FLORIDA DEPARTMENT OF EDUCATION

CAREER AND ADULT EDUCATION

Quality Assurance and Compliance
Onsite Desk Monitoring Review
for
Perkins Career and Technical Education
and
Adult Education

Miami Dade College

April 7 – 11, 2025

Final Report

TABLE OF CONTENTS

Florida Department of Education
Division of Career and Adult Education

Miami Dade College
Perkins Career and Technical Education
And
Adult 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 Miami Dade College (MDC) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Madeline Pumariega, President, on December 12, 2024. The designated representatives for the agency were Ms. Alexia Rolle and Mr. Enrique Infanzon.

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

## V.	MIAMI DADE COLLEGE

Finance
The provider was awarded the following grants for fiscal years (FY) 2021-22, 2022-23 and 2023-24:

FY 2021-22

Grants	Grant Number	Grant Amount	Unexpended
Adult Education - AGE	132-1912B-2CG01	$ 2,194,910.00	$ 163,006.89
Adult Education - IELCE	132-1932B-2CE01	$ 918,442.00	$ 161,268.30
Perkins Postsecondary	132-1612B-2CP01	$ 3,099,714.00	$ 27,074.13

FY 2022-23

Grants	Grant Number	Grant Amount	Unexpended
Adult Education - AGE	132-1913C-3CG01	$ 2,172,410.00	$ 215,468.58
Adult Education - IELCE	132-1933B-3CE01	$ 1,003,915.00	$ 168,984.82
Perkins Postsecondary	132-1613B-3CP01	$ 3,155,304.00	$ 91,046.34
Perkins Equipment Upgrade and Modernization	132-1613R-3C001	$ 247,404.00	$ 0.00

FY 2023-24

Grants	Grant Number	Grant Amount	Unexpended
Adult Education - AGE	132-1914C-4CG01	$ 2,559,327.00	$ 160,483.48
Adult Education - IELCE	132-1934B-4CE01	$ 716,202.00	$ 11,615.90
Perkins Postsecondary	132-1614P-4CP01	$ 4.580,571.00	$ 54,517.86

Additional information about the provider may be found at the following web address: https://www.mdc.edu/.

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 sites as part of the OSMR:
- MDC – Wolfson Campus
- MDC – Padron Campus
- MDC – North Campus
- MDC – West Campus
- MDC – Hialeah Campus
- MDC – Medical Campus
- MDC – Homestead Campus
- MDC – Kendall Campus
- Miami Executive Airport

Entrance and Exit Conferences
The entrance conference for MDC was conducted on April 8, 2025. The exit conference was conducted on April 10, 2025. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Lazara Ramirez	Director, AE, MDC	X	X
Krystal Daniels	Program Manager, CTE, MDC	X	
Eduardo Plasencia	Budget administrator, CTE, MDC	X	X
Alexia Rolle	Dean, CTE, MDC	X	X
Enrique Infanzon	Dean, Continuing Education, MDC	X	X
Jorge Gonzalez	Director, Business Innovation and Technology Center, MDC	X	
Philip Dickey	Senior Director, Research and Development, MDC		X
Lorena Vazquez	Apprentice Training Representative	X	X
Division Monitoring Team			
Michael Swift	Program Specialist, QAC	X	X
Charles Davis	Program Specialist, QAC	X	X
Dantavia Davis	Program Specialist, QAC	X	X
Kara Kearce	Director, QAC	X	X

QAC monitoring staff conducted a fiscal review of the providers' grant budget analysis (GBA). Multiple line items and object codes within the GBA resulted in a finding. The monitoring team lead conducted a meeting with the Dean of CTE and representatives from the MDC Comptroller's Office to discuss the GBA and what led to the finding. After a productive conversation, the provider understood why the finding occurred and discussed action steps to be used in the future to prevent the issue from happening again.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, part 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 MDC CTE and AE grants are managed by program Deans and Coordinators with numerous years of experience within their respective program areas. They work directly with administrators and faculty to determine the needs of each program area and to determine if those needs fit within the scope of their federal award(s).
- The grant manager for MDC reported that grant applications and amendments are routinely submitted on time and typically require little to no additional guidance. If revisions are needed, the program directors submit those in a prompt manner.
- As part of the required comprehensive local needs assessment (CLNA), MDC 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 population students. The list of stakeholders includes, but is not limited to:
  - CareerSource South Florida, Greater Miami Chamber of Commerce, Miami Foundation and Miami-Dade County Beacon Council – Representatives of local workforce board
  - Executive Director, CTE, Miami Dade County Public Schools (MDCPS) – Local secondary educational agency representative
  - MDC faculty and staff – Postsecondary representatives
  - Director, MDC Student Services and A Comprehensive Center for Exceptional Student Services (ACCESS) – Representatives of special populations and individuals with disabilities
  - Director, MDC Single Stop Program – Representing out-of-school youth, homeless children and youth at-risk
  - Local business owners (private and public)
  - Student surveys
- MDC used Regional and Local Targeted Occupations lists to assess the economic and educational needs of its service area. MDC also received multiple letters of support from their local CareerSource and other public entities that spoke of the need for some programs represented in their CLNA. These letters of support represent programs that aren't included on the local and/or state occupation demands report.

- Workforce Advisory meetings are held quarterly throughout the school year with the above-mentioned stakeholders, as well as other participants who represent multiple entities within the region.
- MDC conducts ongoing professional learning and training events to ensure all CTE and AE administrative staff are up to date on any changes that come from the Department. Division-sponsored training events are also attended. MDC provided multiple records of college-wide training and learning events.

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 on.

- MDC utilizes Peoplesoft® as its integrated Management Information System (MIS) and student information system. The MIS meets all Department requirements as defined by the Data Dictionary.
- MDC has written procedures for the collection, verification, analysis and reporting of student data. Florida College System Data Submission procedures are also adhered to and followed.
- State reporting is a multi-tiered, checks and balance system but the Senior Research Analyst is ultimately responsible for all data submitted to the Department. It is also the responsibility of this person to maintain the data quality and accuracy within the student database and admissions database, as well as identify data inaccuracies and inconsistencies.
  A job description for the position listed above was provided by the college.
- MDC provided testing and assessment policies and procedures for all administrators who proctor AGE placement tests. Those policies and procedures included administrative training requirements, test security, test scheduling and administering the assessments.
- All test proctors are certified in accordance with Division requirements and each testing agency. Administrator certificates of completion were provided by MDC and reviewed as part of the monitoring process.
- MDC AE programs adhere to mandated WIOA attendance policies that require a student to be withdrawn from a course after missing a set number of classes. A sample of student attendance records reflecting automatic class drops were provided by the college. All attendance records are housed within Peoplesoft®.
- MDC provides students with the following notification(s):
  o Notification of social security number collection, usage and release.
  o Student authorization for access to educational and academic records.
  o Student and parental rights provided by the Family Educational Rights and Privacy Act (FERPA).
- CTE and AE administrators attend Division events such as quarterly webinars and Management Information System Advisory Task Force meetings. Other professional learning events are attended when the opportunity is available. Additionally, samples of local training events were submitted at the time of monitoring.
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the OSMR. All student records were provided by MDC. Records reviewed included:
  o AGE completers and non-completers;
  o CTE industry certifications (secondary and postsecondary); and
  o Postsecondary Adult Vocational program completers.

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

- MDC offers CTE and/or AE services on all campuses within their service area. Multiple student support centers are located throughout the region, as well. Additionally, MDC has an articulation agreement with MDCPS to offer dual enrollment for high school students to earn postsecondary credits and certifications in addition to their secondary curriculum.
- MDC has a memorandum of understanding (MOU) and Training Vendor Agreement with CareerSource South Florida to provide workforce training, employment assistance and other services for those interested in workforce programs and/or literacy services. CareerSource operates multiple centers on MDC campuses and in partnership with community-based organizations, operate centers in communities with the most need for services.
- For the years monitored, MDC implemented numerous new programs across their campuses. The necessity for these programs was determined by local workforce needs uncovered during the CLNA process. Conversely, they have also phased out programs that no longer meet the needs of the local workforce.
- MDC offers students multiple opportunities to participate in additional learning activities outside of the traditional classroom environment.
  o Partnerships exist with a number of local businesses that allow students to apply for internships and work-based learning opportunities.
  o Health Science students receive hands-on experience while working clinical hours at local health care facilities.
  o Culinary students at the Miami Culinary Institute routinely provide on-campus food services for special occasions and for students and administrators.
  o Multiple clubs and student organizations are available for students to participate in program themed learning environments.
- MDC offers multiple registered apprenticeship and preapprenticeship programs, covering a variety of occupations.
- MDC has adopted multiple fully functioning Integrated Education and Training (IET) programs to help Integrated English Literacy and Civics Education (IELCE) learners not only attain literacy skills but also transition into postsecondary education and/or receive simultaneous workforce training for gainful employment.
  o Students enrolled in IELCE programs can select from a multitude of IET programs on multiple MDC campuses. MDC provided programs of study and learning objectives for 10 programs.
- In compliance with the Americans with Disabilities Act (ADA) of 2008 and Section 504 of the Rehabilitation Act of 1973 no student who self-declares a disability is denied appropriate and reasonable accommodation as determined by the student's needs. MDC provided a Services Provided for Students with Disabilities procedural guide as part of the monitoring review. ACCESS is responsible for the development of the aforementioned manual and all services available.
- The ADA Coordinator and the ACCESS Directors/Coordinators, or their campus designees, serve as the College-wide ACCESS Committee, which is responsible for the implementation of services and accommodations students may need.
  o Students are directed to ACCESS or their campus designee where they are able to request services, provide documentation of a disability and receive a determination of eligibility for requests for services.
  o Students with disabilities are afforded an Individual Education Plan in which the student and the campus ACCESS designee meet to address learning accommodations to be

provided in the classroom. Students sign an ACCESS Student Responsibilities form and must adhere to the requirements necessary to maintain accommodations.

- o Services available for students with disabilities, including the granting of auxiliary aids and services, substitutions, modifications, academic adjustments and/or waivers of requirements for admission to MDC and some programs.
- MDC offers ample professional learning and training to AE and CTE administrators and staff. Instructors also participate in ongoing training provided by the Division, as well as annual professional learning through the college. Program-specific training and/or certifications are also completed as required.
  - o Proctors of Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) were verified as part of the monitoring process.

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 college's fixed asset management system.
- MDC has policies and procedures on property management, equipment safety/storage, inventory reconciliation and inventory disposal. In addition to these policies and procedures, MDC has internal controls and procedures to govern loss prevention, transfer of property and the surplus of capital equipment. Property control records are housed within the Property Management Department (PMD).
- Although each campus has individuals responsible for equipment, the Property Warehouse Manager is responsible for asset oversight of the entire college, which includes Property Control, Central Receiving and the Consolidated Warehouse. Additionally, this individual manages inventory control reports and warehouse operations.
- MDC utilizes a Transfer or Temporary Custody of College Property form whenever equipment and/or property is moved from location to another. The department to which the equipment is being transferred must complete the form (signature noting receipt of property) and forward a copy to Property Management. This form includes all the required elements to be uploaded into the property management system
- Additionally, property may be moved or relocated freely within a college department, provided custody of said property does not change. Location records must also be updated.
- All equipment valued greater than $1,000 is inventoried at least annually, and all inventoried property must match the records maintained within the PMD. Property Managers at each campus must notify the office of any property that is lost, believed to be stolen or missing. The PWM will then be responsible for reporting the findings to the appropriate Dean(s) and/or Campus Administrator.
- If it is determined that an item of equipment has been stolen, report this promptly to the Public Safety Department where an Incident Report and law enforcement investigation will be requested.
  - o Copies of the reports will be forwarded from Public Safety to Property Management where an appropriate entry will be made on the inventory record.
  - o If the equipment is not located within three (3) months from the date the police report is submitted, a Survey Request, Report and Expenditure form should be submitted by the department that had custody of the equipment.
  - o Upon approval of the Survey Request by the Board of Trustees, Property Accounting will remove the item(s) from the active inventory file.

- MDC did report an instance of lost grant-funded assets during the years reviewed. The appropriate procedures were followed to document the incident, including filing a report with campus police and MDC Public Safety Department. A copy of the incident report was provided.
- Monitoring staff conducted inventory reviews at nine MDC campuses, including the Miami Executive Airport. All inventory was accounted for and in its correct location. QAC staff verified inventory at the federal $5,000 threshold, as well as spot checked $1,000 items for internal controls compliance. No issues were uncovered.

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

- MDC 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 were:
- Notification of social security number collection, usage and release
- Student authorization for access to educational records
- FERPA notification
- Testing policies and procedures manual
- Time and effort reports
- Student data
- AE student attendance records reflecting class drops
- Fiscal and operational policies and procedures
- CASAS and TABE certifications
- Multiple MOUs
- Dual enrollment articulation agreement
- IET Program of Study
- Travel records
- GEPA statement
- ACCESS services manual and student responsibilities form
- CLNA documentation
- Professional learning calendar, training materials and sign in sheets

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.

- Oracle Peoplesoft® is used as MDC's financial management system. Purchases, contracts, deliverables and all aspects of procurement are housed within the system.
- MDC has policies and procedures that provide a uniform and systematic method for procurements in an efficient, cost-effective manner in accordance with, and as permitted by, applicable federal and state laws; Department rules; MDC policies; and

administrative rules. The following components of the procedural manual were reviewed as part of the monitoring process:

- o Purchasing guidelines and procedures
- o Sole source purchases
- o Budget implementation
- o Cash management
- o Contracts and bids
- o Purchasing cards (P-card)
- o Inventory management
- o Procurement
- o Conflict of interests
- o Ethics
- o Travel

- Project managers routinely review their grant budgets to keep track of current expenditures and to ensure that there is no cost overrun between object codes. If the scope of a project changes or if funds need to be re-allocated, an amendment will be drafted and submitted to the Division.
- MDC does use Purchase cards (P-cards) for minor expenditures charged to the grant. All purchases made with P-cards must receive prior approval and be used solely for the operation of a grant-funded program or when encumbering expenses necessary for tasks such as travel and conferences. When a P-card is used, it is the responsibility of the authorized card holder to submit proper documentation for reconciliation toward the appropriate grant fund. Sample P-card transactions and reconciliations were provided by MDC.
- All supplies, equipment and services charged to a grant-funded source shall be purchased using sound judgement and obtained at the lowest cost possible. Expenditures must be pre-approved and go toward the operation of programs and fit within the scope of the grant.
- Requisitions are initiated to request an order of goods or services used for official college business. The Purchasing Department will review each requisition, ensure compliance with college policies and procedures, then issue a Purchase Order (PO), as deemed appropriate. The PO serves as the official college document to request goods and services from a contractor or vendor.
- No purchases shall be initiated with the Purchasing Department without prior approval from the Division via a grant award letter and/or subsequent amendment(s).
- The dollar value of a purchase ultimately dictates the procurement method used to acquire goods and/or services. In accordance with the Code of Federal Regulations, purchases exceeding the micro-purchase threshold but not exceeding the simplified acquisition threshold (SAT) require two or more quotes. Purchases that exceed the SAT require a formal competitive selection process involving an Invitation to Bid, Request for Qualifications, Request for Proposal or Invitation to Bid. Policies and procedures for Sole Source acquisitions will be followed, as necessary.
- QAC monitoring staff conducted a fiscal review of the providers' grant budget narrative and final expenditure reports. Upon review, it was discovered that multiple object codes were charged without prior approval in their grant award notification. No amendment was submitted to the Division requesting the budgetary changes. This resulted in a finding. See Finding 1 in the Results section below.
- MDC provided additional fiscal records such as:
- o Time and effort
- o Procurement

o Service agreement contracts
o Travel
o P-card transactions
All records were in accordance with applicable local regulations, and 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.

- MDC has numerous collaborations, partnerships and MOUs throughout their service region. These partnerships aid in the expansion and implementation of the core objectives of MDC. The list of partners includes, but is not limited to:
  o CareerSource South Florida
  o Miami Dade County Public Schools
  o City of North Miami Beach
  o Solidaridad Sin Fronteras
  o Upwardly Global Learning
  o Greater Miami Chamber of Commerce
  o Miami Foundation
  o Miami-Dade County Beacon Council

VIII. RESULTS

MDC was found to be out of compliance.

Finding Number	1
Area	Finance
Finding Summary	A grant budget analysis (GBA) was conducted for MDC for all grants from 2021-2024. There were errors in: Object codes charged with no prior approval. Also, over-expending funds in approved object codes.
Finding Detail	• FY 2021-24 grants (AGE, IELCE, Postsecondary) Object codes were overspent with no budget amendments submitted.
Citation	Violation of the Project Application and Amendment Procedures for Federal and State Programs (Green Book), Section B "Project Amendments. Along with 2 CFR 200.308, (b) (c) Revisions of the budget & program plan, and 2 CFR 200.407, not seeking prior approval before expending funds.
Recommended/Anticipated Corrective Action	The Dean of CTE will provide a letter of attestation stating that they understand and accept the finding. Also, include any measures that will be taken to prevent a reoccurrence in the future.
Anticipated completion date:	
Name and Title responsible for CAP	Alexia Rolle, Dean, CTE
Plan Accepted by:	
Status of Action Plan	

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 is located 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.

On behalf of the Division, the monitoring team would like to extend their appreciation to all participants in the Miami Dade College monitoring review. A special thanks is offered to Ms. Alexia Rolle and Mr. Enrique Infanzon for their participation and leadership during this process.

APPENDIX A

Miami Dade College
Career and Technical Education
Risk Matrix

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

Agency Name: **Miami Dade College**
Program Type: **CTE**
Monitoring Year: **2023-2024**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	**5**	X 10	**50**
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	**7**	X8	**56**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	**5**	X 8	**40**
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	**5**	X 4	**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	**7**	X 4	**28**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**194**

Data sources used for calculations: Prior to July 1, 2023

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

Agency Name: **Miami Dade College**
Program Type: **AE**
Monitoring Year: **2023-2024**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	5	X10	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	7	X 8	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	3	X 8	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	X 4	28
	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	1	X 6	6
	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	**192**

Data sources used for calculations: Prior to July 1, 2023

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, Florida 32399