



Quality Assurance and Compliance  
Onsite Monitoring Visit  
for  
Adult Education

Citrus County School District  
October 9-10, 2012

Final Report  
November 30, 2012

# FLORIDA DEPARTMENT OF EDUCATION



## STATE BOARD OF EDUCATION

---

GARY CHARTRAND, *Chair*

ROBERTO MARTÍNEZ, *Vice Chair*

*Members*

SALLY BRADSHAW

AKSHAY DESAI, M.D.

BARBARA S. FEINGOLD

JOHN R. PADGET

KATHLEEN SHANAHAN

**Pam Stewart**  
Commissioner of Education

**Rod Duckworth, Chancellor**  
Division of Career and Adult Education



November 30, 2012

Ms. Sandra C. Himmel, Superintendent  
Citrus County School District  
1007 W. Main Street  
Inverness, Florida 34450

Dear Superintendent Himmel:

We are pleased to provide you with the Final Report of the onsite monitoring of the Adult Education and Family Literacy programs from our visit on October 9-10, 2012. 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](mailto:Eileen.Amy@fldoe.org).

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

Sincerely,

A handwritten signature in black ink, appearing to read "Rod Duckworth".

Rod Duckworth

RD/pr

Enclosure

## TABLE OF CONTENTS

I.	Introduction.....	1
II.	Authority... ..	1
III.	Quality Assurance Policies, Procedures, and Protocols.....	1
IV.	Provider Selection .....	1
V.	Citrus County School District.....	2
VI.	Monitoring Activities.....	2
VII.	Results.....	4
VIII.	Required Resolution Activities .....	7
IX.	Remarks or Positive Practices.....	7
X.	Summary .....	7
XI.	Appendix A .....	8
XII.	Attachment .....	9

Florida Department of Education  
Division of Career and Adult Education

**Citrus County School District  
Adult Education and Family Literacy  
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 Division 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 Adult Education and Family Literacy under the Adult Education and Family Literacy Act of 1998. 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 and for 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.)

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2012-2013 *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 2012-2013 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 strategies to be implemented.

The monitoring strategy for Citrus County School District was determined to be an onsite visit. Notification was sent to Superintendent Sandra C. Himmel on July 24, 2012. The designated representative for the agency was Judy Johnson, Assistant Director of Adult Education.

The onsite visit to the agency was conducted October 9-10, 2012, by two representatives of the Quality Assurance section of the Division: Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialist Tashi Williams.

## V. CITRUS COUNTY SCHOOL DISTRICT

### 2010-2011 Enrollment Data:

<u>Adult Basic Education</u>	<u>Adult Secondary Education</u>	<u>ESOL</u>	<u>Total</u>
552	74	78	704

The provider was awarded the following grants:

#### 2010-11

<u>Program</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$ 183,533.00	\$ 10,845.50
English Literacy Civics	\$ 31,369.00	\$ 4,033.86*
Transition Adult Education Leadership	\$ 100,000.00	\$ 8,727.80

#### 2011-12

<u>Program</u>	<u>Total</u>
Adult Education	\$ 227,076.00
English Literacy Civics	\$ 34,184.00
Career Pathways	\$ 86,816.00

#### 2012-13

<u>Program</u>	<u>Total</u>
Adult Education	\$ 227,076.00
English Literacy Civics	\$ 34,184.00

*\*Denotes unexpended funds greater than 10%*

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

<http://www.citrus.k12.fl.us/>

## VI. MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; 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 four of the five locations where Adult Education classes are held, the locations visited were:

- Withlacoochee Technical Institute (WTI) – Adult Education Center (AEC)
- Homosassa Elementary School
- Crystal River High School
- Forest Ridge Elementary School

Entrance and Exit Conferences

The entrance conference was conducted on October 9, 2012; the exit conference was conducted by phone on October 19, 2012.

	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
<b>Agency Participants</b>			
Denise Barber	Guidance Secretary	X	
Jennifer Blake	Career Pathways Transitions Facilitator	X	
Christopher Bosse	Principal, Homosassa Elementary School	X	
Karen Briggs	Supervisor of Accounting and Internal Accounts	X	
Melissa Burke	Assessment and Placement Coordinator	X	
Lucinda Chandler	Guidance Counselor and GED Chief Examiner	X	
Jason Cook	Financial Aid Assistant (Formerly Adult Education Teacher Aide)	X	
Jeane Defelice	Media Specialist	X	
Dr. Mike Geddes	Director of Instructional Technology, Citrus County Schools	X	
John Holm	Head Custodian	X	
Janie Hulbert	AAAE Instructor, WTI. Citrus Campus	X	
Judy Johnson	Assistant Director of Adult and Community Education	X	X
Robyn Kanis	Community Education and Evening Programs Secretary	X	
Dr. Vernon Lawter	Vice President- Citrus Campus	X	
Eric Lightsey	Director, Educational Opportunities Center	X	
June Mann	Head Bookkeeper	X	
Pamela Marshall	ABE/GED Instructor, WTI, Citrus Campus	X	
Amy Meek	President and CEO	X	
Albert Mitchell	ABE/GED Instructor, WTI, Citrus Campus	X	
Ryan Naugle	Guidance Counselor, Department Chair	X	
Gayle Nobles	Coordinator Of Special Programs	X	
Karen Pineau	Long-Term Substitute For Career Pathways	X	
Disha Shah	Career Coach	X	
Patrick Simon	Director of Research and Accountability	X	
Denise Willis	Director of Career/Adult/Community Education and Withlacoochee Technical Institute		X
Laura Windham	Principal, Forest Ridge Elementary School	X	
Rebecca York-Alcorn	Coordinator, Educational Opportunities Center-Citrus Campus	X	
<b>FDOE Monitoring Team</b>			
Eileen L. Amy	Director of Quality Assurance and Compliance	X	X
Tashi Williams, Co-Leader	Program Specialist	X	X

Students were represented at the entrance conference; names are not listed to respect privacy.

### Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. Interviews and observations were completed at each site 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. A minimum of five 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**

Citrus County School District  
October 9-10, 2012

**A. ADMINISTRATION** refers to the management and/or supervision of programs, structure of programs and services, grant oversight, and other administrative areas.

- Organization of materials was excellent; a wealth of information was provided to the team.
- The team appreciated the working space to complete the monitoring process.
- Classes were observed; teachers seemed very pleased to participate in this process.
- Many teachers are originally from the county, and after relocating, decide to return with their families.
- The team had the opportunity to meet with Superintendent Himmel; Assistant Superintendents Blocker and Mullen and two School Board Members, Thomas Kennedy and Linda Powers.
  - Regular reports are made to the Board regarding the programs and services provided to students.
  - Community businesses are supportive of school goals.
  - Investment of community towards its schools is evident.
- The WTI Advisory Enhancement Council (SAEC) is responsible for prioritizing needs and desires into a comprehensive improvement plan.
- Bulletin boards were current with information and recruitment notices.
- Brochures contained consistent branding.
- Brochures are developed in-house to effectively utilize in-house resources.

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

- The District has implemented a comprehensive database for Adult Education over the last four years. Additional information is provided in Section IX regarding positive practices.
- Verification of student data was completed. The FDOE provided a random list of students, and the District provided student files for review and verification.

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

- The FDOE Curriculum Standards and Frameworks are followed.
- Registering students includes all the known residency requirements.
- Computer-based material including the McGraw Hill GED series was used.
- Web-based resources used include Educator and Skills Tutor as well as Florida Tech Net.
- Testing is structured according to hours of instruction.
- The District implemented a family literacy component of the grant to benefit students.
  - Free child care is provided for students with children ranging in ages four months to four years of age. Currently, seven children are enrolled with a capacity of eight.

- Training is also provided to the parents of children enrolled in the child care program.

**D. TECHNOLOGY AND 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.

- Equipment was available for students and teachers; many classrooms had up to 30 computers in lab areas in addition to plenty of classroom space.
- Inventory was provided for all campuses.
- Each program is held accountable for each piece of equipment or furniture.
- All equipment with a value \$1,000 or more is tagged with an identification number.
- No piece of equipment may be disposed of without going through the procedure approved by the District office.
- If transferred, equipment must complete an inventory change notice.
- All missing equipment must be reported to the Purchasing office.
- An *Evaluation of School Building and Grounds* is provided for use by instructors to ensure facilities are in good working order on a regular basis.
- The Adult Education's new website is easily navigated by students, instructors and the community. The links provided make access to information user-friendly.
- An auction is held on the District's website for surplus equipment. The funds that are received for the purchased surplus equipment go back to the program for which the items were originally used.

**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.

- Physical plants are in beautiful shape, well-cared for and maintained; kudos to the staff.
- Classrooms were spacious; they contained ample technology.
- Technological equipment seemed to take over the work space in some classrooms where space was often needed by students to spread out their materials.

**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.

- The District was requested to add the Genetic Information Nondiscrimination Act (GINA) to their policies and published materials.
- Policies included the eight required elements.
- Teachers interviewed had not experienced any issues with discrimination; teachers knew to whom to report if an issue should occur.
- WTI and other sites were accessible.
- Bus tickets are provided to eligible students to access public transportation to increase school attendance.

**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.

- Citrus County WTI and Adult Education Handbook
- Citrus County Adult Education: Pathways to Your Future Program 2010-2011
- Citrus County District School Boards – Financial, Operational, and Federal Single Audit
- Grants and quarterly invoices
- GED Testing Service – Introducing the 2014 GED Test Item Sample
- GED Testing Service – Policies and Procedures Manual
- Student Handbook
- WTI Faculty and Staff Handbook



- WTI – Presents to the Council on Occupational Education Accreditation Self Study Standard 2: Program Supplements Site Visit October 24-27, 2011
  - Self Study Report

**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.

- Expenditures for Adult Education were documented and reflected allowable costs.
- Approval levels were clear and adhered to in the documentation reviewed.
- Travel expenditures were reviewed.
- Personnel Activity Reports (PARs) were completed on a monthly basis; appropriate approvals were in place.
- Clarification was provided to the Assistant Director regarding certification statements for persons working 100% on Federal grants.
- Scholarships were awarded to students with monies donated by local partners and individuals.

**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.

- College of Central Florida:
  - Extends eligibility to students to attend the College's free annual student leadership and life skills program.
  - Allows students to attend and observe a regularly scheduled college credit class each semester.
  - College staff participates in project-related staff development activities.
- Cornerstone Baptist Church:
  - Supports GED Teen Parent program; child care space to enable students to finish their educational studies.
- Workforce Connection (Citrus, Levy, Marion):
  - Provides supportive services and incentives to persons that may qualify through the Workforce Investment Act (WIA).
  - Provides additional assessment, work-readiness, occupational skills, life skills and employment training.
  - Supplies free resources for students that register for services including fax, copy and print resources for employment purposes at the workforce centers.
  - Provides access to Employ Florida to assist with job search.
  - Promotes career and employment exploration which may include job shadowing, paid internships, and work experience opportunities.
- Workforce Connection and the College have sent representatives to be on WTI campus once a week to provide direct services to transitioning students in April 2012; currently 14 students were transitioning to the College.

**J. CAREER PATHWAYS GRANT** The grant was in place from 2010-11 through 2011-12.

- The Five-Year Strategic Plan was complete.
- Follow-up quarterly reports were submitted as required.
- Within two weeks of enrollment, students work in CHOICES to determine goals.
- Assessment results and career exploration result in a Career Transition Plan.
- Barriers to program completion are identified along with interventions and solutions.
- Tutoring is provided to students preparing for CTE and college programs.
- The transition specialist hired with the initiation of this grant was retained by the District after the conclusion of the grant to support the ongoing goals of career growth for all students.
- Career Pathways were developed for the transition from Adult Education to CTE classes.

- Career Pathways has an Advisory Council that focuses on Adult Education.
- All Adult Education students had Career Plans.

## **VIII. REQUIRED RESOLUTION ACTIVITIES**

### **ADULT EDUCATION**

The District is not required to submit a resolution plan. There were no findings or concerns identified during the visit.

## **IX. REMARKS or POSITIVE PRACTICES**

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits: The District has developed a comprehensive database for Adult Education. The District began in 2009-10 by determining need and addressing its inability to access current and relevant data for program improvement. Over the last four years the system has become increasingly sophisticated and user friendly; it provides relevant individual student data and reports for use by administrators and instructors. This database has been presented at state conferences and shared with numerous other districts. It provides access to student information for all instructors that promote individual attention to students. The administrative reports that the system provides enable the District to comply with FDOE and the National Reporting System's (NRS) requirements. *Resource: District PowerPoint.*

## **X. SUMMARY**

Once the field work, including receipt of requested information is completed, 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 Citrus County School District's onsite monitoring visit. Special thanks to Judy Johnson, Assistant Director of Adult Education, for her leadership and contributions to the success of the visit. Although the Director of the Withlacoochee Technical Institute, Ms. Denise Willis, was out of town, her positive influence was clearly evident during our visit. Special appreciation is extended to Superintendent Himmel, Assistant Superintendents Blocker and Mullen and two School Board Members, Thomas Kennedy and Linda Powers for their participation in this process. Agencies are provided the opportunity to submit an addition to this report; it is included as an attachment.

APPENDIX A  
RISK MATRIX  
CITRUS COUNTY SCHOOL DISTRICT  
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	<b>5</b>		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants ( <b>3</b> )	x 2	x 6	36
Number of grants with <b>10%</b> or more of unexpended funds (2010-11)	Number of grants ( <b>1</b> )	x 5	x 4	20
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	<b>10</b>	x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational Director change within the last two (2) fiscal years.	Yes = 1 No = <b>0</b>	x 10 =	x 4	0
<b>TOTAL Level of Risk Score</b>				<b>186</b>

Attachment  
Judy Johnson

Withlacoochee Technical Institute's Adult Education Center is proud to serve adult learners in Citrus County. Our vision is that all Adult Education students will have a transition plan that leads to post-secondary training and successful employment. Instruction is data driven and focused on the individual needs of each learner. As we meet with students during the intake process, our team works hard to assist students in setting realistic yet challenging goals, while identifying possible barriers to their attainment. As in most Adult Education programs, transportation and childcare are two of the major barriers that keep students from enrolling or persisting to program completion. We have been fortunate to have the support of our school district in providing free childcare and access to county transit for actively enrolled students. These services are funded entirely through grants.

Strong community support for our Adult Education programs is evidenced by the outpouring of financial assistance provided to our students through donated scholarship funds. Area businesses and civic organizations provide enough donations that no student is turned away due to inability to pay. This generosity allows our students to apply for funding that covers application fees, block tuition, and testing fees.

The Adult Education Center also enjoys a strong partnership with the College of Central Florida which provides full two-year scholarships for three GED graduates from WTI each year, as well as transition services and counseling to any interested GED or ESOL student. The Workforce Connection of Citrus, Levy and Marion Counties provides career counseling, coaching and cash incentives for students ages 16-21 years of age who need to complete their GED and earn a degree or industry credential to become employed, as well as transition services for other adult students.

A strong collaboration between the Adult Education staff and Career and Technical instructors and counselors has resulted in the development of Career Pathway Roadmaps that define employment and education options for students interested in programs offered at WTI. These visual tools allow students to clearly see the pathway to success in their chosen field while providing them with tools for planning and goal setting.

The use of a locally developed relational database allows for real-time data analysis for program evaluation, student progress monitoring and communication between departments and sites that provide services to students. It was developed through continuous dialogue and collaboration between departments and staff.

Commitment to every student's success is the hallmark of our program and a tribute to the dedication of our teachers and staff.

Respectfully submitted by Judy Johnson