the department, the monitoring team extends our appreciation to all participants in the Eastern Florida State College onsite monitoring visit. Special thanks is offered to Ms. Catherine Beam for her participation and leadership during this process.

APPENDIX A

Eastern Florida State College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: EASTERN FLORIDA STATE COLLEGE					
Program type: CAREER AND TECHNICAL EDUCATION					
Target Year: 2014-2015					
Monitoring Year: 2016-2017					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total Perkins Budget Allocated Value	Upper Quartile	7	5	X 10	50
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	1	X 8	8
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	3	X 8	24
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	7	X 6	42
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					164

*Compliance monitoring last visit:

*Data sources used for calculations: Prior to July 1, 2015

APPENDIX B

Eastern Florida State College
Resolution Action Plan

Corrective Action(s) And/or Action(s)	Action or Strategy to Address Findings or Concerns	Agency Response	Person Responsible	Projected Date of Completion and status
<p>Finding G1: EFSC was not requiring employees to complete semi-annual certifications for 100% funded employees. UGG (200.430), FLDOE Green Book (Personnel Cost- Time Distribution, Section C-19)</p>	<p>Corrective Action G1: For employees who work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by periodic certifications. Employee semi-annual certifications must be signed and dated by the employee and supervisor after the work has been performed. UGG (200.430), FLDOE Green Book (Personnel Cost- Time Distribution, Section C-19)</p>	<p>Beginning with the 2015-16 fiscal year, the College required all 100% federally funded employees to complete semi-annual certifications. Beginning 5/14/2016, the College implemented an electronic effort certification process through the Banner Self-Service module, so all federally funded employees (partial and 100%) certify the effort spent on federally funded awards after each pay period, on a bi-weekly basis. Examples of the effort reports have been included. (See attached PDF with examples.)</p>	<p>Angela McCullough, Grants Accounting</p>	<p>1/6/2017</p>
<p>Plan submitted by (name and title): Angela McCullough, Accounting Supervisor/Grants Date: 1/6/2017</p> <p>Plan accepted by: Michael Swift, program specialist IV Date: 1/12/2017</p>				
<p>Status of Action Plan (to be completed by FLDOE staff): ongoing I will reach out to Angela because the items provided (from the agency response) were only from the pay cycles in July 2016. Their newly implemented system is in place, and I will request the most recent time certifications from December 2016 or January 2017 for my records.</p>				
<p>Date:</p>		<p>Status of Plan Completion:</p>		

ATTACHMENT

Eastern Florida State College: Highlights in Workforce Programs from 2015 and 2016

More than 25,000 students each year choose to take classes at Eastern Florida State College. Below are highlights of how EFSC is serving the demands of the workforce community through higher education.

The Aerospace Technology AS degree program at Eastern Florida State College has experienced an increase in requests by space launch and aviation companies for graduates and interns. EFSC has offered the Aerospace Technology program since 1995 with most graduates working to support reusable, low orbital spacecraft operated by NASA. Commercial launches from organizations such as SpaceX and Blue Origin as well as NASA's Orion Spacecraft has increased the demand for trained aerospace technicians.

Eastern Florida expanded the field of aviation education during the 2015-16 school year with a new Aviation Center at the Melbourne International Airport. The Center received certification in Fall 2015 as the Federal Aviation Administration approved the Aviation Maintenance Technician School for general and airframe ratings. FAA approval for the Powerplant certification was received in early January 2017. The first cohort class for the Aviation Maintenance program began studies in January 2016. A second class started in July. Fifty-four students are now enrolled in the program. The Center was created to supply workers for the fast growing aviation maintenance industry in central Florida. The school operates in two buildings next to the airport's runway apron. A 15,000-square-foot hangar houses maintenance equipment, tools, engines and several airplanes, including two Cessna aircraft, a Piper Arrow and a Lear Jet. An adjacent 6,700 square-foot building houses classrooms and offices. The course of study takes 21 months with students on site from 8:15 a.m. until 4:30 p.m. Monday through Thursday. The curriculum is a mixture of classroom lecture and learning "hands-on" skills in the aviation maintenance hangar. Classroom training aids at the facility include various systems used on aircraft. "These trainers show students the various parts within a system and how they operate," Frank Margiotta, Dean of Workforce Programs, said. "Students then work on the real aircraft after practice on the trainers." Several companies with facilities at the airport helped the College acquire equipment that was needed for the program. The College has had a valuable partner in the airport, which is rapidly becoming an aviation maintenance hub.

A \$550,000 appropriation from the state of Florida enabled the College to convert its machine shop on the Cocoa campus into a state-of-the-art Advanced Manufacturing Center. The courses of instruction in the 2,600 square foot facility include 3-D design, quality assurance, programming and manual and CNC machining. The welding program also will be expanded using the latest equipment found in the workplace. Students will be able to earn industry certifications, college credit certificates and AS degrees through the programs offered. With the Advanced Manufacturing Center in place, the college also will offer a new Associate Degree in Industrial Technology Management. The degree allows individuals to receive articulated credit for approved industry certifications or completed postsecondary adult vocational or apprenticeship programs. Local industry partners have been instrumental in the development of the Center to help leverage the state appropriation. "Industry came to us and said they needed the program to develop their workforce of the future," Frank Margiotta, Dean of Workforce Programs, said. "And they are asking, 'What can we do for the College?'"

EFSC established a new college credit certificate in Geographic Information Systems (GIS), part of a computer science A.S. degree, to meet industry workforce needs. GIS uses demographic and geographic data to create digital maps that have a wide range of applications across many industries. The first class was offered in Fall 2016 at the AMF Center for Space Education

Responding to local health care companies and students who want to enter the health professions, EFSC's health and nursing institutes expanded existing programs. This expansion also included a new 60,000 square foot Health Sciences Institute building on the Melbourne campus. Construction was completed in early January.

Physical Therapist Assistant and Diagnostic Medical Sonography programs were added in 2016. Seventeen courses in physical therapy are now being offered at EFSC. The laboratory on the Cocoa campus is equipped with smart classroom technology. The first cohort of 16 students started in August, 2016. "Physical therapy is a rapidly growing field in the healthcare industry. With more than 50 rehabilitation clinics and facilities in Brevard County alone," said Dr. Kristin Schroeder, director of the program. "EFSC is helping to meet the needs of our community by educating our students on quality and compassionate care." Responding to local health care companies and students who want to enter the health professions, Diagnostic Medical Sonography had 36 students enrolled in the first two classes on the Cocoa campus. This program, too, will move to the Melbourne campus. "In addition to being used during pregnancy, ultrasound has proven to be a valuable diagnostic tool in procedures such as breast biopsies and a host of others," said Dr. Harry Holdorf, program manager. "Ultrasound is also less expensive than performing a lengthy surgical procedure and its portability is an added feature. Providing skilled ultrasound technologists to the community allows for health care providers to insure quality patient care."

Dental Hygiene and Dental Assisting completed the "Happy Smiles, Happy Kids" initiative, including a free dental clinic for children on the Cocoa campus. The Dental faculty arranged for a local dentist to host demonstrations for students on CAD/CAM, which are computer-aided design and manufacturing dental procedures. The Dental Hygiene and Dental Assisting programs now have two new subgingival air polishers to give dental students an opportunity to use the new equipment that is being used in private practice. The polishers employ a mixture of powder and water delivered through a device via compressed air. Ultrasonic cavitron was updated for student use in dental labs and clinical sessions.

The Health Sciences Institute created videos of anatomy dissections that are posted on a YouTube channel accessed through Canvas. And several new online course offerings were developed for Health Sciences.

The College acquired the Keirseley temperament assessment tool that health career coordinators use for career planning and development.

Surgical Technology was advanced from a Postsecondary Adult Vocational program to a College Credit Certificate/Associate Degree. The program will be referred to as Surgical Technology Specialist. Surgical Technology is part of the Nursing Institute.

Giving students more access to information they need to plan and track their academic progress was a key communications objective of the College. To accomplish that, the EFSC Registrar's office launched a degree-auditing and degree-tracking tool called myGPS in the summer 2015 and made improvements throughout the academic year. The tool turns a student's coursework into an easy-to-read worksheet that shows how completed courses count toward degree requirements and indicates which courses and requirements still need to be met. "Students are now more accountable and knowledgeable about what they need to graduate," said Registrar Stephanie Burnette, who oversaw the project. "They can do a 'what if' analysis, to see how the courses they have taken fit into a different major. They use it to see how transfer work applies toward their degree, as well as to view their grades earned at the end of each term.

Eastern Florida State College is committed to preparing students to live and work in a changing world by emphasizing student growth, lifelong learning and strengthening partnerships with the Workforce community.