



Quality Assurance and Compliance Monitoring

Adult Education and Family Literacy
Career and Technical Education

Jackson County School District

Final Report
January 9, 2009

FLORIDA DEPARTMENT OF EDUCATION



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Division of Workforce Education



January 9, 2009

Mr. Lee W. Miller
Superintendent
Jackson County School District
2903 Jefferson Street
Marianna, Florida 32446

Dear Superintendent Miller:

We are pleased to provide you with the Final Report of Monitoring of the Adult Education and Family Literacy, and Career and Technical Education Programs in the Jackson County School District. The report from our visits on October 1-2, 2008 and October 7-8, 2008, includes the System Improvement Plan which is required from your district by January 30, 2009, for the Adult Education program. A summary of actions taken in regards to concerns noted is also required. The report will be available on our Web site at <http://www.fldoe.org/workforce/compliance.asp>.

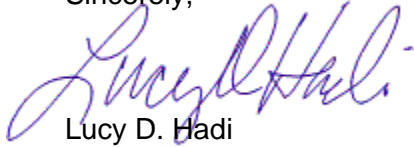
An update of related activities, as identified in your district's plan, must be submitted by June 30, 2009 and December 30, 2009, unless otherwise noted on the specific plan. Mr. Tashi Williams, Program Specialist, is the designated monitoring contact regarding the submitted plans.

We appreciate the leadership and professionalism demonstrated by Mr. Larry Moore, Jackson County Deputy Superintendent, 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. Lee W. Miller
January 9, 2009
Page Two

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

Sincerely,



Lucy D. Hadi
Chancellor

LDH/ela

Enclosure

Cc: Larry Moore

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

I. PURPOSE

The Florida Department of Education (FLDOE), Division of Workforce 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 Adult Education and Family Literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards sub grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for 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 which 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 Workforce Education is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)).

For the Federal awards it makes, a pass-through entity shall monitor the activities of sub recipients as necessary to ensure that Federal awards are used for authorized purposes in compliance with laws, regulations, and the provisions of contracts or grant agreements and that performance goals are achieved (OMB Circular, A-133§____.400).

Each state agency and the judicial branch as defined in §216.011, F.S., shall establish and maintain management systems and controls that promote and encourage compliance; economic, efficient, and effective operations; reliability of records and reports; and safeguarding of assets. Accounting systems and procedures shall be designed to fulfill the requirements of generally accepted accounting principles (§215.86, Florida Statutes F.S.).

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols (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 Adult Education and Family Literacy programs is an agreement between the State of Florida and the federal government to assure that the administration of such programs is consistent with the state's goals, policies and objectives, and with federal laws and regulations. As stated in the Plan, the Compliance Monitoring Team (Quality Assurance Team) has the responsibility of monitoring and conducting program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

The State Plan required by the Carl D. Perkins Act of 2006 (Perkins IV), provides assurances that the eligible agency will comply with the requirements of Perkins IV and the provisions of the Florida State Plan.

V. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the Quality Assurance System. The monitoring component of the system is risk-based.

Risk Assessment Process-Adult Education

The Risk Assessment process is applied to all providers to determine appropriate monitoring strategies. Providers are ranked on performance indicators first; operational risk factors are then assessed by using the Risk Matrix. The results of the Risk Assessment Process are used to determine the appropriate monitoring strategy (ies) to be implemented.

In the initial selection process, seventeen providers were ranked in the lowest quartile of performance in Adult Education and, therefore, were identified as targeted providers. The Risk Matrix was completed on providers, ranked high to low, and some of the providers with the highest total Risk Assessment score were designated to receive an onsite monitoring visit. Appendix 1 provides a consolidated explanation of the Risk Assessment Process and is also contained in the Quality Assurance Policies, Procedures, and Protocols, Section E.

It was determined that Jackson County School District's Adult Education and Family Literacy Program would receive an onsite visit. The district was in Tier 4 of Adult Education providers based on the 2006-07 student performance data. The district's Risk Assessment score was 176.

The Jackson County School District is a targeted provider because this agency was in the fourth quartile, Tier 4 for performance on the indicator. The Quality Assurance team proceeded to complete the risk assessment process:

Adult 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

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, the Career and Technical Education (CTE) program and grants implemented by the district were also monitored.

Career and Technical Education Risk Assessment Score	Points
Performance Score – Tier 1	5
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>148</u>
TOTAL Career and Technical Education Risk Assessment Score	153

VI. JACKSON COUNTY SCHOOL DISTRICT

The Jackson County School District office is located at 2903 Jefferson Street, Marianna, Florida 32446. The School Board of Jackson County operates sixteen schools, which provide educational services to approximately 8,000 students, Pre-Kindergarten through 12th grade. It has two Adult Education and Family Literacy programs and a host of Career and Technical Education programs at various schools within the Jackson County School District. The Jackson County School District's programs offered through Workforce Education offer many opportunities for students to achieve higher levels of educational attainment.

The School Board of Jackson County was awarded the following grants for FY 2006-07 and 2007-08:

Adult Education

2006-07	320-1917A-7CG01	Adult General Education	\$ 73,031.00
2007-08	320-1918A-8CG01	Adult General Education	\$ 106,360.00

Career and Technical Education

2006-07	320-1517A-7CS02	Career and Technical Education	\$ 79,142.00
2006-07	320-1517A-7CR01	Career and Technical Education	\$ 107,280.00
2007-08	320-1518A-8CJ01	Career and Technical Education (DJJ)	\$ 75,000.00
2007-08	320-1518A-8CR01	Career and Technical Education	\$ 113,625.00

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

CTE Secondary	CTE Postsecondary	Adult General Education	Total
1,393	0	333	1,726

Information about the Jackson County School District may be found at the following web address: <http://web.jcsb.org/>.

VII. MONITORING ACTIVITIES

Notification

The monitoring strategy for Jackson County Workforce Education program was determined to be an *onsite visit*. Notification was sent to Mr. Daniel G. Sims, Jackson County School District Superintendent and Mr. Larry Moore, Jackson County Deputy Superintendent and Director of Applied Technology on September 3, 2008. The designated representative for the agency was Mr. Larry Moore. The onsite visit to the agency was conducted on October 1-2, 2008 and October 7-8, 2008, by three Bureau staff members, Mrs. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Mrs. Sheryl Walden and Mr. Tashi Williams.

The monitoring activities for the Jackson County School District included pre-visit planning conference calls, entrance conference, interviews with administrative and professional staff, student interviews, observations, records reviews, a community event and an exit conference.

Onsite visits

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

Adult Education:

- Jackson County Adult Center Adult Education - Adult Basic Education (ABE), GED Instruction, Adult Secondary Education (ASE) and Drivers Education

Career and Technical Education

- Graceville High School CTE - Business Ed, Foreign Language, Exceptional Student Education (ESE) planning class, Agriculture Program
- DOVE Academy CTE - Department of Juvenile Justice (DJJ) - Business Education, Culinary, Horticulture and Construction

- Marianna High School CTE-Diversified Career Technical (DCT), Information Technology and Nursing

Entrance Conference

The entrance conference for Jackson County School District was conducted on October 1, 2008, and included eight members of the Jackson County Administration including the Superintendent, Associate Superintendent, program and administration directors, and principals.

Interviews and Observations

Administrative interviews were conducted with the Superintendent, Deputy Superintendent and Director of Applied Technology, Finance Director, Director of Adult Education and Adult Education Testing Coordinator, CTE Director (purchasing), three principals (Director of Grants, Academy) and two counselors. Instructional interviews were conducted to include six instructors (two Adult Education, one Exceptional Student Education, one Spanish Teacher, one Business/CCC, and one Early Childhood teacher) and student interviews were conducted with five students (two Adult Education). All interviews were held during the course of the visit.

VIII. RESULTS – ADULT EDUCATION

***Jackson County Adult School
October 7, 2008***

INTERVIEWS AND OBSERVATIONS

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

- ABE and GED classes are split into two classes
- Total enrollment is about 100
- Students take the Tests of Adult Basic Education (TABE) for admission
- Marketing is generally done by brochures, media and word-of-mouth
- Co-enrolled (men, women, adults, teenagers) students
- Students were working on individual assignments given by the teacher including English, history and mathematics
- There were five computers; two students were using computers to work on class assignments
- Cooperative agreements exist between schools, sheriff's department, police and state attorneys' offices
- The Adult Center is the only approved testing center for Adult Education, Chipola College sends their students to the Center to be tested
- Waiting list is in place for students to be admitted therefore, recruitment is not needed
- Post Adult Education student tracking is completed by the guidance office
- Experienced teachers
- New director is focused on program review and evaluation; recognized attention to outcomes and expand analysis of data

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

1. Jackson County Adult School - Expansion of the program and/or space. Class size cap is 30 because of the facility's size.

Recommendation: Consider acquiring a larger facility or offer more classes during the week. Utilize some of the community partnership agreements to explore the potential use of space. We encourage the district to continue to address this issue in order to eliminate the need for a waiting list; the district has already taken some steps to address this concern.

2. Jackson County Adult School - Students were on task; an onsite school resource officer sat in the back of the class; when the officer left the area there was a noticeable difference in the room.

Recommendation: Consider having on-site resource officer sit outside the classroom and be called upon when needed

Note: The Director of the Adult Education is actively engaged in reviewing and evaluating the programs and services. We encourage the continued analysis of data and focus on the deliverables, to ensure that the required outcomes are achieved.

IX. RESULTS – CAREER AND TECHNICAL EDUCATION

***Graceville High School
October 2, 2008***

INTERVIEWS AND OBSERVATIONS

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

- Calm environment
- Qualified staff rose from within, enthusiastic and committed to programs and students
- Forthcoming in responses
- Integration of academic and content
- Business partners assist with community events
- Career specialist are valuable to students
- One elementary school feeds into middle school and the middle school feeds into the high school

Business Education class

- 25 to 30 coed students
- 30 to 35 tagged modern computers
- All students on task and seemed enthusiastic about their class and teacher
- In class projects included making several types of advertisements, bulletins, a version of the “In-Class” Wall Street Journal
- Class offers state-of-the-art typing and business related exercises specifically, “covered key”, computer aided trivia and basic business methods
- The use of screen projectors by the teacher provides mobility and broader views of instructional learning
- Businesses are encouraged to partner with business CTE classes

Foreign language (Spanish) class

- 30-35 students who were on task and seemed to be engaged by the content and instructor
- Instructor was a former volunteer who returned to school for her degree and credentials.
- Use of technology was evident

Exceptional Student Education (ESE) planning period

- Instructor was first year teacher and former student of Graceville High School
- Class is provided with a Teacher Assistant and a soon-to-be college graduate
- The aid is a former ESE teacher
- The Individual Educational Plan process was discussed; individualized programs were highlighted

Agriculture Program

- Girls show strong interest in program
- Students actively involved in the discussion of livestock with their teacher
- On-the-job teacher/student gave a tour of the land which included tractors, cow stalls and electrical fencing

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None

DOVE Academy (DJJ) contracted services with Twin Oaks October 7, 2008

INTERVIEWS AND OBSERVATIONS

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

- Positive use of Career Development Model – Action Plan
- Serves approximately 50 girls who range from the ages of 15-18; 8-11 months commitment
- Offers four CTE classes plus math and science
- Primary focus is on math and reading
- Students shadow all courses and are matched with career area
- Girls' tenure was identified by the color of their T-shirts
- Baptist College provides mentoring and tutoring to students
- Administrators and staff proud and confident of program
- Communication between and among staff is positive
- Teachers qualified and enthusiastic
- Direct and supportive communication with district
- Cooperative agreements with DJJ and school district
- District provides oversight
- Perkins pays for partial salary (transition specialist)
- Links youth with One-Stop Centers in their prospective communities
- Enhancement of employability skills by job readiness
- Vocational teachers are onsite for culinary, business, construction and landscaping

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. \$30,000 in unexpended funds
Recommendation: Spend the money when it is awarded to avoid having unexpended funds and to insure students benefit from the grant.
2. Physical furnishings, including the beds and mattresses require attention.
Recommendation: Consider additional purchases/renovation to onsite dormitories
3. Culinary classroom presented safety hazards in the lack of storage provided
Recommendation: Consider purchasing better storage containers sufficient for class equipment and supplies.

Marianna High School
October 8, 2008

INTERVIEWS AND OBSERVATIONS

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

- One leadership person was focused on the academy and vocational development
- Sophisticated and state of the art programs
- Weekly advising (TAP) +
- Teacher's breadth of classes within program area
- Wall-to-wall community
- Gender diversity present in non-traditional fields
- CTE teachers meet monthly with academic teachers
- Academies are registered
- Teachers meet monthly; CTE teachers work together and share ideas
- Strong liaison/communication throughout school
- ESE aide had previous experience in Vocational Education

Diversified Career Technical (DCT) class

- Class consisted of 18 coed students
- Students were on task and involved in the class lecture
- There were a total of 15 computers; seven appearing slightly older and the other eight looked fairly new.
- There was one copy/printer, three big printers, nine mini printers and one large television
- Inventory printout provided by the district office was used to verify computers purchased by Carl D. Perkins dollars listed on the grant application and equipment form
- Screen projector by the instructor was used for instructional enhancement

Information Technology Class

- This class was a combination of two classes; Introduction Technology and Advanced Technology
- The introduction class contained about 14 students and the advanced class contained about seven students
- Of the two classes combined, there was only one girl enrolled who was a part of the advanced class
- The advanced students were performing a hands-on project of making metal molds for Chess pieces that would later be sold as a fundraiser
- An inventory printout provided by the district office was used to verify a television, molder, thermo vacuum and screen projector purchased by Carl D. Perkins dollars listed on the grant application and equipment form

Nursing Class

- Due to the administering of a test, a full observation of the nursing class was not conducted. Once the class ended the purchased equipment was viewed
- Class resembled a state-of-the art hospital/medical facility because of the beds, ceiling draperies, etc.

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

None

Events

On Tuesday, October 7, 2008, the Quality Assurance Team was afforded the opportunity to attend the Jackson County Fair; we observed students from around the counties from the various CTE programs demonstrate learned skills. We were able to talk with parents and students during this community-wide event.

X. RECORDS REVIEW

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

- Contracts
- District Policies and Procedures
- Employee Time Sheet
- Employee Time and Effort Log
- Financial
- Student and employee handbooks
- In-service Plans
- Inventory of Equipment
- NRS Data Tables (An additional data review was requested)
- Personnel
- Purchase Orders
- P-Cards purchases

FINANCIAL

The procurement and purchasing policies were consistent between the written policies and those put into practice by the responsible parties. Purchases exceeding \$750.00 are inventoried and tagged. A review of the purchase of major equipment was completed to insure that the policies were followed. Appropriate approval signatures were in place. A review of the inventory indicated the necessary elements; key equipment was located at various locations, and observed to be tagged as required. Additional information was requested and received from the District November 24, 2008.

XI. REQUIRED RESOLUTION ACTIVITIES

Adult Education

A System Improvement Plan will be required for the Adult Education Program. A data review will be required as a part of the System Improvement Plan. See Appendix B.

Career and Technical Education

Provide a summary of actions taken, if any, in regards to the concerns noted in this report.

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 encouraged to contact Division staff to assist their efforts toward systemic change.

XII. REMARKS

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

- Leadership from the top on down is positive, supportive and very involved.
- The principals and directors were enthusiastic and proud of the students and the programs.
- Teachers are qualified, engaged and many were from the community.
- The variety of programs was impressive.
- The new Adult Education Director brings a fresh viewpoint to the program.
- The district has demonstrated a commitment to the use of technology by students and faculty.
- Equipment and supplies are relevant and available.
- Schools are involved in communities and communities are involved in schools.
- Students' dress code is being consistently implemented.
- Staff development externships; tours of industry were appreciated by teachers.
- Options to go to conferences are available for teachers.
- ESE integration and communication is prevalent.
- Integration of academics with course content was demonstrated consistently.

XIII. Summary

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

Appendix A

Florida Department of Education
Division of Workforce Education

Consolidated Risk Assessment Process Adult 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 adult 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 adult 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 Adult Education: 2006-07 (or most recent and available) adult basic education (ABE) 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 adult education:

Performance Score +
Operational Risk Factors Score =
TOTAL Risk Assessment Score

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

Adult Education Risk Assessment Score	Points
Performance Score – highest quartile+	20
<u>Operational Risk Factors Score – Risk Matrix=</u>	<u>100</u>
TOTAL Adult Education Risk Assessment Score	130

Provider Selection Calculation

The monitoring strategies to be applied to targeted providers are determined by calculating a total of the Level of Performance Score and the Risk Matrix Score. Provider totals will be ranked and divided into tiers. Each tier will be assigned appropriate monitoring strategy(ies). Onsite monitoring visits may be implemented for agencies at the greatest level of risk.

Once a risk assessment is completed for a targeted provider, additional programs operated by the provider may be reviewed. Additional grants or contracts in the geographical area may also be reviewed during an onsite monitoring visit to use resources effectively.

System Improvement Plan

Grant Name: Adult Education and Family Literacy		Provider: Jackson County School District		DOE Team Leader: Mrs. Eileen Amy	
Date(s) of Monitoring: October 1-2, 2008 and October 7-8, 2008		Provider Contact Name, Telephone, E-mail: Mr. Larry Moore, 850/482-1200 Ext 209, Larry.Moore@jcsb.org		Date of Submission:	
<i>Indicator / Current Data</i>	<i>Improvement Strategies</i>	<i>Person Responsible</i>	<i>Evidence of Change</i>	<i>Projected Date of Completion</i>	
There is a discrepancy with the submission of NRS data and contents.	<p>Adult Education staff and District MIS staff will meet to review reporting requirements for the NRS reporting. District staff will work closely with the Adult Education school staff to ensure more accurate reporting.</p> <p>District staff and Workforce Education staff will review current data collection procedures being used in the district related to Workforce Education.</p> <p>District staff and Workforce Education staff will work cooperatively to establish procedures for reviewing data prior to submitting to FL DOE.</p> <p>Staff development activities will be conducted at the district level for</p>	<p>Larry Moore</p> <p><i>John Hamilton</i></p>	Accurate reporting of NRS data.		

	<p>individuals involved in reporting Workforce Education data.</p> <p>Appropriate staff will be encouraged to attend relevant data workshops and conferences to gain additional knowledge related to data reporting.</p>			
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Technical Assistance Needed and/or Provided:

Eileen Amy, Tashi Williams and Sheryl Walden provided much appreciated assistance during the audit review process.

Craig Winger, FL DOE, (850-245-0720) will be contacted by Jackson County School District staff regarding NRS reporting.

www.nrsweb.org

<p>Date 01/30/2009</p>	<p>Status Reports / Completed / Pending: Received completed System Improvement Plan from Larry Moore.</p>
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