



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Santa Rosa County District Schools

January 14 - 30, 2025

Final Report

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Florida Department of Education
Division of Career and Adult Education
Santa Rosa County District 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 Santa Rosa County District Schools (SRCDS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Dr. Karen Barber, Superintendent, on August 15, 2025. The designated representative for the agency was Ms. Charlin Knight, Director of Workforce Education, SRCDS. Ms. Knight retired prior to the completion of the monitoring review, thus resulting in her replacement, Ms. Jennifer Hines, to serve as my new contact.

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

V. SANTA ROSA COUNTY DISTRICT SCHOOLS

Finance

The provider was awarded the following grants for fiscal years 2022-23 through 2024-25:

FY 2022-23

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education AGE	570-1913C-3CG01	\$ 317,500.00	\$ 13,835.25
Adult Education Corrections	570-1913C-3CC01	\$ 67,700.00	\$ 0.00
Perkins Secondary	570-1613B-3CS01	\$ 254,245.00	\$ 0.00
Perkins Postsecondary	570-1613B-3CP01	\$ 62,905.00	\$ 0.00
Perkins Rural	570-1613R-3CR01	\$ 25,000.00	\$ 0.00

FY 2023-24

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education AGE	570-1914C-4CG01	\$ 223,767.00	\$ 10,552.34
Adult Education Corrections	570-1914C-4CC01	\$ 88,540.00	\$ 2,379.86
Adult Education IELCE	570-1934B-4CE01	\$ 27,896.00	\$ 1,250.03
Perkins Secondary	570-1614S-4CS01	\$ 240,772.00	\$ 3,651.46
Perkins Postsecondary	570-1614P-4CP01	\$ 61,873.00	\$ 0.00
Perkins Rural	570-1614R-4CR01	\$ 25,000.00	\$ 25,000.00

FY 2024-25

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education AGE*	570-1915C-5CG01	\$ 300,099.00	\$ N/A
Adult Education Corrections*	570-1915C-5CC01	\$ 100,000.00	\$ N/A
Adult Education IELCE*	570-1935B-5CE01	\$ 34,365.00	\$ N/A
Perkins Secondary	570-1615S-5CS01	\$ 317,003.00	\$ 45,726.57
Perkins Postsecondary	570-1615P-5CP01	\$ 54,996.00	\$ 0.00

- Although managed by different individuals, it is a collaborative effort on the part of the CTE Director and AE Principal to work with program administrators to determine the needs of each program area and to determine if those needs are allowable and fit within the scope of their federal award(s).
- The AE and CTE Coordinators work in conjunction with the district finance office to track and monitor all awarded budget expenditures and disbursements in the district financial management system. If amendments are required, they are approved via the district finance office prior to submission to the Division.
- The Division grant manager for SRCDS reported that grant applications and amendments are routinely submitted on time and typically require little to no additional guidance. If revisions are needed, the AE and CTE coordinators submit those in a prompt manner.
- As part of the required comprehensive local needs assessment (CLNA), SRCDS 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 Research Escarosa, Santa Rosa Economic Development Office, Pensacola Better Business Bureau and the Santa Rosa and Gulf Breeze Chambers of Commerce – Representatives of local workforce boards
 - SRCDS CTE administrators and school principals and teachers – Local secondary educational agency representatives
 - LTC and Pensacola State College – Postsecondary representatives
 - SRCDS Exceptional Student Education Gifted Program Facilitator and Resource Instructor– Special populations representative
 - Teachers and administrators from LTC – Out-of-school youth, homeless children and youth at-risk representatives
 - Santa Rosa County Creek Native American tribe – Representatives of native and tribal organizations
 - Local business owners (private and public)
 - Parents and students

In addition to participating in the CLNA process, the aforementioned individuals also offer insight on local needs throughout the school year via participation in advisory committees and 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 equipment at IMS.
- SRCDS 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. SRCDS provided multiple records of district-wide training and learning events. SRCDS provided records for those in attendance at 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.

- SRCDS utilizes Focus® as its integrated Management Information System (MIS) and student information system. (SIS), Focus. Data collection and reporting follow the Florida Workforce Development Information System (WDIS) reporting requirements. The MIS meets all Department requirements as defined by the Data Dictionary.
- SRCDS 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.
- Verification and analysis of student data occur through multiple validation processes. SRCDS utilizes state-generated WDIS error and validation reports to review and correct data within Focus® prior to submission. In addition, monthly data meetings are held to review data in progress, identify discrepancies and address any issues proactively. The Workforce Education and AE departments adhere to WDIS reporting processes and ongoing monitoring through error reports, internal reviews and scheduled data meetings to ensure compliance with all applicable data policies and reporting requirements.
- SRCDS employs dedicated SIS staff, along with assigned data entry personnel at each school site who are responsible for entering and verifying student data. In addition, SIS staff are assigned by school level to provide targeted support and technical assistance related to K–12 and Division data requirements.
- Data entry and verification meetings are held at the beginning middle and end of each school year to ensure accuracy, consistency and compliance with Department reporting requirements. Division related data questions are typically routed to the district Workforce Education Department, AE and LTC sites, where trained data entry staff provide support and assistance with Workforce and AE reporting.
- At the local level, personnel responsible for student registration, data collection and student data verification include:
 - SRAS Principal
 - SRAS Assistant Principal
 - AE Facilitator
 - Clerical data staff
 - Business Analyst
 - Instructors
 Job descriptions for the above positions were provided by SRCDS.
- SRCDS provided testing and assessment policies and procedures for all administrators who proctor AGE placement tests. Additional procedures are in place for industry certification testing and 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), SRCDS 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 test proctors are certified in accordance with the Division and each testing agency. Proctor certificates of completion were provided by SRCDS and reviewed as part of the monitoring process.
- SRCDS 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.
- Upon registration, SRCDS 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).
- Florida Parents Bill of Rights
- CTE and AE administrators attend Division events such as quarterly webinars, Management Information System Advisory Task Force meetings and the Workforce Education District Advisory Council conferences. 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 student data were reviewed and verified for accuracy as part of the OSMR. All student records were provided by SRCDS. Records reviewed included:
 - Industry Certifications (secondary and postsecondary)
 - Postsecondary Completers

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

- SRCDS offers secondary CTE programs at seven high schools, nine middle schools and postsecondary at LTC. Additionally, 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 locations within the county, including the Santa Rosa County Jail.
- In their most recent CLNA and according to current labor market alignment lists, SRCDS discovered no need for new program development or for any current programs to be phased out.
- SRCDS has a memorandum of understanding (MOU) with CareerSource Escarosa 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.
- SRCDS has an articulation agreement in place that allows 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:
 - LTC
- SRCDS employs a Work-based Learning Career Specialist who attends community events and serves on advisory committees to build relationships with business and industry. In conjunction with local chambers and community events, the goal of this position is to increase work-based learning experiences for students.
- SRCDS offers students multiple opportunities to participate in additional learning activities outside of the traditional classroom environment. A sample of those opportunities include:
 - Many students have Student Training Agreements which allow them to participate in offsite on-the-job training (OJT) with local employers.
 - SRCDS has an agreement with Baptist Health Care Corporation and Vitas Healthcare Corporation to provide clinical and lab experience for students enrolled in Health Sciences programs.
 - 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. Multiple student OJT agreements were provided as part of the monitoring process.

- SRAS 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:
 - Adobe Certified Professional in Visual Design
 - Entrepreneurship and Small Business
 - Supply Chain Logistics
 - Certified Custodial Technician
 - Paraprofessional
 - ServSafe®
 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. As defined by the Individuals with Disabilities Education Act, an Individualized Education Plan (IEP) is developed for all students with a declared disability. The IEP outlines a student's current performance, sets measurable annual goals and specifies the special education services, support and accommodations the student will receive.
- In addition to local district-wide professional learning events, SRCDS provides ample opportunities for teachers and instructors to gain the knowledge and certifications necessary to provide instruction in the classroom. Examples of learning events were provided by SRCDS.

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 Accounting Manual governs the acquisition, usage, safety/storage, inventory reconciliation and inventory disposal of all district equipment. In addition to these policies and procedures, SRCDS has internal controls and procedures to govern loss prevention, transfer of property and the disposition of capital equipment.
- Every program site has a designated property custodian responsible for all equipment at his or her site. This individual works in conjunction with the district Property Accounting Department (PAD), which is responsible for all property and equipment districtwide. The PAD is also responsible for the marking of all tangible equipment with property identification tags upon receipt in Central Receiving. Once the property is tagged, it is then relocated to its appropriate school site.
- A complete inventory of tangible property is conducted annually, with the results compiled by each site custodian, then submitted to the district Superintendent's office and the SRCDS Board. An immediate inventory review is conducted if a school site's property custodian and/or principal changes within a school year.
- A property transfer form must be filled out and signed by the property custodian/designee transferring the item and the property custodian/designee receiving the item. The property custodian/designee receiving the item should forward the completed transfer form to the Property Accounting Department. A temporary loan form must be completed when a piece of property is away from its assigned location for more than five days, with the intent of being returned to its original location.
- 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 and if evidence shows that an item

is believed to be stolen, the property custodian must request a formal police incident report. A property remove form is then submitted to the district school Board for approval to be removed from district records. SRCDS reported no instances of lost, damaged or stolen granted-funded capital assets over the past 36 months.

- Monitoring staff conducted inventory reviews at five SRCDS 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.

- SRCDS 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
- Sample 504 plan
- Multiple MOUs
- Dual enrollment articulation agreement
- Student OJT agreements
- Advisory committee meeting records
- Travel records
- Procurement records
- GEPA statement
- 2025 Student Progression Plan
- 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.

- FOCUS® is used as SRCDS's financial management system.

- SRCDS 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 SRCDS Accounting Manual were reviewed as part of the monitoring process:
 - Budget Preparation
 - Cash Management
 - Cost Principals
 - Fiscal Planning
 - Internal Controls
 - Procurement
 - Travel
- SRCDS does 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. Sample P-card transactions and reconciliations were provided by SRCDS.
- SRCDS 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. SRCDS provided Internal Control procedures that ensure cost-effective and ensure maximum value to the district.
- 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 to avoid this monetary threshold. Other purchasing thresholds include:
 - Less than \$2,500 – P-card
 - Up to \$10,000 – One required quote, but up to three may be requested
 - \$10,000.01 to \$50,000 – Informal solicitation and three required quotes
- The district Purchasing Manager and Director of Purchasing are responsible for any contractual agreements that use federal grant dollars. The Purchasing Manager is also responsible for any purchases requiring formal/informal quotations, competitive bidding and/or negotiations.
- QAC monitoring staff conducted a GBA and fiscal review of the providers’ approved grant budget narrative and final expenditure reports. Upon review, multiple errors were uncovered that led to a finding. See the “RESULTS” section for more detail.
- SRCDS 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.

- SRCDS has numerous collaborations, partnerships and MOUs throughout their service region. These partnerships aid in the expansion and implementation of the core objectives of SRCDS. The list of partners includes, but is not limited to:
 - CareerSource Escarosa
 - Pensacola State College
 - Locklin Technical College
 - Baptist Healthcare Corporation
 - Vitas Healthcare Corporation

VIII. RESULTS

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

Finding Number	1
Area	Finance
Finding Summary	Upon review of the grant budget analysis, it was discovered that multiple object codes across multiple program years were used but were not pre-approved via the original budget narrative or amendment. Additionally, object codes were over-spent.
Finding Detail	Grant: 570-1614S-4CS01; 570-1613B-3CS01; 570-1914C-4CG01 and 570-1915R-5CR01
Citation	Violation of the Project Application and Amendment Procedures for Federal and State Programs (Green Book), Section B "Project Amendments. Along with <u>2 CFR 200.308, (b) (c)</u> , revisions of the budget & program plan and <u>2 CFR 200.407</u> , not seeking prior approval before expending funds.
Recommended/Anticipated Corrective Action	Provide a ledger breakdown of the projects stated above. All unapproved object codes would have been acceptable if previously approved.
Anticipated completion date:	
Name and Title responsible for CAP	Jennifer Hines, Director, Workforce Education

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 Santa Rosa County School District monitoring review, on behalf of the Division. A special thanks is offered to Ms. Jennifer Hines for her participation and leadership during this process.

APPENDIX A

Santa Rosa County District Schools
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Santa Rosa County District 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	5	<u>X 10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	5	<u>X8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	7	<u>X 8</u>	56
	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	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					186

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

Santa Rosa County District Schools
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: Santa Rosa County District 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	<u>X10</u>	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	5	<u>X 8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	5	<u>X 8</u>	40
	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 AE Program Director Change from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	3	<u>X 4</u>	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	5	<u>X 4</u>	20
	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	3	<u>X 6</u>	18
	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					160

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

