



Quality Assurance and Compliance Monitoring

Career and Technical Education

Charlotte County School District

Final Report
January 20, 2012

FLORIDA DEPARTMENT OF EDUCATION



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January 20, 2012

Dr. Douglas Whittaker, Superintendent
Charlotte County School District
1445 Education Way
Port Charlotte, Florida 33948

Dear Superintendent Whittaker:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical programs from our visit on December 5-6, 2011. 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 Eileen L. Amy, Director of Quality Assurance and Compliance. Ms. Amy may be reached at 850/245-9033, or via electronic mail at Eileen.Amy@fldoe.org.

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

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Taylor".

Kathleen Taylor

KT/ela

Enclosure

C: Ms. Carolyn Gorton
Ms. Eileen L. Amy
Rick Lockenbach, J.D.

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Florida Department of Education
Division of Career and Adult Education

**Charlotte County School District
Career and Technical Education
Quality Assurance 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 section of the Bureau of Grants Administration and Compliance (Bureau) 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 Florida Department of Education receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006. 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 (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 (F.S.)).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2011-12 *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 2011-12 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 Florida Department of Education and the Division of Career and Adult Education. 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 Charlotte County School District (CCSD) was determined to be an onsite visit. Notification was sent to Dr. Douglas Whittaker, Superintendent of CCSD, on July 18, 2011. The designated representative for the agency was Carolyn Gorton, Director, K-12 Career and Technical Education. The onsite visit to the agency was conducted December 5-6, 2011, by two representatives of the FDOE Division of Career and Adult Education: Eileen Amy, Director of Compliance and Quality Assurance, and Program Specialist Dr. Shahrokh Massoudi.

V. Charlotte County School District

The total student membership for Secondary Education in 2010-11 (unduplicated) was 5,687:

CTE Secondary (duplicated)	CTE Postsecondary	Total
4,369	491	4,860

The provider was awarded the following grants for FY 2009-10 and 2010-11:

2009-2010 CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
080-1610A-0CS01	Secondary	\$181,901	\$989.41
080-1610A-0CP01	Postsecondary	\$ 95,073	\$ 0

2010-2011 CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
080-1611A-1CS01	Secondary	\$164,648	\$ 0
080-1611A-1CJJ1	DJJ	\$ 72,456	\$ 0
080-1611A-1CP01	Postsecondary	\$ 75,329	\$1.90

Additional information about the provider may be found at the following web address:
<http://www.yourcharlotteschools.net>.

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- Charlotte Technical Center (CTC)
- Charlotte High School (CHS)
- Port Charlotte High School (PCHS)

Entrance Conference

The entrance conference for the CCSD was conducted on December 5, 2011, and included:

- CCSD employees Dr. Douglas Whittaker, Superintendent; Dr. Karyn Gary, Center Director; Carolyn Gorton, Director, K-12 Career and Technical Education; Dr. Donna Widmeyer, Deputy Superintendent; Greg Griner, Chief Financial Officer; Barbara Melanson, Assistant Superintendent of Human Relations and Employee Relationships; Francis Brasseur, Chief Budget Officer; John Weant, Director of Information and Communication Systems; Susan Dutery,

Senior Programmer; Linda Ewing, Bookkeeper; Greg Herlean, Purchasing Director; Chris Breuss, Executive Director of Technology and Media; and Kate Raslavsky, Accountant

- Florida DOE Division of Career and Adult Education employees Eileen Amy and Dr. Shahrokh Massoudi

Interviews/Observations

Interviews were conducted with the administrative staff, instructional and program staff, a transition specialist, and students. Eighteen interviews and ten observations were conducted. 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 VIII, Section G. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

Exit Conference

The exit conference for the CCSD was conducted on December 6, 2011, and included:

- CCSD employees Dr. Donna Widmeyer; Dr. Karyn Gary; Carolyn Gorton; Greg Griner; Kate Raslavsky; and Michele Wier, Career Specialist
- Florida DOE Division staff Eileen Amy and Dr. Shahrokh Massoudi

VII. RESULTS

Charlotte County School District
December 5-6, 2011

A. ADMINISTRATION refers to the management and/or supervision of programs, grant oversight, access and equity, and other administrative areas.

- Teachers were passionate about their jobs and extremely complimentary of leadership support for their programs.
- There appears to be clear communication and teamwork across all levels.
- Knowledge of systems was clearly evident.
- Data, finance, and program staff have strong working relationships.
- Staff development is a priority and includes learning from other states and programs.
 - Participation in the annual FACTE Conference is encouraged, and staff takes advantage of this opportunity.
 - Two days are set aside for training CTE teachers.
- There is a strong emphasis on marketing CTE programs that has contributed to a 24% increase in district enrollments after two years.
 - With input from teachers and others, the district has developed a strong marketing plan with a district-wide marketing campaign that includes a logo, an array of marketing materials, and a newsletter.
 - CTE programs and careers are featured prominently in high school through posters and displays.
 - Large flat screen TVs in one high school cafeteria aggressively market CTE programs to students.
 - High school students have voluntarily developed a video on strategies for successfully marketing CTE programs.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

B. DATA refers to all the components of the data system, including data collection, entry, and reporting. The use of data in program decision-making is also explored and commented upon.

- The district data system is FOCUS, and parents are able to access student information through this portal.
- District data staff participates in Workforce Education District Data Advisory Committee/ Management Information Systems Advisory Task Force (WEDDAC/MISATFOR) meetings.
- Data is used for program improvement purposes.
- Teachers are accessing student data electronically.
- District data staff meets on a monthly basis for communication purposes.
- Data and program staff regularly attend each other's meetings and work closely together.
- The assessment program at CTC operates smoothly in a beautiful testing environment and is accessible to students and community.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- Teachers are following the state CTE frameworks.
- CTE classes are full, innovative, and challenging to students.
- Teachers were well-qualified; several former students have become teachers.
- Entrepreneurship was incorporated into various classes to respond to local need.
- Classroom teaching incorporated more than content and included independent and collaborative learning.
- Secondary CTE teachers work with academic teachers on an ongoing basis to improve student academics.
- Several CTE programs have active career and technical student organizations (CTSOs).
 - The state FFA Secretary attends a CCSD high school.
 - Two secondary culinary students had second-place finishes in recent national CTSO competitions.
- The DOE website FACTS.org, including Florida CHOICES, is being used by students for career development and other purposes.
- Guidance Counselors and Career Specialists closely collaborate, which benefits students and the perception of CTE.
- A large number of secondary CTE students are enrolled in dual enrollment classes at CTC.
 - The district provides transportation from high schools to the career center.
 - Students considering dual enrollment are able to shadow a student at the center to help the decision-making process.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

D. TECHNOLOGY/EQUIPMENT refers to a review of the technology and equipment used by students and teachers in the classroom; addresses access, availability, innovation, use and condition.

- The district uses the CASPER program to inventory technology equipment.
- Inventory contained all required elements, and equipment purchased with grant funds was readily located from the inventory provided for each site.

- Equipment is in excellent condition.
- Equipment is being integrated into learning.
- There is a procedure when equipment is checked out by students that hold parents responsible to ensure equipment is returned.
- Access to power sources is innovative and determined by needs of the classroom.
- When a new high school was rebuilt after a hurricane, one classroom was designed with a vacuum that flexibly moves overhead, at the suggestion of a CTE instructor.
- A Multimedia Design Technology classroom is fully furnished with Macintosh computers; scanners and commercial printers are available to fully prepare students for the work environment.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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.

- Classrooms were large and accommodating to students.
- High schools and CTC were well maintained.
- No classroom was configured the same.
- Textbooks are current.
- Team teaching appears to be effective.
- Students in a drafting class have designed a safety plan for a local dentist, an example of a practical, hands-on learning activity.
- Field trips to other agencies and programs provide significant learning opportunities for students and faculty.
- Culinary Arts students at CTC run Papa G's Restaurant that serves breakfast and lunch daily during the week; Papa G's is open to the community.
- Secondary students can earn advanced credit attending Edison College classes at a charter high school located on the local Edison College campus.
- Apple and ADOBE certification are available to students.
- Desk/chairs vs. one-piece desks provided accommodate students better.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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 make accommodations to address the needs of students with disabilities.
- While most publications contain non-discrimination notices, several publications did not contain these notices, the district will change upon republishing all publications.
- Non-discrimination notices are broadly posted.
- Staff is aware of how to report issues of discrimination.
- Staff receives training on an ongoing basis.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- Electronic and hard-copy student records
- Professional development plan, individual staff development plans, and conference attendance
- Career center catalog
- Program brochures
- Programs of study
- Financial policies and procedures
- District board policies
- Advisory committee minutes
- District and school websites
- Non-discrimination notices

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 a financial management system, a procurement system, and an inventory management system.

- The district has systems in place to ensure financial accountability.
- A sampling of purchases was reviewed, and there were no issues.
 - There is a process for receiving teacher input into purchasing.
- The district has an extensive approval process for expenditures.
- Purchases were made in a timely fashion to benefit students.
- Purchasing Card usage is limited and has appropriate checks and balances in place.
- Staff travel and reporting of employee hours was reviewed; appropriate policies and procedures are followed.
- Discussion took place regarding the reasonableness of two expenditures, both of which will be reviewed again internally.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

I. COLLABORATION refers to the collaborative agreements, partnerships, or memoranda of understanding to benefit an agency's programs and students.

- Advisory Committees, including a CAPE Advisory Committee, have a large and active membership.
- As programs grow, it was discussed that some committees could benefit from more participation from business and industry.
- Secondary schools work together to conduct a single district college night.
- High school students visit the career center and engage in different learning activities at every grade level, increasing exposure to CTC.

- A new Aerospace Technology Program at CTC articulates with Embry-Riddle Aeronautical University and Edison State College.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None

J. STUDENT INTERVIEWS

- Students are enthusiastic about their CTE programs.
 - Students particularly liked the individual safety tests required to operate machinery.
 - Students appreciated opportunities for paid and non-paid internships, especially in Automotive Service Technology.
- Students appear to be focused on their CTE programs.
- Students are able to get their questions answered in their classes.
- The district may want to receive input from students again on the efficacy of the multi-level Drafting classes running simultaneously in the same classroom at PCHS.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Charlotte County School District is not required to complete a Corrective Action Plan.
2. Action Plan – The district is not required to provide an Action Plan.

IX. TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

X. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits: the school district is commended for their preparation for the visit and the positive reception the visiting team received at each of the visited sites. The Career Specialists interviewed should be commended for being knowledgeable, responsive, and student-focused.

XI. 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. The Bureau’s site visit co-leader monitors and conducts follow-up activities to assure issues have been satisfactorily completed within the stated timelines. Finally, the Bureau 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 CCSD’s onsite monitoring visit. Special thanks to Carolyn Gorton for her participation and leadership in this process.

Appendix A
Charlotte County School District
Risk Matrix for Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	X 6	= 24 (total points)
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Per grant (2)	2	X 6	= 24
Number of grants with 10% or more of unexpended funds (2009-10)	Per grant (0)	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		
Key organizational change within the last two (2) years	Director (1)	10	X 4	= 40
TOTAL Level of Risk Score				188