



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

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

**The School District of Osceola County**

**September 8-10, 2025**

**Final Report**

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Florida Department of Education  
Division of Career and Adult Education  
**The School District of Osceola County**  
**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 School District of Osceola County (SDOC) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Dr. Mark Shanoff, Superintendent, on August 8, 2025. The designated representative for the agency was Mr. Timothy Burdette, Executive Director of Secondary and Postsecondary Education, SDOC.

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

#### V. THE SCHOOL DISTRICT OF OSCEOLA COUNTY

##### Finance

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

##### **FY 2022-23**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education AGE	490-1913C-3CG01	\$ 515,570.00	\$ 32,684.33
Adult Education IELCE	490-1933B-3CE01	\$ 335,662.00	\$ 256.94
Adult Education Corrections	490-1913C-3CC01	\$ 100,000.00	\$ 5,665.61
Perkins – Equipment Upgrade and Modernization	490-1613R-3C001	\$ 22,477.00	\$ 4,404.49
	490-1613R-3C002	\$ 227,563.00	\$ 0.00
Perkins Secondary	490-1613B-3CS01	\$ 772,897.00	\$ 0.00
Perkins Postsecondary	490-1613B-3CP01	\$ 148,455.00	\$ 2,134.57

##### **FY 2023-24**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education AGE	490-1914C-4CG01	\$ 631,853.00	\$ 46,986.43
Adult Education IELCE	490-1934B-4CE01	\$ 241,948.00	\$ 48,866.63
Adult Education Corrections	490-1914C-4CC01	\$ 88,540.00	\$ 25,541.34
Perkins Secondary	490-1614S-4CS01	\$ 856,012.00	\$ 128,158.43
Perkins Postsecondary	490-1614P-4CP01	\$ 132,527.00	\$ 3,301.28
Perkins Equipment Upgrade and Modernization	490-1614R-4C001	\$ 99,375.00	\$ 4,930.13

**FY 2024-25**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education - AGE	490-1915C-5CG01	\$ 631,853.00	\$ N/A
Adult Education - IELCE	490-1935B-5CE01	\$ 241,948.00	\$ N/A
Adult Education Corrections	490-1915C-5CC01	\$ 100,000.00	\$ N/A
Perkins Secondary	490-1615S-5CS01	\$ 862,868.00	\$ N/A
Perkins Postsecondary	490-1615P-5CP01	\$ 134,714.00	\$ N/A

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

**VI. MONITORING ACTIVITIES**

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

Onsite Visits

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

- Osceola Technical College (oTECH) – Kissimmee Campus
- Gateway High School
- Poinciana High School
- Liberty High School
- oTECH – St. Cloud Campus
- St. Cloud High School
- Tohopekaliga High School

Entrance and Exit Conferences

The entrance conference for SDOC was conducted on September 9, 2025. The exit conference was conducted on September 10, 2025. The participants are listed below:

<b>Name</b>	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
Timothy Burdette	Executive Director, Secondary and Postsecondary Education, SDOC	X	X
Karen Combs	Director, oTECH, SDOC	X	X
Kathy Ruiz	Accountant, oTECH, SDOC	X	X
Robert Dombo	Principal, Adult Learning Center Osceola (ALCO), SDOC	X	X
Margarita Ortiz-Torres	CTE Grants Specialist, SDOC	X	X
Teresa O’Brien	Accountant, SDOC	X	X
Carol Tudor	Administrative Assistant, SDOC	X	X
Joe Trybus	Postsecondary CTE Coordinator, SDOC	X	X
Stephen Darago	CTE Coordinator, SDOC	X	X
<b>Division Monitoring Team</b>			

Michael Swift	Program Specialist, QAC	X	X
Dantavia Davis	Program Specialist, QAC	X	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 Executive Director for Secondary and Postsecondary Education provides departmental oversight and authorization of all CTE and AE grant budget expenditures. He works alongside the district accountant and the Director of Budget and Business Fiscal Services to determine if expenditures are reasonable and allowable.
- Although managed by the same individual, it is a collaborative effort on the part of CTE and AE 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 grants manager and Executive Director of Secondary and Postsecondary Education work in conjunction with the Accounting Office to track and monitor all awarded budget expenditures and disbursements in TERMS, the district financial management system. Grants Management ensures project compliance and prepares program grant activity and fiscal reports. The Business and Fiscal Services Department conducts fiscal reviews and provides authorization of the 399/499 final disbursement reports submitted to the Department.
- The Division grant manager for SDOC reported that grant applications and amendments are routinely submitted on time and typically require little to no additional guidance. If revisions are needed, the Executive Director submits those in a prompt manner. Although not a finding, during the review it was noted that numerous amendments across multiple grants were submitted within weeks of the final due date. This can possibly lead to issues in the event that the amendment is not accepted. Additionally, grant funds are to be used for the current program year. Such amendments later in the program year have little opportunity to provide such support.
- As part of the required comprehensive local needs assessment (CLNA), SDOC 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 Central Florida – Representatives of local workforce boards
  - SDOC principals, administrators and faculty – Local secondary educational agency representatives
  - oTECH program managers, faculty and staff – Postsecondary representatives
  - SDOC Exceptional Student Education director– Special populations representatives
  - Homeless Population liaison – Out-of-school youth, homeless children and youth at-risk representatives
  - Local business owners (private and public)

- Parents and students (secondary and postsecondary)
- Administrators meet with various program advisory councils throughout the year to discuss local workforce needs, economic growth opportunities and job openings.
- SDOC 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. SDOC 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.

- SDOC 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.
- SDOC 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.
- The Data Quality Analyst is responsible for state reporting and ensuring that data submission requirements and deadlines are met. Other relevant responsibilities include:
  - Maintaining full time equivalent (FTE) student files.
  - Provide quality control over the maintenance of the Department and district student database files.
  - Assist the finance and all relevant departments in the accuracy of the student database information prior to each FTE Survey.
  - Assist programmers in the collection of information to be processed for all aspects of student records.
  - Monitoring all data submissions to the Department and ,when needed, coordinate all attempts to correct any error reports received.
  - Attend yearly Division Database Workshops regarding student data element changes and inform all necessary district administrators of any changes or new practices.

The Data Quality Analyst job description was provided by the district.

- At the local level oTECH maintains dedicated personnel responsible for data collection, entry and student data verification through a multi-tier checks and balances system. Prior to enrollment, student advisors ensure all data is correct before being entered into the MIS. Once enrolled, instructors are responsible for maintaining accurate records such as attendance and academic performance.
- oTECH 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 oTECH and reviewed as part of the monitoring process.
- oTECH 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.

- SDOC 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 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 SDOC and oTECH. Records reviewed included:
  - Secondary Diploma or Recognized Equivalent
  - Industry Certifications – Secondary and Postsecondary
  - Postsecondary Program Completers

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

- SDOC offers secondary CTE programs on all high school campuses within their service area, in addition to multiple middle schools. oTECH offers postsecondary CTE programs on multiple campuses. 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:
  - Advanced Manufacturing
  - Artificial Intelligence
  - Medical Assisting
  - Welding Technology
 The necessity for these programs was determined by local workforce needs uncovered during the CLNA process.
- oTECH 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.
- SDOC 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:
  - oTECH
  - University of Florida
  - University of Central Florida
  - Embry Riddle Aeronautical University
- SDOC and oTECH offer students multiple opportunities to participate in additional learning activities outside of the traditional classroom environment. A sample of those opportunities include:
  - Osceola Cooks! is a culinary competition for students from district high schools and oTECH and they compete in a multitude of technical and hands-on challenges.

- The Osceola Youth Entrepreneurship Challenge allows students to showcase business plans and ideas and compete in other challenges. The winners of the district competition advance to the Network for Teaching Entrepreneurship regional competition in Miami.
- Secondary students participate in Cooperative Education programs such as internships and program-specific on-the-job training.
- oTECH students enrolled in Health Sciences programs participate in supervised learning experiences via articulation agreements with various health providers in the region.
- oTECH has numerous pre-apprentice and apprentice MOUs with local businesses.
- 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.
- oTECH 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 for IET are:
  - Commercial Driver’s License Class B
  - Microsoft Office Specialist
  - Registered Phlebotomy Technician

Example lesson plans were provided as part of the monitoring review.

- 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 self-discloses a disability, the student will work with the Office of Accessible Education (OAE) to develop an Individualized Education Plan (IEP). The student is assigned to an OAE team that consists of the student, an OAE coordinator and the student’s primary classroom teacher(s). 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 OAE Specialists. Once training is provided, this information will be disseminated at the school level to OAE teams at each program location.

Redacted examples of 504 and IEP learning plans were provided by SDOC.

- SDOC 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.
  - SDOC provided records of professional learning events and their district-wide Professional Development Handbook.

**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. The district Property Record Manual governs the acquisition, usage, safety/storage, inventory reconciliation and inventory disposal of all district equipment. In addition to these policies and procedures, SDOC 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 TERMS Asset Management Database.

- Every program site has a designated administrator that serves as the custodian responsible for all equipment at his or her site. This individual works in conjunction with the Property Records Technician (PRT), who is responsible for all property and equipment district wide. Additionally, the PRT coordinates inventory location, assignment and disposal of equipment. They are also responsible for insuring accurate accounting and ledger records for all inventory.
- SDOC utilizes a Property/Equipment Transfer/Location Change Form whenever equipment and/or property is moved from its designated location. A Property Borrower Responsibility Form is used anytime equipment leaves its designated site for use by a student or teacher. 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 compiled by the PRT and submitted to the School Board for approval.
- Policies and procedures are in place for equipment that is either lost or believed to be stolen. Lost items must be reported in the Annual Inventory Report of Lost Property, whereby the PRT will update their records in the inventory management system. If evidence shows that an item is believed to be stolen, the Property Custodian must request a formal police incident report. Once the investigation is concluded, the formal report is submitted to the PRT to update internal records reflecting the current disposition of the item. All lost and/or stolen property records are submitted to the Chief Business and Finance Officer for final approval by the School Board. SDOC reported no instances of lost, damaged or stolen granted-funded capital assets over the past 36 months.
- Monitoring staff conducted inventory reviews at seven SDOC 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.

- SDOC 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
- Procurement records
- GEPA statement
- OAE 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.

- TERMS Solutions is used as SDOC's financial management system.
- SDOC 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:
  - 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
- SDOC 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. P-card purchases are limited to acquisitions of less than \$1,000.
- When a P-card is used, it is the responsibility of the authorized card holder to submit proper documentation to the P-Card Reconciler within three days of the transaction. Once appropriate documentation is received, it is then entered into TERMS and charged to the appropriate district account. Sample P-card transactions and reconciliations were provided by SDOC.
- SDOC has specific guidelines to ensure that grant funds will be used to supplement programs and funding and not to supplant or replace existing program funding.
- 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 be in accordance with and as permitted by, applicable federal and state laws, Department rules, SDOC policies and procedures which promote transparency and accountability in the expenditure of grant funds.

- Except as authorized by law or rule, competitive solicitations shall be issued for the procurement of commodities and contractual services exceeding the amount of \$50,000. Procurements may not be divided so as to avoid this monetary threshold. Competitive solicitations include the following methods of procurement:
    - Invitation to Bid (ITB) – The ITB is used when the district is capable of specifically defining the scope of work for which a contractual service is required or when the Board is capable of establishing precise specifications defining the actual commodity or group of commodities required.
    - Request for Proposal (RFP) – The RFP is used when it is not feasible for the district to specifically define the scope of work for which the commodity, group of commodities or contractual service is required and when the district is requesting that a responsible vendor propose a commodity, group of commodities, or contractual service to meet the specifications of the solicitation document.
    - Invitation to negotiate (ITN) – ITN is used when the district determines that negotiations may be necessary for it to receive the best value on a purchase.
  - For micro-purchases less than \$5,000, no quotes are required. For purchases in excess of \$5,000 but not over \$49,999.99, the district must obtain three written quotes: Three or more vendors shall be sent a written Request for Quote. The aforementioned competitive solicitations shall be used for all purchases in excess of \$49,999. In the event of a single/sole source purchase the requirements for quotes and competitive solicitations are waived.
  - When entering into any contractual agreement, the details of the contract are reviewed by the Director of Procurement and the district General Counsel to ensure compliance with district policy, federal award assurances and applicable law. Any contract greater than \$100,000 shall be approved by the district Board. Contracts \$50,000 but less than \$100,000 require the district Superintendent approval. Any contract less than \$50,000 shall receive approval from a Department Director or the Director of Procurement.
  - The district Director of Procurement and procurement staff are responsible for any contractual agreements that use federal grant dollars. These individuals also prepare and review all district bids, requests for proposals, professional service proposals and contract documents in accordance with school board policy, federal law and Florida Statutes.
  - During a review of SDOC procurement records, it was noticed that one of the items reviewed was purchased prior to the receipt of an approved grant budgetary amendment. This will result in a finding (see RESULTS section). Upon review of the finding with the provider, it was stated that the new director of secondary and postsecondary education is actively working with the district finance office to ensure adherence to relevant grant requirements.
  - 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.
  - SDOC 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.

- SDOC has numerous collaborations, partnerships and MOUs throughout their service region. These partnerships aid in the expansion and implementation of the core objectives of SDOC. The list of partners includes, but is not limited to:
  - CareerSource Central Florida
  - Network For Teaching Entrepreneurship
  - Greenburg Dental
  - Orlando Health
  - Nemours
  - St. Cloud Pharmacy
  - Embry-Riddle Aeronautical University
  - University of Florida
  - University of Central Florida

## VIII. RESULTS

SDOC was found to be out of compliance in the following area:

<b>Finding Number</b>	<b>1</b>
<b>Area</b>	Finance
<b>Finding Summary</b>	Upon review of procurement records, it was discovered that grant funds were expended prior to receipt of their approved budget amendment. The budgetary amendment was for the purchase of multiple pieces of equipment. Records showed that the procurement process began prior to the submission of the grant.
<b>Finding Detail</b>	Grant: 490-1613B-3CS01 Amendment: 2
<b>Citation</b>	Violation of the Project Application and Amendment Procedures for Federal and State Programs (Green Book), Section B "Project Amendments. Along with <a href="#">2 CFR 200.308, (b) (c)</a> Revisions of the budget & program plan, and <a href="#">2 CFR 200.407</a> , not seeking prior approval before expending funds.
<b>Recommended/Anticipated Corrective Action</b>	The Executive Director of Secondary and Postsecondary Education shall provide a memo of attestation stating that SDOC accepts the finding and what steps they are taking to ensure compliance in the future.
<b>Anticipated completion date:</b>	<b>10/10/2025</b>
<b>Name and Title responsible for CAP</b>	Timothy Burdette, Director of Secondary and Postsecondary Education, SDOC

## **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 School District of Osceola County monitoring review, on behalf of the Division. A special thanks is offered to Mr. Timothy Burdette for his participation and leadership during this process.

**APPENDIX A**

School District Osceola County  
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>School District Osceola County</b>					
Program Type: <b>CTE</b>					
Monitoring Year: <b>2025-2026</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>1</b>	<u><b>X 4</b></u>	<b>4</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>216</b>

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

School District Osceola County  
Adult Education  
Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants</b>					
Agency Name: <b>School District Osceola County</b>					
Program Type: <b>AE</b>					
Monitoring Year: <b>2025-2026</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>X10</b></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>7</b>	<u><b>X 8</b></u>	<b>56</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Adult Education Grants</b>	4 or More	7	<b>5</b>	<u><b>X 8</b></u>	<b>40</b>
	3	5			
	2	3			
	1	1			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	<b>0</b>	<u><b>X 6</b></u>	<b>0</b>
	No	0			
<b>Agency AE 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 Adult Education 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>1</b>	<u><b>X 4</b></u>	<b>4</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Adult Education Program Improvement Plan (AEPIP)</b>	Target Not Met on 3 of 3 Indicators	5	<b>5</b>	<u><b>X 6</b></u>	<b>30</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>230</b>

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



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

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