



Quality Assurance and Compliance Monitoring

Career and Technical Education
Adult Education and Family Literacy

Gulf County School District

Final Report
January 9, 2009

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

T. WILLARD FAIR, *Chairman*

Members

PETER BOULWARE

AKSHAY DESAI

ROBERTO MARTÍNEZ

PHOEBE RAULERSON

KATHLEEN SHANAHAN

LINDA K. TAYLOR

Eric J. Smith
Commissioner of Education

Lucy D. Hadi, Chancellor
Division of Workforce Education



January 9, 2009

Mr. Tim Wilder
Superintendent
Gulf County Schools
150 Middle School Road
Port St. Joe, Florida 32456-2261

Dear Superintendent Wilder:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education and Adult Education and Family Literacy Programs in the Gulf County School District. The report from our visit on September 18-19, 2008, includes the system improvement plan developed with our staff. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

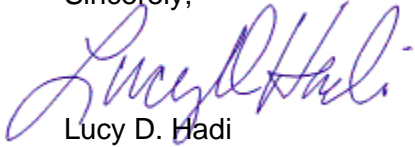
An update of related activities, as identified in your district's plan must be submitted by June 30, 2009 and December 30, 2009, unless otherwise noted on the specific plan. Dr. Shahrokh Massoudi, Program Specialist, is the designated monitoring contact regarding the submitted plan.

We appreciate the leadership and professionalism demonstrated by Mrs. Sara Joe Wooten, Assistant Superintendent for Instruction, throughout the monitoring process. If my staff can be of any assistance as you continue to implement improvement activities, 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.

Mr. Tim Wilder
January 9, 2009
Page Two

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

Sincerely,



Lucy D. Hadi
Chancellor

LDH/ea

Enclosure

Cc: Sara Joe Wooten
Sue Gannon

Table of Contents

I. Purpose.....	1
II. Authority.....	1
III. Quality Assurance Policies, Procedures, and Protocols.....	1
IV. State Plans.....	2
V. Provider Selection.....	2
VI. Gulf County School District.....	3
VII. Monitoring Activities.....	3
VIII. Results – Career and Technical Education.....	4
IX. Results – Adult Education and Family Literacy.....	5
X. Records Review.....	6
XI. Required Resolution Activities.....	7
XII. Summary.....	7
XIII. Appendix A.....	8
XIV. Appendix B.....	10

Florida Department of Education
Division of Workforce Education

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

I. PURPOSE

The Florida Department of Education (FLDOE), Division of Workforce Education (DWE), 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 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 DWE 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 Adult Education and Family Literacy under the Perkins Act of 2006 for Career and Technical Education (CTE). 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 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 and necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The Florida Department of Education, Division of Workforce Education is required to oversee the performance of the district school board 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, (F.S.)).

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols (Monitoring Manual) were 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 Monitoring Manual in this document.

IV. STATE PLANS

The State Plan for Career and Technical Education 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 - Career and Technical Education

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. After completion of the Risk Assessment Process, it was determined that Gulf County School District Career and Technical Education Program would receive an onsite visit.

In the initial selection process, eleven 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 and 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 then proceeded to complete the Risk Assessment Process:

Gulf County School District Career and Technical Education Risk Assessment Score Points

Performance Score –Tier 4	20
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>176</u>
TOTAL Adult Education Risk Assessment Score	196

Gulf 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 three or above on FCAT Reading and left secondary education. Other factors that contributed to the total Risk Assessment Score were: amount of Perkins grant funding, 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.

GCSD Adult Education Risk Assessment Score

Performance Score	no data available
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>96</u>
TOTAL Adult Education Risk Assessment Score	96

VI. GULF COUNTY SCHOOL DISTRICT (GCSD)

The district office is located in the county seat of Port St. Joe at 2853 Long Ave. In fall of 2007, 2,171 K-12 students were enrolled in two elementary schools, two middle schools, two high schools, and two adult education schools.

There are middle and high schools in both Port St. Joe and Wewahitchka. The adult school is at 2853 Long Avenue in Port St. Joe. Wewahitchka is located in the northern section of the county and Port St. Joe is located in the south. Both towns are flanked by several small communities including; Indian Pass, Beacon Hill, White City, and Honeyville. In Gulf County the following companies are major employers: St. Joe Real Estate Holding, Eastern Marine Shipyard, Arizona Chemical, Taunton Trust, and Gulf County School District.

The district provides numerous opportunities for the students to engage in higher learning, as evidenced by its adult education programs, and career and technical education programs. The current plan involves fostering dual enrollments, attracting non-traditional students into career technical education programs, and increasing the graduation rate by offering relevant options to the students who are enrolled in courses leading to a four-year degree. Such activities may increase the likelihood of a student's continuation into postsecondary career and technical education programs. The Gulf County School District was awarded the following grants for CTE and AE programs:

GCSD was awarded the following Career and Technical Education Grants for 2006-07 and 2007-08:

2006-07	230-1517A-7CR01	Career and Technical Education	\$53,125.00
2006-07	230-1517A-7CS01	Career and Technical Education	\$22,249.00
2007-08	230-1518A-8CR01	Career and Technical Education	\$55,625.00
2007-08	230-1518A-8CS01	Career and Technical Education	\$24,678.00

GCSD was awarded the following Adult Education and Family Literacy Grants for 2006-07 and 2007-08:

2006-07	230-1917A-7CG01	Adult Education Geographic	\$27,944.00
2007-08	230-1918A-8CG01	Adult General Education	\$44,729.00

Gulf County School District total student enrollment for 2007-08:

CTE Secondary	CTE Postsecondary	Adult General Education	Total
294	10	140	444

VII. MONITORING ACTIVITIES

Monitoring Strategy

The monitoring strategy for Gulf County School District was determined to be an onsite visit. Notification was sent to Mr. Tim Wilder, Gulf County School Superintendent, and Mrs. Sara Joe Wooten, Assistant Superintendent of Curriculum and Instruction, on August 14, 2008. The designated representative for the agency was Mrs. Sara Joe Wooten. The onsite visit to the agency was conducted September 18-19, 2008, by three Bureau staff members, Mrs. Eileen L. Amy, Director of Quality Assurance and Compliance, and Program Specialists', Dr. Shahrokh Massoudi, and Mr. Tashi Williams.

Entrance Conference

The entrance conference for Gulf County School District was conducted on September 18, 2008, and included the Assistant Superintendent for Curriculum and Instruction and the Director of Adult Education programs.

Onsite visits

The onsite visit to the agency was conducted on September 18-19, 2008, by the three Bureau staff members. Onsite visits were made to the following programs and locations:

Career and Technical Education

- Wewahitchka High School - Business Education Technology, Carpentry, and Family Consumer Science
- Port St. Joe High School - Welding Technology

Adult Education

- Adult School – Port St. Joe

Interviews and Observations

Administrative interviews were conducted with the Assistant Superintendent, Principal, Finance Director, and the Director of Adult Education. Instructional interviews were conducted with the Adult Education Teachers, and group interviews with Business Education Technology, Carpentry, Family Consumer Science, and Welding Technology Teachers.

VIII. RESULTS – CAREER AND TECHNICAL EDUCATION

Interviews and Observations:

The following items reflect only some of the results of the interviews and observations

- Experienced, credentialed and dedicated teachers
- Effective marketing conducted by former CTE students
- Advanced technology and equipment utilized by students and teachers
- Partnership with business community for placement of students
- Paid internship programs made available to the senior students
- Classrooms are scheduled to get smart boards for instructional use
- Staff development is based on needs assessment and student data analysis
- Teachers are satisfied with district’s staff development plan
- Choices of courses for students are varied
- Practical application of skills
- Community support and involvement is appreciated
- Workforce welding - positive working relationship with Eastern Marine/wages

Business Education:

- Student Performance Standards Curriculum and Software for accounting is used in the program
- Business education program offers business software, administration office technology, computing for college and careers, and personal use
- Elementary school in the county feeds into middle school and high school
- Teachers are making their own programs and games utilizing the features of the computers and machines
- Updated equipment technology available for students use
- 290 students enrolled in the program; 25% are ESE students fully included

Carpentry:

- Program offers academic performance standards, safety and proficiency.
- Students make decorations for school activities such as school dances and holidays
- Academics are integrated with skill areas; students learn to turn in lists, measurements, and cost estimates in order to purchase needed materials
- 3D floor plan software is used to construct and design homes
- Currently 22 students are in attendance of which eight are female

Family and Consumer Sciences:

- 80% of students are successful and childcare certified at completion of the program

- Program uses Student Performance Standards
- Home economic curriculum is not all covered by the cluster
- Tailor course descriptions with curriculum frameworks
- Classroom has students from grades 9-12
- Home economics program has higher percentage of boys than girls

Welding Technology:

- The welding program was established in partnership with Eastern Marine Ship Building Company
- Starting Salary for the graduates from the program is \$17 an hour
- The program is equipped with state-of-the-art equipment and technology
- The instructional materials are relevant to the curriculum framework
- Students are engaged individually and in teams
- Equipment purchased with the grant funds was in use
- The safety posters and safety guideline were located in several areas within the classroom and the student workstations
- Out of 75 students in the welding program five students are female

Findings

No findings of non-compliance

Concerns and Recommendations

The District may not be utilizing the community resources and advisory committee members to benefit the programs

Recommendation: Recruit and utilize advisory committee for CTE and AE programs

COMMENTS

No Comments

IX. RESULTS – ADULT EDUCATION AND FAMILY LITERACY

INTERVIEWS AND OBSERVATIONS

The following items reflect only some of the results of the interviews and observations

- Teacher has 17 years of experience (middle school/Adult Education)
- The following tools are used for student evaluations and programs:
 - Test of Adult Basic Education (TABE)
 - Adult Education curriculum
 - Transcripts
 - Remediation activities
 - FCAT and preparation
- Four (4) students graduated in 2006/2007 with Adult School Diplomas
- Twenty-seven (27) students attended the morning class and six students attended the evening class last year
- Four (4) students from 2006-07 continued the Adult Education program
- Fifteen (15) students attended the morning class and seven (7) students attend the evening class this 2008-09 year
- There are evening classes on Tuesdays and Thursday from 5:00PM to 8:00PM.; day classes are 9:00AM to 3:00PM; students are required to attend six hours a week
- A computer lab is available to students for individualized learning
- Individualized instruction provided by a teacher and teacher aide
- The district wants to expand to the community by providing family literacy activities
- The program has exceeded deliverables for the funded grant
- Self-paced instruction is utilized
- Students are individually monitored and assessed

- Local Newspaper, churches, word-of-mouth are marketing tools being used
- Students convey to other students the programs' assets

FINDINGS:

There were no findings of non-compliance.

CONCERNS AND RECOMMENDATIONS:

None

COMMENTS:

A focus on marketing activities may increase attendance in the Adult Education programs.

X. RECORDS REVIEW

The following records were reviewed while visiting the Gulf County School District:

- District Policies and Procedures
- Brochures
- Non-discrimination policy
- Financial Policies and Procedures
- Equipment and inventory lists
- Employee Time Sheet
- Student and employee handbooks
- Programs of study
- Advisory committee information
- Contracts

FINANCIAL

At GCSD, procurement practices and equipment purchases were verified by a review of the written policy, interviews with appropriate financial staff and a review of documentation that included purchase orders, verification of receipt of the items, invoices and approval signature. Monitoring staff completed a physical inspection of the items purchased. No discrepancies were found. The records were organized, comprehensive and complete. The finance manager was forthcoming with responses, producing all required evidence promptly.

XI. REQUIRED RESOLUTION ACTIVITIES

Career and Adult Education

1. *Gulf County School District was required to complete a System Improvement Plan to address the Career and Technical Education Core Indicator ISI. Bureau staff worked with Gulf County School District to complete the improvement plan. See Appendix B.*
2. *No Corrective Action Plan is required.*
3. *A summary of actions taken, if any, in regards to concerns noted in this report must be submitted.*

*Note-While discussing the District's performance on the indicator, the following response was provided:
All CTE students take the FCAT or an alternate assessment. Since we (District) encourage all ESE students to enroll in a program which will give them a marketable skill and reading is their main academic obstacle, the number of CTE students scoring Level 3 is skewed. There are other things to consider: Students who score 300 in reading and math (Level 2) are awarded a standard diploma; ESE students who take the FCAT three times and who complete a standard curriculum with a 2.0 or better may receive a waiver and receive a standard diploma; there are some special diploma students who take the alternate assessment and while they may not be scoring the equivalent of Level 3, they are very successful program-wise and continue with post-secondary employment.*

Adult Education

No resolution activity is required.

Quality Assurance staff shall work in concert with other Division staff and the District to ensure consistency with the requirements, review, and approval of resolution activities. Failure to develop or implement approved resolution plans may be addressed through enforcement activities.

TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. The district is always encouraged to contact Division staff members to assist their efforts for improvement. You may our website at <http://www.fldoe.org/workforce> for updated information for Career and Technical Education programs and Adult Education programs.

XII. SUMMARY

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the District for review. Comments will be accepted and considered. The final report will be completed and forwarded to the Agency Head with a copy to the appropriate parties. The team leader will monitor and conduct follow-up activities to assure issues have been satisfactorily completed within the stated timelines. Finally, the Bureau will issue a Closure Notice to the Agency Head and designated contact person. This notice will indicate all outstanding items have been completed.

APPENDIX A

Florida Department of Education
Division of Workforce Education
**Consolidated Risk Assessment Process
Career and Technical Education**

Purpose: To identify the process used by the Quality Assurance Team to select Workforce 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 Career and Technical Education, 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 for Career and Technical Education: 2006-07 performance data.

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 Career and Technical Education:

$$\begin{aligned} &\text{Performance Score} + \\ &\underline{\text{Operational Risk Factors Score}} = \\ &\text{TOTAL Risk Assessment Score} \end{aligned}$$

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

Career and Technical Education Risk Assessment Score	Points
Performance Score (highest quartile Tier 4)	20
<u>Operational Risk Factors Score (Risk Matrix) +</u>	<u>100</u>
TOTAL Career and Technical Education 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.

APPENDIX B

Division of Workforce Education

**System Improvement Plan
Career and Technical Education**

Grant Name and #: Perkins230-1619A-9CS01		Provider: Gulf County Special District		DOE Team Leader: Ms. Eileen Amy	
Date(s) of Monitoring: September 18-19, 2008		Provider Contact Name, Telephone, E-mail: Ms. Sara Joe Wooten, 850-229-6940, swooten@gulf.k12.fl.us		Date of Submission: 12-17-08	
<i>Indicator / Current Data</i>	<i>Improvement Strategies</i>	<i>Person Responsible</i>	<i>Evidence of Change</i>	<i>Projected Date of Completion</i>	
IS1 measure- 31.77% of CTE concentrators scored 3 or above in FCAT Reading and left secondary education.	Provide a paraprofessional to assist with reading technical manuals. CTE teachers will collaborate with reading teachers to strengthen informational reading skills. CTE students scoring Level 2 in Fact reading will be enrolled in a compensatory English Class. CTE students scoring Level 1 on FCAT reading will be enrolled in a comprehensive reading class.	District Perkins Coordinator/ Principals/ Teachers	Paraprofessional hired There will be a 20% increase in CTE concentrators scoring Level 3 or better in reading prior to leaving secondary education	10-01-08 5-30-09	

Technical Assistance Needed and/or Provided:	
Status of Action Completed / Pending:	Date:

System Improvement Plan submitted by Sara Jo Wooten, Assistant Superintendent
System Improvement Plan accepted by Eileen L. Amy, Director of Quality Assurance and Compliance