



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

**Brevard Public Schools
September 10-13, 2013**

Final Report

FLORIDA DEPARTMENT OF EDUCATION



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November 18 , 2013

Dr. Brian Binggeli, Superintendent
Brevard County School District
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601

Dear Dr. Binggeli:

We are pleased to provide you with the final report of monitoring of the Adult Education and Career and Technical Education programs from our visit. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Sheryl Walden, program specialist with Quality Assurance and Compliance, at 850-245-9036 or via electronic mail at Sheryl.Walden@fldoe.org.

Thank you for your continuing commitment to improve services for Florida's students.

Sincerely,

Rod Duckworth

RD/pr

Enclosure

cc: Jeff Arnott, director, Adult Education
Janice Scholz, director, Career and Technical Education
Sheryl Walden, program specialist, Quality Assurance and Compliance

TABLE OF CONTENTS

I.	Introduction.....	1
II.	Authority.....	1
III.	Quality Assurance Policies, Procedures, and Protocols	1
IV.	Provider Selection.....	2
V.	Brevard Public Schools.....	2
VI.	Monitoring Activities.....	3
VII.	Results.....	4
	Program Improvement Plan.....	10
VIII.	Required Resolution Activities.....	11
IX.	Remarks or Positive Practices	11
X.	Summary.....	11
	Appendix A.....	13
	Appendix B.....	15

Brevard Public Schools
Adult Education and Family Literacy and Career and Technical Education
Quality Assurance Monitoring Report

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education, 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 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 Career and Technical Education Act of 2006 and for Adult Education (AE) and Family Literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards subgrants 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 subgrants 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 (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting authority to monitor and pertinent laws and regulations are located in the 2013-2014 *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 2012-13 program year. The manual was 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://www.fldoe.org/workforce/compliance.asp>.

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 FDOE 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 monitoring strategy for Brevard Public Schools (BPS) was determined to be an onsite visit. Notification was sent to Dr. Brian Binggeli, superintendent, BPS, on August 12, 2013. The designated representatives for the agency were Janice Scholz, Director, Office of Career and Technical Education and Jeffery Arnott, Director, Adult and Community Education.

The onsite visit to the agency was conducted September 10-13, 2013, by five representatives of the Grants Administration and Compliance section of the division: Ellen McCarron, director, Quality Assurance and Compliance; and, program specialists, Rick Lockenbach, John Occhiuzzo, Sheryl Walden and Tashi Williams.

V. BREVARD PUBLIC SCHOOLS

ENROLLMENTS:

CTE Secondary	CTE Postsecondary	Adult General Education	Total
27,888	0	2549	30,437

The provider was awarded the following grants for FYs 2011-12, 2012-13 and 2013-14:

2011-12

ADULT EDUCATION GRANTS

Type	Total	Unexpended Funds
Adult General Education	\$568,925.00	\$987.08
EL/Civics	\$112,625.00	\$1714.71

CAREER AND TECHNICAL EDUCATION GRANTS

Type	Total	Unexpended Funds
Secondary	\$608,367.00	\$1099.71

2012-13**ADULT EDUCATION GRANTS**

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$568,925.00	\$2,156.35
EL/Civics	\$112,625.00	\$7,560.63

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Secondary	\$629,176.00	\$10,029.00

2013-14

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$667,647.00	NA
EL/Civics	\$112,625.00	NA

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Secondary	\$594,858.00	NA

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

<http://www.brevardschools.org/>.

VI. MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; an entrance conference; interviews with administrators, teachers, and students; observations; record reviews; and an exit conference.

Onsite Visits

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

- Viera High School, Viera
- Satellite High School, Satellite Beach
- Eau Gallie High School, Melbourne
- Palm Bay High School, Melbourne
- Bayside High School, Palm Bay
- Space Coast High School, Cocoa
- Rockledge High School, Rockledge
- Melbourne High School, Melbourne
- Astronaut High School, Titusville
- Clearlake Adult Center, Cocoa
- North Area Adult Center, Titusville
- South Area Adult Center, Melbourne
- Palm Bay Adult Center at Palm Bay High School, Melbourne

Entrance and Exit Conferences

The entrance conference for Brevard Public Schools was conducted on September 10, 2013. The exit conference was conducted on September 13, 2013. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Agency Participants			
Janice Scholz	CTE director	X	X
Jeff Arnott	Adult education director	X	X
Cyndi Van Meter	Associate superintendent for curriculum and instruction		X
FDOE Monitoring Team			
Ellen McCarron	Compliance director	X	X
John Occhiuzzo	Program specialist	X	X
Rick Lockenbach	Program specialist	X	X
Tashi Williams	Program specialist	X	X
Sheryl Walden	Program specialist	X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. A minimum of three interviews and observations were completed at each site. All interviews and observations were held during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in Section VII (G). A minimum of 30 student records were reviewed. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

VII. RESULTS

Brevard Public Schools
September 10-13, 2013

- A. **ADMINISTRATION** refers to the management and/or supervision of programs, structure of programs and services, grant oversight, and other administrative areas.
- The district provides administrative support for both Adult Education and Career and Technical Education programs.
 - The district provides financial support for programs from district funds in addition to the grant funding they receive.
 - The district has a succession plan in place to replace retiring administrators.
 - Administrators are experienced and passionate about what they do.
 - Both directors are enthusiastic, energetic, and experienced.
 - The adult education director is looking to expand programs in accessible sites.

- Administration is responsive to the needs of teachers.
 - Teachers get the supplies and equipment needed for their classes.
- As classes were observed, teachers seemed pleased to participate in the process.
- Many teachers are originally from Brevard County. After relocating, a substantial number decide to return with their families in order to teach in Brevard County Schools.
- Industry certifications are a priority.
 - Rockledge High had an 83% passing rate for industry certifications last year.
- Organization of materials for the visit was excellent.
 - A wealth of information was provided to the team.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

B. DATA AND ASSESSMENT refers to all the components of the assessment and data systems, including test administration, test security, data collection, data entry, and reporting. The use of data in program decision-making is also explored and commented upon.

Acronyms used in this section include: CASAS (Comprehensive Adult Student Assessment System; GAIN (General Assessment of Instructional Needs); TABE (Tests of Adult Basic Education); LCP (Literacy Completion Point); and, TERMS (Total Educational Resource Management System).

- Verification of adult education and career and technical education student data was completed. FDOE provided a random list of students and the District provided student files for review and verification.
- Test administrators are certified.
- CASAS, GAIN and TABE tests are administered to adult education students.
- Administrators follow the procedures from the test administration manuals and the Assessment Technical Assistance Manual.
 - Guidelines are being followed concerning pre- and post-testing.
- Brevard Public Schools is able to document LCPs (literacy completion points) achievement through test information that came from TERMS (the agency database).
- The district is using data results to improve their programs.
- Teachers and administrators are able to access student data.
- The district program staff have an internal data review process to insure data quality.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

C. **CURRICULUM AND INSTRUCTION** refers to those elements which contribute to student learning and skill acquisition. It also addresses student and instructor observations.

- FDOE curriculum frameworks are being followed.
- Students are taught using real-life context.
 - Many internships are available for CTE students.
- Orientation includes a career pathways component.
- Varied instructional materials are being used.
 - Examples of instructional software in use include PLATO and E2020.
- Students and teachers engage in varied instructional activities.
 - Project-based learning is evident.
 - Architecture students are building a model community at Viera High.
- Academies and dual enrollment are strong priorities for the District, as evidenced by interviews.
 - Many academies have National Academy Foundation accreditation and those that are lacking accreditation are working toward achievement.
- Teachers get substantial support from the district for in-service training and staff development.
- Software and server issues add to student frustration with computer-aided instruction.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

Concern: Interviewed students reported dissatisfaction with computer-based instruction. They want to continue with books, paper, and pencil.

Recommendation: Evaluate the need for computer-based instruction as weighed against some students' preference for books that they can take home to study at their own pace.

Concern: Some students indicated that there were software and server issues that interfered with their ability to complete computer-based instruction.

Recommendation: Address information technology issues that create or interfere with computer-based instruction.

D. **TECHNOLOGY AND EQUIPMENT** refers to a review of the technology and equipment used by students and teachers in the classroom, as well as the assessment of access, availability, innovation, use and condition.

- Inventory was provided for campuses that were visited.
 - All items listed on the inventory were in place and tagged according to district policy.
- Technology was plentiful and was being used by students and teachers.
 - Teachers felt they had the equipment they needed for their classes.
- District CTE leadership ensures that CTE programs stay current with industry by providing resources to those programs.

- Due to major demand on servers by users and programs, sometimes the software freezes.
 - Students and teachers expressed frustration.
- Students and teachers noted that some sites were blocked, inhibiting their research.

FINDINGS

The inventory (for adult education programs) did not contain all of the required elements as mandated by the Education Department General Administrative Regulations (EDGAR), 34 CFR 80.32(d)(1):

Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, the cost of the property, the percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

CONCERNS AND RECOMMENDATIONS

Concern: Some textbooks and other resources were not current.

Recommendation: Textbook replacement policy should be developed and followed.

E. LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- Guidance staff is involved with all students.
- Mutual respect is evident among students and staff.
- Classrooms were large spaces with room for instruction and practical learning activities.
- Generally, the buildings and grounds were well-maintained, with the exceptions noted below.
- Security at schools was in place with a required check-in process, including distribution of badges.
- Teacher passion and experience was evident throughout the visit.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

Concern: When monitoring staff visited Rockledge High School, potential safety issues were observed:

- a. A first-aid kit had been opened and students had helped themselves to supplies within, leaving the kit depleted and inadequate for emergency needs.
- b. There is a drainage problem. One of the walkways between buildings fills up with water when it is raining and becomes impassable to students with disabilities.

- c. Another corridor has a sheetflow of rain from the roof such that it presents a “wall of water” through which people must pass. Students were observed to be soaking wet upon arrival to class.

Recommendation: Address safety issues at Rockledge High.

Concern: At the North Area Adult Education Center, monitoring staff observed a class containing all levels of English for Speakers of Other Languages (ESOL) in one room.

Recommendation: Separate class into levels or groups to facilitate instruction and enhance the learning experience for the students.

Concern: When monitoring staff visited the adult education program at Palm Bay High School, they had difficulty finding its location on campus. When staff visited the South Area Adult Education Center (SAAEC), they had difficulty in finding the center.

Recommendation: At Palm Bay, install appropriate signage (with an arrow pointing to the location of the adult education program) so that it is visible to those entering the campus when the main office is closed. At SAAEC, install appropriate signage on Babcock Street that is prominent and that directs people to the back of the shopping center.

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

- Teachers interviewed had not experienced any issues with discrimination. However, they were aware of the appropriate reporting procedures and personnel to contact.
- Instructors and administrators are aware of the process for addressing complaints regarding discrimination.
- Although the district policy regarding non-discrimination includes all the protected classes including the Genetic Identification Nondiscrimination Act (GINA), monitoring staff did not observe a consistent, uniform non-discrimination statement in posted and/or published documents.
- Printing of the non-discrimination statement is inconsistent. Some publications lack the non-discrimination statement and others include the statement but without all the the protections.
- Gender equity was evident.
 - Recruitment and participation of non-traditional students was noted during observations and interviews.
- The district is making accommodations for students with disabilities.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

Concern: Although district policy exists that covers all the protected classes, including the genetic identity protection under the GINA, monitoring staff did not observe a uniform non-discrimination statement in posted and/or published documents.

Recommendation: When publications, notices, and flyers are reprinted, the district must revise these published documents to contain a uniform non-discrimination statement listing all the protected classes.

G. 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 and include the following.

- Financial policies and procedures
- Purchasing policies and procedures
- Payroll records
- Inventory
- Travel records
- Student records
- Marketing materials - school profiles, brochures and flyers
- Non-discrimination statements, posted and in printed materials
- Adult Education student handbook
- Student handbook
- TERMS (Total Education Resource Management System) data manual for Adult Education
- Student recruitment materials
- Adult Education student survey results

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

H. 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 and purchasing policies and procedures are available online.
- Administration is able to access financial information independently of Finance personnel.
 - Spreadsheets allow access to real-time information.
- Expenditures were documented and reflected allowable costs.
- Approvals for all expenditures were evident at all levels.
- Unexpended funds are no longer an issue given the timely review of expenditures.
 - CTE staff purchases items and expends money early in the grant year.
- Travel expenditures were reviewed.
- Personnel Activity Reports (PARs) were reviewed.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

Concern: Certification/PAR forms were confusing. A single form is used for both semi-annual certifications as well as monthly PARs.

Recommendation: Create separate forms for annual certifications and monthly PARs.

I. COLLABORATION refers to the collaborative agreements, partnerships, or Memoranda of Understanding (MOUs) that are in place to benefit an agency's programs and students.

- The district's advisory council is very active.
- A donation of \$10,000 was made in support of a program.
- There are strong relationships with business partners in the community.
- Internships are readily available and lead to jobs.
- Advisory Committee provides speakers to motivate and recruit students.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

J. PROGRAM IMPROVEMENT PLAN – A program improvement plan (PIP) is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

A PIP is required for the performance levels that did not meet at least 90% of each agreed-upon target and is included in the grant. PIP's were reviewed during the visit. The purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

1. Secondary Performance Measures (2010-11 data)

- The agency met at least 90% of the local agency target except for:
 - 1S1 Academic Attainment - Reading 62% vs. 72% target
- For 2011-12, a program improvement plan was required and is included in the grant.

The Perkins Improvement Plan Review Form was completed during an interview with the director. Strategies identified in the plan were verified and documentation was provided.

General Recommendations:

- Continue activities to improve student performance in reading.
- Track activities that support the Perkins Improvement Plan.

K. STUDENT PERSPECTIVE – The team meets with groups of students; their perspective is presented as a portion of this report.

- Students represented diverse cultures and ages.
- Students were enthusiastic about and complimentary of teachers, counselors and their education.
 - Students appreciated the individual attention from instructors.
- Students loved the hands-on learning opportunities.
- Adult education and CTE students were proud of their programs.
- Career and Technical Student Organizations (CTSOs) were prevalent throughout the district.
 - Students are actively involved in CTSOs.
- Students in exceptional student education programs are not treated differently from other students.
 - Focus is on the student's educational needs.
- All students that were interviewed voiced their goals and knew how to achieve them.
- Students wanted more breaks in the longer classes.
- Some students felt forced to read.
- Exploratory wheel in middle school influenced their choice of CTE program in high school.
- A 75-year-old student wants to complete GED® testing before the test goes strictly on computer.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION/CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – BPS is required to complete a Corrective Action Plan (Appendix B) to address the finding noted in focus area D.
2. Action Plan – The agency must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas C, D, E, F and H in Section VII of this report.

To ensure that resolution is complete after the Corrective Action or Action Plan is submitted, reviewed, and approved, the co-leader of the onsite visit is responsible for the regular follow-up with the agency's designated representative.

IX. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits: Both administrators interviewed during the visit demonstrated a high level of support and commitment to Adult Education and CTE programs. The district's recruiting efforts for the adult education and CTE programs is commendable. Many former BPS students now teach or are administrators in the schools they attended.

X. SUMMARY

Once the field work is completed, including receipt of requested information, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the agency head with a copy to the appropriate parties. Finally, the

division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding items have been completed.

We want to extend our appreciation to all participants in the BPS's onsite monitoring visit. Special thanks to Janice Scholz, director, Office of Career and Technical Education and Jeffery Arnott, director, Adult and Community Education for their participation and leadership in this process.

Appendix A
Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2010-11)	\$ 2,000,001+	8	x 6	30
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants	x 2	x 6	12
Number of grants with 10% or more of unexpended funds (2010-11)	Number of grants	x 5 =	x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in Director within the last two (2) fiscal years.	Yes = 1 No = 0	x 10	x 4	40
TOTAL Level of Risk Score				182

Appendix A
Adult Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2010-11)	\$ 2,000,001+	8	x 6	30
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants	x 2	x 6	24
Number of grants with 10% or more of unexpended funds (2010-11)	Number of grants	0 x 5 = 0	x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in Director within the last two (2) fiscal years.	Yes = 1 No = 0	x 10	x 4	40
TOTAL Level of Risk Score				194

Brevard Public Schools Resolution Plan
Adult Education and Career and Technical Education

Type of Plan	Strategies	Person Responsible	Projected Date of Completion
<p>Corrective Action Plan</p> <p>Finding(s): The inventory (for Adult Education programs) did not contain all of the required elements as mandated by the Education Department General Administrative Regulations (EDGAR), 34 CFR 80.32(d)(1):</p> <p>Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, the cost of the property, the percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.</p>	<ol style="list-style-type: none"> 1. Rewrite procedures manual to include EDGAR standards. 2. One person will be in charge of checking in all new items and placing them into a new inventory system. The Assistant Principal at each site will inform them where the item will be located including room number. 3. A physical inventory will be required at each site on an annual basis. 4. The director will sign off and have verify the inventory with spot checks. 	<ol style="list-style-type: none"> 1. Adult education staff 2. Barbara Clift 3. Assistant principals at each adult education site. 4. Jeff Arnott 	<ol style="list-style-type: none"> 1. May 2014 2. November 2013 3. May 2014 4. May 2014
<p>Action Plan</p> <p>Concern(s):</p> <ol style="list-style-type: none"> 1. Interviewed students reported dissatisfaction with computer-based instruction. They want to continue with books, paper, and pencil. 2. Some students indicated that there were software and server issues that interfered with their ability to 	<ol style="list-style-type: none"> 1. Continue to purchase books and magazines and encourage teachers to use them 2. Implement infrastructure upgrades to network and wiring as approved by the school board and within approved budget. Utilize computer replacement 	<ol style="list-style-type: none"> 1. CTE and Adult ed staff 2. Janice Scholz/Tom Fitzgerald/Jeff Arnott 3. CTE staff 	<ol style="list-style-type: none"> 1. May 2013 2. June 2013 3. Yearly

<p>complete computer-based instruction.</p> <p>3. Some textbooks and other resources were not current.</p> <p>4. When monitoring staff visited Rockledge High School, potential safety issues were observed:</p> <p>a. A first-aid kit had been opened and students had helped themselves to supplies within, leaving the kit depleted and inadequate for emergency needs.</p> <p>b. There is a drainage problem. One of the walkways between buildings fills up with water when it is raining and becomes impassable to students with disabilities.</p> <p>c. Another corridor has a sheetflow of rain from the roof such that it presents a “wall of water” through which people must pass. Students were observed to be soaking wet upon arrival to class.</p> <p>5. At North Area Adult Education Center , monitoring staff observed a class containing all levels of English for Speakers of Other Languages in one room.</p> <p>6. When monitoring staff visited the adult education program at Palm Bay High School, they had difficulty finding its location on campus. When staff visited the South Area Adult Education Center, they had difficulty in finding the center.</p> <p>7. Although District policy exists that covers all the protected classes, including the genetic identity protection under the Genetic Identification Nondiscrimination Act (GINA), monitoring staff did not observe a uniform non-discrimination statement in posted and/or published documents.</p> <p>8. Certification/PAR forms were confusing. A single form is used for both semi-annual certifications as well as monthly PARs.</p>	<p>plan to routinely purchase new computers</p> <p>3. Purchase textbooks in line with state adoption</p> <p>4a. Replace supplies in first aid kit</p> <p>4b & c. Send email to facilities/maintenance director regarding the drainage problem and the water run off issues at Rockledge High.</p> <p>5. Due to low enrollment, it is cost prohibitive to hire a second teacher to separate the levels in the classroom. However, when enrolments rise, a second teacher will be hired to provide services.</p> <p>6. Signs will be purchased to better direct prospective students to the adult education center at Palm Bay High School.</p> <p>7. Update district nondiscrimination statement to include Genetic Identification Nondiscrimination Act (GINA) and use in all published documents</p> <p>8. Change forms so there is a semi-annual and monthly certification/PAR</p>	<p>4a. Auto teacher at Rockledge High</p> <p>4b & c. Janice Scholz</p> <p>5. Brandy Douglass and Jeff Arnott</p> <p>6. Jeff Arnott</p> <p>7. Michelle Irwin</p> <p>8. Regina Johnson</p>	<p>4a. December 2013</p> <p>4b & c. October 2013</p> <p>5. May 2014</p> <p>6. Jan 2014</p> <p>7. June 2013</p> <p>8. September 15, 2013</p>
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Technical Assistance Needed and/or Provided:	
Janice Scholz, Director, Career and Technical Education	
Plan submitted by (name and title): <u>Jeff Arnott, Director, Adult Education</u> Date: <u>11/5/13</u>	
Plan accepted by: <u>Ellen McCarron, Director, Quality Assurance and Compliance</u> Date: <u>11/5/13</u>	
Status of Resolution Plan (to be completed by DOE staff)	
Date	Status of Plan Completion