



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

St. Johns County School District

September 12-14, 2022

Final Report

TABLE OF CONTENTS

I.	Introduction	1
II.	Authority	1
III.	QAC Core Monitoring Guide.....	1
IV.	Provider Selection	1
V.	St. Johns County School District	2
VI.	Monitoring Activities	3
VII.	Observation	3
VIII.	Results	9
IX.	Summary	9
	Appendix A.....	10

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

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for designing, developing, implementing, and evaluating a comprehensive quality assurance system, including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Strengthening Career and Technical Education for the 21st Century Act, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

III. QAC CORE MONITORING GUIDE

The Core Monitoring Guide (CMG) is intended to be used broadly by any reviewer conducting an onsite or desk monitoring of any program currently administered by the division. The guide provides a summary of each facet of the monitoring design and the process. It also contains objectives that may be used as agencies are monitored or reviewed. It is located on the division's website at <http://fldoe.org/academics/career-adult-edu/compliance>.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A risk matrix identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The QAC section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

St. Johns County School District (SJCSD) monitoring strategy was determined to be an on-site monitoring review (OSMR). Notification was initially sent to Tim Forson, superintendent, on July 25, 2022. The designated representative for the agency was Emily Harrison. The division's representative conducting the OSMR was the program specialist, Charles Davis of the Quality Assurance and Compliance section.

V. St. Johns County School District

ENROLLMENT:

CTE (possible duplication at program level): Secondary – 11,659

AE – 127

Finance

The provider was awarded the following grants for fiscal year's (FY) 2019-20, 2020-2021 and 2021-22:

FY 2019-20

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	550-1610B-0CS01	\$ 266,120.00	\$ 88,473.62
Perkins Post-Secondary	550-1610B-0CP01	\$ 157,324.00	\$ 2,799.34
Adult Education- Corrections	550-1910B-0CC01	\$ 90,920.00	\$ 14,601.31
Adult Education - AGE	550-1910B-0CG01	\$ 166,564.00	\$ 1,235.02
Adult Education - IELCE	550-1930B-0CE01	\$ 25,956.00	\$ 87.71

FY 2020-21

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	550-1611B-1CS01	\$ 256,150.00	\$ 38,067.31
Perkins Post-Secondary	550-1611B-1CP01	\$ 140,335.00	\$ 28,585.02
Adult Education- Corrections	550-1911B-1CC01	\$ 90,920.00	\$ 30,386.58
Adult Education - AGE	550-1911B-1CG01	\$ 166,564.00	\$.00
Adult Education - IELCE	550-1931B-1CE01	\$ 25,956.00	\$ 5,279.24

FY 2021-22

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	550-1612B-2CS01	\$ 253,385.00	\$ 53,916.73
Perkins Post-Secondary	550-1612B-2CP01	\$ 131,686.00	\$ 1,295.62
Adult Education- Corrections	550-1912B-2CC01	\$ 100,000.00	\$.00
Adult Education - AGE	550-1912B-2CG01	\$ 214,537.00	\$.00
Adult Education - IELCE	550-1932B-2CE01	\$ 50,631.00	\$.00

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

<https://www.stjohns.k12.fl.us/>

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post-review planning, an entrance and exit meeting, records review, and interviews with administrators, if necessary.

Onsite Visits

The monitoring team visited the following locations:

- Bartram Trail High School
- Creekside High School
- First Coast Technical College
- Neese High School
- Ponte Vedra High School
- St. Augustine High School
- St. Johns Technical High School

Entrance and Exit Meetings

The entrance meeting for SJCS D was conducted on September 12, 2022. The exit conference was conducted on September 14, 2022. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Emily Harrison	Director, Career and Technical Education	x	x
Katie Maltby	CTE- Program Specialist	x	x
Patrick Flahive	Director, Adult Education	x	x
FDOE Monitoring Team			
Chuck Davis	Program Specialist, QAC, FDOE	x	x
Michael Swift	Program Specialist, QAC, FDOE	x	x

Interviews

SJCS D administrators were available for interviews, if necessary.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of 50 student records, were checked. In addition, policies and procedures were examined and discussed at various times during the monitoring review.

VII. OBSERVATION

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

- The Director of Secondary and Postsecondary Education is required to plan, develop, implement and evaluate the high school, alternative, career and technical, and adult school instructional programs and provide curriculum and instructional services to high schools.
- Emily Harrison provides budget requests, and reviews budget performance.
- The CTE and AE programs operate as a cohesive unit. The Directors have regular advisory board meetings to ensure that both program areas are operating in the best interest of students.
- As part of the required Comprehensive Local Needs Assessment (CLNA), CTE administrative staff consulted with numerous individuals and entities across the district's

service area. Those stakeholders included but were not limited to; students; teachers; CareerSource Northeast Florida; the St. Johns Chamber of Commerce; JAXUSA Partnership; and multiple local and regional business and community leaders. Quarterly Career Academy advisory board meetings were held, as well as an annual internal site review for each of the CTE programs at the high school level, to include various members from this stakeholder group. Annual surveys were completed by various stakeholder groups, including a Teacher Needs Assessment Survey. Career Academy Specialists and a middle school CTE specialist met at least bi-weekly with the District CTE Department to address ongoing program efforts.

- The mandated CLNA (CTE only) provided the input as to what professions, occupations and trainings were needed in the community.
- The District and First Coast Technical College (FCTC) adhere to federal and state record retention policies.

B. DATA AND ASSESSMENT refer to all the data and assessment system components, including test administration, test security, data collection, entry, reporting, and procedures. The use of data in program decision-making is also explored and commented.

- The data collection and reporting system is eSchoolPlus®.
- SJCS D uses a variety of processes to ensure student data is used to track student performance. Longitudinal School Grades data from the Florida Department of Education's accountability system is reviewed annually. This data is also used to drive Schoolwide Improvement Plans which are submitted annually by all schools in the district. Additionally, school grade data helps drive the District's Strategic Plan and annual goals set forth by the district for each school. In addition to the school grades data that is provided by the state each year, SJCS D has access to local data, including: district-created final exams, i-Ready, Achieve3000, and teacher-created formative and summative assessments. Career and Technical Education teachers also have access to data pertaining to industry exam performance. Additionally, completed exams become a part of a student's transcript.
- A focus on the Professional Learning Community (PLC) process has been implemented in recent years and this gives instructional staff and school administrators a time and place to review data in an authentic way. SJCS D has created several tools to assist district and school staff in accessing data. Data Dashboards at the school and student level were custom-built for SJCS D staff. These Dashboards serve as a single repository from which a myriad of student data (academic, behavior, attendance, etc.) can be accessed and analyzed. Training on the Dashboards is provided on an ongoing basis to both new and experienced users.
- The advent of the accountability provisions in Every Student Succeeds Act (ESSA) has brought a renewed focus on the importance of looking at school and district data at the subgroup level. Achievement gaps among subgroups have been identified and the district is coordinating systems to effectively reduce these discrepancies. Students in the Lowest 25% are closely monitored by our schools each year and interventions are provided based on the needs of the student. SJCS D closely monitors the progress the district subgroups are making in our work to narrow achievement gaps.
- Conversations to address disparities can occur privately, without names, with business partners who can offer suggestions to improve performance and identify opportunities to help students find success (such as using different materials, providing mentorship and/or providing additional field experiences). Conversations to address disparities can also then be held in the Multi-Tiered Systems of Success Response to Intervention meetings and PLC meetings.
 - Data operator and Director review data frequently to ensure score gains are appropriate and that information is entered correctly.
 - Records of all trained test administrators are kept.
 - There is a test and program orientation established for students.

- Any person who administers a Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), and CASAS Goals, along with General Educational Development (GED®) assessment, Postsecondary Education Readiness Test (PERT), End of Course (EOC) or Florida Standards Assessment (FSA) must be certified and trained, either by publishers standards or in accordance with K-12 testing policies for SJCSJ. Test administrations at SJCSJ are completed by following the test administration manual verbatim in order to ensure a fair and consistent testing environment.
- A collections of data elements attestation forms were collected during review.
- Student electronic files include "release of information" clauses as required by the Family Educational Rights and Privacy Act (FERPA).
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the on-site review. No errors were found. All student records were provided by SJCSJ.

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

- The Florida Standards provide the foundation for instruction in SJCSJ. Curriculum and Digital Learning provides training, ongoing professional development, digital resources and documents based on these standards.
- Each of the twenty-six Career Academies in St. Johns County School is guided by an advisory board comprised of stakeholders from business and industry, workforce development boards, post-secondary institutions, administrators, teachers, parents, and students. Advisory boards meet quarterly to assist with ensuring the programs that fall under each Career Academy umbrella satisfy workforce demand. Employees of CareerSource Northeast Florida are members of several of the advisory boards to include the guidance of a workforce development agency. Through this collaboration, key decisions are made to include the selection of courses offered within a program, industry certification opportunities, internship placement, and new industries to seek for field study, guest speaker and teacher externship opportunities. Some programs have been identified that do not currently offer a recognized industry credential. Also, although work-based learning (WBL), CTSO opportunities, and/or capstone experiences are offered to students of all programs, they vary from program to program. Using the information obtained through the size, scope, quality review, needs have been identified to support programs that could increase or strengthen the opportunities that are provided to students in one or more of these areas.
- The Career and Technical Education Department works closely with the middle school administrative teams to select or make changes to the middle school CTE program and course offerings. New middle school programs or courses are only selected if a high school program exists within the same career cluster at one of the nine district high schools to allow students to pursue career pathway options. As much as possible, the middle school CTE offerings are kept consistent across the schools to allow for collaboration through the PLC process. Where applicable, students in the middle school CTE courses prepare for and take Digital Tool examinations. Not only does this allow students to master essential skills but will prepare them for future industry certification exams at the high school and postsecondary levels. One of the school district's goals for the year was ensuring that ALL students have access to acceleration opportunities, and this includes digital content. To make that a priority, the CTE Director and CTE Middle School TOA met with each middle school principal to discuss data trends for every student at his/her school. The team discussed areas of success and areas where opportunities to grow existed.
- New AE students begin by taking the TABE or CASAS assessment with Assessment Staff. Students receive orientation to the program with general inquiry into students' goals and program expectations.
- Representatives of special populations were consulted and included in the CLNA process through invitations to and participation at Advisory Board meetings. Career Specialists at

- each high school are also invited to attend Response to Intervention/Multi-tiered system of Support (RTI/MTSS) and Individualized Education Program (IEP) meetings to participate in discussions involving CTE students.
- SJCS D has a strong and active Recruitment Committee that consists of human resource staff, community members, school-based administrators and teachers. The committee members are representatives of our student population within our District, and includes diverse members. The Recruitment Committee meets five to six times a year to discuss specific recruitment strategies for people of color, to review and provide feedback to scheduled recruitment events at colleges/universities, to plan and oversee Recruitment Fairs and to discuss retention strategies to help retain teachers/non-instructional personnel within our school district. Each year they collect data on the number of new teachers/non-instructional hired personnel, their certification, schools where they work, etc.; and provide surveys/training on areas of identified professional development needs throughout the school year. Data is collected yearly to monitor employee retention rate, attendance of professional development, as well as the number of teachers/non-instructional personnel recruited to their school district.
 - Many of their CTE programs offer Dual Enrollment and Career Dual Enrollment opportunities to juniors and seniors through First Coast Technical College, St. Johns River State College (SJRSC), University of North Florida, and Embry-Riddle Aeronautical University. Through a collaboration with St. Johns River State College, this is the second year St. Johns County School District has implemented an Early College Program at the high school level. Through the Early College Program, selected students are given the opportunity to pursue a modified Program of Study to be able to earn an AA degree upon high school graduation. For those students in Career Academies, they are still able to take CTE courses in grades 9–11 at the high school. During senior year, all courses are taken at the State College. If the college offers A.S. courses that tie to the Career Academy, the students will take those courses at the college as their senior elective. A similar program began during 2022-2023 school year, referred to as the Early Career Program, offering students a similar experience to the Early College model, but completing CTE clock hour programs at First Coast Technical College. The high schools also offer a variety of academic courses through Advanced Placement, Dual Enrollment, International Baccalaureate or Cambridge Programs and many of their Career Academy students take advantage of those opportunities, in which they can earn college credit. Finally, many of their students pass industry certification exams, which may articulate to college credit depending on the Postsecondary program the students attend and the major they pursue. The CTE programs provide CTE instructor supports to maintain up-to-date skills and knowledge necessary to support learning by participating in district or school-wide PLCs, academy-based PLCs with co-workers, curriculum development workshops, state and national conferences and workshops, externships provided by industry partners, and advisory boards for the academy. Due to industry experience and background from which many of the CTE teachers entered the teaching arena, additional professional development is needed in the areas of curriculum development, pedagogy, and classroom management. Through the CLNA process and internal site reviews, needs have been identified to strengthen the professional development offered to CTE teachers.
 - SJCS D, per School Board policy, adheres to all federal and state laws that ensure access to and participation of students, teachers and other beneficiaries with special needs. SJCS D has an open enrollment policy for all students into career education classes. All students have equal access to CTE programs; and our career specialists, guidance counselors and CTE instructors work to ensure that students with exceptionalities are offered equal access and the same opportunities as all other students.

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

- BusinessPlus® is the District's Inventory Management System.
- All inventory criteria set forth by federal, state and local guidelines are included within the inventory management system. The inventory management system was verified during the OSMR.
- Each work location's senior (level) administrator or principal is identified as the Property Custodian for their respective work location. The Property Custodian is tasked with the responsibility of maintaining an accurate accountability of all SJCSO Tangible Personal Property assigned or transferred to their work location. The Property Custodian assigns the role of Property Manager to a staff member to oversee the day-to-day inventory activities and processes. The Property Manager's role is to ensure that all Tangible Personal equipment consisting of both capitalized and non-capitalized assets are inventoried appropriately and records are updated to reflect the correct model, type, serial number, department, building and room number. All Property Managers are required to attend an annual training session with the Property Accounting staff to learn the duties, responsibilities and SAP® inventory reports, which are required of all work locations.
- Documenting the asset begins at the point of purchase. Below is the breakdown of how a capitalized asset is tracked and placed in the work location inventory.
 - The purchase order is created, using the correct object code for capital assets.
 - The work location accepts delivery of the asset and records a Goods Receipt in SAP®.
 - Vendor receives payment through Accounts Payable.
 - Property Accounting generates a report to review all District capital asset acquisitions greater than or equal to \$1,000.
 - For each asset greater than or equal to \$1,000, Property Accounting creates an asset master record documenting the purchase order number, cost strip, funding source, invoice, check number, make, model, manufacturer and work location.
 - The bar-coded Fixed Asset tag is created and sent along with the Fixed Asset to Be Tagged Report to the work location's Property Manager.
 - The Property Manager verifies the information on the Fixed Asset to Be Tagged Report and affixes the tag on the asset.
- Monthly Inventories are the responsibility of the Property Custodian.
- Monitoring staff conducted an inventory audit at six locations. See Finding 1.

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

- The Office of Equal Educational Opportunity (OEEEO) is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEEO at 850-245-0511.

F. RECORDS REVIEW refers to reviewing the records and documents that evidence compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

- Size, scope and quality review
- CLNA –Local Market Alignment
- MIS data quality checklists
- District policies and procedures for finance and procurement
- District technology plan
- WDIS user guide

- Student and employee handbooks
- Inventory and procurement records
- Memorandums of Understanding (MOUs) and articulation agreements
- Advisory committee records – agendas, sign-in sheets, etc.
- District professional development and training records – agendas, sign-in sheets, training materials, etc.
- CTE and AE student data review
- TABE and CASAS proctor records

G. FINANCIAL refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- BusinessPlus® is also used as the district's Enterprise Resource Planning (ERP) system.
- The Superintendent is responsible for all purchases of materials, equipment and services from School District funds. No person, unless authorized to do so under the rules of the School Board, may make any purchase or enter into any contract involving the use of school funds; no expenditures for any such unauthorized purchase or contract shall be approved by the School Board.
- The Superintendent is authorized to purchase commodities or contractual services without competitive solicitation where the total amount of the purchase is less than \$50,000, and does not exceed the applicable appropriation in the District budget. The following requirements apply to purchases of \$50,000 or less. For purchases between \$25,000 and \$50,000, a formal written quotation must be initiated and awarded from the Purchasing Department prior to issuing a purchase order for materials, services or equipment. For purchases between \$5,000 and \$25,000, informal written quotations are solicited from at least three (3) sources, prior to issuing a purchase order for materials, services or equipment. Purchases of less than \$5,000 are made in the best interest of the District. School principals are authorized to make from internal school accounts in compliance with the Internal Accounts Handbook.
- School Board approval is required for any purchase or contract of \$50,000 or more.
- Monitoring staff conducted a budget analysis of SJCS D' FDOE grants with no findings.
- Personnel Activity Reports were provided as time and effort evidence.

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

- SJCS D has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
 - First Coast Technical College (dual enrollment articulation)
 - Embry-Riddle Aeronautical University
 - Gaetz Aerospace Institute
 - AdventHealth Orlando
 - Career Source Northeast Florida
 - JaxUSA Partnership
 - St. Johns County Chamber of Commerce

VIII. RESULTS

1
Technology and Equipment
Equipment not properly tagged and not located where inventory list indicated.
During the monitoring review, several pieces of equipment indicated on inventory record at FCTC, Neese High School, Ponte Vedra High School, and Bartram Trail High School were not properly tagged.
This is in violation of 2 CFR 200, UGG §200.313, and district asset management procedures.
Equipment purchased with grant funds must be properly tagged with an asset identification number and kept in the location listed in the inventory management system in order to comply with state and federal requirements. Updated inventory records that include correct locations for all pieces of grant-funded equipment shall be provided.
Estimated completion date: 10/24/22
All missing property tags were provided from the correct locations. Corrective action is complete 10/24/22.

IX. SUMMARY

Once the monitoring review is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the FDOE monitoring team lead. Once the final report is approved, it will be forwarded to the agency head with a copy sent to the provider designated contact person. The final report will be posted on the department's website at the following address:

<http://fldoe.org/academics/career-adult-edu/compliance>.

Finally, the division issues a closure letter to the agency head and designated contact person. This letter indicates that all outstanding corrective action plan items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

The monitoring team extends its appreciation to all participants of St. Johns County School District monitoring review on behalf of the department. Special thanks is offered to Emily Harrison for her participation and leadership during this process.

APPENDIX A

**St. Johns 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: St. Johns County School District					
Program Type: CTE					
Monitoring Year: 2022-2023					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X 10</u>	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	3	<u>X8</u>	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					144

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

St. Johns County School District
 Adult Education
 Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: St. Johns County School District					
Program Type: AE					
Monitoring Year: 2022-2023					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X10</u>	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	5	<u>X 8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Adult Education Program Improvement Plan (AEPIP)	Target Not Met on 3 of 3 Indicators	5	3	<u>X 6</u>	18
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All targets met	0			
Agency Risk Score					194

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

Please address inquiries regarding this report to:

Kara Kearce
Director of Quality Assurance and Compliance
Kara.Kearce@fldoe.org
(850) 245-9033

Florida Department of Education
Division of Career, Technical and Adult Education
325 West Gaines Street · Room 722A
Tallahassee, FL 32399