



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Marion County Public Schools

March 26-28, 2018

Final Report

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**Marion County Public Schools
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 Marion County Public Schools (MCPS) was determined to be an onsite visit. Notification was sent to Dr. Heidi Maier, superintendent, on November 17, 2017. The designated representative for the agency was Mr. Mark Vianello, Executive Director of CTE and Ms. Deborah Salerno, Career Education Facilitator, Marion Technical College (MTC).

The onsite visit to the agency was conducted March 26, 2018 through March 28, 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. MARION COUNTY PUBLIC SCHOOLS

ENROLLMENT:

Fiscal Year (FY) 2015-16

AE: 1,071

CTE (possible duplication at program level): **Secondary: 23,167 Postsecondary: 640**

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	420-1916B-6CG01	\$ 494,853.00	\$ 66,682.79
Adult Education – EL Civics	420-1936B-6CE01	\$ 56,303.00	\$ 2,530.08
Perkins CTE Postsecondary	420-1616A-6CP01	\$ 113,137.00	\$ 16,590.83
Perkins CTE Secondary	420-1616A-6CS01	\$ 526,425.00	\$ 23,590.39
Perkins DJJ	420-1616A-6CJJ1	\$ 46,322.00	\$ 77.29

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	420-1917B-7CG01	\$ 494,853.00	\$ 50,624.33
Adult Education – EL Civics	420-1937B-7CE01	\$ 56,303.00	\$ 18,463.43
Perkins CTE Postsecondary	420-1617A-7CP01	\$ 105,344.00	\$ 5,107.37
Perkins CTE Secondary	420-1617A-7CS01	\$ 528,244.00	\$ 19,542.21
Perkins DJJ	420-1617A-7CJJ1	\$ 64,393.00	\$ 11,548.54

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	420-1918B-8CG01	\$ 491,326.00	N/A
Adult Education – EL Civics	420-1938B-8CE02	\$ 44,714.00	N/A
Perkins CTE Postsecondary	420-1618A-8CP01	\$ 113,105.00	N/A
Perkins CTE Secondary	420-1618A-8CS01	\$ 545,617.00	N/A

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

<https://www.marionschools.net/>

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:

- Florida State Fire College
- Marion Technical College
- Marion Technical Institute
- Marion Youth Academy (MYA)
- West Port High School

Entrance and Exit Conferences

The entrance conference for the MCPS was conducted on March 26, 2018. The exit conference was conducted on March 28, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Madrika Allen	Accountant	X	X
Denise Barry	Data Entry Clerk	X	X
Theresa Boston-Ellis	Executive Director of Business Services		X
Scott Carpenter	Assistant Principal, MTC	X	X
Anthony Clarke	Director of Technology and Information Services	X	
Butch Elkins	Peer Counselor		X
Rosanne Hartingan	FTE Specialist	X	X
Ashley Morgan	CTE Coordinator	X	X
Kathy Otte	Program Specialist, Applied Tech	X	X
Alice Posada	Director of Finance	X	X
Deborah Salerno	Career Education Facilitator	X	X
Donna Schafer	Assistant Principal, MTC	X	
Robin Summerville	Finance Clerk	X	X
Dwan Thomas	Program Manager, Alternative Learning	X	
James Thompson	Career Education Facilitator	X	
Tracey Thornhill-Parker	Program Manager, MTC	X	X
Vickye Vaughns-Geathers	Supervisor of Student Information and State Reporting	X	X
Mark Vianello	Executive Director of CTE	X	X

Belinda White	Executive Secretary	X	X
Loretta Young	Assistant Principal, CTE	X	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 the recent changes in staff, administration is knowledgeable of state and federal grant requirements and have a clear vision for growth within AE and CTE programs.
- Professional development opportunities are provided to all CTE and AE staff regarding their respective programs.
- 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.

- MCPS utilizes the Skyward School Management Software and FOCUS School Software System for the collection and verification of student data.
- Data is used to track a program success and deficiencies by identifying struggling teachers, student interest and reviewing program enrollment.
- MCPS has an adequate internal controls over the review and verification process of student data.
- Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment Systems (CASAS) test administrators are properly certified in accordance to state and FDOE requirements.
- During the monitoring review, it was found that the district had adequate controls over its data reporting submission process to assure that data was reported timely, accurately and completely.

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

- CTE courses are determined based on industry need with heavy influence from business and industry partners. There has been an increased focus on the expansion of programs and collaboration between secondary and postsecondary institutions.
- Recent adjustments were made to AE students' schedules placing more focus on lower skill areas while receiving continuing instruction in other skill areas.
- MCPS works closely with CareerSource and other agencies to develop programs, such as Forward March, to enhance soft skills and provide other services to students.
- Currently, MYA is offering Building Construction Technology for students to obtain the Department of Labor Apprenticeship certification. A large number of these student also pass the GED while in the program.
- All MYA students will also receive their ServSafe® Certification while in the facility.

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.

- Per district policy, all equipment purchased over the \$1,000 threshold is required to be tagged with a property asset number.
- Inventory is conducted annually throughout the school year.
- The agency has established procedures for inventory management.
- The agency could benefit from enhancements to the inventory process to ensure that inventory is properly tagged, documented and accounted for in the Skyward system within a timely manner. During the monitoring review several items were not properly tagged at the following locations:
 - Marion Technical Institution: 70" Clear Touch IFP and a Solus Edge Diagnostic Scanner
 - Marion Youth Academy: Dell Mobile Computing Cart
 - Marion Technical College – Fire College: Janesville Isodri V-Force Coats

FINDINGS AND ACTION

- Finding D1: Equipment did not meet the rules and guidelines as specified in the UGG (§200.313 - Equipment).
 - Corrective Action D1: Grant purchased equipment must be properly tagged with an asset number in order to comply with federal requirements. This finding was corrected by MCPS administration while the monitoring team was onsite. No additional follow-up is required.

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.

- Marion County Public Schools Board Policies
- Data Reporting Procedures
- AE Student Registration and Enrollment Forms
- Promotional Program Material
- 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 a sample of Student Industry Certifications
- Verification of a sample of AGE Completers and Non-Completers
- Verification of a sample of Postsecondary Adult Vocational Program (PSAV) Program Completers
- Verification of a sample of Secondary CTE Completers
- Employee Time and Effort Reports
- 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 currently maintained in Skyward School Management Software. Purchases require multi-tiered approval in order to ensure compliance with standards on the federal and state levels.
- Expenditures are reviewed regularly to reconcile purchases and ensure that grant funds are expended within the require timeframe.
- MCPS 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.
- During the monitoring review, it was found that the district had adequate controls as it pertains to the effective and efficient financial management and is in compliance with federal, state and district laws, regulations and policies.

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.

- MCPS has partnerships with area agencies in order to provide services and resources to student learners including:
 - Citrus-Levy-Marion Regional Workforce Development Board, Inc.
 - Early Learning Coalition of Marion County, Inc.
 - Florida Department of Management Services
 - Marion County Board of County Commissioners
 - Ocala Chamber Economic Partnership
 - Vocational Rehabilitation
 - And various fire departments, sheriff's offices and medical centers throughout the state.

- MCPS has articulation agreements with The College of Central Florida and continues to develop pipeline programs for students to advance 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 compliance team met with administration to discuss current and future strategies regarding the Perkins core measures in which 90% attainment was not satisfied in FY 2015-16.
- The compliance team feels that the administration is making the necessary steps towards improvement upon these measures.

Secondary Perkins Performance Measures 2015-16

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

- 6S1 Non-traditional Enrollment: Local Actual of 33.14% vs. Local Agreed of 37.63%

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 10.59% vs. Local Agreed of 13.00%

J. PROGRAMS OF STUDY: As part of the new 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 Marion County Public Schools (MCPS), 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, the submitted narrative and materials on POS with MCPS staff on March 27, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study: Veterinary Assisting (Secondary/Postsecondary)

Program Identification

- The program started in 2002, which predates all current staff. For this reason, MCPS staff on the call were not certain why the program first started, but believe it likely was due to community interest, job openings, the availability of an instructor, and a strong emphasis in the district at that time on agricultural programs. The staff also did not know whether the program started first at the secondary or the postsecondary level.

Program Outcomes

Performance on Certified Veterinary Assistant (CVA) Exam

- 2015-2016 was the first year that the CVA exam was taken by students in this program. Of the ten students from two classes who took the exam in 2015-2016, eight passed.

Placement

- The placement rate from this program for students in 2015-2016 was 75%, based on data from the 2017 Council on Occupational Education (COE) report.
- Students were highly sought after and these placements were all local, to equine businesses, animal control and veterinary offices.

Challenges with Completion Rates and Clock Hour Program Closure

- The postsecondary Veterinary Assisting program was closed at the end of 2016-2017.

- MCPS staff reported that significant student withdrawals contributed to the closing of the program. These withdrawals caused the completion rate to fall below the required COE level and the district was required to implement a program improvement plan. In compliance with that plan, they advertised to try to increase enrollment, plus asked their advisory board for advice. Per COE requirements, when an improvement plan is required for two consecutive years, the institution has the option to reconsider offering the program, taking into account local interest in the program. Considering that the 750 Clock Hour CVA certification is not required for students to find employment, there is little incentive for them to complete the program. Also, the provisional status of this program caused financial aid problems for students. Given the challenges facing the program, it was decided to close the postsecondary program.
- MCPS staff reviewed similar programs in other counties to see if they had similar challenges, but those districts were larger and could handle having a similar number of withdrawals. They also found differences in the secondary and postsecondary programs in other districts in the requirements for the number of hours students had to take in the program prior to being able to take the CVA exam.
- There is still local interest in the Veterinary Assisting program and the former instructor for the program still gets calls for referrals.

Continuation of Secondary Program and Postsecondary Articulation

- The secondary program is still being offered in one high school.
- There is articulation from the secondary program into a college program.

Secondary and Postsecondary Collaboration

Program Advisory Boards

- In 2015-2016, the postsecondary advisory board for this program included secondary and postsecondary faculty along with business partners. The secondary program now has their own board because they wanted to meet more often (3 times a year) to get more help with standards, faculty and administration needs.

Programs of Study Overall

Program Identification

- MCPS staff on the call stated there is typically a combination of factors involved with the identification and development of POS. They examine the regional and statewide Regional Demand Occupations Lists, get input from CareerSource and the local Chamber of Commerce (Chamber), analyze local needs and demographics, and consider High-Skill High-Wage positions. The district wants to make sure that what they offer meets local needs and that these programs can lead to jobs for students in the community.
- The Workforce Planning Team assists in making a collective plan to bring on new programs or expand existing ones. This planning team is a districtwide advisory group, which has up to ten members with representatives from CareerSource, the Chamber, local Manufacturing and other industry/businesses, local government, and secondary and postsecondary education institutions.

Secondary and Postsecondary Collaboration

- There is quite a bit of close collaboration between MTC and secondary programs in the MCPS. At one time they even shared a building. MCPS joint Leadership Meetings are held monthly, and include secondary, postsecondary and counseling staff. The group works to strengthen intra-district articulation agreements to improve benefits for students.
- Secondary staff help the MTC program staff get invited into the high schools to share information, set up visits for high school students to MTC and help to market MTC's programs and encourage student participation at the postsecondary level.

- MCPS staff are attempting to collaborate more between the secondary and postsecondary levels and for high school students to get more involved in postsecondary campus tours.

Local Advisory Boards

- Each program at MTC has an advisory board, as per COE requirements. Business and instructional staff are represented on these boards, which meet twice a year.
- Boards assist by advising about program content, assisting with materials and equipment, providing input on skills needed for employment, and reviewing the frameworks, criteria, and standards, using the 10 required COE standards. The advisory boards also play an important role in placing students in jobs after program completion.
- There are advisory boards at the secondary level in the MCPS. They have 12 boards for the 12 clusters. On the board is a lead industry person, one district CTE staff, middle and high school faculty, district administrators and local college staff (College of Central FL).

POS Review Process

- MTC program advisory boards meet twice per year for program review.
- The ten COE standards are used as a guide for the review, but then the review can go in many different directions. The review is also guided by the FDOE curriculum frameworks. The questions addressed and information gathered for the reviews are similar to those included in the POS section of the monitoring protocol.
- CareerSource continues to be very involved in this review process.

Definition of a Program of Study

- MCPS staff on the call report the importance of having the eight state-required POS elements in place, developing articulation beginning in middle grades through high school to postsecondary, and consulting the Regional Demand Occupation List to identify High-Skill, High-Wage career pathways that meet local needs and have certification and licensure opportunities.

Local Promotion of CTE

- MCPS promotes CTE through many means:
 - Printed brochures and fliers
 - Contracting with an ad agency for billboard and radio ads
 - Bus route advertisements
 - An electronic sign
 - Information sessions/open houses monthly, where students can visit and receive information on programs, how to apply and register, financial aid, available jobs in program areas, etc.
 - A recently updated MTC website
 - Career fairs (even in other nearby counties)
 - Field trips and campus tours
 - Financial aid and scholarships are offered for MTC
 - Career counseling
 - CareerSource advertisements
 - Involvement with the veteran's center and local Vocational Rehabilitation
- Next year, they plan to focus on middle school students and have an open house for parents on early release days. MCPS would like for students to start early to think about career paths.

Local Perceptions of CTE

- MCPS staff on the call felt that the perception of CTE in their region has improved significantly in the last two years.
- MCPS staff attribute this change in perception to a number of events and changes:
 - The hiring of a new staff member and a new MCPS superintendent

- District administration becoming more receptive to CTE and its connection to business in the community
- Five to six positive news articles in the local press which raised their profile
- More tours with middle grades and high school students
- The fostering of a true partnership with the community
- Helping the county meet local workforce needs
- MCPS operating less in “silos”
- Regular meetings with the Chamber and CareerSource (at least once a month)

National Recognition of MCPS Best Practices and CTE Approach

- Recently, the International Center for Leadership and Education (ICLE) selected MCPS as one of the most improving school districts and they will present as such during ICLE’s Model Schools Conference. Their presentation will focus on their partnership between CTE and business.
- MTC staff are also presenting at the Florida Association of School Administrators conference this coming summer.
- MCPS staff on the call stated that they have increased “choice” for their students, particularly for students in the “middle,” based on performance, by opening up programs around the county like Logistics, which will create a talent pipeline in this area for the district.
- MCPS operates by the motto: “Eyes on students and community first.” In line with this motto, they report that CTE benefits both students and the local labor force.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – Marion County Public Schools is not required to complete an AE Corrective Action Plan.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Marion County Public Schools 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 MCPS onsite monitoring visit. Special thanks are offered to Mr. Mark Vianello for his participation and leadership during this process.

APPENDIX A

Marion County Public Schools
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: MARION COUNTY PUBLIC SCHOOLS					
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	7	<u>X 10</u>	70
	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	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	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

Marion County Public Schools
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: MARION COUNTY PUBLIC SCHOOLS					
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	7	<u>X8</u>	56
	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	1	<u>X 8</u>	8
	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	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					272

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

APPENDIX B

Marion County Public Schools
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person(s) Responsible	Projected Date of Completion
Finding D1: Equipment did not meet the rules and guidelines as specified in the UGG (§200.313 - Equipment).	Grant purchased equipment must be properly tagged with an asset number in order to comply with federal requirements. This finding was corrected by MCPS administration while the monitoring team was onsite. No additional follow-up is required.	District procedures have been revised to direct staff that when property tags cannot be physically placed on items, that permanent markers, etching, or other means of permanent marking should be used to properly mark the item.	Brent Barber, Property Specialist	March 2018
Plan submitted by (name and title): Alice Posada, Director of Finance Mark Vianello, Executive Director, Career and Technical Education			Date: May 22, 2018 Date: May 22, 2018	
Plan accepted by: LaStacia Spencer			Date: May 22,2018	
Status of Action Plan (to be completed by FDOE staff):				
Date: May 22, 2018			Status of Plan Completion: COMPLETE	