



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Citrus County School District

April 25-27, 2018

Final Report

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Florida Department of Education
Division of Career and Adult Education

**Citrus County School District
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report**

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE 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 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) 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).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2017-2018 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2017-18 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at <http://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 Quality Assurance and Compliance 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 monitoring strategy for the Citrus County School District (CCSD) was determined to be an onsite visit. Notification was sent to Ms. Sandra Himmel, superintendent, on November 17, 2017. The designated representatives for the agency were Ms. Debra Stanley, Coordinator of Special Academic Programs and Ms. Gloria Bishop, Director of Withlacoochee Technical College (WTC).

The onsite visit to the agency was conducted April 25, 2018 through April 27, 2018. The two representatives of the division present during the visit were program specialists, Ms. LaStacia Spencer and Mrs. Christine Walsh of the Quality Assurance and Compliance section.

V. CITRUS COUNTY SCHOOL DISTRICT

ENROLLMENT:

Fiscal Year (FY) 2015-16

AE: 225

CTE (possible duplication at program level): Secondary: 5,848 Postsecondary: 501

The provider was awarded the following grants for FY’s 2015-16, 2016-17 and 2017-18:

FY 2015-16

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	090-1916B-6CG01	\$ 198,051.00	\$ 13,396.88
Adult Education – EL Civics	090-1936B-6CE01	\$ 24,098.00	\$ 532.02
Perkins CTE Postsecondary	090-1616A-6CP01	\$ 98,486.00	\$ 280.22
Perkins CTE Secondary	090-1616A-6CS01	\$ 171,300.00	\$ 18,048.42
Perkins Department of Juvenile Justice (DJJ)	090-1616A-6CJJ1	\$ 30,000.00	\$ 117.16

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	090-1917B-7CG01	\$ 198,051.00	\$ 4,395.21
Adult Education – EL Civics	090-1937B-7CE01	\$ 24,098.00	\$ 3,282.54
Perkins CTE Postsecondary	090-1617A-7CP01	\$ 97,436.00	\$ 240.55
Perkins CTE Secondary	090-1617A-7CS01	\$ 198,822.00	\$ 10,840.35

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	090-1918B-8CG01	\$ 145,360.00	N/A
Adult Education – EL Civics	090-1938B-8CE01	\$ 17,304.00	N/A
Perkins CTE Postsecondary	090-1618A-8CP01	\$ 95,926.00	N/A
Perkins CTE Secondary	090-1618A-8CS01	\$ 181,326.00	N/A
Perkins DJJ	090-1618A-8CJJ1	\$ 64,400.00	N/A

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

VI. MONITORING ACTIVITIES

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

Onsite Visits

Members of the team made onsite visits to the following locations:

- Citrus County School District Office
- Citrus High School
- Crystal River High School
- Cypress Creek Academy
- Lecanto High School
- Withlacoochee Technical College

Entrance and Exit Conferences

The entrance conference for the CCSD was conducted on April 25, 2018. The exit conference was conducted on April 27, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dave Benthusen	Teacher on Special Assignment (TOSA) for CTE	X	X
Gloria Bishop	Director, WTC	X	X
Steve Chamblin	Director, Information Services	X	
Karen Davis	Assistant Director, WTC	X	X
Phyllis Helt	CTE Secretary		X
Lynne Kirby	Director, Exceptional Student Education		X
Kathy Newmann	Senior Application Support Analyst	X	
David Roland	Director, Area Schools & Secondary Education	X	X
Debra Stanley	Coordinator, Special Academic Programs	X	X
Lanette Strickland	Accounting Manager	X	
Patti Vino	Senior Accountant	X	
Tammy Wilson	Director, Finance	X	
FDOE Monitoring Team			
LaStacia Spencer	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews

Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 30 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

- A. ADMINISTRATION:** refers to the management and/or supervision of programs, structure of programs and services, grant oversight and other administrative areas.
- Despite recent changes, administrators are knowledgeable of state and federal grant requirements. WTC is focused on the growth and development of the CTE and AE programs in Citrus County.
 - Over the past few years, there has been a significant decrease in funding to WTC. In order to combat these changes, administration has focused on the expansion of marketing and transitioning position responsibilities in order to better meet college needs.
 - There is a need to change how CTE is viewed within the community. Administration has worked with career specialists in order to market CTE differently to students and parents. The monitoring team discussed social media and other marketing strategies that would help in this process.
 - There were no instances of fraudulent activities reported during this monitoring review.
- B. DATA AND ASSESSMENT:** refers to all the components of the data and assessment system, including test administration, test security, data collection and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.
- On the secondary level, CCSD utilizes Skyward School Management Software for the collection of student data. In 2016-17, WTC transitioned from Skyward to the FOCUS School Software System for student data.
 - CCSD utilizes the data collected to assess the success of programs and target areas that are in need of improvement.
 - Regular training is provided to teachers to discuss changes in Occupation Completion Points (OCP) attainment.
 - AE and CTE student data (including program completers, Literacy Completion Points (LCP) attainment and industry certifications) were verified during the course of the visit.

FINDING AND RECOMMENDATION

- Finding B1: Comprehensive Adult Student Assessment Systems (CASAS) test administrator certifications were found to be out of date. CASAS administrators were last certified in FY 2014-15.
 - Corrective Action B1: CASAS certified test administrators must complete online or in person training every two years (2017-2018 Florida Adult Assessment Technical Assistance Paper).
 - A copy of the CASAS online refresher training completed by the test administrator on April 27th, 2018 was submitted to the monitoring team. Test administrators must also complete the “FDOE Policies for CASAS Users” training.
- C. CURRICULUM AND INSTRUCTION:** refers to those elements that contribute to student learning and skill acquisition.
- Cypress Creek Academy (CCA) is one of only two male maximum risk residential DJJ facilities in the state. Their CTE program is nearly 100% funded through the Perkins grant.

- Students that participate in the CTE programs are taught ethics and life skills in addition to work skills to help assist in their transition back into society once they leave CCA.
- Thus far there has been a zero recidivism for students that participate in the Building Construction program.
- Due to the security level, limitations are in place that restrict CCA students from performing services in the community and raising money for their programs. The monitoring team discussed strategies in order to assist in this area.
- In recent years, WTC has ended their Automation and Production Technology and Industrial Machinery Maintenance programs due to low enrollment and recently began offering Cybersecurity.
- Administration noted difficulty with enrolling students into the AE programs, which may be due to the decrease in unemployment in the area along with other issues.
- In order to help bolster enrollment, WTC is offering a free application voucher to prospective students that attend information sessions held and register for classes within a week.
- There is discussion about beginning CTE programs in the middle schools along with revamping some high school programs in order to better engage students.
- The number of industry certifications awarded on the secondary level continues to increase.

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.

- Equipment purchased with grant funds were verified during the course of the visit and followed UGG standards.
- There is one laptop that is currently missing at Cypress Creek Academy. The agency is in the process of going through district policy in order to address this issue.
- Per school policy, all equipment purchased over the \$1,000 threshold is required to be tagged with an asset identification number and decal.
- Inventory is conducted on an annual basis.

E. ACCESS AND EQUITY: refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9556.

F. RECORDS REVIEW: refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Citrus County Schools Policy Manuals
- Data Reporting Procedures
- AE Student Registration and Enrollment Forms
- Promotional Program Material
- Test for Adult Basic Education (TABE) and CASAS Test Administrator Certifications
- Inventory Records and Supporting Documents
- Program Advisory Committee Guidelines, Meeting Agendas and Minutes
- Student Records
- Financial Records (Travel, Purchasing and Procurement)

- Verification of Student Industry Certifications
- Verification of AGE Completers and Non-Completers
- Verification of Postsecondary Adult Vocational Program (PSAV) Program Completers
- Verification of Secondary CTE Completers
- Employee Personnel Activity Reports (PARs) and semi annual certifications
- District Website

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.

- Financial records are maintained in Skyward.
- CCSD has established policies and procedures for cash management regarding grant funds that includes purchasing and procurement, allowability of costs, travel, conflict of interest and fraud disclosure that were reviewed during the visit.
- The monitoring team verified that the proper procedures were taking place in approving grant purchases and grant funded travel expenses.
- The monitoring team also reviewed requisition data, purchase orders and travel request documents and found these documents to be in accordance with federal, state and district policies.
- During the monitoring review, it was discovered that PARs did not accurately detail the number of hours that split funded employees worked on various projects. Semi-annual certifications were signed prior to the end of the timeframe that the work was performed. Work performed for the period of August 1, 2017 through December 22, 2017 was signed by the employee and approved by the supervisor either November 30, 2017 or December 1, 2017.

FINDING AND RECOMMENDATION

- Finding G1: The agency failed to accurately report time and effort for grant funded employees in FY 2014-15, FY 2015-16 and FY 2017-18 (UGG §200.430: Compensation—personal services; Project Application and Amendment Procedures for Federal and State Programs - Section C-19: Personnel Cost – Time Distribution).
 - Corrective Action G1: The agency must revise PARs to meet the requirements outlined in *UGG §200.430(i) Standards for Documentation of Personnel Expenses*. Agency must also ensure that semi-annual certifications and PARs are signed after the activity dates in which the document covers.

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.

- CCSD has partnerships with area agencies in order to provide services and resources to student learners including:
 - Beef O’Brady’s
 - Black Diamond Foundation
 - Brannen Bank
 - CareerSource Citrus Levy Marion
 - Citrus County Chamber of Commerce
 - Crystal Automotive
 - Duke Energy
 - Eagle Buick GMC

- McDonald's
- Mike Scott Plumbing
- Panera Bread
- Suncoast Credit Union
- Seven Rivers Hospital
- Young Professional
- CCSD has articulation agreements with The College of Central Florida (CF) and Santa Fe College and continues to develop pipeline programs for students to continue their education.

I. PERKINS LOCAL PROGRAM IMPROVEMENT PLAN: A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

- The monitoring team met with administration to discuss current and future strategies regarding the Perkins core measure 5A1: Non-traditional Enrollment, in which 90% attainment was not satisfied in FY 2015-16.
- The monitoring team noted the recent changes that administration has made and discussed other strategies that may help improve on increasing non-traditional student enrollment.
- The monitoring team feels that the administration is making the necessary steps towards improvement upon this measure.

Secondary Perkins Performance Measures 2015-16

In 2015-16, the agency met or exceeded all secondary measures. Therefore, a PIP was not required.

Postsecondary Certificate Performance Indicators 2015-16

In 2015-16, the agency met or exceeded all postsecondary measures except for the following. Therefore, a PIP was required:

- 5A1 Non-traditional Enrollment: Local Actual of 12.37% vs. Local Agreed of 15.61%

J. PROGRAMS OF STUDY: As part of the division assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to CCSD, Cathy Hammond, Bruce Harrington, Heather Conley, and Lee Chipps-Walton of the Federal and State Initiatives (FSI) section of the division discussed via a conference call, submitted narrative and materials on POS with CCSD staff on April 25, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study: Accounting Applications (secondary)/Administrative Office Specialist and Accounting Technology Associate of Science (AS)

Program Initiation and Development

- A local employment need was the original impetus for the start of the Accounting Applications program.
- CCSD met with representatives from the CF to develop the program. They used the FDOE curriculum framework and CF provided them with the postsecondary framework. CF advisors and professors helped align the secondary version to the postsecondary version and developed an articulation agreement.
- Local businesses were not involved in program development.
- The secondary program articulation to postsecondary programs at CF was strengthened and further developed in the hopes of improving dwindling enrollment in the secondary program. To accomplish this, CCSD met with staff and faculty from CF to create articulation for the

program and develop it into a full POS. Participants in the POS development meetings aligned the postsecondary and secondary coursework to strengthen and smooth student transition and articulation from high school to CF. These efforts produced increased awareness of the program but only a small increase in enrollment.

Enrollment Challenges

- The Accounting Applications program has continued to have enrollment challenges. Student interest seems to be low, possibly due to the heavy math focus of the program and competing student interest in IT related programs. CCSD is looking to replace the program with something of more interest to students.
- In 2015-16, there were three students at WTC in the postsecondary Administrative Office Specialist program. Even though they combined this program with a medical administrative assistant program to try to boost enrollment, low enrollment continued and the program was closed.

Program Outcomes

Certifications

- In 2015-16, there was a 60% passage rate for the QuickBooks certification exam for students in the Accounting Applications program.
- To improve passage rates, teachers in the Accounting Applications program identified areas for improvement and developed strategies to address these areas, such as implementing practice tests. In subsequent years, passage rates improved to roughly 80%.

Placement

- The placement rate for students from the Accounting Applications program was 67% in 2015-16.
- CCSD staff on the call reported that most students go on for postsecondary education rather than employment, but the district does not track students beyond FETPIP's tracking to know where they are going for further education.

Work-Based Experiences for Students

- CTE teachers within CCSD arrange internships and job shadowing for students. These opportunities are sometimes found by students and approved by teachers.
- Students participating in these placements are reported by businesses as being well-prepared and generally receive good grades (A's and B's) for their performance. Students in these placements often gain employment at the business in which they were placed.

Student Involvement in Career and Technical Student Organizations

- In 2015-16, students of the Accounting Applications program entered Future Business Leaders of America competitions at both the state and national level and were winning awards. Students are no longer participating in these competitions.

Programs of Study Overall

Partnerships and Collaboration

Secondary and Postsecondary Relationships

- Staff on the call felt that they have an excellent relationship with CF. CCSD attends CF CTE leadership meetings that also include Levy and Marion county school districts. At these meetings, CCSD gets updates on college activities and information on changes in and/or development of new programs. Through this process, CCSD has been able to develop a number of articulation agreements.
- CCSD also has articulation agreements with Santa Fe College.
- CCSD hopes to develop dual enrollment opportunities for their students with CF and also WTC.

Local Advisory Committees

- Currently, CCSD district secondary staff meet with CF, CareerSource and WTC annually to discuss CTE programs. CCSD staff also participate in the semi-annual CTE advisory meetings at WTC. At the present time, the district does not have its own district-wide or program specific advisory committees.
- CCSD is planning to set up a more formalized regional CTE advisory board for their district that will include local businesses, CF, CareerSource and teachers. They also want to develop more program specific advisory committees. This is an area in which they want to improve.
- Each school is working on how every teacher is going to be involved in an advisory committee. Teachers will create their own committees or attend WTC's cluster meetings, chamber meetings, or Agriculture Alliance meetings. The teachers will identify business partners to invite to an advisory board or the teacher will attend the existing business meetings. CCSD struggles, however, to get business partners.
- The CCSD has representatives on CareerSource's regional advisory board.
- CCSD staff on the call wanted to attend more Chamber of Commerce meetings.

Program Support and Review

- CCSD has an employee position called 'teacher on special assignment' (TOSA) that receives part of their salary through Perkins funds and is responsible for helping manage and support the district's CTE programs. The TOSA spends time in schools with teachers to assess needs, make sure equipment is up-to-date, and provides Perkins and CAPE funding technical assistance. The TOSA is also involved with Perkins data management.
- CCSD, CF, Santa Fe College, and CareerSource meet yearly to discuss regional CTE program and course changes, articulation and new programs. Withlacoochee Technical College sometimes attends these meetings.
- For the 2018-19 POS webinar, CCSD staff and CareerSource met to watch the webinar together and took advantage of the time together to discuss POS program offerings for the region and review articulation agreements.

Alignment of POS to Local Industry Needs

- CareerSource and their regional Targeted Occupations List (TOL) heavily influence CTE program choices for CCSD in order to meet local needs. CCSD hopes to have local businesses involved more in the future. CCSD has membership on CareerSource boards and collaborates with them.

Promotion of CTE

- High schools within CCSD host 'Curriculum Night' where programs within the school are promoted. The event is formatted like a convention where different types of academic programs are promoted by teachers hosting tables with promotional material. All types of elective and academic programs are in attendance, such as CTE, ROTC, language arts, Advanced Placement, etc.
 - In addition to pamphlets designed by program teachers, students and parents are given an education guide that is formatted like a newspaper that describes CTE programs, career pathways, and articulation.
 - Teachers have booths and offer information and try to engage participants and recruit students to their programs. They show available POS and discuss the benefits of becoming a program concentrator.
 - CTE students also help promote programs at these events.
- CF presents their CTE offerings on CCSD high school campuses.
- The District's CTE director promotes CTE at quarterly guidance counselor meetings.

- CCSD wants to increase promotion of their CTE programs to local businesses. They have found that one of the best ways to involve business is through internships which help promote students as future employees.

Definition of Program of Study

- CCSD staff on the call reported that a POS includes rigorous CTE and academic curriculum, engages all stakeholders – secondary, postsecondary, and community, complies with FDOE’s eight required POS elements and curriculum frameworks, leads to industry certifications, and leads to postsecondary education or employment after high school.

Regional Perceptions of CTE

- CCSD staff on the call reported that CTE is perceived positively within the region and that there is a local awareness that CTE helps meet regional employment needs. Additionally, local knowledge that secondary coursework can save students time and money when articulated to postsecondary institutions is increasing.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – Citrus County School District is required to complete an AE Corrective Action Plan.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Citrus County School District is required to complete a CTE Corrective Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department’s website at the following address: <http://fldoe.org/academics/career-adult-edu/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the CCSD onsite monitoring visit. Special thanks are offered to Ms. Debra Stanley, Ms. Gloria Bishop and the CCSD administration for their participation and leadership during this process.

APPENDIX A

Citrus County School District
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: CITRUS COUNTY SCHOOL DISTRICT					
Program type: ADULT EDUCATION					
Target Year: 2015-2016					
Monitoring Year: 2017-2018					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Last Monitored	7 years or more	7	3	<u>X 10</u>	30
	5-6 years	5			
	3-4 years	3			
	0-2 years	1			
Total AE Budget Allocated Value	Upper Quartile	7	5	<u>X8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	7	<u>X 6</u>	42
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					168

*Data sources used for calculations: Prior to July 1, 2016

Citrus County School District
 Career and Technical Education
 Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: CITRUS COUNTY SCHOOL DISTRICT					
Program type: CAREER AND TECHNICAL EDUCATION					
Target Year: 2015-2016					
Monitoring Year: 2017-2018					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Last Monitored	7 years or more	7	7	<u>X 10</u>	70
	5-6 years	5			
	3-4 years	3			
	0-2 years	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	5	<u>X8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	0	<u>X 8</u>	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	7	<u>X 6</u>	42
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					232

*Data sources used for calculations: Prior to July 1, 2016

APPENDIX B

Citrus County School District
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person(s) Responsible	Projected Date of Completion
<p>Finding B1: Comprehensive Adult Student Assessment Systems (CASAS) test administrator certifications were found to be out of date. CASAS administrators were last FY 2014-15.</p>	<p>CASAS certified test administrators must complete online or in person training every two years (2017-2018 Florida Adult Assessment Technical Assistance Paper).</p> <p>A copy of the CASAS online refresher training completed by the test administrator on April 27th, 2018 was submitted to the monitoring team. Test administrators must also complete the “FDOE Policies for CASAS Users” training.</p>	<p>Been corrected – sent copy of certificate of completing of CASAS refresher training.</p> <p>CASAS test administrator has been in touch with Phillip Anderson, ESOL Program Specialist – he will have the training available soon.</p>	<p>Lori Casalvieri – Asst. Director Joyce Seijas – Test administrator</p>	<p>June 30, 2018</p>
<p>Finding G1: The agency failed to accurately report time and effort for grant funded employees in FY 2014-15 and FY 2015-16 (UGG §200.430: Compensation—personal services; Project Application and Amendment Procedures for Federal and State Programs - Section C-19: Personnel Cost – Time Distribution).</p>	<p>The agency must revise PARs to meet the requirements outlined in <i>UGG §200.430(i) Standards for Documentation of Personnel Expenses</i>. Agency must also ensure that semi-annual certifications and PARs are signed after the activity dates in which the document covers.</p>	<p>We will begin to utilize the new PARs form that was provided to us by the monitoring team.</p>	<p>Debra Stanley</p>	<p>June 30, 2018</p>
<p>Plan submitted by (name and title): Debra Stanley, Coordinator of Special Academic Program</p>				<p>Date: 5/30/18</p>
<p>Plan accepted by: LaStacia Spencer, Program Specialist IV</p>				<p>Date: 5/31/18</p>
<p>Status of Action Plan (to be completed by FDOE staff):</p>				
<p>Date:</p>		<p>Status of Plan Completion:</p>		