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

Charlotte County School District

March 12 - 15, 2018

Final Report

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Florida Department of Education
Division of Career and Adult Education

Charlotte County School District
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for 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 FDOE 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. 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).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2017-2018 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 2017-18 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 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 Quality Assurance and Compliance 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 monitoring strategy for Charlotte County School District (CCSD) was determined to be an onsite visit. Notification was sent to Mr. Steve Dionisio, superintendent, Charlotte County School District on November 17, 2017. The designated representative for the agency was Ms. Deelynn Bennett, director, Charlotte Technical College.

V. CHARLOTTE COUNTY SCHOOL DISTRICT

ENROLLMENT:

Fiscal Year (FY) 2015-16
AE: 356
CTE (possible duplication at program level): Secondary - 11,637; Post-secondary - 807

The provider was awarded the following grants for FY's 2015-16, 2016-17 and 2017-18:

Finance
FY 2015-16

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	080-1916B-6CG01	$ 202,433.00	$ 8,743.52
English Literacy and Civics	080-1936B-6CE01	$ 27,875.00	$ 0.00
Perkins CTE Secondary	080-1616A-6CS01	$ 157,572.00	$ 1,506.54
Perkins CTE Postsecondary	080-1616A-6CP01	$ 55,076.00	$ 2,036.04

FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	080-1917B-7CG01	$ 202,433.00	$ 0.00
English Literacy and Civics	080-1937B-7CE01	$ 27,878.00	$ 0.00
Perkins CTE Secondary	080-1617A-7CS01	$ 149,565.00	$ 4,932.99
Perkins CTE Postsecondary	080-1617A-7CP01	$ 53,096.00	$ 0.00

FY 2017-18

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	080-1918B-8CG01	$ 194,800.00	$ N/A
English Literacy and Civics	080-1938B-8CE01	$ 29,766.00	$ N/A
Perkins CTE Secondary	080-1618A-8CS01	$ 159,891.00	$ N/A

Additional information about the provider may be found at the following web address:
http://yourcharlotteschools.net/

VI. MONITORING ACTIVITIES

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

Onsite Visits
Members of the team made onsite visits to the following locations:
- Charlotte Technical College (CTC)
- Port Charlotte High School (PCHS)
- Port Charlotte Town Center

Entrance and Exit Conferences
The entrance conference for CCSD was conducted on March 12, 2018. The exit conference was conducted on March 15, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Deelynn Bennett	Director, CTC & Adult Education	X	X
Joni Sandles	Director of Finance	X	X
Greg Herlean	Director of Purchasing	X	X
Maureen Watts	Assistant Director, CTC	X	
Nick Piscitelli	Post-Secondary Career Specialist, CTC	X	
Barb McCauley	Secondary Career Specialist, CTC	X	
Michelle Wier	Assistant Principal, Lemon Bay High School	X	
Paul Curtis	Assistant Principal, PCHS	X	
Carolyn Gorton	Lead Teacher, Adult Learning Center	X	X
Paul Carkhuff	IT Instructor, CTC	X	
Randall Wiley	Office of Finance & Budget, Accountant	X	X
Sue Dutery	Office of Information & Communications Services, Reports Coordinator	X	X
Sandra Oakes	Confidential Secretary, CTC	X	
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
LaStacia Spencer	Program Specialist, QAC, FDOE	X	X

Interviews
Interviews were conducted with the administrative staff. All interviews 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 F. 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.

- Due to the smaller size of the district, it is truly a collaborative effort in which administrators often work in multiple areas of grant support.
- The district offers ample opportunities for professional development as well as additional program based training.
- Program directors have a good working relationship with their FDOE grant manager and submit timely amendment requests as necessary and required.

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.

- The AE and CTE programs complete annual program assessments that analyze program and student data to assist in the enhancement of their individual program areas.
- All Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment Systems (CASAS) test administrators are properly certified in accordance to state and FDOE requirements.
- CCSD utilizes the FOCUS system for student data collection.
- Student records were reviewed while on site. The monitoring staff discovered that multiple students reported to FDOE as secondary program completers were awarded occupational completion points (OCP) in programs they did not complete all of the required classes.

FINDING AND ACTION
- Finding B1: The provider failed to accurately report student data in FY 2015-16 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements). After review of the data submitted to the monitoring staff, it was determined that Charlotte County Public Schools awarded occupational completion points to two students who did not complete all of the required courses laid out in the FDOE Curriculum Frameworks. All student level data was made available to the FDOE monitoring staff upon request while onsite.
  o Corrective Action B1: CCSD is required to conduct a training session utilizing resource modules created by FDOE data staff. The training modules to be utilized for the district training include: *Reporting OCPs Training- Secondary and Reporting OCPs-Postsecondary.* The training will cover the areas of how to recognize and award completion points and how to validate student data. Once the district completes their training session, they will be required to create and/or update their policies and procedures manual on how to identify, award and submit student OCP attainment. This manual will serve as a learning tool for all current and incoming data personnel and CTE teachers.

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

- CCSD has CTE advisory committees that work very closely with their respective program areas. The committees keep instructional staff and program administrators abreast of recent industry trends and local workforce needs.
- CTE programs such as culinary, automotive technology and cosmetology offer student services to the local community. Any funds made from services performed are recycled back into that particular program.
- The Adult Career Center at Charlotte Technical Center offers career counseling, job transition services, information on post-secondary opportunities and basic computer literacy skills for adult learners.
- The district does have exemption policies for students with disabilities. CCSD makes every accommodation allowable by law to ensure that all disabled students are given the same opportunity at a quality education.
- After multiple critiques that students lacked employability skills, the district took the initiative to create an "employability rubric" in conjunction with the required curriculum for CTE courses. This ensures that students are being instructed on the importance of workplace dress, timeliness and other overlooked skills that all new hires must possess.
- The district created the educator training program to assist new CTE teachers in their transition from the workforce to the classroom.

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

- The district has policies and procedures for the safeguarding of grant funded inventory and equipment.
- All equipment is kept in locked classrooms or storage closets and can only be accessed by a select few staff members.
- Equipment is inventoried annually and capitalized property receives a numbered, inventory identification tag. Upon review, inventory records contained all of the criteria set forth by EDGAR and the UGG.
- There have been no recent instances of theft or lost equipment. Policies and procedures on lost/stolen equipment were provided to the monitoring team and reviewed onsite.

E. **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 (OEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9556.

F.   **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.

- CCSD district website
- Sample advisory committee minutes, agendas and sign-in sheets
- Employee travel records
- District policies and procedures for finance and procurement
- Policies and procedures for data collection, verification and submission
- Technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Complete inventory records
- Student transcripts and industry certifications
- Program Improvement Plan (PIP)
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- District and program sponsored training and records – sign in sheets, agendas, etc.
- New student registration packets
- The employability rubric

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.

- CCSD has financial policies and procedures in place to ensure the efficient cash management of AE and CTE grants funds.
- The AE and CTE grant managers have access to real time reports of grant expenditures. This helps to ensure that all grant funds are spent in a timely manner and allows for ample time to submit financial amendments to FDOE when required.
- The monitoring team reviewed grant funded purchase orders and found those records to be in accordance with district, state and federal policies.
- Any grant funded expenditure must go through a multi-tiered approval process prior to being authorized for purchase.
- The district grants manager is new to his position, but is working closely with the AE and CTE directors to gain a better understandings of how the financial management of grants pertains to his job.
- Upon review of travel records the monitoring staff discovered that Perkins Postsecondary grant funds were used to support travel to a financial aid conference. Further review of the travel records yielded that the travel requisition for that particular trip was "coded" properly to utilize funds from one of the district's general accounts, but once the travel was approved for payment the funds came from the Perkins federal grant.

FINDING AND ACTION
- Finding G1: The monitoring team found that Perkins Postsecondary grant funds were used for employee travel to a non-Perkins related financial aid conference (UGG 2 CFR 200.405 Allowable costs, FDOE 2015-2016 Request for Application "Allowable Expenses"). Further review yielded that the use of Perkins grant funds for a non-Perkins related financial aid

conference does not support the budget narrative of a Career and Technical Education Postsecondary federal grant.

  - o Corrective Action G1: The monitoring staff is requiring that the AE and CTE directors conduct a training/review of their current financial policies and procedures as it relates to financial management of the AE and CTE grants with the new district grants manager and administrators. Recovery costs in the amount of $364.84 must be returned to the Florida Department of Education. Information pertaining to Fiscal Adjustments can be found in the FDOE Green Book, Section C, Federal Cash Advance Project – Discretionary. Contact the FDOE Comptroller's Office at 850-245-9214 for payment of recovery costs.

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.

  - CCSD has numerous collaborations and MOUs within the local community. They often offer additional educational and job experience to students within the district. The CCSD list of partners include, but are not limited to:
    - o Florida Southwestern State College (FSWSC)
    - o Board of County Commissioners
    - o City of Punta Gorda
    - o Punta Gorda fire department
    - o Tri County Air Conditioning and Heating
    - o Bayfront Health- Port Charlotte and Punta Gorda
    - o Harbor Health Systems
    - o South Port Square
    - o Signature Healthcare of Port Charlotte
    - o Tidewell Hospice
    - o Millennium Physicians Group
    - o Advanced Imaging of Port Charlotte
    - o Carroll and Sutton Orthodontics, LLC,
    - o Desoto County Health Department
    - o North Port Dental

I.   **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.

Secondary Performance Indicators 2015-16
In 2015-16 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:
  - 6S1 Non-traditional Enrollment: Local Actual 43.19% vs Local Agreed 48.50%

Postsecondary Certificate Performance Indicators 2015-16
In 2015-16 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:
  - 5A1 Non-traditional Enrollment: Local Actual 11.26% vs Local Agreed 13%

J.   PROGRAMS OF STUDY:

Implementation of 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 CCSD Cathy Hammond, Bruce Harrington, and Lee Chipps-Walton of the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with CCSD staff on March 13, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study: Computer Systems and Information Technology (CSIT) (Secondary/ Postsecondary)

Program Identification
- The Computer Systems and Information Technology (CSIT) program was initiated during a meeting on the FSWSC campus with representatives from the college, the Fort Myers CTE director, the Collier County CTE director, CareerSource, and others where staff reviewed the Demand Occupation List, and identified the program as having potential as there were also related articulations in place in this area between FSWSC and state universities.

Program Enrollment and Outcomes
POS Industry Certification Attainment by School Level
- The district reported 22 industry certifications earned by students in the secondary program and 23 in the postsecondary for the 2015-2016 project year.

Local and Industry Trends Impacting POS Enrollment and Completion
- Staff on the call indicated that there has been a general drop in enrollment in the Postsecondary Adult Vocational (PSAV) program because the economy is good and people are finding employment. Students can often enter the local job market without training because companies offer on-the-job training. Most of these jobs are entry level computer technician and help desk positions. With on-the-job training, businesses do not require employees to earn industry certifications, but having one does benefit in terms of promotions.
- Additionally, Suncoast Technical College (STC) recently opened a center nearby, and CCSD is trying to move to programs not served by STC. The district is considering dropping the CSIT PSAV program and offering the secondary program only, due to the low enrollment in the PSAV program. CCSD is considering starting a cybersecurity program.

Postsecondary Training and Employment
- Of the students that do complete the postsecondary program in CSIT or any other IT program, nearly all students find employment. The majority do not go on for further education. Some students take the occasional night class.
- At the secondary level, many students take the CSIT courses to gain the associated skills or because of personal interest, but move on to other studies later.
- Students are well-prepared for further education or employment upon completion of the CSIT program. Staff cites the exit survey for students, which asks how the students learned about the program and if they feel well-prepared. A high percentage of students indicate that they were well-prepared.

- The institution must track placement for the Council on Occupational Education (COE) for at least 1.5 years after completion. The technical college school-wide COE placement rate for students finding employment or continuing their education is 89%.
- They also survey employers about satisfaction with their former students' performance (as required by COE).

Partnerships and Collaboration
Local Advisory Boards for CSIT and Other CTE Programs
- There are two relevant advisory committees – the Center Advisory Committee (CAC) and a separate advisory committee just for IT. The CAC is an advisory committee for CTC and is composed of members from the School Board, CareerSource, the local Chamber of Commerce and multiple representatives from industry – health sciences, food services, early childhood education, etc. That committee meets four times a year.
- Whenever the district develops a POS, they always discuss this with the CAC and brainstorm ideas for the program. They discuss the flow of the career pathway through the levels. The CTC director relies on their feedback as to what is needed in the program.
- Separately, the IT-specific advisory board meets two times a year (September and April) and is composed of members that represent local government, FSWSC, healthcare IT, Sarasota County Schools, a local bank's IT and a cloud computing business. This committee advises on curriculum content and what skills are needed in the workforce, industry trends, and often bring on staff interns/employees from the IT POS.

Articulation and Dual Enrollment
- In 2015-2016, the program was offered as a secondary program on the campus of the CTC, with articulation to an AS degree. Students in the high school CSIT program can earn credits toward the CSIT PSAV program at CTC. Upon matriculation into a related AS program at FSWSC, after earning a certain number of postsecondary credits, students who completed the secondary CSIT program can earn a maximum of six credits toward a related AS degree program or can receive credits from designated industry certifications toward that program.
- Last year, the program moved from the secondary to the postsecondary level (PSAV program # Y100200), affording the high school students a dual enrollment opportunity. An articulation agreement is in place with FSWSC, allowing students to earn college credit from either the industry certifications on the statewide articulation agreement or by completing the PSAV program.
- Priority is given to working on local articulation for existing business and IT programs because they have more of these programs already in place. In addition to updating local articulation agreements, the college is working on a regional, five district articulation.

Consortium Agreement and Collaboration with FSWSC
- For the 2017-2018 grant year, CCSD received its postsecondary allocation through a consortium with FSWSC. The district's grants manager at FDOE assisted the district in developing an agreement with FSWSC to manage the fiscal end of the grant. The arrangement has not impacted delivery of any of their programs.
- Staff reported ongoing collaboration with both the local state college and the technical college. The school district and FSWSC have meetings at least four to six times a year to discuss CTE program development.

Marketing and Other Strategies to Boost Non-traditional Gender Enrollment
- Staff report that there is more gender diversity in the Game System programs than in the CSIT program because that seems to be of more interest to women. They do have some

women in the construction program and one in automotive. The district hasn't had much of an opportunity to expand gender diversity among their instructors because they have not recently had the opportunity to hire full time instructors. Recent new hires are part-time adjuncts. Currently there are two part-time instructors in EMT/Paramedic who are women and one is the program manager. They have both male and female instructors in cosmetology. However, the IT instructors are all male.

- Staff have been trying to address the issue of participation of non-traditional populations across programs. They were surprised at the drop in overall non-traditional enrollment in 2015-2016 at the secondary level and were not sure why the drop occurred. The district has worked to update marketing material to show gender diversity in the non-traditional programs. The district has moved away from hands-on material, but have two commercials, originally created for television, on their website. They have non-traditional students appear at job fairs and shadowing days.

POS Review Process
- The district prefers that program reviews be done every year but reports that this was not the case last year.
- The reviews are a collaboration with FSWSC, the technical college, and any high school feeder programs.

Programs of Study Overall
POS and CTE District Leadership
- The district does not have a full time district-wide CTE coordinator. Cuts over the last several years mean that now individual staff members wear many different hats. The director of the technical college also takes on the role of CTE director, but mostly in an advisory and resource capacity for the school principals. The position reports to the superintendent, and in addition to acting as a resource for principals is responsible for managing the Perkins grant and registering career themed courses and the career academies.
- The high school principals oversee the development of new CTE programs, a process that is driven by funding allocations and the certifications of available teachers. When a teacher retires and attendance in the program is poor, the program is often discontinued.
- Staff on the call reported that the district is moving toward a focus on career and college readiness.

Plans for Future POS Development
- District staff on the call believe that each year a new program of study should be developed.
- District staff want to work on criminal justice. No high schools offer this in their area now. They are aware of a similar, successful program currently active in Collier County and they want to reach out to them to learn more about how they operate their program. They also want to reach out to Florida Gulf Coast State College about this program. A new instructor is very proactive in the development of the program.
- To explore what programs the district should focus on for development, CCSD staff review industry demand and often do a study of local demand.
- One hurdle to program development is that the curriculum procedures take about a year to get a program off the ground**.**

Alignment of POS to Local Industry Needs
- Development of new programs is usually initiated through requests made to the district. District staff look to see if the requested program is on the Targeted Occupations List (TOL). For example, recently the district was approached by a couple of new resort developments about opening a hospitality and tourism program**.** The CTC then develops an advisory board

first to develop the program. Program development is then delegated to advisory board members. They reach out to FSWSC to be on the board to ensure that the curriculum articulates into college programs and local articulations can be developed for the programs.
- The CTC director serves on the education committee for the Southwest Florida Career Source board and works closely with them when developing new programs.

Perceptions of POS
- Staff present on the call defined a program of study as a clear pathway from K-12 to graduate school. They indicated that the POS acts as a map for student and parents of steps along a career path with clear transition points defined. They establish a smooth transition for movement through the pathway. They prove helpful in marketing CTE programs. They are, however, somewhat difficult to create given the restraints of pieces of the process, and prove to be very time intensive with the staff they currently have.
- POS intrigued the new dean at FSWSC and he saw that they were not just an exercise, but reflected an important way to lay out pathways for students.

XIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – CCSD is required to complete a CTE Corrective Action Plan.

ADULT EDUCATION
2. Corrective Action Plan – CCSD is not required to complete an AE Corrective Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. 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-edu/compliance.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the CCSD onsite monitoring visit. Special thanks is offered to Ms. Deelynn Bennett for her participation and leadership during this process.

Charlotte County School District
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants

Agency Name: **CHARLOTTE COUNTY DISTRICT SCHOOL BOARD**
Program type: **CTE**
Target Year: **2015-2016**
Monitoring Year: **2017-2018**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
*Last Monitored	7 or More	7	5	X 10	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	5	X8	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4 or More	7	3	X 8	24
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	1	X 8	8
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	0	X 6	0
	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	1	X 4	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**146**

*Data sources used for calculations: Prior to July 1, 2016

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

Agency Name: CHARLOTTE COUNTY DISTRICT SCHOOL BOARD
Program type: **AE**
Target Year: **2015-2016**
Monitoring Year: **2017-2018**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
*Last Monitored	7 or More	7	7	X 10	70
	5-6	5			
	3-4	3			
	0-2	1			
Total AE Budget Allocated Value	Upper Quartile	7	5	X 8	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4 or More	7	3	X 8	24
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	7	X 6	42
	No	0			
AE 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	1	X 4	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			Agency Risk Score		**200**

*Data sources used for calculations: Prior to July 1, 2016

Charlotte County School District
Resolution Action Plan

Finding(s)	Corrective Action(s)	Agency Response	Person Responsible	Projected Date of Completion
Finding B1: The provider failed to accurately report student data in FY 2015-16 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements). After review of the data submitted to the monitoring staff, it was determined that Charlotte County Public Schools awarded occupational completion points to two students who did not complete all of the required courses laid out in the FDOE Curriculum Frameworks. All student level data was made available to the FDOE monitoring staff upon request while onsite.	Corrective Action B1: CCSD is required to conduct a training session utilizing resource modules created by FDOE data staff. The training modules to be utilized for the district training include: *Reporting OCPs Training-Secondary and Reporting OCPs-Postsecondary.* The training will cover the areas of how to recognize and award completion points and how to validate student data. Once the district completes their training session, they will be required to create and/or update their policies and procedures manual on how to identify, award and submit student OCP attainment. This manual will serve as a learning tool for all current and incoming data personnel and CTE teachers.	Host training for reporting OCP's Secondary & reporting OCP's Post-secondary. Target Audience- District MIS WDIS reports coordinator /Sue Dutery, Director of CTC/Deelynn Bennett, District MIS Director/Darrell Milstead, Secondary Data Techs (Documented via sign-in sheets) Familiarize ALL CTE teachers in the district with the training for the purpose of familiarizing them with reviewing their frameworks yearly DELETE current process for reporting OCP's by instructors. Request enhancement to add auto assign feature to K-12 FOCUS (MIS) system ➤ Courses & Sections ➤ Program ➤ Assign course to OCP per state framework ➤ On posting of final grade, OCP will auto-assign	Deelynn Bennett, CTC Director Darrell Milstead, Director of MIS	July 31st

Finding(s)	Corrective Action(s)	Agency Response	Person Responsible	Projected Date of Completion
Finding G1: The monitoring team found that Perkins Postsecondary grant funds were used for employee travel to a non-Perkins related financial aid conference (UGG 2 CFR 200.405 Allowable costs, FDOE 2015-2016 Request for Application "Allowable Expenses"). Further review yielded that the use of Perkins grant funds for a non-Perkins related financial aid conference does not support the budget narrative of a Career and Technical Education Postsecondary federal grant.	Corrective Action G1: The monitoring staff is requiring that the AE and CTE directors conduct a training/review of their current financial policies and procedures as it relates to financial management of the AE and CTE grants with the new finance director and administrators. Recovery costs in the amount of $364.84 must be returned to the Florida Department of Education. Information pertaining to Fiscal Adjustments can be found in the FDOE Green Book, Section C, Federal Cash Advance Project – Discretionary. Contact the FDOE Comptrollers Office at 850-245-9214 for payment of recovery costs.	Review financial policies & procedures with district grants manager. When signing final travel documents, extra caution to review coding on bottom of form to assure that reimbursement funding is allowable expense and funding has been accounted for within the grant.	Deelynn Bennett, Director of CTC Carolyn Gorton, Lead Teacher for AE.	Immediate action

Plan submitted by (name and title): Deelynn Bennett, director, CTC   **Date:** 4/26/2018

Plan accepted by: Michael Swift, program specialist, FDOE
Date: 4/30/2018

Status of Action Plan (to be completed by FDOE staff): Ongoing

Date: 5/1/2018 | **Status of Plan Completion:** Ongoing