



**Quality Assurance and Compliance  
Onsite Monitoring Visit  
for  
Career and Technical Education  
and  
Adult Education and Family Literacy**

**Glades County School District  
January 29, 2013 and February 1, 2013**

**Final Report**

**May 3, 2013**

# FLORIDA DEPARTMENT OF EDUCATION



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May 3, 2013

Mr. Scott Bass, Superintendent  
Glades County School District  
Post Office Box 459  
Moore Haven, Florida 33471

Dear Superintendent Bass:

We are pleased to provide you with the Final Report of the onsite monitoring of the Adult Education and Family Literacy and Career and Technical Education programs from our visit on January 29, 2013, and February 1, 2013. 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 Sheryl Walden, Program Specialist, with the office of the Division of Quality Assurance and Compliance. Ms. Walden may be reached at 850/245-9036, or via electronic mail at [sheryl.walden@fldoe.org](mailto:sheryl.walden@fldoe.org).

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

Sincerely,

A handwritten signature in black ink, appearing to be "RD".

Rod Duckworth

RD/pr

Enclosure

Cc: Beth Barfield  
Sheryl Walden

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**Glades County School District  
Adult Education and Family Literacy and Career and Technical Education  
Quality Assurance Monitoring Report**

**I. INTRODUCTION**

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 Division is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the Quality Assurance System is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the Division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

**II. AUTHORITY**

The FLDOE receives federal funding from the U.S. Department of Education (USDOE) 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/family literacy. Each state shall have procedures for reviewing and approving applications for sub grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2012-2013 *Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

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

The *Quality Assurance Policies, Procedures, and Protocols* (Manual) was revised in the 2012-13 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 FLDOE and the Division. A Risk Matrix, identifying certain operational risk factors, is completed for each provider. The Risk Matrix for each program monitored is located in Appendix A. The results of the Risk Assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for Glades County School District (GCSD) was determined to be an onsite visit. Notification was sent to Mr. Wayne Aldrich, Superintendent of the GCSD, on October 26, 2012. The designated representative for the agency was Scott Bass, Director of Workforce Education (later Superintendent).

The onsite visit to the agency was conducted January 29, 2013, and February 1, 2013, by two representatives of the Quality Assurance section of the Division: Program Specialists Sheryl Walden and Tashi Williams. Two representatives from the FLDOE Farmworker Jobs and Education Program (Migrant) office located in Tampa, Florida, also accompanied the representatives to shadow the process and to assist in the development of a monitoring system of their own.

**V. Glades County School District**

CTE Secondary 202	CTE Postsecondary 0	Adult General Education not available yet	Total 202
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**The provider was awarded the following grants for FYs 2010-11 and 2011-12:**

**2010-11**

<u>Program</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult Ed	\$38,489.00	\$19,920.20*
Secondary Perkins	\$18,876.00	\$ 1,981.26*
Rural Perkins	\$37,616.00	\$ 4,795.22*

**2011-12**

<u>Program</u>	<u>Total</u>	<u>Unexpended Funds</u>
Secondary Perkins	\$16,600.00	\$ 3,811.37 (CARDS as of 1/16/13)*
Rural Perkins	\$38,114.00	\$ 3,317.48
DJJ Perkins	\$69,895.00	\$ 1,139.57

**2012-13**

<u>Program</u>	<u>Total</u>	<u>Unexpended Funds</u>
Secondary Perkins	\$ 18,175.00	\$ 14,808.06 (CARDS as of 1/16/13)
Rural Perkins	\$ 41,209.00	\$ 30,572.59

*\*Unexpended funds > 10% was an issue in 2010-11 with the Adult Ed and Perkins grants and in 2011-12 with the Secondary Perkins grant.*

Additional information about the provider may be found at the following web address:  
<http://www.glades-schools.org>

**VI. MONITORING ACTIVITIES**

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

Onsite Visits

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

- Moore Haven Junior and Senior High School (MHJSHS)
- Moore Haven Elementary School – Adult Education/GED® classroom
- Glades School Board District Office

Entrance and Exit Conferences

The entrance conference for the Glades County School District was conducted on January 29, 2013; the exit conference was conducted on February 1, 2013. The participants are listed below:

	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
<b>Agency Participants</b>			
Scott Bass	Superintendent	X	X
Beth Barfield	Supervisor of Support Services	X	X
Korlis Hyatt	ABE/GED® Teacher	X	
George Coates	Principal of Moore Haven High School	X	
Shannon Bass	Guidance Counselor		X
Rita Story	GED® Examiner		X
<b>FLDOE Monitoring Team</b>			
Tashi Williams	Program Specialist, Compliance	X	X
Sheryl Walden	Program Specialist, Compliance	X	X
Peggy Allen	Program Specialist, Farmworker Jobs and Education Program	X	X
Shirley Caban-Tellez	Program Specialist, Farmworker Jobs and Education Program	X	X
Mario Zuniga	Director of Farmworker Jobs and Education Program		X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. Interviews, observations, records review, and an inventory check were completed during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in Section VIII, Section G. Both electronic and hard copy student records were reviewed. Some policies and procedures were reviewed at the agency’s website and discussed at various times during the onsite visit.

**VII. RESULTS**

Glades County School District  
January 29, 2013 and February 1, 2013

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

- Demographics of MHJSHS reflect the demographics of the community.
- MHJSHS staff and administrators are focused on the school’s mission to prepare students for a successful, productive, and fulfilling future.
- Teachers and students are using technology in classes and as reinforcement.
- Career and Technical Student Organizations (CTSOs) were active in the local community.
- Students are making progress toward earning certifications.
- A Career Counselor is available to serve the 222 students in grades 9-12 and 103 students in grades 7-8 at MHJSHS.
- The District no longer applies for the Adult Ed and Family Literacy grant.
  - *Agency Response: The District will apply for the Adult Ed and Family Literacy grant for the 2013 – 2014 funding cycle.*

## FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

None.

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

- Test of Adult Basic Education (TABE) administration procedures and the Adult Education Assessment Technical Assistance Paper 2012-2013 are not being followed in the “GED®” class.
  - Students take TABE locator, then an instructional software pre-test.
  - After 60 hours, students take TABE again, but the A level is administered.
- GCSD uses GENESIS an electronic Management Information System (MIS) to track student records.
- Data is entered daily by school data clerks.
  - Data staff receives training.
- Individual schools can track data, as can Superintendent Bass.
- Data staff work closely together with program staff.
- Perkins Improvement Plan is in place and being implemented.

## FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

Concern: TABE administration procedures and the Adult Education Assessment Technical Assistance Paper 2012-2013 are not being followed.

*Recommendation:* Follow procedures in the Guide to Administering TABE 9 & 10. Access the Adult Education Assessment Technical Assistance Paper 2012-2013 on the FLDOE website at <http://www.fl DOE.org/workforce/AdultEd/pdf/2012-2013finalassessmentpaper.pdf> and follow the guidelines for administration of the TABE.

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

- Classes follow FLDOE frameworks.
  - FLDOE staff are available to provide technical assistance.
- The first group of business students will complete Industry Certifications next year.
- Course sequences that enable certifications to be completed are being offered:
  - Students are in varying stages of completion.
- Textbooks are being used in classes, although the use of online software seemed more evident.
- The Business Education teacher is certified.
- Teachers and students have an awareness of public postsecondary opportunities, colleges, and universities.
- Community service involvement and project-based learning are taking place in CTE programs.
- Learning opportunities for students are available thanks to Lykes Brothers and Odebrecht.

## FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

None.

**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.

- Inventories have required elements in place, but they don't all appear in one document.
  - Equipment is tracked.
  - Inventory is completed at the beginning and end of the year.
- Threshold is \$1,000.
- Equipment is normally tagged when received.
  - Different color tags signify different fund sources.
- The Board must approve removing items from inventory.
- There were no reports of loss or theft in the past year.
- Staff are aware of what equipment was purchased with Perkins funds.
- Instructors have resources to maintain equipment.
- All equipment seemed to be in good repair and accessible to students.
- A Weatherization Training Station (\$17,250), a Solar Energy Station (\$13,420) and nine computers, monitors, keyboards, and mice (\$9,000) were purchased for the DJJ program.
  - GCSB no longer has that grant or that program, and the equipment above needs to be transferred back to GCSB and/or MHJSHS.

#### FINDINGS

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

#### CONCERNS AND RECOMMENDATIONS

Concern 1: Inventories have the required elements in place but they don't all appear in one document.

*Recommendation:* Consolidate inventories so that required elements appear in one document.

Concern 2: Equipment listed above was purchased for the Department of Juvenile Justice (DJJ) program that has closed.

*Recommendation:* Transfer the equipment to MHJSHS for use in other CTE programs.

**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.

- The MHJSHS building is old and has many issues associated with its age.
  - Plans have been made to build a new school if funding can be secured.
- Safety Issues were present in the Agriculture program:
  - The welding shop was cluttered.
  - Although welding students wear safety goggles, wearing the fire-proof shirt is optional, the team member was told.
    - Students need to wear safety shirts.
  - Construction of metal grills out of 55 gallon drums can be hazardous if the origin and prior contents of the steel drum is not known.
- The open computer lab is very organized.
- Microsoft Office 2010 is in use.
- Active CTSOs and 4H exist for CTE classes.
- The District needs to establish an advisory council for MHJSHS at least, if not for one for each CTE program.
  - The agriculture program has an advisory committee made up of past Future Farmers of America (FFA) members and school board members.

#### FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

Concern 1: Safety issues in the welding shop in the agriculture program need to be addressed.  
*Recommendation: Organize the welding shop so that it is less cluttered. Insist that students wear the fire-proof shirt so that they and/or their clothing are not burned. Ensure that barrels used for making grills have not contained explosive/flammable substances.*

Concern 2: Advisory councils do not exist for all CTE programs.

*Recommendation: If an advisory council cannot be established for each CTE program, then an advisory council should be established for the entire school.*

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

- Teachers knew there was a policy and knew to report to Scott Bass as Equity Officer.
- Training in this area needs to occur periodically; many weren't sure that they had ever been trained or received a refresher.
- Only two non-discrimination notices were posted, although not broadly or in areas frequented by parents and the public. Notices did not contain the Genetic Information Nondiscrimination Act (GINA.)
- The non-discrimination statement was found in some published materials, such as the Student Code of Conduct. (GINA needs to be included in the next publishing.)
- Access to classes by students with disabilities is available.
- The Guidance counselor provides notebooks containing Individualized Education Plans (IEPs), 504 plans, or English Language Learner Plans (ELLs) to teachers.

## FINDINGS

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

## CONCERNS AND RECOMMENDATIONS

Concern 1: Non-discrimination notices were not broadly posted in areas visible to parents, students, staff and guests to the schools.

*Recommendation: Broadly post non-discrimination notices in areas visible to parents, students, staff and guests.*

Concern 2: Printed program materials do not uniformly contain non-discrimination notices, and published notices did not cover all protected classes, including the genetic identity protection under GINA.

*Recommendation: The District must correct these notices when publications are republished*

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

- Perkins In-County and Out-of-County travel with documentation
- Capital Asset Policy and Procedures
- School Board Policy on Purchasing
- Purchasing Card documentation
- Choice Program Booklet
- Student Handbook
- Code of Student Conduct
- Individual school materials/handbooks
- Student records
- Completed grant applications

- Final disbursement reports for each grant

#### 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 financial management, procurement, inventory management, and allowable costs.

- Purchasing procedures are in place and are being followed.
- Approvals process is in place and is being followed.
- Personnel Activity Reports (PARs) could use some improvement; some documentation lacking due to a software problem.
- Review of expenditures from the grants indicate that a majority of funds is/has been spent on salary for the career counselor. Very little money is spent on equipment or materials and supplies for the four CTE programs.

#### FINDINGS

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

#### CONCERNS AND RECOMMENDATIONS

None.

**I. PROGRAM IMPROVEMENT PLAN** – A program improvement plan is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

##### **Secondary Performance Measures:**

- Agency did not meet or exceed the following secondary measures:
  - 1S2 – Academic Attainment – Math
  - 3S1 – Secondary School Completion
  - 4S1 – Student Graduation Rate
  - 6S1 – Non-traditional Enrollment
- A Program Improvement Plan (PIP) was required and addressed in the 2012-13 grant application.

PIPs were reviewed during the visit to determine if the strategies contained in the plan are measureable and verifiable during the visit. Strategies identified in the plan were verified, and documentation was provided.

##### *General Recommendations:*

Continue activities to improve performance measures.  
Track activities that support the Perkins Improvement Plan.

**J. STUDENT PERSPECTIVE** – The team meets with groups of students; their perspective is presented as a portion of this report.

- Students have future goals in place:
  - College, vet school, sports, AgBusiness, and others.
- Students heard about programs from friends and from the guidance office.
- Students know what high paying jobs are available and where to find them.
- FFA students make metal signs and grills for the community and sell them for FFA.
- Students seem to be a close-knit group.
  - A group of 30 students attended a movie together after school.

## **VIII. REQUIRED RESOLUTION ACTIVITIES**

### **ADULT EDUCATION/ CAREER AND TECHNICAL EDUCATION**

1. Corrective Action Plan – GCSD is not required to complete a Corrective Action Plan.
2. Action Plan – The agency must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas B, D, E and F in Section VII of this report.

Once the Action Plan is submitted, reviewed, and approved, 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.

## **IX. TARGETED TECHNICAL ASSISTANCE**

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

## **X. REMARKS or POSITIVE PRACTICES**

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits:

Students who take the parenting class may receive free childcare.

The Governor's budget includes proposed funding for the construction of the new Moore Haven Junior Senior High School.

## **XI. SUMMARY**

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. Finally, the Division issues a Closure Notice to the Agency Head and designated contact person. This notice indicates all outstanding items have been completed.

We want to extend our appreciation to all participants in the GCSD's onsite monitoring visit. Special thanks to Superintendent Scott Bass for his participation and leadership, and to Beth Barfield, Supervisor of Support Services, for her assistance in this process.

Appendix A  
Career and Technical Education

<b>Risk Factor</b>	<b>Criteria Scale</b>	<b>Value</b>	<b>Risk Factor Weight</b>	<b>Total Points</b>
Total amount of agency funding from grants (2010-11)	\$ 2,000,001+	8	(4) x 6	<b>24</b>
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants	(2) x 2	(4) x 6	<b>24</b>
Number of grants with <b>10%</b> or more of unexpended funds (2010-11)	Number of grants	(2) x 5	(10) x 4	<b>40</b>
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	(10) x 10	<b>100</b>
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in Director within the last two (2) fiscal years.	Yes = 1 No = 0	(0) x 10	(0) x 4	<b>0</b>
<b>TOTAL Level of Risk Score</b>				<b>188</b>

Appendix A  
Adult Education

<b>Risk Factor</b>	<b>Criteria Scale</b>	<b>Value</b>	<b>Risk Factor Weight</b>	<b>Total Points</b>
Total amount of agency funding from grants (2010-11)	\$ 2,000,001+	8	(4)X 6	<b>24</b>
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants	(1) x 2	(2) X 6	<b>12</b>
Number of grants with <b>10%</b> or more of unexpended funds (2010-11)	Number of grants	(1) x 5	(5) X 4	<b>20</b>
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	(10) x 10	<b>100</b>
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in Director within the last two (2) fiscal years.	Yes = 1	0 x 10	0 x 4	<b>0</b>
	No = 0			
<b>TOTAL Level of Risk Score</b>				<b>156</b>

Glades County School District Resolution Plan  
Adult Education and Career and Technical Education

Type of Plan	Strategies	Person Responsible	Projected Date of Completion
<b>Corrective Action Plan</b> Finding(s): None			
<b>Action Plan</b> Concern(s):			
1. TABE administration procedures and the Adult Education Assessment Technical Assessment Paper 2012-2013 are not being followed.	Review requirements for Administration of TABE and insure that we follow them in the future.	Beth Barfield	December 31, 2013
2. Inventories have the required elements in place but they don't all appear in one document.	All elements will be incorporated into a spreadsheet.	Eloyena Valerio	December 31, 2013
3. Equipment was purchased for the DJJ program that has closed.	Equipment will be moved to Glades County facilities.	Beth Barfield	December 31, 2013
4. Safety issues in the welding shop and in the Agriculture program need to be addressed.	Issues have been addressed.	Beth Barfield	Closed.
5. Advisory councils do not exist for all CTE programs.	An advisory council will be created for those CTE programs that do not have one.	George Coates	August 31, 2013
6. Non-discrimination notices were not broadly posted in areas visible to parents, students, staff and guests to the schools.	Notices will be posted where visitors and parents can see them.	George Coates	August 31, 2013
7. Printed program materials do not uniformly contain non-discrimination notices, and published notices did not cover all protected classes, including the genetic	Notices will reflect all the required protected classes.	George Coates	August 31, 2013

identity protection under the Genetic Identification Nondiscrimination Act (GINA).			
Technical Assistance Needed and/or Provided:			
Plan submitted by (name and title): <u>Beth Barfield, Director of Administrative Services</u> Date: <u>April 29, 2013</u>			
Plan accepted by: <u>Gloria Spradley-Brown, Chief, Bureau of Grants Administration and Compliance</u> Date: <u>April 29, 2013</u>			
<b>Status of Resolution Plan</b> (to be completed by DOE staff)			
Date	Status of Plan Completion		