



## **Quality Assurance and Compliance Monitoring**

Career and Technical Education

and

Adult Education

DeSoto County School District

**Final Report**  
**February 13, 2012**

# FLORIDA DEPARTMENT OF EDUCATION



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February 13, 2012

Mr. Adrian H. Cline, Superintendent  
DeSoto County School District  
P.O. Box 2000  
Arcadia, Florida 34266

Dear Superintendent Cline:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical and Adult Education programs from our visit on December 7-8, 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](mailto:Eileen.Amy@fldoe.org).

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

Sincerely,

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

Kathleen Taylor

KT/ela

Enclosure

C: Ms. Raye Southwell  
Ms. Eileen L. Amy  
Dr. Shahrokh Massoudi

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Florida Department of Education  
Division of Career and Adult Education

**DeSoto County School District  
Career and Technical Education and Adult Education  
Quality Assurance Monitoring Report**

## **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 and 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 plan 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 necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770).

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 DeSoto County School District was determined to be an onsite visit. Notification was sent to Mr. Adrian Cline, Superintendent of DeSoto County School District on July 21, 2011. The designated representative for the agency was Mrs. Raye Southwell, Assistant Director of Student Services.

The onsite visit to the agency was conducted December 7- 8, 2011 by two representatives of the Bureau: Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialist, Dr. Shahrokh Massoudi, Co-Leader.

**V. DeSoto County School District (DCSD)**

The total student enrollment for DCSD in 2009-10:

<u>Career and Technical Education</u>	<u>Adult General Education</u>	<u>Total</u>
3,366	481	3,847

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

**2009-10**

**Adult Education**

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
140-1910A-0CG01	Adult General Education	\$99,008	\$0 unspent
140-1930A-0CE01	EL/Civics	\$43,902	\$0 unspent

**Career and Technical Education**

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
14 0-1610A-0CR01	Rural and Sparsely	\$53,074	\$13,509.39
140-1611A-1CS01	Secondary	\$97,392	\$19,112.38 unspent

**2010-2011**

**Adult Education**

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
140-1911A-1CG01	Adult General Education	\$99,008	\$0 unspent
140-1931A-1CE01	EL/Civics	\$43,902	\$0 unspent

**Career and Technical Education**

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
140-1610A-1CR01	Rural and Sparsely	\$53,627	\$2,456.69
140-1611A-1CS01	Secondary	\$83,139	\$0 unspent

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

[www.desotoschools.com](http://www.desotoschools.com)

**VI. MONITORING ACTIVITIES**

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

### Onsite Visits

Members of the team made onsite visits to Career and Technical Education and Adult Education and Family Literacy programs at the following locations:

- DeSoto County High School
- Family Service Center

### Entrance Conference

The entrance conference for DCSD was conducted in the district office on December 7, 2011 and included Adrian Cline, Superintendent of DeSoto County School District; Daniel L. Dubbert, Director of Student Services; Raye Southwell, Assistant Director of Student Services; Linda Waters, Associate Director of Career and Technical Education; Gail Hines, Executive Assistant; Theresa Wheeler, Secretary; Susan Barns, Testing Specialist; Karen Pella, Assistant Principal, DeSoto High School; Shannon Fusco, Principal, DeSoto High School.

### Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, and students. Ten persons were interviewed, and eight 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, G. Some policies and procedures were reviewed at the agency's website and discussed during the onsite visit.

### Exit Conference

The exit conference for DCSD was conducted on December 8, 2011 in the District office, and included Adrian Cline, Superintendent of DeSoto County School District; Daniel L. Dubbert, Director Student Services; Raye Southwell, Assistant Director of Student Services; Linda Waters, Associate Director of Career and Technical Education; Shannon Fusco, Principal, DeSoto High School; and Karen Pella, Assistant Principal of DeSoto High School.

## **VII. RESULTS**

DeSoto County School District  
December 7-8, 2011

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

- Admiration was expressed for the administrators in the system.
- Strong teamwork was evident among district administrators.
- Every position at the district is focused on students.
- The District is meeting the needs of community.
- Websites are current and updated as needed.
- The District has a Regional Testing Center for the CNA State Exam.
- The District is marketing the Adult Education Program on the Spanish radio station; the District partners with the Hispanic/Catholic Church.
- Postsecondary CTE programs are offered at the Family Service Center.
- The District has a succession plan for CTE programs.

## FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

1. Concern: The District needs to address staff development plan for individual teachers and career content.

*Recommendation:* Expand staff development for CTE teachers, including career content.

**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 data collection system is focused and organized.
- Strong communication exists between and among data and program administrators.
- Administrators have access to reports.
- Reports are shared quarterly with teachers.
- Staff attends Workforce Education District Data Advisory Committee (WEDDAC) meetings to gather and share information regarding data.
- Staff meets once a month to review data.
- Parents have access to student data online.

## 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.

- Frameworks were followed within the class curriculum content.
- Intake information is provided in English and Spanish languages.
- Teaching strategies are varied.
  - One-to-one, small-group and large-group instruction were observed.
- Supplies and teaching methodology are varied in Adult Education programs.
- Strong Family Literacy classes and student supports were evident.
- Supplies and teaching methodology is varied in the Adult Education program.
- Adult Education student folders include student work, individualized academic plans, study schedules, and TABE results.
- Teachers were experienced and enthusiastic in their approach to teaching.
- Family literacy provides learning and support for parents.

## FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

1. Concern: Integration of academics with CTE programs is not an ongoing process between academic and CTE teachers.

*Recommendation:* Identify strategies that the District might implement to integrate academics with CTE programs. For example, schedule planning time between academic and CTE teachers.

2. Concern: A number of secondary CTE textbooks are not current; there is a need to review the need for E-books.

*Recommendation:* Review secondary CTE textbooks to determine if they are sufficiently up-to-date and consider expansion of E-books for students' use.

3. Concern: There is limited enrollment in some CTE programs at DeSoto High School.

*Recommendation:* Review programs with limited enrollment to determine appropriate action.

4. Concern: There is a lack of integration of technology for some CTE classes.

*Recommendation:* Encourage and provide staff development for teachers to more effectively use technology for instruction in CTE programs.

- 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. The inventory management system is also addressed.

- Inventory was available for the sites visited.
- Inventory was properly tagged and identified.
- The District has an equipment inventory procedure in place.
- Inventory was located at each site.
- The district may consider ways to track items below \$1,000.
- The District needs to develop an equipment replacement plan.

#### **FINDINGS**

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

#### **CONCERNS AND RECOMMENDATIONS**

1. Concern: The District needs to evaluate condition and need for technology in CTE programs. At DeSoto High School, computers were dated and there were fewer computers in the Agriculture Technology and Building Construction Technology classrooms.

*Recommendation:* The District might consider using roll-forward allocation to purchase computers and other technology for classrooms or develop a replacement plan for the district's technology.

- 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.

- Individualized instruction was observed.
- Students are goal-oriented.
- Teachers are enthusiastic about students' educational progress.
- Classrooms present a friendly environment for learning.
- Student folders include student work, individualized academic plan, study schedules and TABE results.
- The Family Service Center offers onsite daycare for students enrolled in Adult Education classes.
- Buzzers are available to parents to facilitate visits with their children during breaks.

#### **FINDINGS**

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



## CONCERNS AND RECOMMENDATIONS

1. Concern: No safety procedures and safety posters are posted in the Building Construction Technology classroom.

*Recommendation:* Post safety procedures and safety posters in this classroom.

- 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.

- There was evidence of accommodations, both in class and in student records.
- Staff is aware of non-discrimination resources.
- Non-discrimination statements are widely posted.

## 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. The following records were reviewed:

- Advisory committee information
- Brochures on training and programs
- Articulation agreements
- Personnel Activity Reports/Certifications/Timesheets
- Grant expenditure tracking
- Payables
- Approved Programs of Study
- Purchasing procedures
- Equipment purchases
- Student records, both electronic and paper
- District website

## 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, and a procurement system.

- Policies and procedures are in place.
- Personnel Activity Reports (PARs) are in place for all appropriate staff.
- Purchasing guidelines are clear.
- Each program has access to bookkeepers for each program.
- The approvals process provides checks and balances, with approvals including the Superintendent.
- CTE programs had unspent grant funds during FY2009-10 and 2010-11.
  - Monthly accounting and oversight of grant expenditures would limit the possibility of unspent funds.

## 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.

- The Adult Education Program uses volunteers to help students in the program.
- Community businesses are actively participating in Advisory Committees.
- A collaboration agreement exists with South Florida Community College for student dual enrollment.
- The District has articulation agreements with South Florida Community College.

## FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

None

J. **STUDENT INTERVIEWS** refers to those interviews conducted with adult education or career and technical education students (individually, in small groups or large focus groups) during the monitoring visit.

- Students represented diverse cultures and ages.
- The students expressed many compliments for instructors.
- Students liked the peer mentoring system at the Family Service Center.
- Students appreciated the individual attention they received from instructors and counselors.
- Career and Technical Student Organizations (CTSOs) are strong.

## FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

None

## **VIII. REQUIRED RESOLUTION ACTIVITIES**

1. Corrective Action Plan – DeSoto County School District is not required to complete a Corrective Action Plan as there were no findings noted in the focus areas in Section VII of this report.
2. Action Plan – DeSoto County School District must provide an Action Plan (Appendix B) for Secondary Career and Technical Education to address the concerns noted in the focus areas A, C, D and E in Section VII of this report.

Once the Action Plan is submitted, reviewed and approved, Dr. Shahrokh Massoudi, the Co-leader of the onsite visit, is responsible for the regular follow-up with the agency's designated representative to ensure that resolution is complete.

**NOTE:** Although not required, we would suggest that the District review its CTE programs at the high school and address a comprehensive program planning and evaluation process including, but not limited to, the following areas:

- Assessment of need
- Enrollment
- Equipment, technology, and textbooks
- Language and focus from vocational to Career and Technical Education and Career Pathways

- Ability to offer a sequence of coursework to implement Programs of Study and promote industry certification
- Integration of programs and academic content
- Team building and strengthening communication among CTE instructors
- Marketing strategies and activities for recruitment of students

Coordination with the CTE Specialist on the Differentiated Accountability team will be most helpful for the district. If an improvement plan is in place, or being developed, there is no need for duplication. Such a plan might address the concerns noted during the onsite monitoring visit.

## **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**

Administrative staff has multiple areas of responsibility within the District and perform them admirably. The Family Literacy program is sensitive to the needs of the children and their parents and this is reflected in the organization of the classes and use of staff.

## **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 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 DeSoto County School District onsite monitoring visit. Special thanks to Mrs. Raye Southwell, Assistant Director of Student Services, for her participation and leadership in this process. Also, we appreciated the participation of Superintendent Adrian Cline in the entrance and exit conferences.

Appendix A  
DCSD Adult Education Risk Matrix

<b>Risk Factor</b>	<b>Criteria Scale</b>	<b>Value (V)</b>	<b>Risk Factor Weight</b>	<b>Total Points</b>
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	4 x 6	24
	700,001 – 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Number of grants (#)	(2) x 2 = 4	4 x 6	24
Number of grants with <b>10%</b> or more of unexpended funds (2009-10)	Number of grants (#)	(0) x 5 = 0	0 x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16+ findings	10	8 x 10	80
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director (#) Yes = 1 No = 0	(0) X 10 = 10	0 x 10	0
<b>TOTAL Level of Risk Score</b>				128

DCSD Career and Technical Education Risk Matrix

Risk Factor	Criteria Scale	Value (V)	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	4 x 6	24
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Number of grants (#)	(2) x 2 = 4	4 x 6	24
Number of grants with <b>10%</b> or more of unexpended funds (2009-10)	Number of grants (#)	(2) x 5 = 10	10 x 4	40
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16+ findings	10	8 x 10	80
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director (#) Yes = 1 No = 0	(1) x 10 = 10	10 x 4	40
<b>TOTAL Level of Risk Score</b>				<b>208</b>

**APPENDIX B  
DeSoto County School District  
Resolution Plans**

Career and Technical Education

Action Plan

<b>ACTION PLAN – CONCERNS:</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Projected Date of Completion</b>
1. District needs to better address staff development plan for individual teachers and career content.	Monthly meetings to discuss available staff development Email notification of available PD is already provided weekly to all CTE teachers	DHS Principal Secondary Curriculum administrator  DHS Principal	Ongoing
2. Integration of academics with CTE programs is not an ongoing process between academic and CTE teachers.	Summer workshop; course training between health and biology; construction with geometry; common planning with core teachers Articulation workshops are being pursued	DHS Principal  Secondary Curriculum administrator DHS Principal	Aug 2012
3. A number of secondary CTE textbooks are not current; there is need to review the need for E-books.	AG has new books 2011/12 Digital Design materials are in the planning stage Health received textbooks Business is online; Construction will change with NCCER with new teacher Recruiting is taking place, will talk with incoming 8 <sup>th</sup> graders, CTE teachers will host Leadership class sessions Business and technology are integrated, lessons will be planned with the use of laptop	DHS Principal CTE teachers  CTE teachers  CTE teachers and administrator  Secondary Curriculum administrator	In progress

<p>4. There is limited enrollment in some CTE programs at DeSoto High School.</p> <p>5. There is a lack of integration of technology for some CTE classes.</p> <p>6. No safety procedures and safety posters are posted in the Building Construction.</p> <p>7. District needs to address technology for CTE programs. At DeSoto High School, computers were dated and there were fewer computers in the Agriculture Technology and Construction Technology classrooms.</p>	<p>carts or available labs</p> <p>Posters and safety procedures will be posted in labs and classrooms</p> <p>Digital Design computers have been added this year. Business computers easily handle the req of the course. Mobile labs can be used with virtual software which will be explored for Ag and Construction.</p>		<p>April, 2012</p> <p>August, 2012</p>
<p>Technical Assistance Needed and/or Provided:</p>			
<p>Date and Status of Action:</p>			
<p>Plan submitted by: Linda Waters</p>		<p>Date: 02.06.12</p>	
<p>Plan accepted by: Eileen L. Amy</p>		<p>Date: 02.07.12</p>	