



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance
Virtual Desk Monitoring Review
for
Perkins Career and Technical Education**

Gulf District Schools

December 10, 2025

Final Report

TABLE OF CONTENTS

I.	Introduction	1
II.	Authority	1
III.	QAC Core Monitoring Guide.....	1
IV.	Provider Selection	1
V.	Gulf District Schools.....	2
VI.	Monitoring Activities	2
VII.	Observation	3
VIII.	Results	8
IX.	Summary	8
	Appendix A.....	9

Florida Department of Education
Division of Career and Adult Education
Gulf District Schools
Perkins Career and Technical Education

Quality Assurance and Compliance Monitoring Report

I. INTRODUCTION

The Division of Career and Adult Education (Division) within the Florida Department of Education (Department) has several key responsibilities, including leadership, resource allocation, technical assistance, monitoring and evaluation. These duties require the Division to oversee the performance and regulatory compliance of federal and state funding recipients. The Quality Assurance and Compliance (QAC) office plays a critical role in this process by designing, developing, implementing and evaluating a comprehensive quality assurance system, which includes monitoring. This system aims to ensure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is the Division's duty to regularly monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The Department receives federal funding from the U.S. Department of Education for Career and Technical Education under the Carl D. Perkins Strengthening Career and Technical Education (CTE) for the 21st Century Act and for Adult Education (AE) under the Workforce Innovation and Opportunity Act of 2014. The Department awards sub-grants to eligible providers to administer local programs. The Department 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 Code of Federal Regulations 76.770, Education Department General Administrative Regulations and the Uniform Grant Guidance 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 is designed to be utilized by any reviewer who is conducting an onsite or desk monitoring of any program currently administered by the Division. The guide includes a brief overview of each aspect of the monitoring design and the process, as well as objectives that can be used when agencies are monitored or reviewed. The guide can be found on the Division's website at <https://www.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 office 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 Gulf District Schools (GDS) monitoring strategy was determined to be a virtual desk monitoring review (VDMR). Notification was sent to Mr. Jim Norton, Superintendent, on August 15, 2025. The designated representative for the agency was Ms. Karen Shiver, Director, Career and Technical Education.

The Division's representative conducting the VDMR was Program Specialist Michael Swift of the QAC.

V. GULF DISTRICT SCHOOLS

Finance

FY 2022-23

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	230-1613B-3CS01	\$ 25,125.00	\$ 855.05
Perkins Rural	230-1613R-3CR01	\$ 56,009.00	\$ 6,359.89

FY 2023-24

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	230-1614S-4CS01	\$ 26,838.00	\$ 2,742.30
Perkins Rural	230-1614R-4CR01	\$ 56,245.00	\$ 3,754.88

FY 2024-25

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	230-1615S-5CS01	\$ 31,225.00	\$ 0.00
Perkins Rural	230-1615R-5CR01	\$ 56,307.00	\$ 0.00

Additional information about the provider may be found at the following web address:
<https://gulfcoschools.com/>.

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

- No onsite visit was required as part of the monitoring review.

Entrance and Exit Conferences

A pre-visit monitoring conference was conducted on August 22, 2025. The exit conference was conducted on December 5, 2025. The participants are listed below:

Name	Title	Pre-visit Conference	Exit Conference
Karen Shiver	Director, CTE, GDS	X	X
Evan Clark	Chief Financial Officer, GDS	X	
Melissa Hancock	Assistant Superintendent for Teaching & Learning, GDS	X	
Renee Lynn	Assistant Superintendent for Student Services	X	
Billy Hoover	Director, Adult Education, GDS	X	
Jay Bidwell	Assistant Director, Adult Education, GDS	X	
Ashley Baird	CTE Assistant		X
Division Monitoring Team			
Michael Swift	Program Specialist, QAC	X	X
Charles Davis	Program Specialist, QAC	X	
Dantavia Davis	Program Specialist, QAC	X	

Interviews

No interviews were required as part of the VDMR.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, part F. A minimum of 25 student records were checked. In addition, policies and procedures were examined and reviewed 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.

- As a small, rural district, the management of the GDS Perkins grant is a collaborative effort. Program directors, administrative staff and teachers all work together to determine the needs of each program area and to determine if those needs are allowable and fit within the scope of their federal award(s).
- The Division grant manager for GDS reported that grant applications and amendments are routinely submitted on time and typically require little to no additional guidance. If revisions are needed, the CTE director submits those in a prompt manner.
- As part of the required comprehensive local needs assessment (CLNA), GDS CTE administrators consulted with numerous individuals and entities across their service area. Representatives from stakeholder groups also provided insight into the workforce needs and opportunities for special student populations. The list of stakeholders includes, but is not limited to:
 - CareerSource Gulf Coast, Economic Development Council – Representatives of local workforce boards
 - GDS CTE instructors, guidance counselors, principals and other district administrators – Local secondary educational agency representatives

- Gulf Coast State College (GCSC), Tom P. Haney Technical College (Haney) and Florida State University Panama City – Postsecondary representatives
- GDS Assistant Superintendent of Special Services – Special populations representatives
- GCSC and Northwest Florida Health Network – Out-of-school youth, homeless children and youth at-risk representatives
- Local business owners (private and public)
- Parents and students
- CTE administrators meet with various program advisory councils throughout the year to discuss local workforce needs, economic growth opportunities and job openings. Additionally, a broad range of local stakeholders meet regularly to offer program guidance, implementation and to evaluate program needs throughout the school year.
- As part of the review, monitoring staff verified that Perkins Rural Innovation funds were utilized for the stated purpose in their federal grant application. Based on documentation reviewed, Perkins Rural funds utilized for the designated rural communities were identified in the district’s allocation. This was verified via time and effort records for the instructor’s position approved in the district’s grant application.
- Throughout the year, GDS conducts ongoing professional learning and training events to ensure all CTE administrative staff are up to date on any changes that come from the federal and/or state-level Departments of Education. Department-sponsored training events are also attended.
 - GDS provided multiple records of district-wide training and learning events. District representatives also attend Division training events such as the Florida Association of Career and Technical Education conference and participate in Division webinars.

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

- GDS utilizes Focus® as its integrated Management Information System (MIS) and student information system. The MIS meets all Department requirements as defined by the Data Dictionary.
- GDS has internal processes and procedures for the collection, verification, analysis and reporting of student data. Division policies on the submission of student data are also adhered to and followed.
- Online program enrollment is available, but the provider states that the majority of parents and students prefer to use paper registration packets. If a paper application is used, school data entry personnel is then responsible for uploading everything into FOCUS®. A sample student enrollment packet was provided as part of the monitoring review.
- At the local level GDS maintains dedicated personnel responsible for student registration, data collection and student data verification through a multi-tier checks and balances system. These individuals/positions include:
 - CTE Director – Oversees, reviews validation reports and works with staff to ensure reporting accuracy and resolve validation errors.
 - Site Data Entry Clerks and Secretaries – Verifies and enters student data into Focus®, checks Workforce Development Information System (WDIS) edit reports on a regular basis and meets monthly to reconcile any discrepancies.
 - MIS Executive Assistant – Is responsible for the state reporting and data collection of full time equivalency and is ultimately responsible for the review of data reports and the submission of relevant data to the Department.

- Procedures are in place for industry certification and Career and Professional Education Act funding reporting. At the local level, each site has a data coach that is responsible for updating internal spreadsheets after all tests and certification exams. At the district level, this information is used to ensure the accuracy of all data that has been uploaded into the MIS.
- GDS provides students with the following notification(s) regarding the use and dissemination of student data:
 - Notification of social security number collection, usage and release.
 - Student and parental rights provided by the Family Educational Rights and Privacy Act (FERPA).
- CTE administrators attend Division events such as quarterly webinars and Management Information System Advisory Task Force meetings. Administrators also attend data-driven professional learning events that are offered by the Panhandle Area Educational Consortium (PAEC). Additionally, samples of local training events were submitted at the time of monitoring.
- Samples of CTE student data were reviewed and verified for accuracy as part of the VDMR. All student records were provided by GDS. Records reviewed included:
 - Secondary Industry Certifications

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

- GDS offers secondary CTE programs on two high school campuses within their service area. Although adult education services are not funded by Division grants, GDS does offer programs in Port St. Joe and Wewahitchka during the evening.
- GDS does not offer dedicated CTE programs in middle school, but students are introduced to the Xello® platform for career exploration options that help students align their interests and talents with workforce and CTE programs at the high school level. As eighth graders prepare to register for high school courses, they meet with Career Counselors to develop a four-year plan for transition to high school and CTE programs of study, if applicable.
- GDS has a memorandum of understanding (MOU) with CareerSource Gulf Coast to provide workforce training, employment assistance and other services for those interested in workforce programs. The two work closely to enhance alignment and market responsiveness of workforce, education and economic development systems through targeted integration to provide the local workforce with talented job candidates.
- GDS has multiple articulation agreements in place that allow high school CTE students to dual enroll at postsecondary institutions while still in high school. This allows students to earn postsecondary credits and certifications in addition to their high school diploma. Agreements are currently in place with:
 - GCSC
 - Haney
- GDS offers students multiple opportunities to participate in additional learning activities outside of the traditional classroom environment. A sample of those opportunities include:
 - Eastern Shipyard partners with students to work on real-world welding projects.
 - Career and Technical Student Organizations allow students to put their classroom skills to use in a variety of ways. Students participate in local, state and national competitions and are encouraged to run for various leadership positions within each organization.
 - Articulation Agreements are in place with local health care providers to offer work based learning (WBL) and clinical settings for health sciences students.
 - Numerous local companies in the region provide opportunities for students to participate in WBL and apply for internships in their related field of study.

- In compliance with Section 504 of the Rehabilitation Act of 1973, no student with a documented disability is denied appropriate and reasonable accommodation as determined by the student's needs. Due to the small size of the district, GDS partners with PAEC to access additional resources and support services that they may not be able to provide themselves. The GDS student handbook provides guidance on how to declare a disability and request support services.
- Events and services are provided for those students who fall into one or more categories of "special populations." Services include multiple language formats for informational/instructional items, encouraging participation in non-traditional fields of work, tailored support services from local community partners and transportation for homeless students, if available.
- GDS offers ample professional learning and training to CTE administrators and staff. Instructors also participate in ongoing training provided by the Division, as well as annual professional learning through the district and PAEC. Program-specific training and/or certifications are also completed as required. Additionally, GDS has scheduled professional learning days throughout the school year. Training topics include sessions on curriculum implementation, technology use in the classroom and student engagement.

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.

- Although no equipment was purchased with Perkins funds, the district Property Inventory Manual governs the acquisition, usage, safety/storage, inventory reconciliation and inventory disposal of all district equipment. In addition to these policies and procedures, GDS has internal controls and procedures to govern loss prevention, transfer of property and the disposition of capital equipment.
- Every program site has a designated administrator who serves as the custodian responsible for all equipment at his or her site. This individual works in conjunction with the district Fiscal Clerk, who is responsible for all property and equipment district wide.
- When applicable, a complete inventory of tangible property is conducted annually, with the results compiled by each site custodian, then submitted to the district Fiscal Clerk and subsequently approved by the School Board.
- Policies and procedures are also in place for equipment that is either lost or believed to be stolen. Lost items must be reported immediately upon discovery and, if evidence shows that an item is believed to be stolen, the site custodian must request a formal police incident report. The police report, as well as a written report from the site custodian is then submitted to the Superintendent for the property record to be made inactive.
- No inventory review was required, as no equipment was purchased during the years monitored.

E. EQUAL ACCESS refers to compliance with federal non-discrimination law requirements relating to recruitment, enrollment, participation and completion of programs.

- GDS included the necessary policies required by the General Education Provisions Act (GEPA) and other federal laws, which ensure equal access and participation in programs regardless of sex, race, national origin, color, disability or age.

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.

Documents reviewed are:

- Notification of social security number collection, usage and release
- Student authorization for access to educational records
- FERPA notification
- Sample student enrollment packet
- Time and effort reports
- Student data
- Welding program general ledger of expenses
- District policy and procedural manual
- Multiple MOUs
- Dual enrollment articulation agreement
- Advisory committee meeting records
- GEPA statement
- CLNA documentation
- Professional learning samples
- District employee handbook

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.

- Skyward® is used as GDS's financial management system.
- GDS has policies and procedures that provide uniform and systematic internal controls to promote efficient fiscal responsibility and accountability in the expenditure of federal funds. The following components of the procedures manual were reviewed as part of the monitoring process:
 - Budget Preparation
 - Cash Management
 - Cost Principals
 - Fiscal Planning
 - Internal Controls
 - Procurement
 - Travel
 - Conflict of Interest
- GDS does not use grant-funded P-cards for expending grant funds.
- GDS has specific guidelines to ensure that grant funds will be used to supplement programs and funding and not to supplant or replace existing program funding. A current general ledger for the Welding program was submitted as evidence that federal grant dollars are being used alongside other funding sources for the operation of the program.
- All supplies, equipment and services charged to a grant-funded source shall be purchased using sound judgement and obtained at the most economic price possible. All purchases must be in accordance with and as permitted by applicable federal and state laws, Department rules and GDS policies and procedures. GDS provided Internal Control procedures that promote transparency and accountability in the expenditure of grant funds.

- Except as authorized by law or rule, competitive solicitations shall be issued for the procurement of commodities and contractual services exceeding the amount of \$20,000. Competitive solicitations are managed by the district Purchasing Department and include the following methods of procurement:
 - Competitive Question
 - Invitation to Bid
 Policies are also in place for the acquisition of single/sole source items or services.
- QAC monitoring staff conducted a fiscal review of the providers' approved grant budget narrative and final expenditure reports. Upon review, no errors were uncovered that would have led to a finding.
- GDS provided additional fiscal records such as:
 - Time and effort
 - General ledger entries
 All records were in accordance with applicable local, state and federal law.

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.

- GDS has numerous collaborations, partnerships and MOUs throughout their service region. These partnerships aid in the expansion and implementation of the core objectives of GDS. The list of partners includes, but is not limited to:
 - CareerSource Gulf Coast
 - Tom P. Haney Technical College
 - Gulf Coast State College
 - Ascension Florida
 - Eastern Shipyard

VIII. RESULTS

GDS was not found to be out of compliance.

IX. SUMMARY

After completing the monitoring review and receiving any additional information requested, a preliminary report is sent to the provider for their review. The Division monitoring team lead may consider comments at their discretion. Once the final report is approved, it will be sent to the agency head and a copy will be sent to the provider's designated contact person. The final report will also be posted on the Department's website, which can be found at: <http://fldoe.org/academics/career-adult-edu/compliance>.

Once all outstanding corrective action plan items have been completed (when applicable), the Division will issue a closure letter to the agency head and designated contact person. This letter will signify the end of the monitoring process and that no further action is required.

The monitoring team would like to extend their appreciation to all participants in the Gulf District Schools monitoring review, on behalf of the Division. A special thanks is offered to Ms. Karen Shiver for her participation and leadership during this process.

APPENDIX A

Gulf District Schools
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Gulf District Schools					
Program Type: CTE					
Monitoring Year: 2025-2026					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	7	<u>X 10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	1	<u>X8</u>	8
	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	0	<u>X 6</u>	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					168

Data sources used for calculations: Prior to July 1, 2024



Please address inquiries regarding this report to:

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