



## **Quality Assurance and Compliance Monitoring**

Career and Technical Education  
Adult Education and Family Literacy

Franklin County School District

**Final Report**  
**September 3, 2009**

# FLORIDA DEPARTMENT OF EDUCATION



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September 3, 2009

Nina M. Marks, Superintendent  
Franklin County School District  
85 School Road, Suite 1  
Eastpoint, Florida 32328

Dear Superintendent Marks:

We are pleased to provide you with the Final Report of Monitoring of the Adult Education and Family Literacy and Career and Technical Education Programs in Franklin County. The report will also be placed on our Web site at <http://www.fldoe.org/workforce/compliance.asp>.

We appreciate the leadership and professionalism demonstrated by Nick O'Grady, Director of Curriculum and Vocational Education, throughout the monitoring process. If my staff can be of any assistance, please contact Eileen L. Amy, Director of Quality Assurance and Compliance. Mrs. Amy may be reached at 850/245-9031, 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,

Loretta Costin

LBC/ela

Enclosure

Cc: Gloria Spradley-Brown  
Eileen Amy  
Nick O'Grady

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Florida Department of Education  
Division of Career and Adult Education

**Franklin County School District  
Quality Assurance Monitoring Report**

**I. PURPOSE**

The Florida Department of Education (FLDOE), 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 Career and Adult 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. FLDOE awards sub grants to eligible providers to administer local programs. FLDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education and 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.)).

For the federal awards it makes, a pass-through entity shall monitor the activities of sub recipients as necessary to ensure that federal awards are used for authorized purposes in compliance with laws, regulations, and the provisions of contracts or grant agreements and that performance goals are achieved. OMB Circular, A-133§\_\_\_\_.400

Each state agency and the judicial branch as defined in §216.011, F.S. shall establish and maintain management systems and controls that promote and encourage compliance; economic, efficient, and effective operations; reliability of records and reports; and safeguarding of assets. Accounting systems and procedures shall be designed to fulfill the requirements of generally accepted accounting principles. §215.86, Florida Statutes (F.S.)

**III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS**

The *Quality Assurance Policies, Procedures and Protocols* (Monitoring Manual) was provided to all agencies during the summer of 2008. The Monitoring 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.

#### IV. STATE PLANS

The State Plan required by the Carl D. Perkins Act of 2006 (Perkins IV) provides assurances that the eligible agency will comply with the requirements of Perkins IV and the provisions of the Florida State Plan.

The State Plan for Adult Education and Family Literacy programs is an agreement between the State of Florida and the federal government to assure that the administration of such programs is consistent with the state's goals, policies and objectives, and with federal laws and regulations. As stated in the Plan, the Compliance Monitoring Team (Quality Assurance Team) has the responsibility of monitoring and conducting program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

#### V. 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 Process - Adult Education and CTE

The Risk Assessment Process is applied to all providers to determine appropriate monitoring strategies. Providers are ranked on performance indicators first; operational risk factors are then assessed by using the Risk Matrix. The results of the Risk Assessment Process are used to determine the appropriate monitoring strategy(ies) to be implemented.

In the initial selection process, eleven CTE providers were ranked in the lowest quartile of performance in Career and Technical Education and therefore, were identified as targeted providers. The Risk Matrix was completed on the providers, ranked high to low, and some of the providers with the highest total Risk Assessment score were designated to receive an onsite monitoring visit. Appendix A provides a consolidated explanation of the Risk Assessment Process and is also contained in the *Quality Assurance Policies, Procedures, and Protocols*, Section E.

The Quality Assurance Team completed the Risk Assessment Process:

<b>Career and Technical Education Risk Assessment Score</b>	<b>Points</b>
Performance Score – Tier 4	20
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>168</u>
<b>TOTAL Risk Assessment Score</b>	<b>188</b>

Franklin County School District was in Tier 4 of Career and Technical Education (CTE) providers based on 2006-07 student performance data for the number of secondary CTE concentrators who scored a level 3 or above on FCAT Reading and left secondary education. Other factors that contributed to the Total Risk Assessment Score were: number and amount of grants awarded, unexpended funds, prior audit and/or monitoring findings, and a key organizational change within the last two years.

Once a risk assessment is completed for a targeted provider, additional programs operated by the provider may be reviewed. In order to utilize resources effectively, Adult Education and Family Literacy (AE) programs and grants implemented by the District were also monitored. The District Risk Assessment Score for Adult Education, with no National Reporting System (NRS) adult basic education (ABE) data reported for 2006-07, was calculated as follows:

<b>Adult Education Risk Assessment Score</b>	<b>Points</b>
Performance Score – No ABE data	0
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>156</u>
TOTAL Risk Assessment Score	156

## **VI. FRANKLIN COUNTY SCHOOL DISTRICT**

The District office is located in Eastpoint. Approximately 1,285 K-12 students were enrolled in three elementary and two combination schools, and one high school in 2008, according to Florida Department of Education data. CTE offerings at Eastpoint K-12 School in Eastpoint include Culinary, Carpentry, Life Management Skills, Nutrition Wellness/Principles of Food Preparation, several Information Technology courses, and Diversified Career Technology (DCT).

The only Adult Education class in the District is located at Eastpoint K-12 School.

### **Franklin County School District CTE and Adult Education total student enrollment for 2006-07:**

<b>CTE Secondary</b>	<b>Adult General Education</b>	<b>Total</b>
277	11	288

### **Franklin County School District was awarded the following grants for FY 2006-07 and 2007-08:**

#### **2006-07 CTE Grants**

Perkins Rural	190-1517A-8CR01	\$49,035
Perkins Secondary	190-1517A-8CS01	\$17,778

#### **2007-08 CTE Grants**

Perkins Rural	190-1517A-8CR01	\$50,095
Perkins Secondary	190-1517A-8CS01	\$18,253

#### **2006-07 Adult Education Grants**

Geographical, Continuation	190-1917A-7CG01	\$26,166
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#### **2007-08 Adult Education Grants**

Geographical, Continuation	190-1917A-8CG01	\$42,261
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Information about Franklin County School District may be found at the following Web address: <http://www.franklincountyschools.org>.

## **VII. MONITORING ACTIVITIES**

### Notification

The monitoring strategy for Franklin County School District was determined to be an onsite visit. Notification was sent to Nina Marks, Franklin County School District Superintendent, on August 20, 2008. 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 an onsite visit to the Eastpoint K-12 School CTE programs and Adult Education class on May 20, 2009.

#### Entrance Conference

The entrance conference for Franklin County School District was conducted on May 20, 2009, and included Mr. Nick O'Grady, Franklin County School District Director of Curriculum and Vocational Education, and Bureau staff members, Mr. Rick Lockenbach, team leader, Mr. Tashi Williams, and Ms. Sheryl Walden.

#### Interviews/Observations

Administrative interviews were conducted with the Franklin County School District Director of Curriculum and Vocational Education, District Finance Director, and a high school principal. Interviews were conducted with three instructional staff (including a teacher who teaches both Adult Education and CTE), a guidance counselor, and one student. Three observations were completed. All interviews and observations were held during the course of the visit except for an exit interview with Nick O'Grady at the Florida Department of Education on July 9, 2009.

### **VIII. RESULTS**

*Franklin County School District*  
March 20, 2009

**ADMINISTRATIVE** refers to the management and/or supervision of programs, staff, facilities and activities.

- The Adult Education and CTE director for Franklin County School District has numerous other responsibilities, including responsibility for managing District No Child Left Behind (NCLB) grants, technology, curriculum, and staff development.

#### FINDINGS

No findings of non-compliance were noted.

#### CONCERNS AND RECOMMENDATIONS

None

**DATA** refers to the components of the data system, including data collection, entry, and reporting. How data are used in program decision-making is explored.

- Electronic data system
- On May 21, 2009, the Division of Career and Adult Education received the Adult Education Monitoring Report from the U.S. Office of Vocational and Adult Education (OVAE). In order to be responsive to the findings in the OVAE monitoring report, for those monitoring reports not yet finalized or disseminated, additional time was taken to provide more in-depth discussion regarding the data processes, procedures, and issues of the agency. For this additional information, see Appendix B.

#### FINDINGS

- The 17.65% rate of Franklin County School District secondary CTE concentrators who scored three or above in FCAT reading and left secondary education placed the District in the lowest quartile of performers for 2006-07, requiring a System Improvement Plan (SIP).

#### CONCERNS AND RECOMMENDATIONS

- Concern: Staff reported difficulty in collecting occupational completion point (OCP) data and ensuring that this was captured in the secondary vocational education database. *Recommendation:* District administration should work more closely with teachers and MIS staff to improve data collection efforts and consider attending data meetings held by DOE Community College Technical Center Management Information System (CCTCMIS) staff.

**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.

- CTE and Adult Education classes are being taught in a new K-12 school, and the facility appears to be adequate for these purposes.
- The culinary program operates a restaurant for the community that is open every other week.
- Students were engaged in project-based learning in the classes that were visited.

#### **FINDINGS**

No findings of non-compliance were noted.

#### **CONCERNS AND RECOMMENDATIONS**

None

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

- Non-discrimination notices have been posted in only a limited number of locations.

#### **FINDINGS**

The registration form and program brochures do not contain non-discrimination notices, nor have these notices been posted as broadly as required by federal non-discrimination law; a corrective action plan (CAP) is required.

#### **CONCERNS AND RECOMMENDATIONS**

None

**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 while visiting the Franklin County School District:
  - Data on performance measures/outcomes, including student records from the data base
  - Annual report for CTE and Adult Education in Franklin County, 2007-08
  - Travel documentation
  - NRS reports
  - Financial policies and procedures
  - Advertisements for vacancies
  - Employee payroll records
  - Employee handbook
  - Student enrollment and completion data
  - Staff development materials
  - Student progression plan
  - Articulation agreement with Gulf Coast Community College
  - Code of student conduct
  - Personnel Activity Reports (PARs) for employees
  - Professional development plan
  - Programs of study
  - Student records
  - School board policy
  - Franklin County School District Web site



**FINANCE** and Use of Funds address the records and processes that support the expenditures of the grant funds.

- Review of grants 399s and 499s and budgets were completed.
- The District finance director, a former state auditor, was well versed with District finance procedures.
- District purchasing procedures were reviewed.
- DOE staff reviewed PARs for staff funded in part with federal grant funds from the grant funds monitored, and these documents were found to be sufficient.

**FINDINGS**

No findings of non-compliance were noted.

**CONCERNS AND RECOMMENDATIONS**

None

**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.

- Technology and equipment review included both high school CTE and Adult Education programs.
- Equipment appeared to be current, and staff was knowledgeable in the use of technology.
- No equipment was purchased from federal Adult Education or CTE grant funds for 2006-07 or 2007-08.

**FINDINGS**

No findings of non-compliance were noted.

**CONCERNS AND RECOMMENDATIONS**

- Concern: The District Web site contains dated information about an Apalachicola Adult Education class that no longer exists.
- *Recommendation:* Update the District Web site.

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

- The guidance counselor at the high school, a former CTE instructor, is knowledgeable and encourages students to pursue secondary and postsecondary CTE opportunities.
  - Information provided to students and parents includes Florida Gold Seal Scholarships and local community college data regarding wages for CTE program completers.
- Several CTE instructors work with the local business community to create employment and other opportunities for students.

**FINDINGS**

No findings of non-compliance were noted.

**CONCERNS AND RECOMMENDATIONS**

- Concern: While students in the culinary program earn dual enrollment credit at Gulf Coast Community College, there are other CTE programs where articulation agreements have not been executed.
- *Recommendation:* Work to expand the number of articulation agreements for CTE programs.

**CURRICULUM/INSTRUCTION** refers to those elements which contribute to student learning and skill acquisition; addresses student and instructor attributes.

- The Adult Education instructor has a system for tracking student progress.
- The District is working toward industry certification for the students and the instructor in the carpentry program.
- Student records were reviewed to validate the instructional process.

#### **FINDINGS**

A CAP is required to address the finding that the Adult Education instructor does not use the Tests of Adult Basic Education (TABE) locator to determine the appropriate level of the TABE test to administer as required by TABE guidelines as indicated in the Florida DOE Division of Career and Adult Education's assessment technical assistance paper on page 32.

#### **CONCERNS AND RECOMMENDATIONS**

1. Concern: There are limited efforts to integrate CTE and academic instruction.  
*Recommendation:* Provide staff development for teachers on strategies for integrating CTE and academic instruction.
2. Concern: There have been limited efforts to develop Career and Technical Student Organizations (CTSOs) to support CTE programs.  
*Recommendation:* Expand efforts to develop CTOSs.
3. Concern: District staff had limited knowledge of Florida TechNet resources for Florida adult educators.  
*Recommendation:* Encourage Adult Education staff to more fully utilize this resource.

**PROGRAM** refers to the review of the various programs offered by the agency: Adult Education and Family Literacy, Career and Technical Education, English Literacy and Civics Education, and/or Corrections programs.

- All CTE instruction for the District is located at the high school in Eastpoint, and the District offers only secondary CTE instruction.
- A couple of the CTE classes visited had approximately 10 students in attendance.
- The only Adult Education class in the county is located in the high school.

#### **FINDINGS**

No findings of non-compliance were noted.

#### **CONCERNS AND RECOMMENDATIONS**

- Concern: Adult Education courses within the county are only offered in Eastpoint; other Franklin County cities, such as Apalachicola, would benefit from Adult Education classes.
- *Recommendation:* Pursue Adult Education grant and/or other funding to expand Adult Education classes to nearby communities.

### **IX. REQUIRED RESOLUTION ACTIVITIES**

#### **Adult Education and Family Literacy**

Corrective Action Plan (CAP): Franklin County School District is required to complete a CAP to address finding that the Adult Education instructor does not use the TABE locator to determine the appropriate level of the TABE test to administer as required by TABE guidelines.

#### **Career and Technical Education and Adult Education and Family Literacy**

Corrective Action Plan: Franklin County School District is required to complete a CAP to include non-discrimination statements in a registration form and program brochures available to students, parents, visitors, and staff. Notices must be posted more broadly in common areas, classrooms, bulletin boards, or walls where they are visible to students, parents, visitors, and staff.

## **X. TARGETED TECHNICAL ASSISTANCE**

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. District staff is encouraged to contact Division staff to assist their efforts toward systemic change. The following additional resources are provided:

1. Additional information about data meetings held by DOE CCTCMIS staff and other data resources, go to <http://www.fldoehub.org/CCTCMIS/meet/default.aspx>.
2. Guidelines regarding TABE administration and other assessment information, see the Florida DOE Division of Career and Adult Education's assessment technical assistance paper at <http://www.fldoe.org/workforce/AdultEd/rtf/AdultEdAssessment.rtf>.
3. Curriculum and other resources for project-based learning that integrates academic and CTE instruction, see *CTE - FCAT Connection* at <http://www.career-connection.org/CTEfcatsConnection.htm>.
4. Parameters on using federal Perkins funding to support CTSO activities, see <http://www.fldoe.org/workforce/state-memos.asp>.
5. Florida TechNet curriculum and other resources for Florida adult educators, see <http://www.floridatechnet.org>.

## **XI. SUMMARY**

Once the field work including receipt of requested information is completed, a draft report is forwarded to the District 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 team 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.

## APPENDIX A

### Florida Department of Education Division of Career and Adult Education **Consolidated Risk Assessment Process**

Purpose: To identify the process used by the Quality Assurance Team to select Career and Adult Education providers for specific monitoring strategies.

A Risk Assessment process is used to determine appropriate monitoring strategies. In the initial selection process, providers ranked in the fourth quartile of performance in the specific program, were identified as targeted providers. The targeted providers with the highest risk assessment scores may be subject to onsite monitoring.

**Performance Score** - Given the performance data available, providers' performance was divided into four quartiles and assigned tiers and points. The scale based on quartile of performance (from highest to lowest performance) for career and technical education:

- First quartile Tier 1 = 5 points (highest performance)
- Second quartile Tier 2 = 10 points
- Third quartile Tier 3 = 15 points
- Fourth quartile Tier 4 = 20 points (lowest performance)

Performance data utilized: 2006-07 (or most recent and available)

#### **Operational Risk Factors Score**

- The following operational risk factors are used:
  - Total amount of agency funding for 2006-07 (or current year)
  - Number of grants for 2006-07 (or current year)
  - Number of grants with 10% or more of unexpended funds for 2006-07 (or current year)
  - Audit and/or monitoring findings relevant to internal control weaknesses during three (3) previous years for provider
  - Change in director within the past two (2) years
- A value is assigned for each of these operational risk factors
- The value is multiplied by the risk factor weight, resulting in a total number of points for the specific operational risk factor
- The risk factors are added for an Operational Risk Factors Score

**Total Risk Assessment Score** - totals the following factors for targeted providers to provide separate scores for:

Performance +  
Operational Risk Factors =  
**TOTAL Risk Assessment Score**

**Example:** Provider A is a targeted provider because this agency was in the lowest quartile (Tier 4) for performance. The Quality Assurance Team proceeds to complete the risk assessment process:

<b>Risk Assessment Score</b>	<b>Points</b>
Performance Score – highest quartile+	20
Operational Risk Factors Score – Risk Matrix =	<u>100</u>
TOTAL Risk Assessment Score	120

#### Provider Selection Calculation

The monitoring strategies to be applied to targeted providers are determined by calculating a total of the Level of Performance Score and the Risk Matrix Score. Provider totals will be ranked and divided into tiers. Each tier will be assigned appropriate monitoring strategy(ies). Onsite monitoring visits may be implemented for agencies at the greatest level of risk.

Once a risk assessment is completed for a targeted provider, additional programs operated by the provider may be reviewed. Additional grants or contracts in the geographical area may also be reviewed during an onsite monitoring visit to use resources effectively.

**Adult Education  
Section H Questions – NRS  
Franklin County School District**

Please provide brief answers for the following questions.

- B4. What procedures does your program have in place to enter students into the established educational functioning level (EFL)?  
**We use an initial interview with the Adult Education teacher, review of their current high school transcript, and the TABE test.**
- B5. Are test scores used in this process? **YES**
- D5. How many students obtained employment last year? **24**
- D6. How many students continued their education? **33**
- D7. How many students earned a GED or high school diploma last year? **11**
- H1. What strategies did you use in establishing measurable goals for student outcomes?  
**We tracked the plan designed from initial placement and academic strategies through completion of course.**
- H2. How did you measure the success or failure of each goal for students?  
**It depends on their program: progress of their academic work for students trying to complete their high school diploma, and score improvements for those taking GED and not passing.**
- H3. Did you assess students' progress?  
**The Adult Education teacher gives the practice test at least once a week to track academic growth of students.**
- H4. Did you use a specific test in assessing students' progress? **YES, official GED practice test.**
- H5. Did you use standardized tests or other assessment tools? **YES, TABE, and GED test.**
- H6. Were educational goals for each student reviewed and updated? If so, how and how frequently?  
**Our Adult Education teacher usually reviewed and updated academic information quarterly.**
- H7. Did you meet or exceed your performance measures (for your grants)? If you did not meet your performance measures, what is your plan of action?  
**We did not meet our performance measures. We plan on expanding our efforts in getting more students into the program and enhance our record keeping for better performance data.**
- H14. What does the program have in place for determining, reviewing and tracking the participants learning gains and obtaining full employment?  
**Education Options, Florida Virtual School, and SuccessMaker are used. These programs allow us to track the success the student is having in the program, time**

**spent in the program, and any academic problems the student may have which require remediation.**

H22. What are the processes for collecting, reporting, and verification of data?

**The Adult Education teacher collects and reviews verification of academic work done each time class meets. There is an interview, testing, tracking, and an individual student academic folder.**

H24. How do you use data that you collect?

**Review per student to help identify weaknesses in the program. Data provides a picture of how the student is doing and areas of concern.**

H25. What is the role of the administrator in verifying the accuracy of the data?

**That is a major part of the Adult Education teacher's job.**

H27. What are your programs' retention rates and placement rate, for each component and how do they compare to performance measures in the grant(s)?

**We do not collect retention data for Adult Education. Performance measures are identified as work is completed.**

Does the appropriate staff attend NRS training?

**Not that I am aware of; however, I can't think of a time that I or my adult teacher was ever notified concerning a NRS meeting.**

Who attends the statewide data meeting?

**I have been to CTE annual meetings.**

What is the process for communicating data results with your staff?

**In the past, I asked for the data results and the teacher sent them to me in hard copy. This year, we will have both hard and electronic copies.**

Florida Department of Education  
Division of Career and Adult Education

☒ Career and Technical Education

☒ Adult Education

☒ Corrective Action Plan

☒ System Improvement Plan

☒ Action Plan

<input checked="" type="checkbox"/> Citation/Finding(s) <input checked="" type="checkbox"/> Indicator/Current Data <input checked="" type="checkbox"/> Concern(s)	<i>Strategies</i>	<i>Person Responsible</i>	<i>Projected Date of Completion (if applicable)</i>
<p><b>CORRECTIVE ACTION PLAN</b></p> <p><b>Finding 1:</b> Adult Education instructor does not use the Test of Adult Basic Education (TABE) locator to determine the appropriate level of the TABE test to administer as required by TABE guidelines.</p> <p><b>Finding 2:</b> The registration form and program brochures do not contain non-discrimination notices, nor have these notices been posted as broadly as required by federal non-discrimination law. <u>Statutory Authority:</u> Title VI of the Civil Rights Act of 1964 [PL. 88-352]; Title IX of the Education [20 U.S.C. 1681-1683 and 1685-1686], Section 504 of the Rehabilitative Act of 1973, as amended [29 U.S.C. 794 [42 U.S.C. 6101-6107]</p>			



<p align="center"><b>SYSTEM IMPROVEMENT PLAN</b></p> <p><b>Issue 1:</b> The 17.65% rate of Franklin County School District secondary CTE concentrators who scored 3 or above in FCAT reading and left secondary education placed Franklin in the lowest quartile of performers for 2006-07</p>			
<p align="center"><b>ACTION PLAN</b></p> <p><b>How will you address each concern listed in the report?</b></p> <p><b>Concern 1:</b></p>			
<p><b>Technical Assistance Needed and/or Provided:</b></p>			
<p><b>Date and Status of Action – Completed/Pending</b></p>			

Plan submitted by Nick O'Grady, District Director of Curriculum and Vocational Education Date\_\_\_\_\_

Plan accepted by Eileen L. Amy, Director of Quality Assurance and Compliance Date\_\_\_\_\_