



Quality Assurance and Compliance Monitoring

Career and Technical Education

Holmes County School District

Final Report
April 7, 2010

FLORIDA DEPARTMENT OF EDUCATION



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March 5, 2010

Mr. Gary L. Galloway, Superintendent
Holmes County School District
701 East Pennsylvania Avenue
Bonifay, Florida 32425-2349

Dear Mr. Galloway:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education Programs from our visit on December 9-10, 2009. 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 you and your colleagues during the review 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
Interim Chancellor

LBC/ela

Enclosure

Cc: Eileen L. Amy
Rick Lockenbach

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Florida Department of Education
Division of Career and Adult Education

**Holmes County School District
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. 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. 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 2009-10 *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 provided to all agencies during December 2009. The draft 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 Web site at <http://www.fldoe.org/workforce/cte0910.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 Florida Department of Education and the Division of Career and Adult Education. A Risk Matrix, identifying certain operational risk factors, is completed for each provider. The

Risk Matrix 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 Holmes County School District was determined to be an on-site visit of its CTE program, as the adult education program is operated by Washington County School District. Notification was sent to Gary Galloway, Superintendent of Holmes County School District on October 9, 2009. The designated representative for the agency was Mr. Gil Anderson, Director of Transportation, Food, and Vocational Services.

The on-site visit to the agency was conducted December 9-10, 2009, by three representatives of the Quality Assurance Section of the Division: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Rick Lockenbach, J.D., and Mr. Tashi Williams.

V. HOLMES COUNTY SCHOOL DISTRICT

The total student enrollment for Secondary Education in 2008-09 was 935, with 139 enrolled in CTE programs, according to data provided by Ms. Marcia Jernigan, Holmes County School District Management Information Systems (MIS) Director.

The provider was awarded the following grants for FY 2008-09 and 2009-10:

2008-2009 CAREER AND TECHNICAL EDUCATION GRANTS

| <u>Grant Number</u> | <u>Type</u> | <u>Total</u> | <u>Unexpended Funds</u> |
|---------------------|-------------|--------------|-------------------------|
| 300-1619A-9CS01 | Secondary | \$49,113 | \$0 |
| 300-1619A-9CR01 | Rural | \$44,695 | \$6,082.61 |

2009-2010 CAREER AND TECHNICAL EDUCATION GRANTS

| <u>Grant Number</u> | <u>Type</u> | <u>Total</u> |
|---------------------|-------------|--------------|
| 300-1610A-0CS01 | Secondary | \$42,488 |
| 300-1610A-0CR01 | Rural | \$45,227 |

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

<http://www.hdsb.org/>.

VI. MONITORING ACTIVITIES

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

On-site Visits

Members of the team made on-site visits to the following locations:

- Bethlehem High School in Bonifay
- Holmes County High School in Bonifay

Entrance Conference

The entrance conference for the Holmes County School District was conducted on December 9, 2009, and included Mr. Gil Anderson, Ms. Eileen L. Amy, Director of Quality Assurance and Compliance, and Program Specialists, Rick Lockenbach, J.D., and Mr. Tashi Williams.

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff/program and students. Nine interviews and four observations were conducted, including a Florida Future Farmers of America (FFA) competition. All interviews and observations were held 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. Some policies and procedures are reviewed at the agency's Web site and discussed during the on-site visit.

Exit Conference

The exit conference for the Holmes County School District was conducted on December 10, 2009, and included those persons who attended the entrance conference and Mr. Gary Galloway, Superintendent.

VII. RESULTS

Holmes County School District
December 9 - 10, 2009

- A. ADMINISTRATION** refers to the management and/or supervision of programs, grant oversight, access and equity and other administrative areas.
- CTE Director and Principals were knowledgeable of CTE programs, including affiliated activities, and supportive of student needs.
 - Staff development activities include pre-school year and two days during holidays, and administration uses district and Perkins funds to support teacher attendance of out-of-district staff development opportunities, including statewide CTE teacher training.
 - Teachers were certified; some national board certified.
 - Superintendent discussed student focus and teacher competencies.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None.

- B. DATA** refers to all the components of the data system, including data collection, entry, and reporting. The use of data in program decision-making is also explored and commented upon.
- The district MIS data director works closely with guidance and other school staff to ensure quality data
 - Teachers are involved in reviews of data during the submission process to ensure data accuracy.
 - District staff meets regularly with guidance staff.
 - Data is used as a management tool for various purposes such as: counseling students on appropriate programs of study, evaluating student success in programs, and ascertaining student interest in programs.
 - Schools are instructed on how to access data.
 - District MIS staff was familiar with the FLDOE process for submitting and revising data.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

1. Concern: District staff was unaware of Management Information Systems Advisory Task Force (MISATFOR)/ Workforce Education and District Data Advisory Council (WEDDAC) resources for secondary CTE data reporting.
Recommendation: Regularly review WEDDAC/MISATFOR Web site for minutes and/or attend these meetings sponsored by Florida DOE Community College and Technical Center MIS (CCTCMIS) staff.
2. Concern: District is not reporting students who earn industry certifications.
Recommendation: Take the necessary steps to report industry certifications earned by CTE students in survey 5 in 2010.

See Section IX of this report for further technical assistance.

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

- Instruction was individualized to student needs; often different classes were offered within one classroom.
- Instruction was tied to curriculum frameworks.
- Use of learning materials varied (technology, texts, lecture, questions and answers, and independent work).
- Knowledge of industry was evident, and industry representatives were used as partners in curriculum development.
- Student projects were intertwined with content-centered activities.
- Students participate in local, state, and national career and technical student organization (CTSO) competitions as part of program coursework, and Perkins funds are used to fund participation in these activities.
- Various media and instructional strategies are implemented.
- The district is expanding industry certification opportunities for students enrolled in CTE programs.
- There have been several workshops to acquaint teachers, guidance counselors, and others with programs of study.
- Career and technical education students are encouraged to pursue Florida Gold Seal scholarships, including remaining in programs long enough to earn this scholarship.
- Students in a secondary culinary program were earning wages for catering.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

1. Concern: The district is slowly transitioning to new courses/academies initiated with the Division Chancellor's presentation in 2006.
Recommendation: Continue academy expansion through staff development and expansion of industry certification opportunities for students.
2. Concern: While academics were integrated with CTE to some extent, as some teachers have received training in this area, this effort could use additional focus to achieve more consistency.
Recommendation: Consider scheduling common planning time for academic and CTE teachers on one of the pre-planning or early-release days for the district, as well as additional staff development.
3. Concern: The district acknowledged the need to expand efforts to address the transition of students to postsecondary studies, especially for students in families that would be the first generation to pursue postsecondary instruction.
Recommendation: Continue to raise awareness and motivation of students to encourage them to continue their education after they graduate from high school.

4. Concern: There is considerable duplication of CTE programs in the four high schools in the district.
Recommendation: Continue to review programs based on regional employment needs as indicated through the Regional Targeted Occupations List, especially as teachers retire.

See Section IX of this report for further technical assistance.

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.

- Inventory was provided and available electronically.
- Teachers also keep an individual list of inventory.
- Division staff was able to locate equipment in the schools from the equipment inventory.
- Principals are responsible for equipment at their schools.
- Inventories are kept by year and program and are completed annually.
- There is designated property staff.
- Tags for equipment are completed once finance develops requisition and purchase order number.
- Appropriate use of technology within the classroom was observed.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

1. Concern: Computers in some CTE classrooms need updating.
Recommendation: While the current system avoids favoritism to teachers by allocating funds based on student enrollment, the district may want to set aside CTE funds for larger purchases, such as equipment, based on a multi-year equipment replacement plan.

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.

- School facilities were well maintained.
- Classrooms appeared to be conducive to a good learning environment.
- ESE students were clearly receiving individualized support to enable them to succeed.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None.

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.

- The district provides non-discrimination training on an ongoing basis.
- Staff is familiar with the complaints process.
- Non-discrimination language is routinely incorporated within district literature.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None.

G. 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.

- Parent's guide
- Electronic and written student records
- Purchase orders tied to curriculum frameworks and spreadsheets with expenditures by school and teacher
- Equipment inventories by school
- Staff development attendance
- Code of student conduct

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None.

H. FINANCIAL refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including a financial management system, a procurement system, and an inventory management system.

- Grants focus was equipment and materials, staff development, travel, and meetings.
- Funds were allocated to CTE instructors based on the number of students enrolled in the classes.
- There was a system to track expenditures by school and object code.
- Teachers were kept informed of budget availability.
- Purchasing documentation was complete with appropriate signatures.
- Funding requests required course objective(s) tied to curriculum frameworks in order to be approved.
- A spreadsheet was used to track grant-related expenditures.
- Policies and procedures were followed.
- Financial policies are being updated to consistent electronic format.
- The issue of unexpended Perkins funds in one grant was discussed with district staff.
- To earn additional CAPE funding, the district needs to report industry certifications earned by students enrolled in Career and Professional Education (CAPE) academies. See second concern under "data" section for further details.

FINDINGS

The district failed to submit a financial self-assessment to the Quality Assurance Section of the Bureau of Grants Administration and Compliance as required in 2009.

CONCERNS AND RECOMMENDATIONS

None.

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

- Support of community was evident, especially during difficult economic times
 - There are a number of partnerships with local business, including John Deere, that reduce equipment costs
- Advisory committees are active in the determination of the CTE programs offered in the high schools.
- Staff from local restaurants judge culinary competition.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Holmes County School District is required to complete a Corrective Action Plan (Appendix B). The district failed to submit a financial self-assessment to the Quality Assurance Section of the Bureau of Grants Administration and Compliance as required in 2009 (page 6).
2. Action Plan - The district must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas of data, curriculum/instruction, and equipment/technology in Section VII of this report.

Once the Action Plan is submitted, reviewed, and approved, if appropriate, the co-leader of the on-site 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. There has been consultation with division program staff regarding specific technical assistance needs. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

- Division Academy Web site at http://www.fldoe.org/workforce/careeracademies/ca_home.asp.
- WEDDAC/MISATFOR Web site at <http://www.fldoe.org/arm/cctcmis/meetings/main.asp>.
- Florida Career and Professional Education (CAPE) Act industry certification and academy requirements at <http://www.fldoe.org/workforce/fcpea/default.asp>.
- For technical assistance regarding reporting of industry certifications earned by academy students, contact Bruce Harrington at bruce.harrington@fldoe.org or 850/ 245-9520.
- For outcome data for high school graduates from Holmes County School District, including wage and postsecondary enrollment data, go to Florida Employment and Training Placement Information Program (FETPIP) Web site at <http://www.fldoe.org/fetpip/high.asp>.
- Regional Targeted Occupations List at <http://www.workforceflorida.com/partners/tol/index.htm>.

X. REMARKS

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits: Holmes County School District has had to make difficult choices to balance their budget, including eliminating substitutes for a period of time. The district should be commended for its commitment to using Perkins resources to support teachers and the classroom. The administrative team is closely involved with the community and its resources to benefit the programs.

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. 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.

We want to extend our appreciation to all participants in the Holmes County School District's on-site monitoring visit. We appreciate Superintendent Galloway's participation in various parts of the visit. Special thanks to Mr. Gil Anderson for his participation and leadership in this process.

Appendix A
Holmes County School District
Risk Matrix for Career and Technical Education

| Risk Factor | Criteria Scale | Value | Risk Factor Weight | Total Points |
|---|-----------------------|--------------|---------------------------|--------------------------------------|
| Total amount of agency funding from grants (2007-08) | \$ 2,000,001+ | 8 | X 6 | = <u>24</u> <i>(total points)</i> |
| | 700,001 - 2 million | 6 | | |
| | 300,001 - 700,000 | 5 | | |
| | < 300,000 | 4 | | |
| Number of grants per agency (2007-08) | Per grant | 2 | X 6 | = <u>24</u> |
| Number of grants with 10% or more of unexpended funds (2007-08) | Per grant | 5 | X 4 | = <u>20</u> |
| Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency. | 16 + findings | 10 | X10 | = <u>100</u> |
| | 11-15 findings | 8 | | |
| | 5-10 findings | 6 | | |
| | 1-4 findings | 4 | | |
| Key organizational change within the last two (2) years. | Director | 10 | X 4 | = <u>40</u> |
| TOTAL Level of Risk Score | | | | 208 |

**Appendix B
Holmes County School District
Resolution Plans**

☒ Career and Technical Education

☒ Corrective Action Plan

☐ Adult Education

☐ System Improvement Plan

☒ Action Plan

| | <u><i>Strategies</i></u> | <u><i>Person Responsible</i></u> | <u><i>Projected Date of Completion</i></u> |
|---|--------------------------|----------------------------------|--|
| CORRECTIVE ACTION PLAN Citation/Finding(s): The district failed to submit a financial self-assessment to the Quality Assurance Section of the Bureau of Grants Administration and Compliance in 2009. OMB Circular A-133, Subpart D, section____.400; 215.86, Florida Statutes | | | |
| SYSTEM IMPROVEMENT PLAN NA | | | |
| ACTION PLAN Concern(s): 1. District staff was unaware of Management Information Systems Advisory Task Force (MISATFOR)/Workforce Education and District Data Advisory Council (WEDDAC) resources for secondary CTE data reporting. 2. District is not reporting students who earn industry certification. 3. The district is slowly transitioning to new courses/academies initiated with Division | | | |

| | | | |
|---|--|--|--|
| <p>Chancellor's presentation in 2006.</p> <p>4. While academics were integrated with CTE to some extent, as some teachers received training in this area, this effort could use additional focus to achieve more consistency.</p> <p>5. There is a need to expand efforts to address the transition of students to postsecondary studies, especially for students in families that would be the first generation to pursue postsecondary instruction.</p> <p>6. There is considerable duplication of CTE programs in the four high schools in the district.</p> <p>7. Computers in some CTE classrooms need updating.</p> | | | |
| <p>Technical Assistance Needed and/or Provided:</p> | | | |
| <p>Date and Status of Action – Completed/Pending</p> | | | |
| | | | |
| <p>Plan submitted by: _____ Date: _____</p> <p>Plan accepted by Eileen L. Amy, Director of Quality Assurance and Compliance Date: _____</p> | | | |