



FLORIDA DEPARTMENT OF
EDUCATION

CAREER AND ADULT EDUCATION

Quality Assurance and Compliance

**Onsite Monitoring Review
for
Perkins Career and Technical Education**

Duval County Public Schools

March 4-30, 2026

Final Report

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Florida Department of Education
Division of Career and Adult Education
Duval County Public Schools
Perkins Career and Technical 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 section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

The Duval County Public Schools (DCPS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Corey Wright, DCPS Chief Officer of Accountability and Assessment, on November 20, 2025. Ms. Jill Fierle, DCPS Director of CTE, served as the designated contact for the OSMR.

The representative of the Division conducting the OSMR was program specialist, Mrs. Dantavia Davis of the QAC section.

V. DUVAL COUNTY PUBLIC SCHOOLS

The provider was awarded the following grants for FY's 2022-23, 2023-24 and 2024-25:

Finance

FY 2022-23

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	160-1613B-3CS01	\$ 2,035,229.00	\$ 18,922.76
Perkins EUM	160-1613R-3C001	\$ 75,500.00	\$ 0.00

FY 2023-24

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	160-1614S-4CS01	\$ 1,915,253.00	\$ 72,346.06

FY 2024-25

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	160-1615S-5CS01	\$ 2,322,841.00	\$ 39,040.57

Additional information about the provider may be found at the following web address:

<https://dcps.duvalschools.org>.

VI. MONITORING ACTIVITIES

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

Onsite Visits

An onsite inventory review took place at the following locations:

- Englewood High School
- Atlantic Coast High School
- Mayport Middle School
- Terry Parker High School
- First Coast High School
- Mandarin High School
- Westside High School
- Frank H. Peterson Academy

Entrance and Exit Telephone Conferences

An entrance conference for DCPS was conducted on March 3, 2026. The exit conference was conducted on March 30, 2026. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Jill Fierle	Director, CTE, DCPS	X	X
Daniel Hubert	TST III, CTE, DCPS	X	X
Traci Bryant	Supervisor, CTE, DCPS		X
Division Monitoring Team			
Dantavia Davis	Program Specialist, QAC	X	X
Michael Swift	Program Specialist, QAC		X
Chuck 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. OBSERVATIONS

A. **ADMINISTRATION** refers to the management and supervision of programs, the structure of programs and services, grant oversight and other administrative areas.

- DCPS utilizes grant funds to support activities and materials that implement, enhance and expand secondary CTE pathways.

- The DCPS middle school CTE programs are selected based on analysis of state and regional labor market demand and alignment with existing and planned high school programs. This alignment supports a defined pathway from middle school to high school and postsecondary education. The district CTE department offers a range of middle school courses to provide students with exposure to career areas and support informed selection of a high school CTE pathway.
- The CTE department works directly with the district's Coordinator for Business Partnerships, who develops and oversees initiatives supporting district and school-based business partnership outreach.
- The Coordinator represents the district on local councils and committees and serves as a liaison between business, government, industry and district CTE programs to assess labor market demand and facilitate school partnerships, work-based learning opportunities and program support.
- Each high school CTE program is reviewed by school and district-level staff to ensure that required equipment, technology and instructional materials are available to support quality instruction.
- The CTE Director reviews and approves teachers newly hired or placed in CTE instruction.
- The program improvement plan was developed through collaboration with district CTE staff, with additional consultation from the district English Language Arts/Reading department, Science department and the Chief Officer of Accountability and Assessment.

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 monitor reviewer examines how organizations use data to inform program decision-making.

- The DCPS data verification process is conducted using an internal application developed by the DCPS information technology team and integrated with FOCUS © as the management information system (MIS) system.
- DCPS maintains written procedures for the collection, verification, analysis and reporting of student data through the Department's Data Dictionary. Validation is supported through training provided to schools and state-generated error reports. Error reports are issued when state or local policies are not followed. When DCPS receives an error report or identifies schools with a high volume of errors, targeted training is provided to address issues, reduce errors and improve data processes.
- Each DCPS site has a designated data entry clerk responsible for the collection, entry and verification of student data at the school level. The district also maintains a team of system analysts who support schools with data collection, data clean-up and verification processes.
- The oversight, technical assistance and professional learning are provided by the Student Information System Director and the Full-Time Equivalent Supervisor to ensure accuracy and compliance with state and local reporting requirements.
- DCPS provides individuals applying for or receiving services with Procedural Safeguards. Parents are required to sign acknowledgment of receipt and understanding of the Procedural Safeguards at each Individualized Education Program meeting, during which the Local Education Agency reviews the safeguards. In addition, the Records Brochure is mailed to parents and guardians during the first week of school.
- Upon enrollment, DCPS requests that students provide a social security number (SSN) on the enrollment application; however, providing a SSN is not required for enrollment. Students and families are informed in writing on the enrollment application that submission of a SSN is voluntary. SSNs are not stored or maintained in the district's MIS or any other district software.

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

- The DCPS CTE department has established professional learning communities for middle grade teachers to support collaborative learning and curriculum development.
- DCPS middle grades curriculum frameworks include standards and benchmarks that require the integration of academic, technical and employability skills. CTE curriculum is developed collaboratively by teachers, with oversight from district specialists and incorporates project-based learning, hands-on activities and skills assessments to address these requirements.
- To support the exploration of employability skills, middle grade CTE teachers and students have access to the following resources:
 - Junior Achievement's Inspire online program with standards-aligned curriculum and a virtual career fair.
 - Xello (formerly MyCareerShines), Florida's web-based platform for career interest exploration and workplace skills development for middle and high school students.
 - DCPS CTE's partnership with EverFi, which provides digital resources supporting social and emotional learning, financial literacy, career readiness and health and wellness.
 - LearningBlade, which provides Science, Technology, Engineering and Mathematics (STEM) lessons, projects and activities introducing students to STEM careers, tools and technologies.
- STEM2 Hub, a Florida regional board, supports STEM2+C education to provide students with high-quality experiences that support future careers. STEM2 Hub support enhances CTE curriculum at both the middle and high school levels.
- Using department curriculum framework standards and benchmarks that require the integration of academic, technical and employability skills, CTE teachers collaborate to develop instructional units that address all three components.
- The district's Strategic Plan aims to improve postsecondary readiness by increasing the percentage of students earning soft skills credentials. To support this goal, DCPS has adopted the Florida Ready-to-Work soft skills curriculum to prepare students to earn an employability skills certification by 12th grade.

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.

- An inventory of all property at each school or cost center with an acquisition cost of \$750 or more is maintained on file within the department.
- DCPS's Equipment Transfer Form is used to track the movement of all district equipment from one location to another. Equipment movement is initiated when a school principal or department head identifies equipment or supplies to be removed from their location or transferred to another school or department.
- DCPS uses a coding system to track damaged, stolen or unlocatable property. Damaged or end-of-life equipment is coded as CODE 04, stolen equipment as CODE 05 with a police report on file and lost or unlocatable equipment as CODE 07 after documented attempts to resolve the status.

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

- DCPS included the necessary policies required by the General Education Provisions Act (GEPA) and other federal laws, which ensure equal access and participation in programs regardless of sex, race, national origin, color, disability or age.

F. **RECORDS REVIEW** refers to reviewing the records and documents that evidence compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

Documents reviewed were:

- Travel records
- Procurement records
- Comprehensive local needs assessment (CNLA) documentation
- Time and effort reports
- Student data
- Policies and procedures
- Student authorization for access to educational records
- Advisory committee meeting records
- Study Program
- Notification of SSN collection, usage and release

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.

- DCPS uses System, Application and Products in Data Processing (SAP ERP) © as the district financial management system.
- SAP ERP manages the following operations:
 - Accounting
 - Materials Management
 - Sales
- The following personnel have access to grant-funded purchasing cards:
 - CTE Director
 - CTE Supervisor
 - CTE Coordinator
 - CTE Support Technician
 - CTE Account Technician
- The superintendent prepares and maintains an annual district budget in accordance with fiscal practices prescribed by the State Board of Education.
- The superintendent prepares the annual district budget using the following guidelines for School Board review and adoption:
 - The budget is related to the goals, objectives and strategic plan of the District's programs and initiatives. To assure equity among schools, program elements, personnel and other resources are allocated on a formula basis or by other equitable means.

- The committed fund balance will include amounts which are committed for a specific purpose by formal School Board action and which cannot be removed from this category without formal School Board action.
- The District endeavors to maintain a minimum fund balance budget in compliance with Section 1011.051, Florida Statutes. An unaudited monthly General Fund Balance Report will be provided to the Board.
- The superintendent develops and the School Board approve procedures under which any funds under their controls are allowed to be transmitted by electronic transactions.
- QAC monitoring staff conducted a fiscal review of the providers' grant budget narrative and final expenditure reports.

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.

- DCPS has numerous collaborations and MOUs within the local community. They offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
 - CareerSource of Northeast Florida
 - JAXUSA Partnership
 - Industry partners:
 - Electrical and Solar
 - Hospitality
 - Banking and Insurance
 - Technology
 - Construction
 - Manufacturing
 - Healthcare

XIII. RESULTS

DCPS was found to be out of compliance in the following areas:

Finding Number	1
Area	Finance
Finding Summary	A grant budget analysis (GBA) was conducted for DCPS for all grants from 2022-2025. Final expenditures were not reported by the date specified in the RFA/RFP.
Finding Detail	Multiple secondary grants.
Citations	Final expenditures were not reported by the date specified in the RFA/RFP. Violation of the Project Application and Amendment Procedures for Federal and State Programs (Green Book), Section B "Project Amendments. Along with 2 CFR 200.308, (b) (c) Revisions of the budget & program plan,

	and 2 CFR 200.407 , not seeking prior approval before expending funds.
Recommended/Anticipated Corrective Action	The superintendent provided a letter of attestation stating there will be a plan in place that will ensure that submission of reports shall be done in a timely manner and that future late or inaccurate submissions may result in delayed award letters for the next cycle.
Anticipated completion date:	6/1/26
Name and Title responsible for CAP	Mr. Corey Wright, Chief Officer of Accountability and Assessment, DCPS

IX. SUMMARY

Once the OSMR is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the department monitoring team lead. Once the final report is approved, it will be forwarded to the agency head with a copy sent to the provider designated contact person. The final report will be posted on the department's website at the following address:
<http://fldoe.org/academics/careeradult-edu/compliance>.

Finally, the division will issue a closure letter to the agency head and the designated contact person. This letter will confirm that all outstanding resolution items have been completed, if applicable, and that no further action is required. This letter will officially conclude your monitoring process.

On behalf of the department, the monitoring team expresses its gratitude to all participants in the onsite monitoring review for Duval County Public Schools. Special thanks go to Ms. Jill Fierle for her involvement and leadership throughout this process.

APPENDIX A
Duval County Public Schools
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants		Program Type: CTE Monitoring Year: 2025-2026			
Agency Name: Duval County Public Schools					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X 10</u>	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	7	<u>X8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					176

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



Please address inquiries regarding this report to:

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