



Quality Assurance and Compliance Monitoring

Adult Education and Family Literacy
Career and Technical Education

Leon County School District

Final Report
March 5, 2009

FLORIDA DEPARTMENT OF EDUCATION



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March 6, 2009

Mr. Jackie Pons
Superintendent
Leon County School District
2757 West Pensacola Street
Tallahassee, FL 32304

Dear Superintendent Pons:

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 Leon County School District. The report from our visit on November 17-19, 2008, includes the System Improvement Plan required for the Adult Education program. A summary of actions taken in regards to concerns noted is also required. The report will also be placed 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.

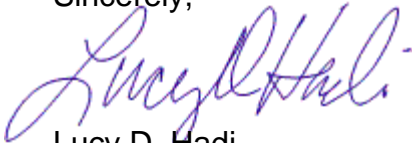
We appreciate the leadership and professionalism demonstrated by Barbara Van Camp, Principal of Adult and Community Education, Woody Hildebrandt, Principal of Lively Technical Center, Vernea Randolph, Assistant Principal of Lively Technical Center and Randy Pridgeon, Division Director for Secondary Education throughout the monitoring process. If my staff can be of any assistance as you continue to implement

Mr. Jackie Pons
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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.

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

Sincerely,



Lucy D. Hadi
Chancellor

LDH/ela

Enclosure

Cc: Barbara Van Camp
Woody Hildebrandt
Vernea Randolph
Randy Pridgeon

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**Leon 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. FLDOE awards sub grants to eligible providers to administer local programs. FLDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for 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 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 Leon 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 submitted on the Final-Year Performance Reporting Form. The district's Risk Assessment score was 178, resulting in one of the highest scores in Tier 4.

The Leon 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>178</u>
TOTAL Adult Education Risk Assessment Score	198

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>206</u>
TOTAL Career and Technical Education Risk Assessment Score	211

VI. LEON COUNTY SCHOOL DISTRICT

A full educational program is offered to 34,100 students in forty-eight schools and program sites. These include preschool, elementary (PreK-5), middle school (6-8), high school (9-12), and special district wide program centers for specific populations of all ages and ability levels.

Career and Technical Education and Adult Education and Family Literacy programs are offered at the Lively Technical Center along with general education courses for students who wish to obtain a high school diploma. Adult Education programs are also offered at the Adult Education and Community Center (ACE), and a large number of school and community sites. Through these centers, a wide range of career programs are available to the general public including Business Education, Nursing, Computers and Graphic Arts.

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

Adult Education

2006-07	370-1917-7CG01	Adult Geographical	\$ 131,037.00
2006-07	370-1917-7CF02	Family Literacy	\$ 75,000.00
2006-07	370-1927A-7PL02	Leadership	\$ 50,000.00
2006-07	370-1927A-7PL01	Leadership	\$ 100,000.00
2007-08	370-1918A-8CG01	Adult General	\$ 184,849.00
2007-08	370-1928A-8PL01	Leadership	\$ 100,000.00
2007-08	370-1928A-8PL02	Leadership	\$ 100,000.00

Career and Technical Education

2006-07	370-1517A-7CS02	Secondary	\$ 348,264.00
2006-07	370-1517A-7CP01	Postsecondary	\$ 177,036.00
2007-08	370-1518A-8CP01	Postsecondary	\$ 222,498.00
2007-08	370-1518A-8CS01	Secondary	\$ 319,207.00

Leon County School Board total student enrollment for FY 2007-08

CTE Secondary	CTE Postsecondary	Adult General Education	Total
3,618	2,178	2,207	8,003

Information about the Leon County School District may be found at the following Web address: <http://www.leon.k12.fl.us/>.

VII. MONITORING ACTIVITIES

Notification

The monitoring strategy for Leon County Workforce Education program was determined to be an *onsite visit*. Notification was sent to Mrs. Barbara Van Camp, Principal, Adult and Community Education on October 1, 2008. The designated representative for the agency was Mrs. Barbara Van Camp. The onsite visit to the agency was conducted on November 17-19, 2008, by four Bureau staff members, Mrs. Eileen L. Amy, Director of Quality Assurance and Compliance; and Program Specialists, Mr. Rick Lockenbach, Dr. Shahrokh Massoudi and Mr. Tashi Williams.

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

Onsite visits

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

Adult Education:

- | | |
|---------------------------------------|---|
| • Adult and Community Education (ACE) | Adult Education - Adult Basic Education (ABE), GED |
| • Godby High School | Adult Education - Adult Basic Education (ABE) |
| • Wesson Center | Adult Education |
| • Lively Technical Center | Adult Education |
| • Rickards High School | Adult Education (Social Studies) and Credit Retrieval |
| • Leon County Detention Facility | Adult Education |

Career and Technical Education

- | | |
|---------------------------|--|
| • Godby High School | Construction, Business Technology, Information Technology and Finance |
| • Lively Technical Center | Cosmetology, Medical Administration, Network Support and Accounting Operations and Welding |
| • Rickards High School | Drafting, and Health Academy |
| • Lincoln High School | Early Childhood Academy |
| • Leon High School | Culinary, Construction, Drafting and Web Design |
| • Chiles High School | Criminal Justice and Engineering Academy |

Entrance Conference

The entrance conference for the Leon County School District was conducted on November 17, 2008, and included three members of the Leon County Administration including the Principal of Adult and Community Education and the principal and assistant principals of Lively Technical Center.

Interviews and Observations

Administrative interviews were conducted with the Principal of Adult and Community Education, Principal and Assistant Principal of Lively Technical Center and the Division Director for Secondary Education. Instructional interviews were conducted to include seven Adult Education instructors (such as Social Studies, Credit Retrieval, ABE and GED), fifteen Career and Technical Education instructors (such as Information Technology, Construction, Finance, Cosmetology, Welding, Health Education, Web Design, Culinary, Drafting and Construction, Criminal Justice, Engineering, Business Education and Electrical), and one student interview. All interviews were held during the course of the visit.

VIII. RESULTS – ADULT EDUCATION

Adult and Community Education (ACE) Campus November 17, 2008

INTERVIEWS AND OBSERVATIONS

- Teacher has 10 years experience
- General Educational Diploma (GED) class is comprised of adults and is very quiet and individualized
- ABE class is comprised of young adults and is interactive yet individualized
- Teachers watch student's body language to determine if individual help is needed
- Teachers are most proud of students that graduate and come back to speak to current students enrolled in program
- Exceptional Student Education (ESE) certified, reading endorsement; reading and writing teacher has taught for 9 years
- Use of Passkey that individualizes instruction based on Tests of Adult Basic Education (TABE) score, as well as Strategies for Older Students (SOS) software are used for technology
- Uses ABE Task Force, commercial publisher, and other written materials
- Practice GED test to determine readiness for GED
- Staff development attended: Regional Training Center, monthly staff development provided by district, Florida Literacy Coalition and ACE conferences

- Two-teacher team teaching in ABE and GED
 - Students sign up for computer for ½ hour a day
 - One teacher leads a lesson during part of the day, and the other teacher assists
 - Good attendance; 24 out of the 34 students enrolled were in class that day
- Exit surveys are taken, but not compiled for the school

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Student vision is a problem: several students need to see an optometrist and need glasses and are unsure about agencies that can assist with these needs
Recommendation: Services are available through both Bond and Neighborhood Health Services clinics.

Godby High School November 17, 2008

INTERVIEWS AND OBSERVATIONS

- Dropout retrieval program for high school students - GED; 14 or 15 students enrolled
- District provides transportation
- Some students were working with a teacher on a computer studying Ready to Work; also use Passkey software
- Teacher has attended Ruby Payne training twice and GED Symposium, was unfamiliar with the TechNet online resources
- Students typically have a low level of reading, an important area for remediation

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Concerned about behavioral issues for students
Recommendation: The district may want to consider offering staff development on classroom management practices.

Wesson Center November 17, 2008

INTERVIEWS AND OBSERVATIONS

- 16 students are enrolled
- Students are tested through CASAS
- Students' reading level is between 4 and 5
- Curriculum is prepared by the teacher
- Technology is used to practice CASAS
- Curriculum includes verbal communication and life management skills

GED Prep

- Passkey test is used to determine student's level
- Students must pass test by at least 80%
- 12 students attending the night class
- Teacher is certified in elementary K-6
- Current issues are discussed every day
- Newspaper, novel and textbook are part of learning activities
- Students select a topic from the news paper and write about it

ESOL

- Nine students are enrolled in the program
- Students are engaged in the classroom activities
- Teacher is certified
- Teacher is a young man in a wheel chair who is very insistent on student's achievements

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Security is an issue during night classes

Recommendation: It is recommended that district provide security officer for the night classes or consider moving to a more secure location.

Actions taken since the visit of November 17, 2008 as of January 12, 2009

- Classes have been moved to the Lively Technical Center to provide a more secure environment for students.

Lively Technical Center (GED)

November 18, 2008

INTERVIEWS AND OBSERVATIONS

- Three classes combined into one (GED Reading and Writing, Math and Science, Special Ed)
- Students express if they have special needs – the staff is not allowed to ask
- Students are well engaged in learning progress
- Classes are tailored to individual needs
- Teachers are proud of making a difference in the number of students who have become readers
- Teachers are proud of student writing collections and published documents
- Teachers are using a variety of instructional materials, including technology, but were unaware of TechNet resources; information was provided
- Two-thirds of enrolled students were in class that day

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Classes in one "L" shaped room; ESE; reading/writing; math/science

Recommendation: Consider rearranging class for an environment that will enhance student learning

2. Individualized instruction

Recommendation: Consider using individual and full class instruction

3. Number of non-reading students who have obtained reading skills – source of pride for teachers

Recommendation: Consider listing major achievements in school bulletin or classroom

4. Published writings by some students

Recommendation: Assure that published student writings receive positive exposure

Rickards High School
November 18, 2008

INTERVIEWS AND OBSERVATIONS

Social Studies (GED) - Three male students; two out of three students were engaged in class activities. The teacher did try to involve the one student that appeared uninterested

- Students were very enthusiastic, knowledgeable and on task
- Class uses technology (Free Rice Web Site for review)

Credit Retrieval Program

- 19 Co-ed students
- All students were on task
- Approximately 20 students were using all computers in the classroom, one student using a textbook

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

Credit Retrieval Program

1. Class starts right after regular school day ends and lasts for two hours. Students may have difficulty studying on a computer for two hours after attending class a full school day.
Recommendation: The teachers may want to consider instructional strategies to provide more varied instruction.
2. A student was interested in health careers, but lacked information about post-secondary CTE opportunities.
Recommendation: Ensure that students are informed about post-secondary CTE credentials and opportunities to pursue those credentials at a district technical center or community college.

Leon County Detention Center: (GED)
November 18, 2008

INTERVIEWS AND OBSERVATIONS

- Individualized self-paced learning program
- Student's choice to attend; attendance is excellent
- Average reading grade level is 7-8
- Attendance in the program will earn students gain time (reduces sentence)
- Teacher was calm; attentive to individual students; certified; focused on progress
- Student volunteered to be interviewed

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

None

IX. RESULTS – CAREER AND TECHNICAL EDUCATION

Godby High School
November 17, 2008

INTERVIEWS AND OBSERVATIONS

- The Academy program started with the SUCCEED grant in summer of 2006 with \$172,000.00
- Academy programs were built around high skills, high wage jobs
- In 2007- 2008, 112 students were accepted into the Academy programs
- IT program was initially housed at Lively Technical Center
- The goal is to change CTE offerings into full academy programs

Academy of Finance

- Has a recruitment DVD; middle school students are recruited, including feeder and non-feeder schools
- Students are job shadowing
- Student advisory board meets weekly
- Web-based Junior Achievement Banks in Action
- Students have a cross-curricular project every 9 weeks, and CTE-FCAT Connections resources are utilized for integration activities
- Have a chapter of Future Business Leaders of America (FBLA)
- Strong advisory group member from FSU, Department of Financial Management, Envision Credit Union; current planning for paid internship
- There is a plan for all senior students to complete 5-25 credit hours internships
- Recruitment is done through coordination between guidance counselor and other feeder schools

Academy of Information Technology

- 175 students, in operation for third year
- Internships, paid and unpaid, are available to seniors who meet certain requirements
 - Agreements with the City of Tallahassee, Leon County and Tallahassee Technology Alliance
- Ninth grade students participate in job shadowing at businesses or government offices
- All students join Technology Student Association (TSA), as school pays dues- *one student participated in national competition
- 7-10 students on student advisory board that meets once a month
- Academy has a Geographical Information System (GIS) track
- After school robotics club- 13 kits- 20-30 students are participating/year, with participation limited by the number of kits; very popular with students
- Program began at Lively and is in its first year at Godby
- 120 Students are enrolled
- Students start with an introduction to Personal Computers
- There are 3 ESE students that require assistive technology
 - These students can hear but cannot write, through Neo Alpha Smart Technology they are able to type
- Team Planning is done twice per month
- Job shadowing is with police department
- State-of-the art technology

Construction Academy

- Advisory committee is used, but has not met this year
- Two teachers in the program are National Center for Construction Education and Research (NCCER) certified
- The program is in the developing stages
- The program is in second year of operation
- 175 students in the program are taking the course as an elective
- 50 Academy students
- Last year, students built a house on the campus with a grant from North West Regional Development Company last year that was sold online for \$45,000. With existing funds from the sale, students currently are building a home for Goodwill Industries with handicapped accessible fixtures
 - The home that was built by the students has been the only marketing tool for the program
- Updated equipment in place
- No student organization

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

None

INTERVIEWS AND OBSERVATIONS

Cosmetology

- Students were engaged and using mannequins for styling; the instructor was also being used as a customer
- Spoke with three students in regards to class; all three students offered positive feedback
- Students have specific goals that must be completed in the community
- Levels of staff ranged from beginners to seniors
- Class runs a full service salon part time during the day which is open to the public; program is self sufficient

Welding

- Students are enthusiastic about the learning facilities

Health

- Five health programs offered
- Active advisory committee is large, meets regularly, and coordinates fundraisers for scholarships and secures donated supplies
- Extra support for students is available with tutoring available on Thursdays for 2 hours after class
- Programs are doing well with placements, except for a small EKG program
- Health Education program has state of the art program and equipment

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

Cosmetology

1. The sink is off center and needs to be adjusted. This concern was raised by one of the students.
Recommendation: Assess whether the sink needs to be adjusted

Welding

1. Weight room presented safety issues; does not belong in this environment
Recommendation: Consider moving into a separate facility that presents a safer environment
2. Radio was on in the shop and was distracting
Recommendation: Consider removing to present an environment more conducive for educational functions
3. More effort needs to be in place to put safety posters in the work stations and classrooms.
Recommendation: Place safety reminders and posters throughout the environment
4. TV should be used for instructional purposes
Recommendation: Store safely and use only for instructional purposes
5. The instructor requires additional resources for expanding welding
Recommendation: Consider additional resources for the expansion of welding programs
6. The instructor is interested on updating welding technology equipment
Recommendation: Evaluate the need for updating equipment

Health

1. The program could use extra help in expanding clinical programs, which limits expanding health programs
Recommendation: Health has a large advisory committee; work with this committee to expand clinical programs

Rickards High School
November 18, 2008

INTERVIEWS AND OBSERVATIONS

Health Academy

- Serving ESE students
- Speakers present career options
- Getting students ready for clinicals, need 11th grade TABE scores for admission to Lively
- Goal is to have students eligible to sit for state exam or to be certified in specific areas
- First year of program is usually the hardest due to parents pushing students
- All students are CPR certified
- ESE students are enrolled in program and become CPR certified
- Lynx women's service club has adopted the academy and provides prominent speakers (nutritionist, pharmacists and physicians) to come in to speak with students
- Third year of academy and 68 students are enrolled, including 10 ESE students
- Program includes Health Science 1 and 2 and Allied Health Assisting
- Nationally known motivational speaker "Mother Love" is speaking on diabetes and reviewing student diabetes projects (project-based learning)
- Broad-based advisory committee, including a pharmacist, doctor, and other health providers; has helped with hospital tours; students have also visited Shands Hospital

Drafting

- Individualized instruction noted
- Intro and Advanced level classes are housed in the same classroom

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

Health

1. More job shadowing opportunities are needed for students. Teacher needs funds for transportation for student job shadowing
Recommendation: Work with advisory committee and/or Rickards High administrators to address the need
2. Need to develop articulation agreements
Recommendation: Work with local Career Pathways Consortium staff and post-secondary education providers to develop articulation agreements

Drafting

1. Teachers' interactions with students in two classes were positive and students are engaged except for the one student who did not want to work in class. The teacher acknowledged the need for help with student management, as he had taught adults at Lively before teaching at Rickards
Recommendation: Provide instructor with a workshop or other resources relating to student management practices. This may similarly be an issue with other instructors who were reassigned from Lively Technical Center to local high schools

Lincoln High School
November 19, 2008

INTERVIEWS AND OBSERVATIONS

CTE Department Head

- Digital photography students have won national competition and received recognition
- Has only one planning period to serve as department head, and is additionally responsible for maintaining technology for a large high school with eight CTE instructors

Early Childhood Academy

- Child care room is well organized and equipped
- Program has four year plan handout and students can earn dual enrollment credit
- Teacher works closely with DCF on licensing requirements for providers
- Students have portfolios to share with employers, which includes student writing
- Teacher enthusiastic and receptive to suggestions and new ideas

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Second year of academy - only 7 of 23 students remain in academy
Recommendation: Research and implement strategies to ensure that students have adequate information about the academy prior to admission into the academy, as well as retention strategies
2. Teachers should be made aware of labor market information on Internet regarding jobs resulting from CTE training
Recommendation: Information from Florida CHOICES at <https://access.bridges.com> has been shared. The Florida DOE Division of Workforce Education also provides CHOICES workshops. For more information about CHOICES and/or a workshop, call 800-342-9271
3. While there have been academy meetings and a district-developed notebook on academies, staff was unclear about how to start academies

Recommendation: Information is available on the Florida DOE Division of Education academy Web Site at http://www.fldoe.org/workforce/careeracademies/ca_home.asp, Gayle Manley at gayle.manley@fldoe.org or 245-9057 is also a resource

Leon High School

November 19, 2008

INTERVIEWS AND OBSERVATIONS

Web Design

- Teacher has more than 30 years teaching experience
- Students designed impressive high school Web page and work with teachers to make sure that pages meet their needs
- Students home pages for Web 1 and other assignments for Web 2 students are posted on the Leon High School Web page
- Students critique each other's work to suggest improvements
- Teacher familiar with current curriculum frameworks

Culinary

- Teacher has more than 20 years teaching experience
- Students have catered for school, city and county commissions and a wedding
- A Pro Start program, but only a few students are obtaining certification

Drafting and Construction

- Teacher has 28 years teaching experience
- Teacher very familiar with Gold Seal Scholarships
- Students in construction program working online on NCCER certification
- Use of private grant for equipment upgrades
- Community outreach and observation
- Teaching many aspects of construction in construction program - see Leon HS Web Site for more details; students walk to construction site nearby to observe construction
- Obtained a private grant for \$25,000 for equipment upgrade for construction
- In drafting program, students were using computers for design
- Alternative housing options such as solar and green houses are being used

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS/REQUIRED ACTIONS

Culinary

1. An instructor was unfamiliar with the length of Bright Futures scholarships, believing that it did not cover all years for a bachelor's degree
Recommendation: Provide staff development to ensure that teachers have sufficient familiarity with Bright Futures scholarships. The Bright Futures Web Site is at <http://www.floridastudentfinancialaid.org/ssfad/bf>.
2. There is one advisory committee for culinary programs at 4 high schools- not aware of any activity by advisory committee to date during the school year
Recommendation: Evaluate efforts needed to ensure that this advisory committee is working effectively, including the efficacy of an advisory committee serving several high schools; expand recruitment for members from the community
3. A sanitation issue was evident in the culinary area.
Required Action: A monthly written report for 6 months and then at 3 month intervals for 6 is required to show that actions have been taken to eliminate sanitation issue. The report is due on the first of each month (April, May, June, July, August, November 2009 and February 2010)

Chiles High School November 19, 2008

INTERVIEWS AND OBSERVATIONS

Criminal Justice Academy

- New teacher came aboard as of August 2008; correctional officer
- 125 students total in academy
- 2nd year of academy at Chiles
- Field trips are in place
- Class is hands on
- Advisory committees are in place includes representatives from Sheriff's office
- Class receives visits from federal and defense agents
- PowerPoint and video presentations are used in the classroom

Engineering Technology

- Class is used for Gold Seal scholarship program
- Classes are project-based
- Project "Lead the Way" is a proud sponsor of this program
- CTSO – student organizations are on the campus
- Advisory committees are not in place
- Internships are offered through DCT program on campus
- Goal is to reach college bound students

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Some students have been turned away due to lack of classes
Recommendation: Consider adding classes for students to enroll in; identify needs among students
2. There is no direct feeder program in place
Recommendation: Consider talking with guidance department in regards to establishing communication for feeder programs

3. The teacher wants to see students get more exposure to other programs and have more options
Recommendation: Arrange fieldtrips and consider inviting speakers to come in to speak to students

Leon School District Administrator Interview
January 21, 2009

INTERVIEW

- Each high school principal received a visit from a team to discuss and encourage the development of academies, plus high schools sent representatives to an academy meeting with Dr. Frank Fuller, who was responsible for Okaloosa School District's academy program
- A district notebook was developed to provide a toolkit for academy development for each high school
- CTE department heads receive supplemental pay for this responsibility
- Godby High School's IT academy is the IT academy for the district, as substantial resources have been devoted to making that program state of the art and that school is under-enrolled

INTERVIEWS, CONCERNS AND RECOMMENDATIONS

- Although academies are a major emphasis for the district- under a district policy, 70% of Perkins funding for each high school must be used to support new or emerging academies, programs such as DCT that support academies, or critical training needs, such as culinary training

Recommendation: Ensure that all high schools are clear on the locally established parameters for this funding

- The Leon secondary education director also has responsibility for CTE, including Perkins funding (beginning in the current year only); the only staff support he has is a shared secretary
Recommendation: Consider using Perkins funding for additional staffing for secondary CTE to support academies and other district CTE efforts

- The district needs assistance with strategies for implementing CTE - academic integration for academies, including reading strategies

Recommendation: Conduct a workshop on this subject for teachers and other staff and provide ongoing support for teachers. CTE/FCAT Connections at <http://www.cte.osceola.k12.fl.us/FCAT.shtml> provides curriculum that integrates the Sunshine State Standards with standards for identified CTE courses. Contact Marsan Carr at Florida Association of Career and Technical Educators (FACTE) at factexec@facte.org for CTE/FCAT Connections training or other assistance for integrating CTE and academics. The district may want to consider encouraging secondary CTE teachers to be trained in Content Area Reading Professional Development (CARPD) to integrate reading in their classrooms

FINDINGS

No findings of non-compliance were noted

EVENTS

Not Applicable

X. RECORDS REVIEW

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

- Student Handbook was comprehensive, included eligibility criteria and non-discrimination statement; produced creatively; folder itself contained key policies and information
- Teacher handbook was current and focused on key policies and forms
- Marketing materials were abundant and varied
- Financial, including Purchasing policies
- Policies and procedures available on the Web Site
- Cooperative Agreements between LCS Adult and Community Education and Leroy Collins Public Library; B.L. Perry Branch Library, Big Bend Workforce Plus, Leon County Detention Facility, Godby High School and Lively Technical Center
- Climate Survey
- LCP reporting
- Volunteer information and forms
- Review certifications for teachers
- Brochures-promotional activities contained information specific to locations and maps. It also contained on-line information and opinion surveys. Marketing materials were abundant and varied
- Personnel/Employee Handbook and includes Community Resources
- Equipment and Inventory forms as well as electronic
- Accountability tools for employees
- Programs of Study for Lively
- Advisory Committee Information with relationship to partnerships are expansive
- Data on performance measures/outcomes done prior to visit
- District School Improvement Plans with clear goals
- Travel documentation such as purchase orders and requisitions with relation to conference attendance
- Purchase requests for exam fees, computers and equipment for students
- Dual enrollment statistics
- Staff meeting agendas
- Technical skill attainment by Adult Level/Clock hour programs
- Student file reviewed for progress

FINANCIAL

The purchasing documents were available for each grant for 2006-07 and 2007-08 and reviewed for reasonableness and allowability. A sample of grants was tracked for expenditure review and implementation of policies in relation to approvals and signature.

Policies and procedures were reviewed and followed in practice as could be determined in review.

Equipment was verified for Adult Education and Career and Technical Education. The district's property management system is followed and includes the checks and balance necessary to ensure a working system.

All major equipment purchased with grant funds was located and tagged. The purchasing documents were all reviewed, with no discrepancies noted.

XI. REQUIRED RESOLUTION ACTIVITIES

System Improvement Plan

A System Improvement Plan will be required for the Adult Education Program.

When a provider is unable to meet the projected level of performance on specific indicators, a System Improvement Plan is required. The purpose of the plan is to target specific indicators for improvement. The following components shall be included in the plan:

- A statement of the purpose/goal of the plan
- Most current data applicable to the target indicator
- Strategies the provider will implement to assure it is reaching the target
- Person(s) responsible for implementation of the strategy(ies)
- Evidence of change to enable any party to identify the effectiveness of the strategy(ies) and achievement of the desired outcomes

The System Improvement Plan is available in this document as Appendix 3. A data review will be required as a part of the System Improvement Plan. Quality Assurance staff shall work in concert with other Division staff and the district to ensure consistency with the requirements, review, and approval of Improvement Plan.

Corrective Action Plan

Once a Bureau monitoring activity is conducted, items of non-compliance are identified. In order to ensure the correction of those items, a Corrective Action Plan is developed.

A Corrective Action Plan is not needed from the Leon County School District.

Action Plan

An Action Plan is required to address concerns and recommendations.

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. Additional resources are listed with recommendation's throughout this report.

XII. 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.

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:

$$\begin{array}{l} \text{Performance Score} + \\ \text{Operational Risk Factors Score} = \\ \hline \text{TOTAL Risk Assessment Score} \end{array}$$

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.

Florida Department of Education
Division of Workforce Education

System Improvement Plan

- Adult Education and Family Literacy
 Career and Technical Education

Grant Type: Adult Education & Family Literacy		Provider: Leon County School District		DOE Team Leader: Eileen L. Amy
Date(s) of Monitoring: November 17-19, 2008		Provider Contact Name, Telephone, E-mail: Mrs. Barbara Van Camp, 850-922-5343, vancampb@ace-leon.org		Date of Submission: February 23, 2009
Citation / Finding	Corrective Action Strategies	Person Responsible	Projected Date of Completion	Evidence of Change
There is a discrepancy with the submission of NRS data and contents	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 staff to ensure more accurate reporting	Barbara Van Camp Charles Tacot	June 30, 2009	Accurate reporting of NRS data.
	District staff and Workforce Education staff will review current data collection procedures being used in the district related to Workforce Education.	Barbara Van Camp Charles Tacot		
	District staff and Workforce Education staff will work cooperatively to establish procedures for reviewing data prior to submitting to FLDOE.	Barbara Van Camp Charles Tacot		
	Staff Development activities will be conducted at the school and district level for individuals involved in collecting and reporting Workforce Education data.	Barbara Van Camp Charles Tacot FLDOE (as needed)		
	Appropriate staff will be encouraged to attend relevant data workshops and conferences to gain additional knowledge related to data reporting.	Barbara Van Camp		
Increase performance to meet established targets.	Conduct "Awareness-training Workshops" about learning and other disabilities to administrators, curriculum support staff, instructors, testers and initial point of entry personnel.	Barbara Van Camp	To be determined	Increased level(s) in performance data for future monitoring years

<p>Increase performance to meet established targets</p>	<p>At intake Identify barriers students may have (i.e., transportation, financial difficulties, employment and child care conflicts, lack of confidence, negative past school experiences etc.)</p> <p>Provide individualized support to both teachers and students.</p> <p>Use data for management and program decision-making to effect change as needed</p>	<p>Barbara Van Camp</p>	<p>To be determined</p>	<p>Increased level(s) in performance data for future monitoring years</p>
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Technical Assistance Needed and/or Provided:
 Eileen Amy, Tashi Williams and other members of the DOE monitoring team provided much appreciated assistance during the audit review process (Barbara Van Camp). Craig Winger, FLDOE, (850-245-0720) will be contacted by the Leon County School District staff regarding NRS reporting. www.nrsWeb.org.

<p>Status of Action Completed / Pending: Tashi Williams will continue to work with the district designees to implement the ELP.</p>	<p>Date:</p>
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System Improvement Plan submitted by Barbara Van Camp, Principal of Adult and Community Education
 System Improvement Plan accepted by Eileen L. Amy, Director of Quality Assurance and Compliance