Career and Adult Education
FLORIDA DEPARTMENT OF EDUCATION

Quality Assurance and Compliance Monitoring

Career and Technical Education
Adult Education and Family Literacy

Gadsden County School District

Final Report
September 3, 2009

FLORIDA DEPARTMENT OF EDUCATION

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Just Read, Florida!

September 3, 2009

Reginald C. James, Superintendent
Gadsden County Public Schools
35 Martin Luther King Jr. Boulevard
Quincy, Florida 32351-4400

Dear Superintendent James:

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 Gadsden County School District. 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 Debra Rackley, CTE and Adult Education Director, 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.

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
Debra Rackley

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Florida Department of Education
Division of Career and Adult Education

Gadsden 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 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 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* document (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 for Career and Technical Education, eleven CTE providers were ranked in the lowest quartile of performance 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 which is also contained in the *Quality Assurance Policies, Procedures, and Protocols*, Section E.

In the initial selection process for Adult Education, 17 providers were ranked in the lowest quartile of performance and therefore, were identified as targeted providers. The Risk Matrix was completed on providers, ranked high to low, and six of the providers with the highest total Risk Assessment score were designated to receive an onsite monitoring visit.

It was determined that Gadsden County School District's Career and Technical Education (CTE) and Adult Education and Family Literacy Programs would receive an onsite visit. The District was in Tier 4 of CTE providers based on the 2006-07 student performance data submitted on the Final-Year Performance Reporting Form. The District was also in Tier 4 of Adult Education providers based on the 2006-07 student performance data submitted on the Final-Year Performance Reporting Form.

The Quality Assurance Team proceeded to complete the Risk Assessment Process for CTE and Adult Education and Family Literacy:

Career and Technical Education Risk Assessment Score	Points
Performance Score – Tier 4	20
Operational Risk Factors Score – Risk Matrix	160
TOTAL Risk Assessment Score	180

Adult Education Risk Assessment Score	Points
Performance Score –Tier 4	20
Operational Risk Factors Score – Risk Matrix	148
TOTAL Adult Education Risk Assessment Score	168

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.

VI.   GADSDEN COUNTY SCHOOL DISTRICT

The district office is located in the county seat of Quincy. Gadsden County is a rural county with a struggling local economy, including high poverty and low per capita income rates. The District has struggled with school grades; however, the district graduation rate from 2002-03 through 2007-08 has increased from 48.1% to 56.1% and the school dropout rate has decreased over the past ten years from 7.1% to 1.1%. Approximately 6,516 K-12 students were enrolled in eleven elementary, two middle, and six high schools in 2008. The District also has a Career and Technical Center in Quincy, Gadsden Technical Institute (GTI). CTE offerings at GTI include Applied Welding, Automotive Service Technology, Barbering and Cosmetology, Medical Secretary, Administrative Assistant, Gas Engine Service Technology, Nails Specialty, and Patient Care Technology. The high schools are located in Quincy and Greensboro. Quincy is in the approximate center of the county, with Greensboro to the west.

Adult Education classes offered at GTI include adult basic education (ABE), GED, and Vocational Preparatory Instruction (VPI). The District also offers Adult Education courses for adults with developmental disabilities at Gadsden Association Rehabilitation Center (GARC) and for seniors at Quincy Senior Citizens Center.

Gadsden County School District CTE and Adult Education total student enrollment for 2006-07:

CTE Secondary	CTE Postsecondary	Adult General Education	Total
613	160	789	1562

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

2006-07 CTE Grants
Perkins Rural	1517A-7CR01	$114,630
Perkins Postsecondary	1517A-7CP02	$16,376
Perkins Secondary	1517A-7CS02	$113,499

2007-08 CTE Grants
Perkins Rural	1517A-8CR01	$125,118
Perkins Postsecondary	1517A-8CP01	$22,745
Perkins Secondary	1517A-8CS01	$115,287

2006-07 Adult Education Grants
Geographical, Continuation	200-1917A-7CG01	$66,760
Leadership	200-1927-7PL01	$50,000

2007-08 Adult Education Grants
No approved grants

Information about Gadsden County School District may be found at the following Web address: http://www.gcps.k12.fl.us.

VII. MONITORING ACTIVITIES

Notification
The monitoring strategy for Gadsden County School District was determined to be an onsite visit. Notification was sent to Mr. Reginald James, Gadsden County School District Superintendent, on August 20, 2008. The onsite visit to the District was conducted March 24-27, April 7, and April 23, 2009 by five Bureau staff members, Mrs. Eileen L. Amy, Director of Quality Assurance and Compliance, and Program Specialists Mr. Tashi Williams, Dr. Shahrokh Massoudi, Mr. Rick Lockenbach, and Ms. Sheryl Walden. The monitoring activities included pre-visit planning conference calls; entrance conference; interviews with administrators, teachers, students; observations; record reviews; and, an exit conference. Due to scheduling conflicts and requests for additional information, the exit conference was not held until July 7, 2009.

Onsite Visits
Members of the team made onsite visits to various locations and programs.
- GTI: Applied Welding, Automotive Service Technology, Barbering and Cosmetology, Medical Secretary, Administrative Assistant, Gas Engine Service Technology, Nails Specialty, Patient Care Technology, and Adult Basic Education
- GARC Adult Education class
- Quincy Senior Center Adult Education class
- West Gadsden High School: Life Management Skills and career guidance
- East Gadsden High School: Computer Systems Technology (two classes) and Practical Electronics

Entrance Conference
The entrance conference for the District was conducted on March 25, 2009, and included Ms. Debra Rackley, the Gadsden County School District Director of Career, Technical and Adult Education, and Mrs. Eileen L. Amy, Dr. Shahrokh Massoudi, and Mr. Rick Lockenbach.

Interviews/Observations
Administrative interviews were conducted with the Director of Career, Technical and Adult Education, Adult Education Coordinator, District Finance Director, one Principal, one Assistant Principal, and other administrative staff (four). Interviews were conducted with fifteen instructional staff, program, and transition specialists and five students. Fourteen observations were completed. All interviews and observations were held during the course of the visit, with the exception of one interview conducted after the visit.

Exit Conference
The exit conference was held on July 7, 2009. Superintendent Reginald James, Ms. Debra Rackley and Ms. Bonnie Wood were present.

VIII. RESULTS

Gadsden School District
March 24-27, April 7 and April 23, 2009

ADMINISTRATIVE refers to the management and/or supervision of programs, staff, facilities and activities.
- The Principal of GTI also serves as the Adult Education and CTE director for Gadsden County School District and has numerous other responsibilities, including managing an adults with disabilities program.
    - The director has devoted substantial effort to improving the appearance of GTI and ensuring discipline at this center. GTI was the first to initiate the Raptor Security System, which other district schools are now using.

<u>FINDINGS</u>
No findings of non-compliance were noted.

<u>CONCERNS AND RECOMMENDATIONS</u>
1. Concern: The job developer or job coach funded with Perkins funding could be more fully utilized in performing these functions. Interviews with GTI staff indicated that some GTI CTE programs did not receive either job development or job coaching assistance from either of these staff for their students.
   Recommendation: Use the positions more fully to provide employment assistance and other administrative duties.
2. GTI has not been accredited by the Council on Occupational Education (COE) in approximately five years; therefore, students enrolled in postsecondary CTE courses cannot qualify for federal financial aid.
   Recommendation: The District should apply for accreditation in the upcoming year as indicated by Gadsden staff.
   Agency Actions: Per the principal, all efforts are being made to accomplish COE accreditation, there is additional cost of a minimum of $6,000. The physical facility and internal programs and procedures have been addressed to aid in obtaining accreditation. While students cannot receive federal financial aid, they are now able to receive state financial aid by working with the state financial aid office and its staff.

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
- Data entry staff is very familiar with the TERMS data system the District uses.
- GTI staff should work more closely with district MIS staff to ensure data accuracy.
- The 2006-07 and 2007-08 Adult Education data are unreliable.
- 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, see Appendix B.

<u>FINDINGS</u>
1. While Adult Education data in the past was not accurate, current Gadsden Technical Institute (GTI) staff appears to have the skills to ensure accurate data; this staff should work more closely with district MIS staff on an ongoing basis, including reviewing data during the submission process, to ensure data accuracy.
2. An Adult Education System Improvement Plan (SIP) is required to address student performance and data reporting issues indicated by National Reporting System (NRS) data:
   o For 2007-08, a small percentage of students are being reported as pre- and post-tested, as only 35 of 300 enrollments were pre- and post-tested (including 25 of 212 ABE students), per NRS Tables 4 and 4B.
   o For 2007-08, only one student indicated a student goal in NRS Table 5.
   o For 2006-07, the district's Adult Education NRS data reflects that the District was in the lowest quartile of adult education performers, with 8 of 99 ABE students (8%) as program completers.
3. With a 13.43% rate (9 of 67 students) for 2006-07, the percentage of Gadsden County School District secondary CTE concentrators who scored 3 or above in FCAT reading and left secondary education placed the District in the lowest quartile of performers.

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.

- Teachers were committed to meeting student needs, including efforts by GTI Career and Technical Education instructors to create placement and other job opportunities for students.
- The buildings appear to be in good condition.
- Considerable effort has been taken to upgrade the GTI campus grounds and to provide a café run by GTI students as part of a CTE program to make GTI more inviting to students.

FINDINGS
1. The automotive service technology instructor has not received industry certification as required by section 1004.925, Florida Statutes, nor has an application been submitted. A Corrective Action Plan (CAP) is required.
2. A licensed practical nursing (LPN) instructor is a registered nurse, but is not a certified instructor; a CAP is required.

CONCERNS AND RECOMMENDATIONS
Concern: Instructional and guidance staff could be more familiar with the career development resources available online at Florida CHOICES.
Recommendation: The District should seek technical assistance for instructional and guidance staff to address the concern.

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 student handbook, program brochures, and other publications do not contain non-discrimination notices, nor have these notices been posted as broadly as required by federal non-discrimination law; a 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 Gadsden County School District:
  - Data on performance measures/outcomes, including student records from data base
  - Agreements/Memorandums of Understandings/Contracts
  - Annual report for CTE and Adult Education in Gadsden County, 2007-08
  - Travel documentation
  - NRS reports/Mid and Final Year
  - Application for Admission
  - Student handbook
  - GTI employee handbook
  - Financial Policies and Procedures
  - GTI student handbook
  - Brochures for individual programs and recruitment; testing
  - Advisory committee meeting minutes for CTE programs
  - Purchase orders

- o Equipment and inventory
- o Contracts of employment
- o Employee payroll records
- o Job descriptions
- o Student enrollment data
- o Program Improvement Plan for a CTE program
- o Staff development materials
- o *GTI- The Proposal: A Vision for Change*
- o Code of Student Conduct and Positive Student Management Discipline Plan
- o Gadsden 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
- General ledger
- Purchase orders

FINDINGS
1. Employees paid 100 percent from a program or who work under a single cost objective must certify in writing, at least semi-annually, that he/she worked solely on the program(s) for the period covered by the certification; corrective action is required. *Agency actions:* Current certifications were submitted at the exit meeting.
2. Employees who work under multiple grant programs or multiple cost objectives are required to maintain time and effort records or to account for their time under a substitute system; corrective action is required.

CONCERNS AND RECOMMENDATIONS
1. Concern: Numerous grant expenditures were made at the end of the grant period, a practice that does not benefit students within the grant year; this practice is expected to end with the implementation of an earlier encumbrance date.
   Recommendation: Review grants management practices to expend grant funds in a more timely fashion.
2. Concern: The level of funding used in such areas as marketing seemed excessive, given limited capacity in CTE programs. A large amount of federal Perkins funding from 5/07 through 3/09 was used for marketing purposes. A large amount of federal Perkins funding from 5/07 through 3/09 was used for marketing purposes. Further review of expenditures may need to occur.
   - o Software for brochures and newsletters $1,399
   - o CADE- design and produce brochures $5,828
   - o Trifold displays $ 738
   - o Capital City Black Pages ad $ 608
   - o USA flags $ 354
   - o Signs by WEB $ 420
   - o Welding Journal ad $ 190
   - o Quinn Flags $3,197

   Recommendation: The District should consider whether or not to continue the high level of these expenditures, given limited capacity in CTE programs and the fact that these programs are at capacity. The review should include the Finance Director.
3. Concern: Reasonableness of certain expenditures:
   - Separate expenditures for the purchase of software for brochures and newsletters and design and production of brochures indicated duplication in the expenditures.
   - Purchase of a desk for $3,125 for the media center, utilized by the health program because media staff was not hired.
   Recommendation: Review expenditures for reasonableness; include Finance Director in this process.

Agency response: The desk is a media circulation desk that could not be returned when staff realized that media staff could not be hired.

4. Concern: Some federal Adult Education and CTE grant applications were not routed through the district finance office before submission.
   Recommendation: Ensure that grants are routed through the district finance office before submission.

5. Concern: There was inconsistency in the amount of financial aid awarded to students in like CTE programs.
   Recommendation: The District should ensure that there are criteria to ensure consistency in the awards of financial aid.

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/equipment review included both high school CTE programs, GARC Adult Education program, and GTI Adult Education and CTE programs.
- In an Adult Education class at GTI, the instructor is not using computers that have been recently purchased.
- District staff is making improvements to the equipment inventory system. It should be noted that over the last three years a comprehensive and impressive inventory system was developed and implemented in the District. It was organized, included required information, and communicated to the monitoring team. All equipment was located.
- The District has received a grant to provide workforce education distance learning.

FINDINGS
No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS
1. Concerns: Technology for Adult Education and CTE programs
   - At East Gadsden High School, computers were dated, the network for computers in information technology classes was out of service as evidenced in another recent DOE visit, and necessary software had not been downloaded; there were less computers than students in one of these classes.
   - At GTI, adult education software was purchased in 2006-07 that district office staff would not permit GTI staff to download because it was not networked, and this software was not returned; may result in reimbursement of funds.
   - An Adult Education instructor's computer at GARC appeared to be dated.
   Recommendation: Develop a plan to address technology implementation, maintenance, and access for Adult Education and CTE programs.

2. Concern: The district Web site contains dated information about locations for Adult Education classes, address for a high school, and other specifics.
   Recommendation: Update the district Web site.

3. Concern: Individual computers are not available for students in all IT classes.
   Recommendation: The District should consider whether it should continue to offer an IT class, if the District is unable to provide a computer for every student.

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

- The director devotes substantial time networking with other agencies in the community.
- Community collaboration includes Adult Education programs for persons with developmental disabilities at GARC and for senior citizens at Quincy Senior Citizens Center.

- The District is having success articulating students in the East Gadsden High School Leadership and Criminal Justice Academy to the Tallahassee Community College (TCC) law enforcement academy.

FINDINGS
No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS
Concern: There are a limited number of articulation agreements and other linkages between the District's secondary CTE programs and nearby postsecondary educational institutions, including Lively Technical Center and TCC.
Recommendation: Continue to work to expand the number of articulation agreements and other linkages between the District's secondary CTE programs and nearby postsecondary educational institutions

CURRICULUM/INSTRUCTION refers to those elements which contribute to student learning and skill acquisition; addresses student and instructor attributes.
- Only a few secondary students are receiving CTE instruction at GTI.
- There is an annual summer staff development which utilizes DOE Career and Adult Education staff.
- Textbooks for IT classes at East Gadsden High School appear to be dated.
- Adult Education staff had limited awareness of Florida TechNet and regional staff development opportunities, although according to the Principal, Florida TechNet has presented at summer staff development.
- Former CTE students return to contribute to classes and programs at GTI, especially to participate in advisory committees.

FINDINGS
No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS
1. Concern: Some secondary CTE textbooks are not current.
   Recommendation: Review secondary CTE textbooks to determine if they are sufficiently up to date.
2. Concern: Adult Education staff is utilizing Florida TechNet and regional staff development opportunities to a limited degree.
   Recommendation: Encourage Adult Education staff to more fully utilize these resources
3. Concern: IT students at East Gadsden High School are taking courses beyond the core courses without first taking or simultaneously taking the core courses.
   Recommendation: Take action to ensure that secondary CTE students are taking these courses in the proper sequence.

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.
- The District uses local funds to provide Adult Education instruction for seniors and persons with developmental disabilities.
- The director has expanded the number of CTE offerings at GTI during the day, while the Adult Education program has been reduced due to the lack of grant funding.

FINDINGS
No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

1. Concern: Evening CTE classes are not offered; this step was planned 3-4 years ago and is yet to be implemented, which would maximize building use and expand educational opportunities for students unable to attend during the day.
   Recommendation: Explore and pursue opportunities to offer evening CTE instruction.
2. Concern: Adult Education courses within the county are only offered in Quincy since federal Adult Education funding ended; other communities in Gadsden County would benefit from Adult Education classes outside of Quincy.
   Recommendation: Continue to pursue federal adult education and/or other funding to expand the number of Adult Education classes.

OVERALL FINDINGS

- The compliance unit may request that other DOE teams work with the District to address teacher certification, prioritization of programs, spending priorities, etc.
- The District may want to review GTI administrative staff utilization and assignments.
- COE accreditation is critical for students and for the vitality and credibility of GTI programs.

IX. REQUIRED RESOLUTION ACTIVITIES

Career and Technical Education
System Improvement Plan (SIP): The District is required to complete a SIP to address program performance (see page 5).

Corrective Action Plan (CAP): An automotive service technology instructor has not received industry certification, nor has an application been submitted (see page 6).

Corrective Action Plan: A licensed practical nursing (LPN) instructor is not a certified instructor (see page 6).

Adult Education and Family Literacy
System Improvement Plan: The District is required to complete a SIP to address program performance; data collection and data review for NRS reporting must be an integral part of the SIP (see page 5).

Career and Technical Education and Adult Education and Family Literacy
Corrective Action Plan: The District is required to complete a CAP to include non-discrimination statements in recruitment materials and publications 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 (see page 7).

Corrective Action Plan: Employees paid 100 percent from a program or who work under a single cost objective must certify in writing, at least semi-annually, that he/she worked solely on the program(s) for the period covered by the certification (see page 7).

Corrective Action Plan: Employees who work under multiple grant programs or multiple cost objectives are required to maintain time and effort records or to account for their time under a substitute system (see page 7).

Corrective action Plan: The student handbook, program brochures, and other publications do not contain non-discrimination notices, nor have these notices been posted as broadly as required by federal non-discrimination law (see page 6).

X. 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.

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:

Risk Assessment Score	**Points**
Performance Score – highest quartile+	20
Operational Risk Factors Score – Risk Matrix=	100
TOTAL Risk Assessment Score	130
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
Gadsden County School District

B4. What procedures does your program have in place to enter students into the established educational functioning level (EFL)? **Pre- and post TABE Scores**

B5. Are test scores used in this process? **Yes**

D5. How many students obtained employment last year? **26**

D6. How many students continued their education? **10**

D7. How many students earned a GED or high school diploma last year? **47**

H1. What strategies did you use in establishing measurable goals for student outcomes?
Goals/outcomes are measured by students obtaining their State of Florida High School Diploma and educational gains/levels. Strategies are developed on an individual basis as a result of TABE scores. Based on these scores, one-on-one training, self-directed learning or a series of blended learning activities are developed.

H2. How did you measure the success or failure of each goal for students?
We administer appropriate assessment to each student to establish program type (ABE, Pre-GED, GED), establishing the student's Entering Functioning Level (EFL) that is used to track all level of gains for the fiscal/program year, and to facilitate establishment of the student's goals.

H3. Did you assess students' progress? **Yes**

H4. Did you use a specific test in assessing students' progress? **Yes, TABE**

H5. Did you use standardized tests or other assessment tools? **Yes, Practice GED Test**

H6. Were educational goals for each student reviewed and updated? If so, how was this done, and how frequently? **Within the first 75 contact hours, the student will be administered the post-TABE in one or more educational areas.**

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 were not awarded the adult education grant for the 2007-2008 fiscal year.**

H14. What does the program have in place for determining, reviewing and tracking the participants learning gains and obtaining full employment? **Our program administers the appropriate assessment to the student to establish program type (ABE, Pre-GED, GED), establish the student's Entering Functioning Level (EFL) that is used to track all level of gains for the fiscal/program year, and to facilitate establishment of the student's goals.**

H22. What are the processes for collecting, reporting, and verification of data?
The process is started by gathering demographic information including name, address, residency verification, student number etc., in addition to student's information pertinent to labor force status, economic status, and literacy program.

Once the application has been completed, the TABE test is administered to the student (see H14). The student is assigned courses, instructor(s), etc. All of the student data will be entered by the data entry staff member.

H24. How do you use data that you collect?
Data is used to determine student's EFL and level gains.

H25. What is the role of the administrator in verifying the accuracy of the data?
The administrator requests MIS staff to check and double check data submitted originally from the various programs (including GTI) as compared to data submitted to DOE for district reporting.

H27. Does the appropriate staff attend NRS training? **Yes. School-level and district-level staff attend relevant data meetings.**

Who attends the statewide data meeting? **School data/district data staff**

What is the process for communicating data results with your staff? **There are one-on-one conversations with adult education instructions, in-service training, and review of TABE and pre-GED results.**

APPENDIX D
Florida Department of Education
Division of Career and Adult Education

☒ **Career and Technical Education**
    ☒ **Corrective Action Plan**

☒ **Adult Education**
    ☒ **System Improvement Plan**

    ☒ **Summary of Action**

☒ Citation / Finding(s) ☒ Indicator/Current Data ☒ Concern(s)	*Plan*	*Person Responsible*	*Projected Date of Completion (if applicable)*
Corrective Action Plans: The automotive service technology instructor has not received industry certification, nor has an application been submitted-1004.925, Florida Statutes A licensed practical nursing (LPN) instructor is not a certified instructor-1012.39, Florida Statutes Employees paid 100 percent from a program or who work under a single cost objective must certify in writing, at least semi-annually, that he/she worked solely on the program(s) for the period covered by the certification-OMB Circular A-87, Attachment B, 8h Employees who work under multiple grant programs or multiple cost objectives are required to maintain time and effort records or to account for their time under a substitute system-			

OMB Circular A-87, Attachment B, 8h			
The student handbook, program brochures, and other publications 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 VI of the Civil Rights Act of 1964 [P.L. 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]			
System Improvement Plans:			
With a 13.43% rate, the percentage of Gadsden School District secondary CTE concentrators who scored 3 or above in FCAT reading and left secondary education placed Gadsden in the lowest quartile of performers for 2006-07			
The district must address adult education student performance and data reporting as indicated by NRS data- -For 2007-08, only 35 of 300 enrollments were pre- and post-tested -For 2007-08, only one student indicated a student goal in NRS Table 5 -For 2006-07, Gadsden adult education had an 8% ABE program completion rate			
Action Plan **How will you address each concern listed in the**			

report?			
Technical Assistance Needed and/or Provided:			
Date:	**Status of Action – Completed / Pending**		