FLORIDA DEPARTMENT OF EDUCATION

CAREER AND ADULT EDUCATION

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

Collier County Public Schools

May 12-22, 2026

Final Report

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Florida Department of Education
Division of Career and Adult Education
Collier County Public Schools
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 Collier County Public Schools (CCPS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Dr. Leslie C. Ricciardelli, Superintendent, on December 9, 2025. The designated representative for the agency was Mr. Carlos Artime, Executive Director, CTE & Postsecondary, CCPS.

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

V. COLLIER COUNTY PUBLIC SCHOOLS

Finance

The provider was awarded the following grants for fiscal years (FY) 2022-23, 2023-24 and 2024-25:

FY 2022-23

Grants	Grant Number	Grant Amount	Unexpended
Adult Education AGE	110-1913C-3CG01	$ 668,608.00	$ 0.00
Adult Education IELCE	110-1933B-3CE01	$ 396,801.00	$ 0.00
Adult Education Corrections	110-1913C-3CC01	$ 100,000.00	$ 0.00
Perkins Postsecondary	110-1613B-3CP01	$ 190,392.00	$ 0.00
Perkins Secondary	110-1613B-3CS01	$ 4 58,319.00	$ 7,387.43
Perkins Rural	110-1613R-3CR01	$ 25,000.00	$ 4,256.09

FY 2023-24

Grants	Grant Number	Grant Amount	Unexpended
Adult Education AGE	110-1914C-4CG01	$ 594,571.00	$ 0.00
Adult Education IELCE	110-1934B-4CE01	$ 222,903.00	$ 0.00
Adult Education Corrections	110-1914C-4CC01	$ 88,540.00	$ 0.00
Perkins Postsecondary	110-1614B-4CP01	$ 134,523.00	$ 0.00
Perkins Secondary	110-1614B-4CS01	$ 516,855.00	$ 20,401.93
Perkins Rural	110-1614R-4CR01	$ 25,000.00	$ 271.43

FY 2024-25

Grants	Grant Number	Grant Amount	Unexpended
Adult Education AGE	110-1915C-5CG01	$ 730,106.00	$ 0.00
Adult Education IELCE	110-1935B-5CE01	$ 274,592.00	$ 0.00
Adult Education Corrections	110-1915C-5CC01	$ 100,000.00	$ 0.00
Perkins Postsecondary	110-1615B-5CP01	$ 206,581.00	$ 35,569.46
Perkins Secondary	110-1615B-5CS01	$ 605,022.00	$ 32,538.33

Perkins Rural	110-1615R-5CR01	$ 25,000.00	$ 301.29
Perkins EUM	110-1615R-5C001	$ 170,000.00	$ 170,000.00
Perkins EUM	110-1615R-5C002	$ 170,124.00	$ 165,116.43

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

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

- Martin Luther King, Jr. Administrative Center
- Naples High School
- Lorenzo Walker Technical College (LWTC)
- Lely High School
- Immokalee Technical College (ITC)
- Immokalee High School

Entrance and Exit Conferences

The entrance conference for CCPS was conducted on May 12, 2026. The exit conference was conducted on May 22, 2026. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Carlos Artime	Executive Director, CTE & Postsecondary, CCPS	X	X
Nicole Litchko	Assistant Director, Teaching and Learning, CCPS	X	X
Frank Ramsey	Coordinator, LWTC, CCPS	X	X
Aaron Paquette	Director, Immokalee Technical College, CCPS	X	X
Ariel Pechokas	Director, Adult and Community Education, CCPS	X	X
Carla Burdick	Specialist II, CCPS	X	X
Courtney Stahlman	Coordinator, Marketing/Workforce Education Programs, CCPS	X	X
Pual Holiman	Coordinator, Postsecondary Curriculum and Instruction, CCPS	X	X
Division Monitoring Team			
Michael Swift	Program Specialist, QAC	X	X
Charles Davis	Program Specialist, QAC	X	

Interviews

No interviews were required as part of the OSMR.

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 fiscal and programmatic management of AE and CTE federal grant funds is a collaborative effort. Although secondary, postsecondary and AE grants are managed by different individuals, the primary goal is that all programs are operating in conjunction with each other. As grants are being written, the aim is to ensure seamless pathways for a student to transition from secondary to postsecondary or from AE to postsecondary CTE programs.
- Program managers work with the district finance office to track and monitor all awarded budget expenditures and disbursements in the district financial management system. Meetings are held regularly to validate that each specific grant is adhering to their approved federal award. This allows for budgetary amendments to be drafted and submitted to the Division, as adjustments are needed.
- The Division grant manager for CCPS reported that grant applications and amendments are routinely submitted on time and typically require little to no additional guidance. If revisions are needed, CCPS submits those in a prompt manner.
- As part of the required biannual comprehensive local needs assessment (CLNA), CCPS secondary and postsecondary 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 Southwest Florida and the Greater Naples Chamber of Commerce members – Representatives of local workforce boards
  - CCPS Principals and Assistant Principals, CTE Academy Directors and other district administrators – Local secondary educational agency representatives
  - Directors of LWTC and ITC and the President of Keiser University – Postsecondary representatives
  - District support personnel – Special populations representatives
  - CCPS Homeless Student Liaisons for Naples and Immokalee – Out-of-school youth, homeless children and youth at-risk representatives
  - Local business owners (private and public)
  - Parents and students
- Advisory councils meet throughout the year to discuss local workforce needs, economic growth opportunities and job openings. Many of the aforementioned individuals involved in the CLNA also participate in these meetings.
- As part of the review, monitoring staff verified that Perkins Rural Innovation funds were utilized for the stated purpose in their federal grant application. This was verified via procurement records and visual inspection of grant-funded equipment at ITC.
- CCPS 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 federal and/or state-level Department of Education. Department-sponsored training events are also attended. CCPS provided multiple records of district-wide training and learning events. District

representatives also attended Division training events such as the Florida Association of Career and Technical Education conference and the Adult and Career Education conference.

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.

- CCPS 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.
- CCPS has written 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.
- At the secondary and postsecondary levels, CCPS maintains dedicated personnel responsible for student registration, data collection, data verification and data submission through a multi-tier checks and balances system. These individuals/positions include:
  - The Budgets and Workforce Development Information System (WDIS) and Full Time Equivalent (FTE) Coordinator – Ultimately responsible for gathering, verifying and reporting data for program funding through the FTE & WDIS system. This individual is also responsible for records management in support of data reporting for financial and student survey audits.
  - Data Survey Manager – Oversees and reviews validation reports and works with staff to ensure reporting accuracy and resolve validation errors. The Data Survey Manager also manages all FTE student and staff surveys and develops FTE training/workshops for school personnel and administrative staff on how to organize, interpret and validate data pertaining to FTE surveys and class size statistics.
  - Senior Director of Student and Staff Projections and Allocations – Serves as the FTE Administrator for the district and is responsible for the development of FTE data procedures, processes and activities per Florida Statutes. This position also coordinates the development, analysis and monitoring of school, district department and program staffing models.
  - Operations Coordinator – Directs and supports personnel to address system-level data issues.
- CCPS provided testing and assessment policies and procedures for all administrators who proctor AE placement tests. Additional procedures are in place for industry certifications and Career and Professional Funding Education reporting. Those policies and procedures included administrative training requirements, test security, test scheduling and administering the assessments.
- For entry to AE programs such as Adult Basic Education (ABE), General Education Development (GED®) Preparation and Adult English Speakers of Other Languages (ESOL), CCPS has procedures to ensure all applicants are pre-tested and post-tested, as required by the Department, with state-approved assessments. Testing outcomes are reported to the Department.
  - All students who enter ABE, GED® or ESOL must pre-test to determine their initial educational functioning level (EFL) and placed into a program based on that EFL. The student will then post-test using the same test series to determine if any gains were made. If the appropriate gain is achieved, that student can move on to the next EFL.
- All test proctors are certified in accordance with the Division and each testing agency. Administrator certificates of completion were provided by CCPS and reviewed as part of the monitoring process.

- CCPS AE programs adhere to mandated attendance policies that require a student to be automatically withdrawn from a course after six consecutive absences from class. Samples of student attendance records reflecting automatic class drops were provided by the district. CCPS also provided sample records showing students placed back in the same course if the student resumes enrollment within 30 calendar days of the procedural withdrawal.
- CCPS 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 and AE administrators attend Division events such as quarterly webinars and program specific meetings/training events. Other professional learning events are attended when the opportunity is available, and 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 CCPS. Records reviewed included:
  - Secondary Diploma or Recognized Equivalent
  - ESOL Completers
  - GED® subtest results
  - Integrated Education and Training (IET) Certifications
  - Postsecondary Adult Vocational Completers
  - Secondary and Postsecondary CTE Industry Certifications

  All reviewed records were in accordance with Division and Department reporting requirements.

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

- CCPS offers secondary and postsecondary CTE programs at multiple high school campuses and technical colleges within their service area, in addition to CTE introductory courses at several middle schools. The middle school programs are intended to align with CTE courses offered at each school's feeder high school. AE programs such as ABE, GED® Preparation and ESOL are housed at multiple sites throughout the county, in addition to corrections programs at the Naples Jail Center.
- While conducting their most recent CLNA, and according to recent labor market alignment, CCPS discovered the need for multiple new programs to develop. Those programs included:
  - Artificial Intelligence Foundations (secondary)
  - Electronic Systems Integration and Automation (postsecondary)

  No programs were phased out or up for removal according to the CLNA.
- CCPS has a memorandum of understanding (MOU) with CareerSource Southwest Florida to provide workforce training, employment assistance and other services for those interested in workforce programs and/or literacy services. The two work closely to enhance alignment and market the responsiveness of workforce, education and economic development systems through targeted integration to provide the local workforce with talented job candidates. The MOU provides a pathway for CCPS and CareerSource to coordinate resources and prevent duplication of services, in order to provide workforce services to the region. There are currently eight locations serving students in the Collier County service area.
- CCPS 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:
  - LWTC
  - ITC
  - Embry-Riddle Aeronautical University
  - Gaetz Aerospace Career Academy
  - Florida Gulf Coast University
- CCPS offers multiple fully functioning IET programs. These programs allow enrolled AE students the opportunity to enroll concurrently with workforce education training and programs. The intent of this program is to provide AE students with a jumpstart at earning CTE credentials and/or the ability to transition into postsecondary programs. Programs of study currently offered for IET include the following:
  - Nursing Assistant
  - Paraprofessional
  - Drafting and design
  - Introduction to Manufacturing

  Documentation such as program schedules and enrollment numbers were provided by the district.
- All CTE program areas offer opportunities for students to gain experience outside of the traditional classroom setting. Examples include the following:
  - Internships
  - On-the-job training programs
  - Work-based learning
  - Health Science clinical experiences
- CCPS has multiple career and technical student organizations that provide leadership training and reinforcement of specific career and technical skills for students enrolled in CTE programs. Some examples are Career Education Clubs of Florida, Distributive Education Clubs of America, Future Business Leaders of America, Family, Career, Community Leaders of America, Heath Occupations Students of America and Technology Student Association.
- In compliance with 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. Once a student provides documentation of a disability, s/he will work with the district 504 Liaison to develop an Exceptional Student Education (ESE) learning plan and determine all resources and accommodations available to the student. Sample ESE plans were provided by CCPS as part of the monitoring review.
- CCPS 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 district. Program-specific training and/or certifications are also completed as required.

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

- All inventory criteria set forth by federal, state and local guidelines are included within the district's fixed asset management system (TERMS®). 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, CCPS has internal controls and procedures to govern loss prevention, transfer of property and the disposition of

capital equipment. Both secondary and postsecondary programs follow the same district guidelines unless otherwise notated.

- 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 Asset Management Manager (AMM), who is responsible for all property and equipment across the district. Additionally, the AMM manages the CCPS accounting system for fixed and tangible assets, including equipment purchased with federal grant dollars.
- A complete inventory of tangible property is conducted annually, with the results compiled by each site custodian, then submitted to the AMM and subsequently approved by the School Board.
- Policies and procedures are in place for equipment that is either lost or believed to be stolen. Lost items must be reported immediately upon discovery, accompanied by a thorough description of the circumstances the potentially lead to the items disappearance. If evidence shows that an item is believed to be stolen, the property custodian must immediately notify the AMM who will request a formal police incident report. CCPS reported no instances of lost, damaged or stolen granted-funded capital assets over the past 36 months.
- For items no longer needed at their initial location as recorded in TERMS, a Property Record Transfer Request Form must be initiated by the site transferring the property. Once the equipment is obtained at the new location, the receiving site completes and signs the transfer of property form, the forwards it to the Asset Management Department to be updated within the asset management system.
- Monitoring staff conducted inventory reviews at five CCPS campuses and 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.

- CCPS 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
- Testing policies and procedures manual
- Time and effort reports
- Student data
- AE student attendance records reflecting class drops
- Fiscal and operational policies and procedures
- Comprehensive Adult Student Assessment System proctor certifications
- Multiple MOUs
- Dual enrollment articulation agreement
- Advisory committee meeting records

- Travel records
- Procurement records
- GEPA statement
- CLNA documentation
- Professional learning samples

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.

- TERMS® is used as CCPS's financial management system.
- CCPS 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
  - Conflict of Interest
  - Fiscal Planning
  - Internal Controls
  - Procurement
  - Travel
- In the event CCPS personnel use grant-funded P-cards for expending grant funds, 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 to the P-Card reconciler and all receipts must be reconciled against monthly credit statements. Sample P-card transactions and reconciliations were provided by CCPS.
- CCPS has specific guidelines to ensure that grant funds are used to supplement programs and funding and not to supplant or replace existing program funding. CCPS provided general ledger transactions showing outside sources of funds used in conjunction with federal grant dollars.
- All supplies, equipment and services charged to a grant-funded source are purchased using sound judgement and obtained at the lowest cost possible. The Purchasing Department will ensure that purchases are in accordance with and as permitted by applicable federal and state laws, Department rules and CCPS policies and procedures. CCPS provided internal control procedures that ensure cost-effective and ensure maximum value to the district.
- The Director of Purchasing will utilize several methods of procurement to determine the best practice for purchases, including, but not limited to:
  - Small Dollar Purchases – Small-dollar or micro-purchases are simple and informal procurements for securing services, supplies and equipment that do not exceed the competitive bid dollar amount threshold, as authorized in Florida State Board of Education Rules. Competition is encouraged when applicable but not strictly required.
  - Competitive Quotes – Purchases that don't reach the threshold requiring formal bidding may be subject to competitive pricing as determined by the Director of Purchasing.
  - Competitive Formal Sealed Solicitations – Purchased made through the issuance of an Invitation to Bid, Request for Proposal, Request for Qualifications or Invitation to

Negotiate. The Director of Purchasing shall determine the best process to be used for purchases involving a formal solicitation.

Additional policies and procedures are in place for single source and sole source purchases.

- The Senior Director of Financial Services and the district Purchasing Department work with the end user (program administrative staff) for any contractual agreements that use federal grant dollars. The Purchasing Department will assist in the administration of the contract, whereas the end user is responsible for ensuring vendor compliance and performance. The exception is when a contract exceeds $50,000, in which the district Legal Department and School Board shall approve, monitor and execute the contract.
- QAC monitoring staff conducted a fiscal review of the providers' approved grant budget narrative and final expenditure reports. Upon review, no errors were uncovered and all object codes were reasonably disbursed in conjunction to approved award amounts.
- CCPS did not expend any funds for CTE grant project 110-1615R-5C001, and approximately $5,000.00 for project 110-1615R-5C002. The intent of the projects were for high dollar equipment purchases, but delays in approval and lengthy procurement times prevented the use of the funds.
- CCPS provided additional fiscal records such as:
  - Time and effort
  - Procurement
  - Travel
  - P-card transactions and reconciliations

  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.

- CCPS has numerous collaborations, partnerships and MOUs throughout their service region. These partnerships aid in the expansion and implementation of the core objectives of CCPS. The list of partners includes, but is not limited to:
  - CareerSource Southwest Florida
  - Embry-Riddle Aeronautical University
  - Gaetz Aerospace Career Academy
  - Florida Gulf Coast University
  - Collier Health services

VIII. RESULTS

Based on the monitoring procedures performed, all documentation examined was found to be in compliance with applicable requirements.

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 Collier County Public Schools monitoring review, on behalf of the Division. A special thanks is offered to Ms. Nicole Litchko, Mr. Frank Ramsey and Mr. Carlos Artime for their participation and leadership during this process.

APPENDIX A

Collier County Public Schools
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants Agency Name: **Collier County Public 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	**3**	X 10	**30**
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	**7**	X 8	**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	**7**	X 6	**42**
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	**3**	X 4	**12**
	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**	X 4	**4**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**184**

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

Collier County Public Schools
Adult Education
Risk Matrix

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

Agency Name: **Collier County Public Schools**
Program Type: **AE**
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	**3**	X 10	**30**
	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	**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 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	**0**	X 4	**0**
	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**	X 4	**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	**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	**136**

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

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