

**FLORIDA AGRICULTURAL
AND
MECHANICAL UNIVERSITY
DEVELOPMENTAL
RESEARCH SCHOOL**

**Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students**

For the Fiscal Year Ended
June 30, 2013



SCHOOL ADVISORY BOARD MEMBERS AND SCHOOL SUPERINTENDENT

Florida Agricultural and Mechanical University Developmental Research School Advisory Board members and the School Superintendent who served during the 2012-13 fiscal year are listed below:

School Board Chair

Terry V. Watson

Florida Agricultural and Mechanical University – College of Education

Dr. Patricia Green-Powell, Dean

Dr. Lavetta Henderson, Faculty

Dr. Serena Roberts, Faculty

Florida Agricultural and Mechanical University Representative

Samuel Houston

Community Representatives/Parent

Jerrell Lowery, Community Representative

Sandra Moore, Community Representative

Michael Wallace, Parent

School Representative

Joni Lindsey, Student Body President

Dr. Patricia C. Hodge, School Superintendent

The examination team leader was Aileen B. Peterson, CPA, CPM. Please address inquiries regarding this report to J. David Hughes, CPA, Audit Manager, by e-mail at davidhughes@aud.state.fl.us or by telephone at (850) 412-2971.

This report and other reports prepared by the Auditor General can be obtained on our Web site at www.myflorida.com/audgen; by telephone at (850) 412-2722; or by mail at G74 Claude Pepper Building, 111 West Madison Street, Tallahassee, Florida 32399-1450.

Florida Agricultural and Mechanical University
Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
LIST OF ABBREVIATIONS
For the Fiscal Year Ended June 30, 2013

ELL	English Language Learner
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
FAC	Florida Administrative Code
FS	Florida Statutes
IEP	Individual Educational Plan
OJT	On-the-Job Training

Florida Agricultural and Mechanical University
Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
TABLE OF CONTENTS
For the Fiscal Year Ended June 30, 2013

	PAGE NO.
EXECUTIVE SUMMARY	i
FULL-TIME EQUIVALENT (FTE) STUDENTS	
INDEPENDENT AUDITOR’S REPORT	1
SCHEDULE A – POPULATIONS, SAMPLES, AND TEST RESULTS	4
SCHEDULE B – EFFECT OF PROPOSED ADJUSTMENTS ON WEIGHTED FTE.....	6
SCHEDULE C – PROPOSED ADJUSTMENTS BY SCHOOL.....	7
SCHEDULE D – FINDINGS AND PROPOSED ADJUSTMENTS.....	8
SCHEDULE E – RECOMMENDATIONS AND REGULATORY CITATIONS.....	10
NOTES TO SCHEDULES.....	13
MANAGEMENT’S RESPONSE	
EXHIBIT A – MANAGEMENT’S RESPONSE.....	16

EXECUTIVE SUMMARY

SUMMARY OF ATTESTATION EXAMINATION

The Florida Agricultural and Mechanical University Developmental Research School (School) complied, in all material respects, with State requirements regarding the determination and reporting of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2013.

Noncompliance related to reported FTE resulted in one finding. The resulting proposed net adjustment to the School's reported, unweighted FTE totaled to zero and did not have an impact on the School's weighted FTE.

Weighted adjustments to FTE are presented in our report for illustrative purposes only. The weighted adjustments to FTE do not take special program caps and allocation factors into account and are not intended to indicate the weighted FTE used to compute the dollar value of adjustments. That computation is the responsibility of the Department of Education. However, the gross dollar effect of our proposed adjustments to FTE may be estimated by multiplying the proposed net weighted adjustment to FTE by the base student allocation amount. The School's estimated gross dollar effect of our proposed adjustment to reported FTE is \$0.

The ultimate resolution of any proposed adjustment to FTE and the computation of the financial impact is the responsibility of the Department of Education.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY DEVELOPMENTAL RESEARCH SCHOOL

The School was established pursuant to Section 1002.32(2), Florida Statutes, as a developmental research school and is affiliated with the Florida Agricultural and Mechanical University located in Tallahassee, Florida. Section 1002.32(3), Florida Statutes, specifies that developmental research schools are to provide a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning. Additionally, Section 1002.32(3)(a), Florida Statutes, provides that the primary goal of a developmental research school is to enhance instruction and research in specialized subjects that include mathematics, science, computer science, and foreign languages, while also providing an education in nonspecialized subjects. The School offers instruction in basic education and exceptional education and serves students in kindergarten through twelfth grade.

In accordance with Section 1002.32(8), Florida Statutes, an Advisory Board has been established to provide general oversight and guidance to the School. The chief executive officer of the School, pursuant to Section 1002.32(7), Florida Statutes, is a Director or a Principal. (The School refers to its Director/Principal as Superintendent). For the fiscal year ended June 30, 2013, the School operated as one school serving kindergarten through twelfth grade students, reported 483.99 unweighted FTE for those students, and received approximately \$2.8 million in State funding through FEFP.

FLORIDA EDUCATION FINANCE PROGRAM (FEFP)Full-Time Equivalent (FTE) Students

Florida school districts and developmental research schools receive State funding through FEFP to serve prekindergarten through twelfth grade students (adult education is not funded by FEFP). FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system the availability of programs and services appropriate to the student's educational needs which are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student cost for equivalent educational programs due to sparsity and dispersion of student population. The funding provided by FEFP is based upon the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE (full-time equivalent) student. For brick and mortar school students, one student would be reported as one FTE if the student was enrolled in six classes per day at 50 minutes per class for the full 180-day school year (i.e., six classes at 50 minutes each per day is 5 hours of class a day or 25 hours per week that equals one FTE). For virtual education students, one student would be reported as one FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be a fraction of an FTE. Half-credit completions will be included in determining an FTE. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.



DAVID W. MARTIN, CPA
AUDITOR GENERAL

AUDITOR GENERAL STATE OF FLORIDA

G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450



PHONE: 850-412-2722
FAX: 850-488-6975

The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY DEVELOPMENTAL RESEARCH SCHOOL FLORIDA EDUCATION FINANCE PROGRAM (FEFP) FULL-TIME EQUIVALENT (FTE) STUDENTS

We have examined management's assertion, included in its representation letter dated March 26, 2014, that the Florida Agricultural and Mechanical University Developmental Research School (School) complied with State requirements governing the determination and reporting of the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2013. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions 2012-13* issued by the Department of Education. As discussed in the representation letter, management is responsible for the School's compliance with State requirements. Our responsibility is to express an opinion on the School's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants (AICPA) and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States and, accordingly, included examining, on a test basis, evidence about the School's compliance with the aforementioned State requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. The legal determination of the School's compliance with these requirements is, however, ultimately the responsibility of the Department of Education.

In our opinion, management's assertion that the School complied with State requirements governing the determination and reporting of the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2013, is fairly stated, in all material respects.

In accordance with attestation standards established by the AICPA and *Government Auditing Standards*, we are required to report all deficiencies that are considered to be significant deficiencies or material weaknesses in internal control; fraud and noncompliance with provisions of laws or regulations that have a material effect on the School's compliance with State requirements and any other instances that warrant the attention of those charged with governance; noncompliance with provisions of contracts or grant agreements, and abuse that has a material effect on the subject matter. We are also required to obtain and report the views of responsible officials concerning the findings, conclusions, and recommendations, as well as any planned corrective actions. The purpose of our examination was to express an opinion on the School's compliance with State requirements and did not include expressing an opinion on the School's related internal controls. Accordingly, we express no such opinion. Our examination disclosed certain findings that are required to be reported under *Government Auditing Standards* and those findings, along with the views of responsible officials, are described in SCHEDULE D and Exhibit A, respectively. Due to its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses.¹ The noncompliance mentioned above, while indicative of certain control deficiencies,¹ is not considered indicative of material weaknesses in the School's internal controls related to the determination and reporting of FTE. The impact of this noncompliance on the School's reported FTE is presented in SCHEDULES A, B, C, and D.

The School's written response to this examination has not been subjected to our examination procedures and, accordingly, we express no opinion on it.

¹ A control deficiency in the entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance on a timely basis. A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that material noncompliance will not be prevented, or detected and corrected, on a timely basis.

Pursuant to Section 11.45(4)(c), Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the AICPA require us to indicate that this report is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the State Board of Education, the Department of Education, and applicable School management and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,



David W. Martin, CPA
Tallahassee, Florida
May 28, 2014

SCHEDULE A

Florida Agricultural and Mechanical University
 Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
POPULATIONS, SAMPLES, AND TEST RESULTS
 For the Fiscal Year Ended June 30, 2013

REPORTED FTE

The funding provided by FEFP is based upon the numbers of individual students participating in particular educational programs. FEFP funds ten specific programs that are grouped under the following four general program titles: Basic, ESOL, ESE, and Career Education 9-12 (OJT). Unweighted FTE represents FTE prior to the application of the specific cost factor for each program. (See SCHEDULE B and NOTES A3, A4, and A6.) The School reported 483.99 unweighted FTE at one school to the Department of Education for the fiscal year ended June 30, 2013.

SCHOOL AND STUDENTS

As part of our examination procedures, we sampled students for testing FTE reported by the School to the Department of Education for the fiscal year ended June 30, 2013. (See NOTE B.) The population of schools (1) consisted of the one brick and mortar school that offered courses in FEFP-funded programs. The population of students (508) consisted of the total number of students in each program at the School in our samples (no students were reported in ESOL or ESE Support Levels 4 and 5). Our Career Education 9-12 data includes only those students who participated in OJT (none were reported in OJT). Our populations and samples of school and students are summarized as follows:

<u>Programs</u>	<u>Number of Schools</u>		<u>Number of Students</u>		<u>Students with Exceptions</u>	<u>Unweighted FTE</u>		<u>Proposed Adjustments</u>
	<u>Population</u>	<u>Sample</u>	<u>Population</u>	<u>Sample</u>		<u>Population</u>	<u>Sample</u>	
Basic	1	1	491	12	0	469.0600	11.5000	.0000
Basic with ESE Services	1	1	17	3	0	13.3500	2.0000	.0000
ESOL	0	0	0	0	0	.0000	.0000	.0000
ESE Support Levels 4 and 5	0	0	0	0	0	.0000	.0000	.0000
Career Education 9-12	0	0	<u>0</u>	<u>0</u>	<u>0</u>	<u>1.5800</u>	<u>.0000</u>	<u>.0000</u>
All Programs	1	1	<u>508</u>	<u>15</u>	<u>0</u>	<u>483.9900</u>	<u>13.5000</u>	<u>.0000</u>

The accompanying notes are an integral part of this schedule.

SCHEDULE A (Continued)

Florida Agricultural and Mechanical University
Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
POPULATIONS, SAMPLES, AND TEST RESULTS
For the Fiscal Year Ended June 30, 2013

TEACHERS

We also sample teachers as part of our examination procedures. (See NOTE B.) Generally, the population of teachers consists of the total number of teachers at schools in our samples who taught courses in ESE Support Levels 4 and 5 or taught courses to ELL students and of the total number of teachers reported under virtual education cost centers in our sample who taught courses in Basic, Basic with ESE Services, ESE Support Levels 4 and 5, or taught courses to ELL students. None of the School's teachers taught courses in the above-noted categories; consequently, the School's teachers did not meet our population criteria for sampling.

PROPOSED ADJUSTMENTS

Our proposed adjustments present the net effects of noncompliance disclosed by our examination procedures, including those related to our test of teacher certification. Our proposed adjustments generally reclassify reported FTE to Basic education, except for noncompliance involving a student's enrollment or attendance in which case the reported FTE is taken to zero. (See SCHEDULES B, C, and D.)

The ultimate resolution of our proposed adjustments to FTE and the computation of their financial impact is the responsibility of the Department of Education.

The accompanying notes are an integral part of this schedule.

SCHEDULE B

Florida Agricultural and Mechanical University
 Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
EFFECT OF PROPOSED ADJUSTMENTS ON WEIGHTED FTE
(For Illustrative Purposes Only)
 For the Fiscal Year Ended June 30, 2013

<u>No. Program</u> ¹	<u>Proposed Net Adjustment</u> ²	<u>Cost Factor</u>	<u>Weighted FTE</u> ³
---------------------------------	---	--------------------	----------------------------------

There were no Proposed Adjustments; thus, no effect on Weighted FTE.

¹ See NOTE A6.

² These proposed net adjustments are for unweighted FTE. (See SCHEDULE C.)

³ Weighted adjustments to FTE are presented for illustrative purposes only. The weighted adjustments to FTE do not take special program caps or allocation factors into consideration and are not intended to indicate the FTE used to compute the dollar value of adjustments. That computation is the responsibility of the Department of Education. (See NOTE A4.)

The accompanying notes are an integral part of this schedule.

SCHEDULE C

Florida Agricultural and Mechanical University
 Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
PROPOSED ADJUSTMENTS BY SCHOOL
 For the Fiscal Year Ended June 30, 2013

Proposed Adjustments¹

<u>No. Program</u>	<u>#0351</u>	<u>Total</u>
---------------------------	---------------------	---------------------

There was only an administrative disclosure Finding with no Proposed Adjustments for this School.

¹ *These proposed adjustments are for unweighted FTE. (See NOTE A4.)*

The accompanying notes are an integral part of this schedule.

SCHEDULE D

Florida Agricultural and Mechanical University
 Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2013

OVERVIEW

Management is responsible for determining and reporting the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) in compliance with State requirements. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions 2012-13* issued by the Department of Education. The Florida Agricultural and Mechanical University Developmental Research School complied, in all material respects, with State requirements governing the determination and reporting of FTE for the fiscal year ended June 30, 2013. All noncompliance disclosed by our examination procedures is discussed below and requires School management's attention and action, as recommended on page 10.

Findings

**Proposed Net
 Adjustments
 (Unweighted FTE)**

Our examination included the July and October 2012 surveys and the February and June 2013 surveys (see NOTE A5). Unless otherwise specifically stated, the Findings and Proposed Adjustments presented herein are for the October 2012 survey or the February 2013 survey or both. Accordingly, our Findings do not mention specific surveys unless necessary for a complete understanding of the instances of noncompliance being disclosed.

School-Wide – Attendance Recordkeeping Procedures

1. [Ref. 1] Our examination of the School's operating procedures disclosed some exceptions related to attendance recordkeeping where the School needs to exercise further care and oversight as noted below:
 - a. The attendance reports and records were not certified by the School's Principals at the end of the 2012-13 school year, contrary to rule.

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Florida Agricultural and Mechanical University
Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
For the Fiscal Year Ended June 30, 2013

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

School-Wide – Attendance Recordkeeping Procedures (Continued)

- b. Contrary to rule, when the teachers did not take the daily attendance as instructed, the attendance clerk recorded attendance for the teachers based on available records.
- c. School Absent-Tardy Admit Slips were not always maintained on file for the 2012-13 school year, contrary to rule.
- d. A daily log in sufficient detail was not maintained to support when and by whom the attendance data was entered, changed, or deleted in the attendance system, contrary to the Department of Education’s Comprehensive Management Information System Automated Student Attendance Recordkeeping System Handbook 2012-13.
- e. Comprehensive policies and procedures had not been established that identified the responsibilities of the various personnel for maintaining the School’s attendance system as a whole.

The above-described exceptions existed throughout the school year and, as a result, the risk that misstatement of student attendance may occur was increased. However, during the reporting surveys, we were able to obtain sufficient documentation to support all of our sample students attendance and membership and were able to perform our examination procedures as they related to our sample students. Consequently, we are presenting this disclosure Finding with no proposed adjustment.

.0000

.0000

Proposed Net Adjustment

.0000

The accompanying notes are an integral part of this schedule.

SCHEDULE E

Florida Agricultural and Mechanical University
 Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
RECOMMENDATIONS AND REGULATORY CITATIONS
 For the Fiscal Year Ended June 30, 2013

RECOMMENDATIONS

We recommend that School management exercise more care and take corrective action, as appropriate, to ensure the establishment of clear and detailed written procedures to account for the complete and proper recording of attendance activity and to properly describe the responsibilities of School personnel in maintaining sufficient documentation to support that attendance is accurately kept and monitored in compliance with those written procedures.

The absence of statements in this report regarding practices and procedures followed by the School should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the School’s obligation to comply with all State requirements governing FTE and FEFP.

REGULATORY CITATIONS

Reporting

- Section 1002.32, FS..... Developmental Research (Laboratory) Schools
- Section 1011.60, FS Minimum Requirements of the Florida Education Finance Program
- Section 1011.61, FS Definitions
- Section 1011.62, FS Funds for Operation of Schools
- Rule 6A-1.0451, FAC Florida Education Finance Program Student Membership Surveys
- Rule 6A-1.04513, FAC Maintaining Auditable FTE Records
- FTE General Instructions 2012-13*

Attendance

- Section 1003.23, FS Attendance Records and Reports
- Rules 6A-1.044(3) and (6)(c), FAC Pupil Attendance Records
- Rule 6A-1.04513, FAC Maintaining Auditable FTE Records
- FTE General Instructions 2012-13*
- Comprehensive Management Information System: Automated Student Attendance Recordkeeping System*

The accompanying notes are an integral part of this schedule.

SCHEDULE E (Continued)

Florida Agricultural and Mechanical University
 Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
RECOMMENDATIONS AND REGULATORY CITATIONS
 For the Fiscal Year Ended June 30, 2013

REGULATORY CITATIONS (Continued)

English for Speakers of Other Languages (ESOL)

- Section 1003.56, FSEnglish Language Instruction for Limited English Proficient Students
- Section 1011.62(1)(g), FSEducation for Speakers of Other Languages
- Rule 6A-6.0901, FACDefinitions Which Apply to Programs for English Language Learners
- Rule 6A-6.0902, FACRequirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners
- Rule 6A-6.09021, FACAnnual English Language Proficiency Assessment for English Language Learners (ELLs)
- Rule 6A-6.09022, FACExtension of Services in English for Speakers of Other Languages (ESOL) Program
- Rule 6A-6.0903, FACRequirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
- Rule 6A-6.09031, FACPost Reclassification of English Language Learners (ELLs)
- Rule 6A-6.0904, FACEqual Access to Appropriate Instruction for English Language Learners

Career Education On-the-Job Attendance

- Rule 6A-1.044(6)(c), FACPupil Attendance Records

Career Education On-the-Job Funding Hours

- Rule 6A-6.055(3), FACDefinitions of Terms Used in Vocational Education and Adult Programs
FTE General Instructions 2012-13

Exceptional Education

- Section 1003.57, FSExceptional Students Instruction
- Section 1011.62, FSFunds for Operation of Schools
- Section 1011.62(1)(e), FSFunding Model for Exceptional Student Education Programs
- Rule 6A-6.03028, FACProvision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities
- Rule 6A-6.03029, FACDevelopment of Family Support Plans for Children with Disabilities Ages Birth Through Five Years

The accompanying notes are an integral part of this schedule.

SCHEDULE E (Continued)

Florida Agricultural and Mechanical University
 Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
RECOMMENDATIONS AND REGULATORY CITATIONS
 For the Fiscal Year Ended June 30, 2013

REGULATORY CITATIONS (Continued)

Exceptional Education (Continued)

- Rule 6A-6.0312, FAC Course Modifications for Exceptional Students
- Rule 6A-6.0331, FAC General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services
- Rule 6A-6.0334, FAC Individual Educational Plans (IEPs) and Educational Plans (EPs) for Transferring Exceptional Students
- Rule 6A-6.03411, FAC Definitions, ESE Policies and Procedures, and ESE Administrators
Matrix of Services Handbook (2012 Revised Edition)

Teacher Certification

- Section 1012.42(2), FS Teacher Teaching Out-of-Field; Notification Requirements
- Section 1012.55, FS Positions for Which Certificates Required
- Rule 6A-1.0502, FAC Non-certificated Instructional Personnel
- Rule 6A-1.0503, FAC Definition of Qualified Instructional Personnel
- Rule 6A-4.001, FAC Instructional Personnel Certification
- Rule 6A-6.0907, FAC Inservice Requirements for Personnel of Limited English Proficient Students

Virtual Education

- Section 1002.321, FS Digital Learning
- Section 1002.37, FS The Florida Virtual School
- Section 1002.45, FS Virtual Instruction Programs
- Section 1002.455, FS Student Eligibility for K-12 Virtual Instruction
- Section 1003.498, FS School District Virtual Course Offerings

Charter Schools

- Section 1002.33, FS Charter Schools

The accompanying notes are an integral part of this schedule.

Florida Agricultural and Mechanical University
Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
For the Fiscal Year Ended June 30, 2013

NOTE A – SUMMARY

A summary discussion of the significant features of the School, FEFP, FTE, and related areas follows:

1. Florida Agricultural and Mechanical University Developmental Research School

The School was established pursuant to Section 1002.32(2), Florida Statutes, as a developmental research school and is affiliated with the Florida Agricultural and Mechanical University located in Tallahassee, Florida. Section 1002.32(3), Florida Statutes, specifies that developmental research schools are to provide a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning. Additionally, Section 1002.32(3)(a), Florida Statutes, provides that the primary goal of a developmental research school is to enhance instruction and research in specialized subjects that include mathematics, science, computer science, and foreign languages, while also providing an education in nonspecialized subjects. The School offers instruction in basic education and exceptional education and serves students in kindergarten through twelfth grade.

For the fiscal year ended June 30, 2013, the School operated as one school serving kindergarten through twelfth grade students, reported 483.99 unweighted FTE, and received approximately \$2.8 million in State funding through FEFP. The primary sources of funding for the School are funds from FEFP.

2. Florida Education Finance Program (FEFP)

Florida school districts and developmental research schools receive State funding through FEFP to serve prekindergarten through twelfth grade students (adult education is not funded by FEFP). FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system the availability of programs and services appropriate to the student's educational needs which are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student cost for equivalent educational programs due to sparsity and dispersion of student population.

Florida Agricultural and Mechanical University
Developmental Research School
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
For the Fiscal Year Ended June 30, 2013

NOTE A - SUMMARY (Continued)

3. Full-Time Equivalent (FTE) Students

The funding provided by FEFP is based upon the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an FTE. For example, for prekindergarten through third grade, one FTE is defined as one student in membership in a program or a group of programs for 20 hours per week for 180 days; for grade levels four through twelve, one FTE is defined as one student in membership in a program or a group of programs for 25 hours per week for 180 days. For brick and mortar school students, one student would be reported as one FTE if the student was enrolled in six classes per day at 50 minutes per class for the full 180-day school year (i.e., six classes at 50 minutes each per day is 5 hours of class a day or 25 hours per week that equals one FTE). For virtual education students, one student would be reported as one FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be a fraction of an FTE. Half-credit completions will be included in determining an FTE. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

4. Calculation of FEFP Funds

The amount of State and local FEFP funds is calculated by the Department of Education by multiplying the number of unweighted FTE in each educational program by the specific cost factor of each program to obtain weighted FTEs. Weighted FTEs are multiplied by the base student allocation amount and that product is multiplied by the appropriate cost differential factor. Various adjustments are then added to this product to obtain the total State and local FEFP dollars. All cost factors, the base student allocation amount, cost differential factors, and various adjustment figures are established by the Florida Legislature.

5. FTE Surveys

FTE is determined and reported during the school year by means of four FTE membership surveys that are conducted under the direction of School management. Each survey is a sampling of FTE membership for a period of one week. The surveys for the 2012-13 school year were conducted during and for the following weeks: survey one was performed for July 9 through 13, 2012; survey two was performed for October 8 through 12, 2012; survey three was performed for February 11 through 15, 2013; and survey four was performed for June 17 through 21, 2013.

Florida Agricultural and Mechanical University
 Developmental Research School
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
 For the Fiscal Year Ended June 30, 2013

NOTE A - SUMMARY (Continued)

6. Educational Programs

FEFP funds ten specific programs under which instruction may be provided as authorized by the Florida Legislature. The general program titles under which these specific programs fall are as follows: (1) Basic, (2) ESOL, (3) ESE, and (4) Career Education 9-12.

7. Statutes and Rules

The following statutes and rules are of significance to the administration of Florida public education:

- Chapter 1000, FSK-20 General Provisions
- Chapter 1001, FSK-20 Governance
- Chapter 1002, FSStudent and Parental Rights and Educational Choices
- Chapter 1003, FSPublic K-12 Education
- Chapter 1006, FSSupport for Learning
- Chapter 1007, FSArticulation and Access
- Chapter 1010, FSFinancial Matters
- Chapter 1011, FSPlanning and Budgeting
- Chapter 1012, FSPersonnel
- Chapter 6A-1, FACFinance and Administration
- Chapter 6A-4, FACCertification
- Chapter 6A-6, FACSpecial Programs I

NOTE B - SAMPLING

Our examination procedures provided for the selection of samples of schools, students, and teachers using judgmental methods for testing FTE reported to the Department of Education for the fiscal year ended June 30, 2013. Our sampling process was designed to facilitate the performance of appropriate examination procedures to test the School’s compliance with State requirements governing FTE and FEFP. The following school was in our sample:

<u>School Name/Description</u>	<u>Finding Number(s)</u>
1. Florida Agricultural and Mechanical University Developmental Research School – Leon County	1

**EXHIBIT A
MANAGEMENT'S RESPONSE**



DEVELOPMENTAL RESEARCH SCHOOL
400 W. ORANGE AVENUE

Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307

TELEPHONE: (850) 412-5930
SUNCOM: (850) 286-5930
FAX: (850) 412-5896

May 28, 2014

Mr. David W. Martin, CPA
Auditor General
Room 476A; Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Mr. Martin:

This response is pursuant to the provision of Section 11.45 (4)(d), Florida Statutes. We have reviewed each of the findings reported in the audit draft of Full-Time Equivalent (FTE) Students for the Florida A & M University Developmental Research School (FAMU DRS) for the fiscal year ended June 30, 2013.

FAMU DRS finds no basis for disagreement with the audit findings. The District and school faculty and staff have been informed of the rules, regulations and recording procedures associated with the FTE process. Additionally, FAMU DRS will continue to work toward the correction of all errors and deficiencies. We have addressed each item briefly below:

- a) The proper procedure for reporting attendance was not followed. The attendance is to be verified by teachers and then certified by the school principals. Additional training opportunities for faculty, attendance clerks and school principals will be provided on new procedures to ensure that the proper management of attendance records is maintained. In addition, the monitoring of attendance procedures will be required by all school principals and will be reported monthly as a part of their required reporting measures.
- b) Additional training for both the faculty and the attendance clerk will be provided with the implementation of new procedures. Daily logs will be required by the attendance clerk to the school principal that tracks attendance deficiencies. Additionally, substitutes will submit a written attendance log. The attendance clerk will then use the written attendance to complete the attendance in the electronic attendance system. The written attendance record will be kept in a file.

FAMU IS AN EQUAL OPPORTUNITY/EQUAL ACCESS UNIVERSITY

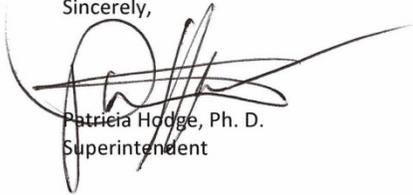
**EXHIBIT A
MANAGEMENT'S RESPONSE (CONTINUED)**

**LETTER: MR. DAVID W. MARTIN
MAY 28, 2014
PAGE TWO (2)**

- c) A new Attendance Procedural Handbook will be provided to new employees. In addition, current and new staff will be provided training opportunities to make certain of the proper implementation of the new procedures.
- d) The current electronic attendance system, FOCUS, does maintain the required information, however, an additional training opportunity for our attendance clerk, school principals and MIS Coordinator and with the additions in our procedural guide will insure that the log is utilized properly.
- e) The District will work with the school board to put the appropriate policies and procedures in place prior to the 2014- 2015 school Year.

FAMU DRS would like to commend your staff for their professionalism both during and after the audit process. We would also like to thank you and your staff for your assistance and support of our staff on matters of compliance.

Sincerely,



Patricia Hodge, Ph. D.
Superintendent