



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**

**Lake County Schools**

**April 21 – 22, 2025**

**Final Report**

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Florida Department of Education  
Division of Career and Adult Education  
**Lake County 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 21<sup>st</sup> 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 Lake County Schools (LCS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Ms. Diane Kornegay, Superintendent, on December 12, 2024. The designated representatives for the agency were Ms. Marta Ramirez, Director, College and Career Readiness and Ms. DeAnna Thomas, Executive Director, Lake Technical College.

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

**V. LAKE COUNTY SCHOOLS**

**Finance**

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

**FY 2021-22**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education - AGE	350-1912B-2CG01	\$ 505,795.00	\$ 50,369.57
Adult Education - IELCE	350-1932B-2CE01	\$ 86,740.00	\$ 6,283.05
Perkins – Rural	350-1612B-2CR01	\$ 25,000.00	\$ 0.00
Perkins Secondary	350-1912B-2CS01	\$ 559,595.00	\$ 42,192.90
Perkins Postsecondary	350-1612B-2CP01	\$ 186,947.00	\$ 14,777.08

**FY 2022-23**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education - AGE	350-1913C-3CG01	\$ 1,881,957.00	\$ 107,119.27
Adult Education - IELCE	350-1933B-3CE01	\$ 166,240.00	\$ 18,243.07
Perkins – Rural	350-1613R-3CR01	\$ 25,000.00	\$ 3,889.06
Perkins Secondary	350-1613B-3CS01	\$ 473,867.00	\$ 41,187.14
Perkins Postsecondary	350-1613B-3CP01	\$ 196,682.00	\$ 1,410.76
Perkins Equipment Upgrade and Modernization	350-1613R-3C001	\$ 115,000.00	\$ 0.00

**FY 2023-24**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education - AGE	350-1914C-4CG01	\$ 505,365.00	\$ 28,558.37
Adult Education - IELCE	350-1934B-4CE01	\$ 76,068.00	\$ 5,106.22
Perkins – Rural	350-1614R-4CR01	\$ 25,000.00	\$ 2,555.60
Perkins Secondary	350-1944S-4CS01	\$ 546,783.00	\$ 30,028.26
Perkins Postsecondary	350-1614P-4CP01	\$ 174,840.00	\$ 636.37

Additional information about the provider may be found at the following web address:  
<https://www.lake.k12.fl.us/>.

## VI. MONITORING ACTIVITIES

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

### Onsite Visits

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

- Lake Technical College (LTC) – Main Campus
- LCS – Umatilla High School
- LCS – Mount Dora High School
- LCS – East Ridge High School
- LCS – Lake Minneola High School
- LCS – Agriculture Farm
- LCS – Leesburg High School
- LCS – Tavares High School
- LCS – Tavares Agricultural Farm

### Entrance and Exit Conferences

The entrance conference for LCS was conducted on April 21, 2025. The exit conference was conducted on April 22, 2025. The participants are listed below:

<b>Name</b>	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
DeAnna Thomas	Executive Director, LTC	X	X
Marta Ramirez	Director, College and Career Readiness, LCS	X	X
Tony Segreto	Coordinator, Adult Education, LTC	X	X
Melissa Stephan	Director, Curriculum and Instruction, LTC	X	X
Tonya Hefley	Director of Operation, Adult Education, LTC	X	X
Brian Charnigo	Administrative Coordinator, Career and Technical Education, LCS	X	X
<b>Division Monitoring Team</b>			
Michael Swift	Program Specialist, QAC	X	X
Chuck Davis	Program Specialist, QAC	X	X
Dantavia Davis	Program Specialist, QAC	X	X

## Interviews

No interviews were required.

## 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 LCS CTE and AE grants are managed by program coordinators with numerous years of experience within their respective program areas. Although the secondary and postsecondary/AE grants are managed by different individuals, it is still a collaborative effort on the part of 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).
- LTC is the state's only charter technical career center and is sponsored by LCS. The Executive Director is responsible for the management of their AE and postsecondary CTE grants and programs. All programs are supported by advisory committees who assist in ensuring the programs meet industry standards and are continually aligned with the workforce needs in the region.
- The Division grant manager for LCS 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), LCS 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 Central Florida, Lake County Government and Lake County Economic Development Board – Representatives of local workforce boards
  - LCS principals, administrators and faculty – Local secondary educational agency representatives
  - LTC program managers, faculty and staff – Postsecondary representatives
  - LCS Special Populations Coordinator, Division of Blind Services, Vocational Rehabilitation staff and representatives from New Vision – Special populations representatives
  - Hand-in-Hand Homeless Shelter, Forward Path Homeless Shelter, LTC Student Success Counselors and other civic engagement organizations – Out-of-school youth, homeless children and at-risk youth representatives
  - Local business owners (private and public)
  - Parents and students (secondary and postsecondary)
- The LCS CTE Advisory Council meets at least three times throughout the school year with the above-mentioned stakeholders to discuss the progress of programs and to relay new information and trends within their respective program areas.
- Administrators also attend quarterly meetings with CareerSource Central Florida local staff and bi-annually with regional staff to discuss local workforce needs, economic growth opportunities and job openings.

- LCS 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 U.S. Department of Education and/or the Department. Department-sponsored training events are also attended. LCS provided multiple records of district-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.

- LCS 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.
- LCS 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.
- Multiple individuals work together on state reporting and ensuring that data submission requirements and deadlines are met. Those individuals include:
  - Administrative Coordinator, Information Systems and State Reporting
  - Administrative Coordinator, Data Projects
  - Information Systems Specialist
  - Student Information Analyst
  - Programmer Analyst
  - Program Specialist, CTE
  - Director, College and Career Readiness
  - Network administrator
 Job descriptions for all positions listed above were provided by the district.
- Individuals responsible for the reporting of student data attend annual learning conferences such as the Workforce Development Information System Summit and the Workforce Education District Data Advisory Council conference.
- LTC provided testing and assessment policies and procedures for all administrators who proctor AGE placement tests. Additional procedures are in place for industry certifications and Career and Professional Funding reporting. Those policies and procedures included administrative training requirements, test security, test scheduling and administering the assessments.
- All test proctors are certified in accordance with the Division and each testing agency. Administrator certificates of completion were provided by LTC and reviewed as part of the monitoring process.
- LTC AE programs adhere to mandated attendance policies that require a student to be withdrawn from a course after missing a set number of classes. Samples of student attendance records reflecting automatic class drops were provided by the district.
- The LTC Student Catalog and LCS policies and procedures provide 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 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 LCS and LTC. Records reviewed included:

- AGE completers and non-completers
- CTE industry certifications (secondary and postsecondary)
- Postsecondary Adult Vocational program completers

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

- LCS offers secondary CTE programs on all high school campuses within their service area, in addition to multiple middle schools. LTC offers postsecondary CTE programs on multiple campuses, including the Institute of Public Safety and at the Lake County Animal Shelter. AE programs are also available on multiple campuses and at multiple satellite sites within their service region.
- Multiple new secondary and postsecondary programs were implemented at multiple sites over the course of the years monitored. A sample of those programs included:

Postsecondary

- Industrial Machinery
- Electricity

Secondary

- Aerospace technology
- Air Conditioning, Refrigeration and Heating Technology
- Criminal Justice Operations
- Building Construction Technology
- Unmanned Aircraft Technology

The necessity for these programs were determined by local workforce needs uncovered during the CLNA process.

- LTC has a memorandum of understanding (MOU) with CareerSource Central 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 responsiveness of workforce, education and economic development systems through targeted integration to provide the local workforce with talented job candidates.
- LCS 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 diploma. Agreements are currently in place with:
  - LTC
  - Lake Sumter State College
  - Embry Riddle Aeronautical University

LTC also has a Pathways Articulation Agreement with Sumter County Public Schools.

- LCS and LTC offer students multiple opportunities to participate in additional learning activities outside of the traditional classroom environment.
  - LCS offers cooperative work agreements that give currently enrolled students the opportunity to participate in work-based learning in a variety of professional environments.
  - LTC students enrolled in Health Sciences programs participate in supervised learning experiences via articulation agreements with various health providers in the region.
  - Students enrolled in LTC's Automotive Collision Repair program benefit from cooperative training agreements with local collision repair shop owners.
  - Students enrolled in the LTC Institute of Public Safety learn and train alongside licensed and experienced personnel, including local firefighters, active and retired police officers and paramedics.

- Multiple secondary and postsecondary clubs and student organizations are available for students to participate in program themed learning environments.
- Career and Technical Student Organizations allow students to put their classroom skills to use in a variety of ways. Students participate in local, state and national competitions, and are encouraged to run for various leadership positions within each organization.
- The Pathways Plus Program (P3) at LTC offers multiple fully functioning Integrated Education and Training (IET) programs to help AE learners simultaneously enroll in AGE classes or earn their high school diploma while also enrolled in a career technical program. Programs of study currently offered through the P3 program are:
  - Professional Culinary Arts and Hospitality
  - Heating, Ventilation and Air Conditioning
  - Introduction to Construction – Architecture and Construction
- In compliance with Section 504 of the Rehabilitation Act of 1973, no student with a disability is denied appropriate and reasonable accommodation as determined by the student’s needs.
  - Students with disabilities meet with School Intervention Team (STI) coordinators to complete a Students With Disabilities Disclosure and Needs Request form. Once a student’s needs are established, the STI coordinator will assist in developing a 504 Plan that will document the necessary accommodations and available resources to ensure that student success in the classroom.
  - Secondary students and parents within LCS work with the district Bureau of Exceptional Education and Student Services office to develop an Individualized Education Plan (IEP). The student is assigned to an IEP team that consists of the student’s parent(s) or legal guardian, a special education teacher and the student’s primary classroom teacher. Together, the IEP team will develop a learning plan for the student that includes classroom accommodations and/or modifications to lesson plans that will suit the student’s needs.
  - Administrative members are informed of district and state procedures through the training of school-based Exceptional Student Education (ESE) Specialists. Once training is provided, this information will be disseminated at the school level to ESE teams at each program location.
  - Redacted examples of 504 and IEP learning plans were provided.
- LCS 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.
  - LCS and LTC provided records of professional learning events such as new teacher orientations and classroom management courses.

**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 district’s fixed asset management system.
- LCS has policies and procedures on property management, equipment safety/storage, inventory reconciliation and inventory disposal. In addition to these policies and procedures, LCS has internal controls and procedures to govern loss prevention, transfer of property and

the disposition of capital equipment. Property control records are housed within the Business Office.

- Every secondary site and LTC campus has a designated administrator that serves as the custodian responsible for all equipment at his or her site. This individual is responsible for conducting the annual inventory of capitalized and non-capitalized equipment; safeguarding equipment against theft; maintaining equipment; and ensuring all property records are accurate and up to date within the Business Office. Additional individuals responsible for inventory management include:
  - Facilities manager (LTC)
  - Property Control Supervisor (LCS)
  - Property Control Assistant (LCS)
  - Property Control Specialist (LCS)
- LCS utilizes a (temporary) transfer of property form whenever equipment and/or property is “checked out” by a student or administrator. The form includes the individual’s name, item requested and duration period for the item to be in their possession.
- A complete inventory of tangible property is conducted annually, with the results submitted to the LCS School Board for approval. Whenever a property custodian at a given location changes, an inventory must be completed again.
- Policies and procedures are in place for equipment that is either lost or believed to be stolen. LCS and LTC reported no instances of lost, damaged or stolen granted-funded capital assets over the past 36 months.
- Monitoring staff conducted inventory reviews at nine LCS 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.

- LCS 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
- ESE 504 and IEP plans
- 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 certifications
- Multiple MOUs
- Dual enrollment articulation agreement

- IET Program of Study
- Advisory committee meeting records
- Travel records
- GEPA statement
- Disability Services Manual
- CLNA documentation
- Professional learning calendar

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

- Skyward® is used as LCS’s financial management system.
- LCS 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; LCS School Board policies; and administrative rules, procedures and guidelines which promote transparency and accountability in the expenditure of federal and state funds. The following components of the procedures manual were reviewed as part of the monitoring process:
  - Purchasing guidelines and procedures
  - Sole source purchases
  - Budget implementation
  - Cash management
  - Contracts and bids
  - Purchasing cards (P-card)
  - Inventory management
  - Procurement
  - Conflict of interests
  - Ethics
  - Travel
- LCS does use grant-funded P-cards for minor expenditures. 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 Business Office for reconciliation toward the appropriate grant fund. Sample P-card transactions and reconciliations were provided by LCS.
- All supplies, equipment and services charged to a grant-funded source shall be purchased using sound judgement and obtained at the lowest cost possible. All purchases must receive approval via a Purchase Request Form (PRF). Information on the PRF must include the vendor name and address, as well as accurate product numbers, dollar amounts, discounts and shipping and handling charges, if applicable. Once approved, the PRF is forwarded to the Business Office for the creation of a Purchase Order. Once items are received or services provided, the Business Office will pay the invoice.
- No purchases shall be authorized without prior approval from the Division via a grant award letter and/or subsequent amendment(s). Furthermore, authorization is also required of the district Business Office.
- The dollar value of a purchase ultimately dictates the procurement method used to acquire goods and/or services. LTC policy is, as follows.
  - Less than \$35,000 – Do not require competition and shall require at least one price quote.

- \$35,000.01 but less than \$194,999.99 – Requires at least three written quotes.
- Purchases exceeding \$195,000 – Shall be competitively bid using one of the following procurement methods:
  - (i) Invitation to Bid;
  - (ii) Request for Proposal;
  - (iii) Invitation to Negotiate; or
  - (iv) Request for Qualification.

Policies and procedures are also in place for sole source or single source acquisitions.

- The LCS procurement threshold is different in that competitive solicitations must take place when a purchase of contractual agreement exceeds \$50,000.00. No fewer than three quotes shall be sought after.
- The district Procurement and Contracting Manager serves as the contract manager for any agreement entered that uses federal grant dollars. This individual also prepares and reviews all district bids, requests for proposals, professional service proposals and contract documents in accordance with school board policy, federal law and Florida Statutes.
- QAC monitoring staff conducted a fiscal review of the providers’ grant budget narrative and final expenditure reports. Upon review, all expenditures matched their approved budget narratives and amendments.
- LCS provided additional fiscal records such as:
  - Time and effort
  - Procurement
  - Travel
  - P-card transactions

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.

- LCS has numerous collaborations, partnerships and MOUs throughout their service region. These partnerships aid in the expansion and implementation of the core objectives of LCS. The list of partners includes, but is not limited to:
  - CareerSource Central Florida
  - Lake Sumter State College
  - Embry Riddle Aeronautical University
  - Space Florida
  - Advent Health
  - Community Health Florida

## VIII. RESULTS

LCS was not found to be out of compliance.

## IX. SUMMARY

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

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

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

The monitoring team would like to extend their appreciation to all participants in the Lake County School monitoring review, on behalf of the Division. A special thanks is offered to Ms. Marta Ramirez and Ms. DeAnna Thomas for their participation and leadership during this process.

**APPENDIX A**

Lake 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>Lake County Schools</b>					
Program Type: <b>CTE</b>					
Monitoring Year: <b>2023-2024</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><b>X 10</b></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>7</b>	<u><b>X8</b></u>	<b>56</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Perkins Grants</b>	4 or More	7	<b>7</b>	<u><b>X 8</b></u>	<b>56</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><b>X 6</b></u>	<b>0</b>
	No	0			
<b>Agency CTE Program Director Change from Previous Fiscal Year</b>	Yes	7	<b>7</b>	<u><b>X 6</b></u>	<b>42</b>
	No	0			
<b>Unexpended Funds from all Perkins Grants Combined</b>	Upper Quartile	7	<b>7</b>	<u><b>X 4</b></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>3</b>	<u><b>X 4</b></u>	<b>12</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>224</b>

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

Lake County Schools  
Adult Education  
Risk Matrix

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

Agency Name: **Lake County Schools**  
Program Type: **AE**  
Monitoring Year: **2023-2024**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
<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>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 AE Program Director Change from Previous Fiscal Year</b>	Yes	7	<b>7</b>	<u>X 6</u>	<b>42</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>3</b>	<u>X 4</u>	<b>12</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>1</b>	<u>X 6</u>	<b>6</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>182</b>

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](mailto: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**