



Quality Assurance and Compliance Monitoring

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

Hendry County School District

Final Report

April 15, 2013

Table of Contents

I.	Introduction	1
II.	Authority... ..	1
III.	Quality Assurance Policies, Procedures, and Protocols	1
IV.	Provider Selection.....	1
V.	Hendry County School District	2
VI.	Monitoring Activities	3
VII.	Results.....	3
VIII.	Resolution Activities.....	7
IX.	Technical Assistance.	7
X.	Positive Practices	7
XI.	Summary.....	7
XII.	Resolution Plan....	8
XIII.	Attachment	9

Department of Education
Division of Career and Adult Education

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

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (Division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance section of the Bureau of Grants Administration and Compliance (Bureau) is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the Quality Assurance System is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the Division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The Florida Department of Education receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for Adult Education and Family Literacy under the Adult Education (AE) 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/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.)).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2012-13 *Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The *Quality Assurance Policies, Procedures, and Protocols* (Manual) was revised in the 2011-12 program year. The Manual was provided to each provider prior to the monitoring visit. The Manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the Manual in this document; it is located on the Division's website at <http://www.fldoe.org/workforce/compliance.asp>.

IV. PROVIDER SELECTION

The Quality Assurance and Compliance team from the Florida Department of Education conducted an onsite visit to the Hendry County School Board office on February 16, 2012. The purpose of the visit was to review programs and services within the Career and Technical and Adult Education programs. Based on the visit, the monitoring team required that a resolution activity plan be completed and that a re-visit to the District would be conducted in the next program year between July 1, 2012, and June 30, 2013.

The monitoring strategy for Hendry County School District was again determined to be an onsite visit of its Adult Education and CTE programs. Notification was sent to Superintendent Richard A. Murphy, on October 26, 2012. The designated representative for the Hendry County School District was Mr. Gary Breakfield, the Director of Adult and Community Education/GED and Career and Technical Education.

The onsite re-visit to the District was conducted on January 30-31, 2013, by two representatives of the Quality Assurance Section of the Division, Program Specialists Ms. Sheryl Walden and Mr. Tashi Williams. Program Specialists Mr. Carl D'Angelo and Mr. Antonio Roman-Perez, from the FDOE Farmworker Jobs and Education Program (Migrant), also accompanied the representatives to shadow the process and to assist in the development of a monitoring system of their own.

V. HENDRY COUNTY SCHOOL DISTRICT

Program sites:

- CTE sites (2) – Clewiston and Labelle High School
- AE sites (2) – Clewiston Adult School and Labelle Adult School

The provider was awarded the following grants:

2010-2011

AE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
260-1911A-1CG01	AGE	\$ 114,702	\$ 2,903
260-1931A-1CE01	EL/Civics	\$ 48,048	\$ 3,342

CTE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
260-1611A-1CR01	Rural	\$ 73,284	\$ 795
260-1611A-1CS01	Perkins Secondary	\$ 119,585	\$ 0

2011-2012

AE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
260-1912A-2CG01	AGE	\$ 139,917	\$ 8,703

CTE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
260-1612A-2CR01	Rural	\$ 66,692	\$ 8,217*
260-1612A-2CS01	Perkins Secondary	\$ 96,653	\$ 1,875

2012-2013

AE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>
260-1913B-3CG01	AGE	\$ 139,917

CTE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>
260-1613A-3CR01	Rural	\$ 73,207
260-1613A-3CS01	Perkins Secondary	\$ 114,050

**Denotes greater than ten percent in unexpended funds*

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

www.hendry-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 an onsite visit to the following locations:

- Hendry County School District office
- Clewiston High School
- Clewiston Adult School/Learning Center
- Labelle High School
- Labelle Adult School/Learning Center

Entrance and Exit Conference

The entrance and exit conferences for the Hendry County School District were attended by the following individuals:

<i>Name</i>	<i>Title</i>	<i>Entrance 1/30/2013</i>	<i>Exit (by phone) 1/31/2013</i>
Breakfield, Gary	Director, Adult and Community Education/GED and CTE	•	•
D'Angelo, Carl	Program Specialist, FDOE/Migrant	•	•
Roman-Perez, Antonio	Program Specialist, FDOE/Migrant	•	•
Rennolds, Kevin	Data Base Administrator	•	
Swaggerty, Gordon	Deputy Superintendent	•	
Tovar, Mileidys	Secretary, AE and CTE	•	•
FDOE Staff		•	•
Walden, Sheryl	Program Specialist, FDOE	•	•
Williams, Tashi	Program Specialist, FDOE	•	•

Interviews/Observations

Interviews were conducted with the administration, instructional staff and a group of students. All interviews and observations were held during the course of the visit.

VII. RESULTS

HENDRY COUNTY SCHOOL DISTRICT

January 30-31, 2013

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

- The administration has become more visible in the schools and is exploring marketing efforts that will benefit students and programs.
- Administration and instructional staff are using data to identify current status and growth potential of programs.
- The demographics of the schools reflect the demographics of the community.
- A positive nature exists within the schools.

- Schools use the resources within the schools and programs to build furnishings utilized in the schools themselves.
- Participation in advisory committees was evident across the schools.
- Students are making progress and are earning certifications.
- Region four Race To the Top coordinator is present within the county, and communication exists between them and the AE and CTE coordinator.

B. DATA 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.

- Data collected is used for monitoring student enrollment.
- The Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) are used for measuring student gains.
- The Genesis electronic management system is used for tracking student data.
- Data is accessed at the District on a regular basis and as needed.
- The District has a written process for collecting and reporting student information.
- Staff members have participated in the Management Information Systems Advisory Committee (MISATFOR) and the Workforce District Data Advisory Committee meetings (WEDDAC).
- District staff has attended FDOE data collection training.

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

- The FDOE Curriculum Standards and Frameworks are followed.
- Schools were offering the course sequence that enabled certifications to be completed. Industry Certifications were inquired upon and verified.
- Varying degrees of completion existed within the District.
- Individual attention to individual learning styles was observed.
- Career and Technical Student Organizations (CTSOs) were visible within the high schools.

CONCERNS AND RECOMMENDATIONS

Concern: Exam fees are too expensive for Health Occupations Students of America (HOSA) membership.

Recommendation: Consider alternate ways to fund membership for HOSA at Labelle High School.

Agency Response: Perkins funds are currently being used to pay for Allied Health testing.

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.

- An array of technology is being used in the classrooms.
- Inventories were provided for each location visited.
- The District's threshold is \$1,000; any equipment in excess of \$1,000 should be tagged as required by EDGAR.
- There were no reports of loss or theft in the past year.
- Staff is aware of equipment that was purchased with Perkins funds.
- Instructors have resources to maintain equipment.
- Equipment appeared to be in good repair and accessible to students.

CONCERNS AND RECOMMENDATIONS

Concern: The equipment was tagged; however, not all items listed on the inventory sheet had a corresponding identifier for tracking purposes.

Recommendation: Enhance the inventory tracking system so that is consistent from start to finish. Equipment that is tagged is required to have a corresponding identifier on the inventory listing for tracking purposes.

Agency Response: The Hendry County School District will coordinate with the finance department to ensure the tracking of all items over \$1000 are properly tagged and kept on an internal inventory list.

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.

- All learning environments appeared to be conducive to learning.
- There has been a significant change since the last visit in February of 2012.
- Students were attentive and appeared to be intrigued by class activities and discussion.
- Teachers appeared to be motivated by the students' desire to learn.

CONCERNS AND RECOMMENDATIONS

Concern: Signage is an issue for students trying to locate classes.

Recommendation: Use one location for day and night programs in Labelle that is easy to locate.

Agency Response During Visit: The noise factor in other locations is why classes are currently being held at alternate locations. Efforts are being made to find locations that are easier to locate and are more accommodating for students.

Since the visit, the Hendry County School District informed the FDOE monitoring team that they will be getting a sign for the Labelle Night School location to assist with making the class easier to find.

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.

- Staff was aware of non-discrimination policy.
- Signs were posted; however, some did not contain the Genetic Information Non-discrimination Act (GINA).
- Non-discrimination statements were found in some published materials; however, they should be stated in all published documents.
- Access to classes by students with disabilities was observed.

CONCERNS AND RECOMMENDATIONS

Concern: The non-discrimination statements were not broadly posted in areas frequented by parents and the public.

Recommendation: Staff was advised to post non-discrimination statements more broadly and was provided with information on GINA as well as an example of a non-discrimination statement observed from a previous monitoring visit.

Concern: The non-discrimination statement nor GINA was not found in all published materials.

Recommendation: Include non-discrimination and GINA on the next round of printing.

Agency Response: The Assistant Superintendent for the Hendry County School District has issued an e-mail to the principals of each school with a non-discrimination statement and asked schools to place them in clearly observable locations.

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:

- Student Handbook
- Student Code of Conduct
- Student Records (cumulative record contents)
- District Policies and Procedures
- Certification Statements
- GED® testing records (available online)
- Travel documentation
- Individual school material
- Purchase orders with documentation
- Equipment and inventory

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.

- Allocation of funds to individual schools is based on need-want-wish and strategic planning.
- Travel documentation indicates the district is following state policy; documentation is thorough and complete.
- Appropriate approvals were in place for certification statements.
- Purchasing procedures were comprehensive and fairly easy to follow.

I. COLLABORATION refers to the collaborative agreements, partnerships, or Memoranda of Understanding (MOUs) that are in place to benefit an agency's programs and students.

- Articulation agreements exist with the following:
 - Charlotte County
 - Collier County
 - Glades County
 - Hendry County
 - Lee County
 - Hendry Regional Hospital
 - Lee Memorial Health System
 - Edison State College
- Efforts are continuously being made to increase the number of agreements with local state colleges for dual enrollment or articulated credits from CTE programs to College programs.

J. STUDENT PERSPECTIVE

- Students:
 - Are enthusiastic about programs and are excited to be participating in them;
 - Feel that their teachers are supportive and answer their questions as needed;
 - Expressed that they had an opportunity to experience different programs before making a choice;
 - Have plans/goals for postsecondary study; and
 - Are very involved in community service and in their community.

VIII. RESOLUTION ACTIVITIES

There were no findings identified during the second visit.

ADULT EDUCATION AND CAREER AND TECHNICAL EDUCATION

1. Action Plan – The agency must provide an Action Plan (Appendix A) to address the concerns noted in the focus areas C, D, E and F in Section VII of this report.

IX. TECHNICAL ASSISTANCE

The FDOE Adult Education and Career and Technical Education staff are available as resources to provide technical assistance.

X. POSITIVE PRACTICES

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

- Adult Education/English Literacy Civics program - Teenagers attending class with their parents has proven beneficial in their ability to assist with translation and the use of technology.
- Emergency 911 (E911) simulation class at Clewiston High School was a first time observance for the FDOE monitoring team. This program was hands on, provided real life scenarios, and was state-of- the-art.

XI. SUMMARY

Once the field work is completed, including receipt of the requested information, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. The Bureau's site visit co-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.

The team wishes to thank Gary Breakfield, the Director, the Secretary and the instructors for their support and participation in this process. Agencies are provided the opportunity to submit an addition to this report; it is included as an attachment.

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

Type of Plan	Strategies	Person Responsible	Projected Date of Completion
Corrective Action Plan Finding(s): N/A			
Action Plan Concern(s): 1. Exam fees are too expensive for HOSA membership. 2. The equipment was tagged; however, not all items listed on the inventory sheet had a corresponding identifier for tracking purposes. 3. The non-discrimination statements were not broadly posted in areas frequented by parents and the public. 4. Neither the non-discrimination statement nor GINA was found in all published materials.	 Look for alternate ways to fund membership for HOSA at Labelle High School. Enhance inventory tracking system that is consistent from start to finish. Equipment that is tagged is required to have a corresponding identifier on the inventory listing for tracking purposes. Staff was advised to post non-discrimination statements more broadly and was provided with information on GINA as well as an example of a non-discrimination statement observed from a previous monitoring visit. Include non-discrimination and GINA on the next round of printing.	 Gary Breakfield Gary Breakfield Gary Breakfield, Larry Worth Gary Breakfield, Larry Worth	 June 30, 2013 June 30, 2013 June 30, 2013 June 30, 2013
Technical Assistance Needed and/or Provided:			
Plan submitted by (name and date): Gary Breakfield		Date: 4/02/2013	
Plan accepted by: Tashi D. Williams		Date: 4/02/2013	
Status of Resolution Plan (to be completed by DOE staff)			
Date:		Status of Plan Completion	

Attachment Gary Breakfield

The Hendry County Schools are very proud of the programs we have in place and the exciting things occurring in the future. I want to share some of the good things happening, especially in our CTE programs.

In our Criminal Justice program, we have one of the very few school-based 911 telecommunications emergency dispatch simulators in the state. Students leaving the program have the capacity to enter law enforcement at the age of 18 instead of 21 in a high demand, high skill and high wages position. All students completing the four-year program leave with a Class D Security Guard certification.

Our Allied Health programs currently provide students with the opportunity to earn a Certified Medical Administrative Associate certification and some students choose to attempt the CNA examination as well. The success rate on the exams is well over 90%. These programs, especially Labelle High School, have a long history of success with students.

Our Building Trades Technology program is exceptional. We are adding an NCCER Carpentry program that will have its first completers in the 2-13-14 school year. All students earn the basic NCCER Building Trades certification. The program gives a great deal back to the community by building items for those in need.

Our Applied Technology programs offer the opportunity to earn CIW and Adobe certifications, as well as Web Development. At one school, and likely both by next year, we will be moving toward the Microsoft Office Specialist bundle. Clewiston High School already has students that have passed several parts of the program and will hopefully earn their certification before the end of the year. Others need a bit more time and will complete their certifications next year.

The Agriculture programs are in an exciting phase. We instituted a Plant Biotechnology program during this school year in Clewiston and we expect to have an Agricultural Biotechnology opening in the fall at Labelle HS. Students will start earning certifications next year in these fields. In addition, for the first time, student will be taking the Agritechnology exam and earning those certifications this year.

The adult schools, like all of those in the state, have seen enrollment drop. However, we are aggressively marketing our programs through the radio, newspapers, local civic groups, and flyers in the community and we are seeing some students come in via these methods. Our staff members are knowledgeable and caring individuals. We are finally getting a bilingual paraprofessional at the Labelle Adult School, which will be a real help to get limited English speakers involved in active ESOL programs.

We are not resting on our laurels, knowing that there is much more to be done, but the accomplishments of the last two years demonstrate that we are on the right track and we will continue to move forward to further develop and expand programs to benefits our students, schools and community.