



FLORIDA DEPARTMENT OF  
**EDUCATION**  
CAREER AND ADULT EDUCATION

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

**Leon County Schools**

**March 23-25, 2022**

**Final Report**

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Florida Department of Education  
Division of Career and Adult Education  
**Leon County Schools**  
**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 21<sup>st</sup> 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.

The Leon County Schools (LCS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Mr. Rocky Hanna, superintendent, on November 1, 2021. The designated representative(s) for the agency were Ms. Regina Browning and Mr. Sean Friend. The division's representative conducting the OSMR was program specialist Michael Swift of the Quality Assurance and Compliance section.

## V. LEON COUNTY SCHOOLS

### ENROLLMENT:

CTE (possible duplication at program level): Secondary – 8,096; Postsecondary – 1,381

AE – 21,097

### Finance

The provider was awarded the following grants for fiscal year's (FY) 2018-19, 2019-2020 and 2020-21:

#### **FY 2018-19**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	370-1619B-9CS01	\$ 364,974.00	\$ 6,533.32
Perkins Postsecondary	370-1619B-9CP01	\$ 186,880.00	\$ 0.00
Adult Education - Corrections	370-1919B-9CC01	\$ 100,000.00	\$ 3,244.87
Adult Education - AGE	370-1919B-9CG01	\$ 244,226.00	\$ 0.00
Adult Education - IELCE	370-1939B-9CE01	\$ 21,982.00	\$ 3,440.14

#### **FY 2019-20**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	370-1610B-0CS01	\$ 409,615.00	\$ 847.42
Perkins Postsecondary	370-1610B-0CP01	\$ 174,454.00	\$ 9,719.74
Adult Education - Corrections	370-1910B-0CC01	\$ 100,000.00	\$ 39,859.00
Adult Education - AGE	370-1910B-0CG01	\$ 244,226.00	\$ 2,726.78
Adult Education - IELCE	370-1930B-0CE01	\$ 21,982.00	\$ 5,067.08

#### **FY 2020-21**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	370-1611B-1CS01	\$ 432,524.00	\$ 12,651.65
Perkins Postsecondary	370-1611B-1CP01	\$ 251,409.00	\$ 3,895.84
CARES Act - Rapid Credentialing	370-1230A-1CR02	\$ 294,321.00	\$ 5,719.62
CARES Act - CTE Infrastructure	370-1230A-1C003	\$ 136,456.00	\$ *25,693.40
Adult Education - Corrections	370-1911B-1CC01	\$ 100,000.00	\$ 0.00
Adult Education - AGE	370-1911B-1CG01	\$ 244,226.00	\$ 2,528.95
Adult Education - IELCE	370-1931B-1CE01	\$ 21,982.00	\$ 3.19

\*Unexpended cash balance at the time of this writing due to grant still open.

Additional information about the provider may be found at the following web address:  
<https://www.leonschools.net>

## 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. Inventory reviews are also conducted when onsite with a provider.

### Onsite Visits

The monitoring team visited the following sites as part of the OSMR:

- Lively Technical College (LTC)
- Chiles High School
- Rickards High School
- Leon High School
- SAIL (School for Arts and Innovative Learning) High School
- Godby High School
- Lincoln High School

### Entrance and Exit Conferences

The entrance conference for LCS was conducted on March 23, 2022. The exit conference was conducted on March 25, 2022. The participants are listed below:

<b>Name</b>	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
Shelly Bell	Director, LCS/LTC	X	X
Regina Browning	Assistant Director, ACE	X	X
Sean Friend	Coordinator, LCS/LTC	X	X
Kendall Roberts	Project Manager, LTC	X	X
Henry Koger	Project Manager, LTC	X	X
Catherine Baham	Coordinator, ACE	X	X
Kawanna Bouie	Registrar, ACE	X	
Jennifer Madson	Coordinator, LTC	X	
Freda Thomas	Accountant, ACE	X	
Kevin Mack	Program Specialist, ACE	X	
<b>FDOE Monitoring Team</b>			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Orion Price	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X

### Interviews

No interviews were required as part of the OSMR. LCS submitted thorough and qualitative documentation and records via the FDOE ShareFile.

### Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of 30 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 LCS CTE and AE grants are managed by administrators with multiple years of experience in their respective program areas. In drafting their FDOE grant applications, the AE and CTE grants follow the processes as outlined in the district Grant Development Procedures manual.
  - The district CTE director, project manager and coordinator are responsible for approving and managing the district's Secondary and Postsecondary Perkins grants and the Coronavirus Aid, Relief, and Economic Security Act (CARES) grants upon approval from FDOE.
  - The district AE director, coordinator and program specialist are responsible for approving and managing the items to be included in their grants.
- As part of the required comprehensive local needs assessment (CLNA), Secondary and Postsecondary CTE administrative staff consulted with numerous individuals and entities across the Leon County service area. LCS also enlisted programmatic recommendations from students, teachers, individuals within the local workforce and special population groups. The list of stakeholders includes, but is not limited to:
  - LCS staff
  - Wakulla County Schools
  - Tallahassee Community College (TCC)
  - CareerSource (CS) Capital Region
  - Students and parents
- Many of these stakeholders also sit on advisory committees for specific program areas and will continue to provide ongoing consultation as it relates to the CLNA.
- The district conducts ongoing professional development and training to ensure all CTE and AE administrative staff are up to date on any changes that come from the federal and/or state level Department of Education. FDOE sponsored training events are also attended.

**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.

- LCS utilizes Focus® as their management information system (MIS) to house and track student data such as records, grades and attendance.
- The district has policies and procedures on data collection, entry and verification. Administrators who have access to the MIS include assistant principals, program coordinators, project managers, the registrar and the Instructional Information System

Specialist. Ongoing training is provided for all individuals who have access to student data and FOCUS®. Job descriptions were provided as part of the monitoring review.

- LCS provided district guidelines on instructional hours, pre and post-testing of students, and how to interpret scores and assign educational functioning levels (EFL). It is a student's assigned functioning level that determines placement within Adult Basic Education (ABE) and Integrated English Literacy and Civics Education (IELCE) programs.
- All proctors of the Tests for Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) are trained and certified, as required, by the state and the appropriate testing companies. LTC and Adult & Community Education (ACE) are also certified Pearson VUE® testing sites.
- All of the data elements required of their local MIS were included in the system and verified during the monitoring 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 OSMR. No errors were found. All student records were provided by LCS.

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

- LCS offers CTE and AE programs at LTC, ACE, the Leon County Detention Center, CS Capital Region and multiple high schools throughout Leon County.
- LCS fared well during the COVID-19 pandemic and incurred very little instructional downtime and drop in enrollment. Classrooms followed very strict guidelines that allowed in-person instruction, but virtual learning was utilized if available. Specifically, CTE programs were among the first to return to in-person learning due to the hands-on nature of the programs.
- ACE-U is a program that offers students Integrated Education and Training (IET) programs to introduce AE learners to workforce training opportunities in addition to their IELCE or ABE curriculum. ACE partners with local education agencies (LEA), TCC and LTC, to offer introductions into healthcare fields, entrepreneurship and transportation. Students who participate in ACE-U have the unique opportunity to hone workforce skills, earn a high school diploma and finish the program with a career certification. Although temporarily halted due to the pandemic, corrections students have the opportunity to participate in the entrepreneurship component of IET.
- AE administrators participate in ongoing IET state-sponsored committee meetings and training events.
- LCS offers CTE students multiple opportunities to participate in additional learning activities outside of the classroom.
  - Apprenticeship programs in Heating, Ventilation, Air-Conditioning (HVAC), Automotive Service Technology and Information Technology.
  - Externships in HVAC and Healthcare Sciences.
  - Work-based learning and on-the-job training (OJT) is a priority within the district.
  - Students participate in Career and Technical Student Organizations (CTSOs).
- LCS and LTC have numerous agreements with local healthcare providers so Health Science students can participate in required clinical experiences.
- High performing students within the Secondary CTE programs are eligible to participate in Career Dual Enrollment. This allows students to earn Postsecondary credits towards industry certifications while still in high school. Articulation Agreements are currently in place with LCS, Florida State University School (FSUS) and Wakulla County School Board (WCSB).

- A memorandum of understanding (MOU) is in place with CS Capital Region to provide numerous resources and trainings, in conjunction with LTC, for those interested in Workforce programs or adult literacy services.
- AE and CTE instructors participate in ongoing trainings provided by FDOE, as well as annual professional development through the district. Instructors also participate in program-specific training and certifications programs.
- No reasonable services and accommodations are denied to those students who self-declared a disability. The district Exceptional Student Education office is responsible for ensuring equal access and opportunity to education programs, services and/or activities for all students. An individualized educational plan (IEP) is developed for each student with a disability who needs specially designed instruction and related services. Each student has an IEP team that works with them and their parents.
  - The Success for Occupational Area Readiness (SOAR) program was specifically designed to partner with LTC, CS Capital Region and LCS to provide Postsecondary CTE career certificate programs for students with intellectual disabilities.

**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.

- All inventory criteria set forth by federal, state and local guidelines are included within the inventory management system.
- The district has policies and procedures on property management, equipment safety/storage, inventory reconciliation and inventory disposal.
- The district conducts inventory once per fiscal year of all capital assets with a value of \$5,000.00 or more. Each school and/or program site is given a property record report that outlines all tangible personal property to be located during said inventory. Any piece of equipment found out of place is investigated to determine if the item should be relocated to the location notated on the property record report or updated within the property records to match the new location.
- Items considered “unable to locate” (UTL) are reported on the Inventory Discrepancy Form, which triggers an investigation into the whereabouts of the equipment. Depending on the outcome of this investigation: (a) a Plant Security Report will be completed and an incident report will be filed with local law enforcement if the item was determined to have been stolen; (b) the site principal will complete an Inventory Certification form to confirm the accuracy of the findings; and (c) all items reported as UTL will be removed from the site’s property records and reported to the Chief Financial Officer (CFO) and School Board for final write-off.
- LCS has policies and procedures that must be followed any time a piece of capital equipment is removed from its original location. A Transfer of Property form must be used when an item is being permanently removed from one site to another, and a Temporary Removal of Property form must be used in the event an item is ever “assigned” to a student or teacher for use away from the site.
- The Property Management Department is responsible for ensuring all capital assets are “tagged” upon arrival to the district, but the Site Administrator at each school ultimately becomes the custodian of all equipment at his/her school.
- As part of the OSMR the QAC team conducted inventory searches at seven locations across the district. Inventory issues were discovered at Rickards High School when three laptops could not be found. It was determined that the missing laptops were “checked out” to students to take home, but the instructor could not provide the required Temporary Removal of Property form notating that the students were in possession of the items. Instead, the teacher



used “post-it” notes to record two of the three laptops were in possession of the students. This will result in two findings:

- Property Control – Laptops not found in the appropriate location set forth in the inventory records.
- Internal Controls – The instructor failed to follow LCS policy and procedures that require a Temporary Transfer of Property form to be filled out any time a student is in possession of a capital asset away from the school.

**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.

Items reviewed during the OSMR included, but were not limited to:

- MIS data quality checklists
- District policies and procedures for data collection, verification and reporting
- District policies and procedures for finance and procurement
- District policies and procedures for property management
- CLNA w/supporting documents
- CLNA advisory committee records and stakeholder records
- Inventory records
- Student handbook
- Procurement records
- Postsecondary admissions packet
- Exceptional Student Education manual
- 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
- Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (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.

- Skyward® Business PLUS is used as the district’s enterprise resource planning (ERP) and financial management system. The ERP is also used as the district contract management system, although LCS does not currently have any open contracts using AE or CTE federal grant funds.
- The district’s Board Policy Manual ensures the efficient management of CTE and AE grant funds. The following components of the manual were reviewed:

- Property control
- Accounting practices
- District budget policies
- Methods of procurement
- Contract management
- Conflict of interest
- Cash management
- The district purchasing department works with the AE and CTE grant managers to ensure all expenditures are allowable by law and able to be funded with federal dollars. It is the responsibility of the purchasing department to utilize the most efficient and effective purchasing method when expending federal grant funds. This department also works directly with schools on writing specifications for Invitations to Bid (ITB), Request for Proposals (RFP) and Invitations to Quote (ITQ) for the purchase of capital assets and services.
- Once programmatic needs are determined and written into the grant application, it is up to the program director, coordinator and site principal to give final approval on all grant-funded expenditures. Purchase orders are only created and authorized for items previously approved in the FDOE federal grant application.
- When an electronic purchase request is initiated within Skyward®, the method of procurement is determined based on the purchase price of the item(s). The LCS Purchasing Department Policy and Procedure Manual mandates the following approval process when expending grant funds:
  - Goods and services valued under \$8,000.00 do not require any sort of competitive solicitation and may be purchased on the open market using practical and responsible judgment.
  - Purchases between \$8,000.01 and \$50,000.00 require a minimum of three quotes if not previously covered by an existing competitive solicitation.
  - Any purchase over \$50,000 requires a competitive solicitation utilizing a formal bid process.
  - Policies and procedures exist for sole source purchases and require Board approval for any item costing more than \$50,000.
- LCS will always make an effort to retain quotes from small businesses and minority and women-owned businesses.
- Program directors, coordinators and school financial accountants have access to grant-funded purchasing cards (P-card). Policies and procedures for P-card users were submitted to the monitoring staff as part of the review, along with sample P-card transactions and reconciliations.

**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.

- LCS has numerous collaborations, partnerships and MOUs within the local community. They offer additional educational and job experiences to students within the district. The list of partners include, but is not limited to:
  - CareerSource Capital Region
  - Wakulla County Schools
  - Tallahassee Memorial Hospital
  - Eden Springs Nursing and Rehab Centre
  - Centre Pointe Health and Rehabilitation Center

- Bond Health Clinic
- Tallahassee Community College

**VIII. RESULTS**

LCS incurred two instances of non-compliance that will result in findings.

<b>Finding Number</b>	1
<b>Area</b>	Technology and Equipment
<b>Finding Summary</b>	Equipment not found during the on-site inventory of capital assets.
<b>Finding Detail</b>	During the monitoring review, three laptops were not in the location indicated on the inventory record. The laptops were returned to the school and verified prior to completion of the OSMR.
<b>Citation</b>	This is in violation of 2 CFR §200.313(d).
<b>Recommended / Anticipated Corrective Action</b>	Equipment purchased with grant funds must be kept in the location listed in the inventory management system in order to comply with state and federal requirements.  LCS is required to submit a memo of attestation stating (a) that they accept the finding and (b) what steps are to be taken in the future to ensure adherence to local, state and federal law.
<b>Anticipated completion date:</b>	4/8/2022
<b>Name(s) and Title(s) responsible for corrective action:</b>	Sean Friend, CTE Coordinator
<b>Plan accepted by:</b> Michael Swift, program specialist  <b>Date:</b> 4/8/2022	
<b>Status of Corrective Action Plan (to be completed by FDOE staff)</b>	
<b>Status of CAP:</b> Complete <span style="float: right;"><b>Date:</b> 4/8/2022</span>	

<b>Finding Number</b>	2
<b>Area</b>	Internal Controls
<b>Finding Summary</b>	The provider did not use the Temporary Removal of Property form, as required under district policy and procedure, to loan three laptop computers to students.
<b>Finding Detail</b>	During the monitoring review, several pieces of equipment were not in the location indicated on the inventory records. Upon further review, it was determined that the laptops were loaned to students to use away from the classroom. The teacher who loaned the laptops did not complete and submit a Temporary Removal of Property form for the laptops and had no record of who was in possession of the laptops or their exact locations.
<b>Citation</b>	This is in violation of 2 CFR §200.303 and 2 CFR §200.313(d)(3).
<b>Recommended / Anticipated Corrective Action</b>	<p>The provider is required to establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award.</p> <p>LCS does have internal controls in place to mandate what steps are to be taken when a piece of equipment is loaned to a student for use away from its designated location. This shall be addressed in the memo of attestation required for Finding #1. <b>No further action is required.</b></p>
<b>Anticipated completion date:</b>	N/A
<b>Name(s) and Title(s) responsible for corrective action:</b>	Sean Friend, CTE Coordinator
<b>Plan accepted by:</b> N/A	
<b>Date:</b> N/A	
<b>Status of Corrective Action Plan (to be completed by FDOE staff)</b>	
<b>Status of CAP:</b> N/A	<b>Date:</b> N/A

## **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's 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 Leon County Schools monitoring review on behalf of the department. Special thanks are offered to Ms. Regina Browning and Mr. Sean Friend for their participation and leadership during this process.

**APPENDIX A**

Leon County Schools  
Career and Technical Education  
Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants</b>					
Agency Name: <b>Leon County Schools</b> Program Type: <b>CTE</b> Monitoring Year: <b>2021-2022</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	<b>3</b>	<u>X 10</u>	<b>30</b>
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Perkins Grants Combined</b>	Upper Quartile	7	<b>5</b>	<u>X 8</u>	<b>40</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Perkins Grants</b>	4 or More	7	<b>3</b>	<u>X 8</u>	<b>24</b>
	3	5			
	2	3			
	1	1			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	<b>0</b>	<u>X 6</u>	<b>0</b>
	No	0			
<b>Agency CTE Program Director Change from Previous Fiscal Year</b>	Yes	7	<b>0</b>	<u>X 6</u>	<b>0</b>
	No	0			
<b>Unexpended Funds from all Perkins Grants Combined</b>	Upper Quartile	7	<b>3</b>	<u>X 4</u>	<b>12</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	<b>1</b>	<u>X 4</u>	<b>4</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>110</b>

Data sources used for calculations: Prior to July 1, 2020

Adult Education  
Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants</b>					
Agency Name: <b>Leon County Schools</b>					
Program Type: <b>AE</b>					
Monitoring Year: <b>2021-2022</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	<b>3</b>	<u>X10</u>	<b>30</b>
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Adult Education Grants Combined</b>	Upper Quartile	7	<b>5</b>	<u>X 8</u>	<b>40</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Adult Education Grants</b>	4 or More	7	<b>5</b>	<u>X 8</u>	<b>40</b>
	3	5			
	2	3			
	1	1			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	<b>0</b>	<u>X 6</u>	<b>0</b>
	No	0			
<b>Agency AE Program Director Change from Previous Fiscal Year</b>	Yes	7	<b>0</b>	<u>X 6</u>	<b>0</b>
	No	0			
<b>Unexpended Funds from all Adult Education Grants Combined</b>	Upper Quartile	7	<b>7</b>	<u>X 4</u>	<b>28</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	<b>1</b>	<u>X 4</u>	<b>4</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Adult Education Program Improvement Plan (AEPIP)</b>	Target Not Met on 3 of 3 Indicators	5	<b>4</b>	<u>X 6</u>	<b>24</b>
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All targets met	0			
<b>Agency Risk Score</b>					<b>166</b>

Data sources used for calculations: Prior to July 1, 2020



**Please address inquiries regarding this report to:**

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