



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

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

**Indian River County School District**

**March 13-15, 2019**

**Final Report**

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Florida Department of Education  
Division of Career and Adult Education

**Indian River County School District  
Career and Technical Education and  
Adult 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 2018-2019 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 2018-19 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 Indian River County School District (SDIRC) was determined to be an onsite visit. Notification was sent to Dr. Mark Rendell, superintendent, Indian River County School District on November 19, 2018. The designated representative for the agency was Ms. Christi Shields, principal, Technical Center for Career and Adult Education and Dr. Michael Arnett, director, Career and Technical Education.

The onsite visit to the agency was conducted March 13-15, 2019. The three representatives of the division present during the visit were program specialists, Mrs. Christine Walsh, Mr. Andrew Goldsmith and Mr. Tashi Williams, director, of the Quality Assurance and Compliance section.

**V. INDIAN RIVER COUNTY SCHOOL DISTRICT**

**ENROLLMENT:**

Fiscal Year (FY) 2016-17

CTE (possible duplication at program level): Secondary – 5,549  
 AE - 474

The provider was awarded the following grants for FY’s 2016-17, 2017-18 and 2018-19:

**Finance**

**FY 2016-17**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	310-1917B-7CG01	\$ 161,885.00	\$ 0.00
Perkins CTE Secondary	310-1617A-7CS01	\$ 185,675.00	\$ 23,529.92

**FY 2017-18**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	310-1918B-8CG01	\$ 151,203.00	\$ 0.00
Perkins CTE Secondary	310-1618A-8CS01	\$ 178,909.00	\$ 3,221.22

**FY 2018-19**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>*Unexpended</u>
Adult General Education	310-1919B-9CG01	\$ 151,203.00	N/A
Perkins CTE Secondary	310-1619B-9CS01	\$ 176,635.00	N/A

\* FY 2018-19 final project disbursement reports will not be available until the end of the program year

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

## 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:

- Treasure Coast Technical College (TCTC)
- Sebastian River High School (SRHS)

### Entrance and Exit Conferences

The entrance conference for SDIRC was conducted on March 13, 2019. The exit conference was conducted on March 15, 2019. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Christi Shields	Principal, Treasure Coast Technical College	X	X
Dr. Michael Arnett	Director, CTE	X	X
<b>FDOE Monitoring Team</b>			
Tashi Williams	Director, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X
Andrew Goldsmith	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.

- The CTE director and administrative staff work closely with the FDOE grant manager.
- CTE and AE leadership and staff have good intercommunication and coordination; including support from the district finance office.
- Professional development opportunities are available for CTE and AE administrators, staff and instructors.
- CTE and AE administrators review programs for effectiveness. CTE program offerings are based on the needs of the business community.

- CTE administration and staff work with traditional, and non-traditional, advisory councils to ensure programs align with local business needs.
- No instances of fraudulent activity were discovered.

**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.

- IRSD utilizes the FOCUS® system to track all student data including, but not limited to: registration, attendance, grades, Occupational Completion Points (OCPs), Literacy Completion Points (LCPs) and student schedules. The finance system is currently in a conversion process to FOCUS®. This has presented the district with some challenges and they are addressing the issues as they arise.
- Reporting errors are reviewed during FDOE survey submissions and at the end of the year Survey 5 submission.
- The District does not schedule a student in a “placeholder” course prior to placement testing for AE students. Thus eliminating the possibility that erroneous courses and hours are reported.
- The district has a data entry training with FOCUS® and uses the FDOE Database Handbook as a guide for the database submissions and data element information. FOCUS® provides detailed help screens, multiple paper based instructions, PowerPoint presentations and webinars. The district also participates in the FOCUS® summit opportunities during the reporting windows.
- The district runs a program daily that evaluates the testing records to determine if there was an increase in functioning level and awards LCPs accordingly for AE. OCPs are manually entered into the FOCUS® system by the Career Specialist.
- The district utilizes student and program data for review, improvement and consideration when contemplating the expansion or reduction of program and course offerings.

#### FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance; Florida Statute (F.S.) 1008.405 Adult Student Information, State Board of Education Rule (SBER) 6A-6.014 General Requirements for Adult General Education Program). After review of the data submitted to the monitoring staff, it was determined that SDIRC has incorrectly awarded two LCPs. One of the students was awarded an LCP of E and the correct LCP was D. The second student tested out of range thus making the scores invalid. No LCP should have been awarded to this student.
  - Corrective Action B1: CTE administration and data entry staff are to review the Adult Education Data Reporting Overview Module and Reporting Initial Educational Functioning Level and Reporting of LCPs (ESOL and ELCATE) training found at: <http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml> and send a memo to the FDOE team lead, Christine Walsh, attesting that the modules have been reviewed and a signed list/sign in sheet of SDIRC staff who have reviewed them.

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

- SDIRC offer AE classes throughout the district. In addition to AE, TCTC also offers postsecondary CTE.
- The AE program uses Aztec® software by Kaplan. This software covers core curriculum for Adult Basic Education (ABE) and General Education Development (GED).
- The CTE programs are supported by advisory committees that play a key role in improving the quality of the CTE programs. The advisory committees offer insight on current industry trends, current job outlooks and recommendation for industry specific equipment needs.
- The CTE department is working hard to recruit and retain teachers. The result of teacher turnover, lack of experience in teaching and salary offerings are impeding their efforts.
- SDIRC is in partnership with CareerSource Research Coast.
- SDIRC has affiliation agreements that provide opportunities for job training and apprenticeships.
- Curriculum and instruction are driven by evaluations of existing programs as well as input from advisory councils.

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.

- SDIRC uses the FOCUS® software for inventory purposes. The system electronically tracks inventory from the time an item is approved for purchase all the way through its useful life.
- The district has a technology plan that guides prospective technology purchases.
- Technology and equipment is up to date and is being used specifically for CTE programs.
- The technology is integrated into the curriculum as required per program.
- There have been no reports of lost or stolen equipment within the last three years.
- Inventory can be received at a central location or directly delivered to individual school locations.
- The district has policies and procedures in place to request, purchase, dispose and inventory equipment. Equipment is inventoried annually and capitalized items over \$1,000 receive a numbered inventory identification tag.

#### **FINDING AND ACTION**

- Finding D1: The RealCareer® welders (3 quantity for \$3,000.00 each) and the RealCareer® sticks (3 quantity for \$1,500.00 each) were incorrectly coded as non-capitalized on the original grant budget and the final DOE399. However, the correction to the object code was made prior to our arrival. The error in the object code resulted in the equipment not being tagged as required. Upon review of the equipment it was also noted that the room numbers were not correct on the inventory provided by the district. This is in violation of UGG §200.313, State Board of Education Rule (SBER) 69I-73.003, 69I-73.004 and 69I-73.006
  - Corrective action D1: Items that were missing asset identification tags, or that had incorrect asset tags, will be re-tagged and/or engraved, and pictures of each item mentioned above will be sent to the FDOE team lead for verification.

- 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 (OEEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEEO at 850-245-0511.
- 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.
- Sample advisory committee minutes, agendas and sign-in sheets
  - District procurement/purchasing records
  - Employee travel records
  - District policies and procedures for finance and procurement
  - Data entry resources
  - District technology plan
  - Student and employee handbooks
  - Policies and procedures on inventory/equipment management
  - Student records for verification of OCP, LCP and industry certification
  - Internal control policies
  - Policies on dual enrollment
  - Memorandums of Understanding (MOUs) and articulation agreements
  - Grant funded employees time and effort (T&E) reports
  - District and program sponsored training and records
  - Inventory records for all grant funded equipment purchases
- 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.
- SDIRC has financial policies and procedures in place to ensure the efficient cash management of CTE and AE grant funds.
  - Grant funded purchases and travel must go through an approval process prior to any grant funds being disbursed.
  - The finance department, program directors and the purchasing department represent the multiple tiers of checks and balances that a purchase must go through before it is approved.
  - The finance department has two staff members that shop all purchase requests to guarantee best price.
  - Time and Effort for AE and CTE was reviewed and discussed with the monitoring team. Suggestions were made on how to improve their process.
  - On the DOE 399s and 499s final project disbursement forms, errors in object code assignment were noted. In projects 310-1917B-7CG01 and 310-1918B-8CG01, the salaries for part-time Adult General Education (AGE) teachers were budgeted to object code 106. This object code, as defined in Appendix B of the Red Book, is for Sabbatical Leave. In project 310-1918B-8CG01, the district also used object code 101 for Additional Earnings. This is defined in the Red Book, Appendix B, as Overtime Pay. In project 310-1917B 7CG01, the function code of 5400 was used in conjunction with Indirect Cost and approved in the original grant budget. The appropriate function for Indirect Cost is 7200. The district



corrected this on the DOE 499 final disbursement report. The error in project 310-1618A-8CS01 (expensing capitalized equipment to non-capitalized equipment) resulted in several pieces of equipment (RealCareer® welders and the RealCareer® sticks) not receiving an asset tag as required for purchases over \$1,000.

#### FINDING AND ACTION

- Finding G1: On the DOE 499 final disbursement reports:
  - For project 310-1918B-8CG01, funds in excess of 10% of the total grant budget were moved without an amendment. The original grant budget for 5400 106 (incorrect object code as noted above) was \$25,850.00. The DOE 499 final disbursement report reflects a budget of \$49,811.13. This is a difference of \$23,961.13 or 15.85%. In order to accommodate the increase in this object code, funds were moved from other object codes without an amendment. The largest movements occurred from object codes: 5400 100 Salaries Full-Time ABE/GED Teacher \$15,586.67 (this is also greater than 10% of the total grant budget), 5400 230 Group Insurance \$3,680.01, 5400 330 Travel \$1,739.00, 5400 220 Social Security \$1,259.09 and 5400 210 Retirement \$1,234.56.
  - For project 310-1917B-7CG01, there is a large increase in funds for 5400 106 (incorrect object code as noted above) to \$46,697.00. This is a difference of \$13,097.00 or 8% increase in this item. In order to accommodate the increase in this object code funds were moved from other object codes without an amendment. The largest movements occurred from object codes: 5400 100 Salaries Full-Time ABE/GED Teacher \$6,035.81, 5400 230 Group Insurance \$2,658.00 and 5400 330 Travel \$1,081.49.

These are in direct violation of UGG §200.308(e) and FDOE Green Book section B, Change in Work Task. The funds were expended on allowable costs.

- Corrective action G1: For projects 310-1917B-7CG01 and 310-1918B-8CG01, the district is required to submit revised DOE 499 final disbursement reports. The revised reports can't show any movement or changes to the funds but the corrected object codes should be reflected. Correcting these object codes will provide a more accurate accounting for the expenditures.

**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.

- SDIRC participates in the Research Coast Career Pathways Consortium which consists of Indian River State College and all of the school districts in its service area.
- SDIRC has numerous collaborations within the local business community. They often offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
  - Indian River County
  - Harbor Branch
  - City of Vero Beach
  - Indian River County Sheriff's Department
  - Indian River State College (IRSC)
  - Oak Harbor Senior Living
  - Cleveland Clinic Indian River Hospital
  - Piper
  - Hamrick Automotive

- Florida Power and Light
- Indian River County Chamber of Commerce

**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.

**Secondary Performance Indicators 2016-17**

In 2016-17 the agency met or exceeded all secondary measures, therefore a PIP was not required:

**J. PROGRAMS OF STUDY:**

**Implementation of 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 the SDIRC, Cathy Hammond and Lee Chipps-Walton of the Federal and State Initiatives (FSI) section of the DCAE discussed, via a conference call, submitted narrative and materials on POS with SDIRC staff on March 13<sup>th</sup>, 2019. A summary of the conference call discussion compiled by the FSI team appears below.

**Program of Study: Automotive Maintenance and Light Repair (Secondary), Automotive Service Management AS (Postsecondary)**

**Program Inception and Enrollment**

- SDIRC reports that the Automotive Maintenance and Light Repair program has been a longstanding facet of their local CTE and has been operational for 25 years.
- The program had an enrollment of 243 in the 2016-17 school year (the monitoring focus year) at their two high schools.
- Enrollment for the program has been on the rise and as of February 1, 2019 there were 410 students enrolled at the two high schools.

**Non-traditional Participation**

- During the 2016-17 school year, the District reported a nine percent female participation rate for Automotive Maintenance and Light Repair. The District reports that female enrollment has been perennially low, but they have made efforts to boost enrollment through such efforts as: providing all students tours of program offerings; having female representation on advisory boards; and having female recruiters attend CTE functions.

**Program Oversight**

- Each CTE program in the SDIRC has a governing advisory committee. These committees meet two times a year. Meetings focus on curriculum, updates, and improving student outcomes. Membership includes teachers, administrators, students, business partners, and parents. These committees operate at the school level, unless both of the two local high schools offer the program, in which case they operate at the district level.
- Once a year these advisory committees complete a needs assessment to identify items for action as well as necessary expenditures for equipment, supplies, software, or other expenses. Businesses provide advice on skills and knowledge adjustments that might be needed in various programs.

- SDIRC also participates in IRSC's Research Coast Career Consortium, which governs local articulation agreements. Many of these articulation agreements are for secondary course completion and therefore require a significant amount of curriculum alignment and verification.

#### Increased Community Collaboration on CTE

- The Chamber of Commerce in the county has begun to diversify due to changes in the local economy and the need for workers with different skill sets. The county labor force, once centered on agriculture, is having to move to a more diverse economic base, including an expanding manufacturing sector. The Chamber found that local businesses moving to and already in the area were having to bring in workers from outside the county, as local workers did not have the skill sets needed for available jobs. To meet these challenges, the Chamber began to diversify its membership and to increase collaboration between local businesses and the county's school system.
- To assist these collaborative efforts, a CTE Steering Committee was started during the 2017-18 school year. This Committee is composed of business members, CTE teachers, school board members, retired teachers, parents, and Treasure Coast Technical College. This committee oversees all CTE within SDIRC. A major focus of this committee is building connections between classrooms and local businesses. To support this, the Committee has used funds provided by the local Chamber of Commerce to send teachers on in-service days to visit local businesses. Local businesses have also been visiting CTE classrooms to become more familiar with program operations.

#### Business Partnerships and Work-Based Learning

- SDIRC's business relationships play an integral role in setting up CTE field trips, guest lecturers on high school campuses, and the embedded work-based learning experiences. Examples include, SDIRC's clinical experience for the Certified Nursing Assistant program; culinary students cooking, serving, and cleaning in school kitchens; and accounting students working at an on-campus bank.
- SRHS's CTE academies incorporate capstone projects into their programs. These senior capstone projects are a culmination of the curriculum and include both oral and written presentations about a topic approved by the teacher.
- SDIRC has hopes of starting more pre-apprenticeship programs, such as for manufacturing.

#### Special Partnership through Automotive Youth Education System (AYES) Program

- The automotive industry in the region recognized that there was a shortage of automotive technicians. To address this shortage, the Automotive Maintenance and Light Repair programs have become AYES programs with close partnerships to local car dealerships. Students take the automotive program, gaining content knowledge and employability skills through coursework and Skills USA in their freshman and sophomore years and also build portfolios. In their junior year, they job shadow at different dealerships and undergo interviews for senior internships. Seniors are then selected for paid internships that last through their entire senior year. For many students, these internships lead to apprenticeships or postsecondary opportunities paid for by the local dealerships.
- Participating dealerships not only pay interns but also cover costs for student tool sets.
- Automotive Maintenance and Light Repair program instructors have paid positions over the summer to help integrate and monitor student progress. In addition, students are assigned mentors.

### **Teacher Recruitment and Retention**

- Amongst other means, district and school administrators recruit teachers from job fairs at Bethune-Cookman, Florida Agricultural and Mechanical University, Florida State University, University of Central Florida, University of Florida, University of Miami, University of North Florida and Great Florida Teach-In.
- The District provides two full-day and four half-day professional development trainings. These trainings focus on standards-based instruction and effective teaching practices. SDIRC works to ensure that all teachers have appropriate credentials.

### **Program Promotion**

- CTE programs have been isolated in the past and a survey conducted by the CTE Steering Committee found a lack of knowledge of available CTE programs in the community, among businesses, parents, teachers as well as students. The Committee arranged to have teachers go into businesses and businesses into schools to fill knowledge gaps about available programs and labor needs.
- SDIRC hosts a CTE Parent Night where parents and students are informed about career programs.
- Tenth grade students do walk-throughs of all the CTE programs, with teachers providing overviews of their programs. Students also watch a promotional video explaining CTE opportunities.
- Parents and guardians sign CTE registration forms as a means of ensuring parent approval and participation.
- IRSC hosts a Great Explorations event designed to introduce high school students to career options. Students visit their campus and engage in hands-on activities hosted by faculty.

## **VIII. REQUIRED RESOLUTION ACTIVITIES**

### **CAREER AND TECHNICAL EDUCATION**

1. Resolution Action Plan – SDIRC is required to complete a CTE Resolution Action Plan.

### **ADULT EDUCATION**

1. Resolution Action Plan – SDIRC is required to complete an AE Resolution Action Plan.

## **X. 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 SDIRC onsite monitoring visit. Special thanks is offered to Ms. Christi Shields and Dr. Michael Arnett for their participation and leadership during this process.

**APPENDIX A**

Indian River County School District  
Adult Education  
Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants</b>					
Agency Name: <b>INDIAN RIVER COUNTY DISTRICT SCHOOL BOARD</b>					
Program type: <b>AE</b>					
Target Year: <b>2016-2017</b>					
Monitoring Year: <b>2018-2019</b>					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	7	<u>X10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Adult Education Grants Combined</b>	Upper Quartile	7	3	<u>X 8</u>	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Adult Education Grants</b>	4 or More	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	0	<u>X 6</u>	0
	No	0			
<b>Change in Adult Education Program Director from Previous Fiscal Year</b>	Yes	7	0	<u>X 6</u>	0
	No	0			
<b>Adult Education Performance Targets</b>	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Unexpended Funds from all Adult Education Grants Combined</b>	Upper Quartile	7	0	<u>X 4</u>	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Agency Risk Score</b>					<b>142</b>

Data sources used for calculations: Prior to July 1, 2017

**APPENDIX A**

Indian River County School District  
Career and Technical Education  
Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants</b>					
Agency Name: <b>INDIAN RIVER COUNTY DISTRICT SCHOOL BOARD</b>					
Program type: <b>CTE</b>					
Target Year: <b>2016-2017</b>					
Monitoring Year: <b>2018-2019</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	7	<u>X 10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Perkins Grants Combined</b>	Upper Quartile	7	3	<u>X 8</u>	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Perkins Grants</b>	4 or More	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
<b>3-year Perkins Improvement Plan (PIP) Index</b>	7.50 – 10.00	7	1	<u>X 6</u>	6
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	0	<u>X 6</u>	0
	No	0			
<b>Agency CTE Program Director Change from Previous Fiscal Year</b>	Yes	7	0	<u>X 6</u>	0
	No	0			
<b>Unexpended Funds from all Perkins Grants Combined</b>	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>156</b>

Data sources used for calculations: Prior to July 1, 2017

**APPENDIX B**

Indian River School District  
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
<p>Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance; Florida Statute (F.S.) 1008.405 Adult Student Information, State Board of Education Rule (SBER) 6A-6.014 General Requirements for Adult General Education Program). After review of the data submitted to the monitoring staff, it was determined that SDIRC has given two students a literacy completion point (LCP) when one student was inaccurately awarded an LCP. LCP awarded should have been D not E. The second student tested out of range thus making the scores invalid and no LCP should have been awarded.</p>	<p>Corrective Action B1: CTE administration and data entry staff are to review the Adult Education Data Reporting Overview Module and Reporting Initial Educational Functioning Level and Reporting of LCPs (ESOL and ELCATE) found at: <a href="http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml">http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml</a> and send a memo to the FDOE team lead, Christine Walsh, attesting that the modules have been reviewed and a signed list/sign in sheet of SDIRC staff who have reviewed them.</p>	<p>Treasure Coast Technical College is aware and understands the mistake made with regards to awarding of 2 LCP's. Three people who deal with data entry have reviewed the data reporting modules. Christi Shields, Principal, Dawn Bennet-Campbell CTE Advisor, &amp; Dana Leslie in IT.</p>	<p>Christi Shields, Principal</p>	<p>Completed May 7<sup>th</sup>, 2019  See Signed Memo</p>
<p>Finding D1: The RealCareer® welders (three quantity for \$3,000.00 each) and the RealCareer® sticks (3 quantity for \$1,500.00 each) were incorrectly coded as non-capitalized on the original grant budget and the final DOE399. However, the correction to the object code was made prior to our arrival. The error in the object code resulted in the equipment not being tagged as required. Upon review of the equipment it was also noted that the room numbers were not correct on the inventory provided by the district. This is in violation of UGG §200.313, State Board of</p>	<p>Corrective action D1: Items that were missing asset identification tags, or that had incorrect asset tags, will be re-tagged and/or engraved, and pictures of each item mentioned above will be sent to the FDOE team lead for verification.</p>	<p>All welding items have been appropriately identified, re-tagged, and photographed. The inventory list has also been updated to reflect the correct room numbers.</p>	<p>Dr. Katherine Pierandozzi, Executive Director Secondary Education</p>	<p>Completed May 31<sup>st</sup>, 2019</p>

<p>Education Rule (SBER) 69I-73.003, 69I-73.004 and 69I-73.006.</p> <p>Finding G1: On the DOE 499 final disbursement reports:</p> <ul style="list-style-type: none"> <li>○ For project 310-1918B-8CG01 funds in excess of 10% of the total grant budget were moved without an amendment. The original grant budget for 5400 106 (incorrect object code as noted above) was \$25,850.00. The DOE 499 final disbursement report reflects a budget of \$49,811.13. This is a difference of \$23,961.13 or 15.85%. In order to accommodate the increase in this object code, funds were moved from other object codes without an amendment. The largest movements occurred from object codes: 5400 100 Salaries Full-Time ABE/GED Teacher \$15,586.67 (this is also greater than 10% of the total grant budget), 5400 230 Group Insurance \$3,680.01, 5400 330 Travel \$1,739.00, 5400 220 Social Security \$1,259.09 and 5400 210 Retirement \$1,234.56.</li> <li>○ For project 310-1917B-7CG01, there is a large increase in funds for 5400 106 (incorrect object code as noted above) to \$46,697.00. This is a difference of \$13,097.00 or 8% increase in this item. In order to accommodate the increase in this object code funds were moved from other object codes without an amendment. The largest movements occurred</li> </ul>	<p>Corrective action G1: For projects 310-1917B-7CG01 and 310-1918B-8CG01 the district is required to submit revised DOE 499 final disbursement reports. The revised reports can't show any movement or changes to the funds but the corrected object codes should be reflected. Correcting these object codes will provide a more accurate accounting for the expenditures.</p>	<p>District Finance Personnel has been made aware of the finding and has reviewed the report. Donna Alderman has made the requested changes and the revised 499's are attached.</p>	<p>Donna Alderman, Staff Accountant SDIRC</p>	<p>Completed May 7<sup>th</sup>, 2019</p> <p>See Attached 499's</p>
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<p>from object codes: 5400 100 Salaries Full-Time ABE/GED Teacher \$6,035.81, 5400 230 Group Insurance \$2,658.00 and 5400 330 Travel \$1,081.49.</p> <p>These are in direct violation of UGG §200.308(e) and FDOE Green Book section B, Change in Work Task. The funds were expended on allowable costs.</p>				
<p><b>Plan submitted by (name and title):</b> Christi Shields, Principal Dr. Katherine Pierandozzi, Executive Director Secondary Education</p>		<p><b>Date:</b> 5-31-2019</p>		
<p><b>Plan accepted by:</b> Christine Walsh</p>		<p><b>Date:</b> 6-4-2019</p>		
<p><b>Status of Action Plan (to be completed by FDOE staff):</b> All required resolution items have been satisfied.</p>				
<p><b>Date:</b> June 4, 2019</p>		<p><b>Status of Plan Completion:</b> Complete</p>		