



## **Quality Assurance and Compliance Monitoring**

Adult Education and Family Literacy  
Career and Technical Education

Martin County School District

**Final Report**  
**April 26, 2012**

# FLORIDA DEPARTMENT OF EDUCATION



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April 26, 2012

Ms. Nancy Kline, Superintendent  
Martin County School District  
500 East Ocean Boulevard  
Stuart, Florida 34994

Dear Superintendent Kline:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical and Adult Education programs from our visit on February 13-15, 2012. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Eileen L. Amy, Director of Quality Assurance and Compliance. Ms. Amy may be reached at 850/245-9033, or via electronic mail at [Eileen.Amy@fldoe.org](mailto:Eileen.Amy@fldoe.org).

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

Sincerely,

A handwritten signature in black ink, appearing to read "Rod Duckworth", with a stylized flourish at the end.

Rod Duckworth

RD/ela

Enclosure

C: Lori Romano  
Sheryl Walden

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Florida Department of Education  
Division of Career and Adult Education

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

## **I. INTRODUCTION**

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

## **II. AUTHORITY**

The Florida Department of Education receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for Adult Education and Family Literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards sub grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and adult education/family literacy. Each State shall have procedures for reviewing and approving applications for sub grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the State has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the *2011-12 Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

## **III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS**

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

## **IV. PROVIDER SELECTION**

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 for each program monitored 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 Martin County School District was determined to be an onsite visit. Notification was sent to Ms. Nancy Kline, Superintendent of Martin County School District on November 4, 2011. The designated representative for the agency was Dr. Lori Romano, Director of Adult, CTE, Secondary, and Virtual Education.

The onsite visit to the agency was conducted February 13-15, 2012, by three representatives of the Quality Assurance Section of the Division: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance, and Program Specialists, Ms. Sheryl Walden and Mr. Tashi Williams.

## V. Martin County School District

The total student enrollment for Adult Education in 2010-2011 is 1,012. (NRS report)

The total student enrollment for Career and Technical Education in 2010-2011 is 4,314.

**The provider was awarded the following grants for FY2009-10 and FY2010-11:**

### 2009-2010

#### ADULT EDUCATION AND FAMILY LITERACY GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
430-1910A-0CC01	Corrections	\$50,000	\$8,432.92
430-1910A-0CG01	Geographical	\$64,086	\$1,733.70
430-1930A-0CE01	EL/Civics	\$45,058	\$ 510.54

#### CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
430-1610A-0CS01	Secondary	\$171,539	\$1,705.69

### 2010-2011

#### ADULT EDUCATION AND FAMILY LITERACY GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
430-1911A-1CC01	Corrections	\$50,000	\$6444.76
430-1911A-1CG01	Geographical	\$64,086	\$ 77.45
430-1931A-1CE01	EL/Civics	\$40,058	\$0.00

#### CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
430-1611A-1CS01	Secondary	\$171,551	\$715.65

### 2011-2012

#### ADULT EDUCATION AND FAMILY LITERACY GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>
430-1912A-2CG01	Geographical	\$112,801

#### CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>
430-1612A-2CS01	Secondary	\$169,534

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

<http://www.martinschools.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.

### Onsite Visits

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

- Indiantown Family Learning Center, Indiantown
- Indiantown Adult Learning Center, Indiantown
- Martin County High School, Stuart
- Jensen Beach High School, Jensen Beach
- Port Salerno Family Learning Center, Port Salerno
- Hobe Sound Family Learning Center, Hobe Sound
- JD Parker Family Learning Center, Stuart
- South Fork High School, Stuart

### Entrance and Exit Conferences

The entrance conference for the Martin County School District was conducted on February 13, 2012. The exit conference was conducted on February 15, 2012. Both conferences included:

- Dr. Frank Raffone, Assistant Superintendent
- Lori Romano, Director of Adult, Secondary and Virtual Education Programs
- Constance Scotchel-Gross, Coordinator of Career and Technical Education and Community Education
- Elia R Parsons, Coordinator of Adult Education
- Kathy Owens, Secretary
- Melissa Eversdyke, Program Specialist
- Vicki Turco, Bookkeeper
- Eileen Amy, Director of Quality Assurance and Compliance
- Tashi Williams, Program Specialist, Quality Assurance and Compliance
- Sheryl Walden, Program Specialist, Quality Assurance and Compliance

### Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. A minimum of two interviews and observations were completed at each site. 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 were reviewed at the agency's website and discussed at various times during the onsite visit.

## VII. RESULTS

Martin County School District  
February 13-15, 2012

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

- The District engaged in a strategic planning process regarding the development and implementation of Career Academies which:
  - involved 30 representatives each from the following: community businesses, teachers, and students
  - focused on five primary questions
  - resulted in five committees each chaired by business representatives

- District staff approach demonstrates that “change is good”.
- Communication from the top down is evident.
- Career Academies are effective, and more are moving toward implementation.
- District values “Return on Investment” (ROI).
- Industry certifications are a priority.
- Leadership was described as: “Leadership sets the framework, the culture, and stage, then steps aside and lets us do our thing.”
- Format for visits at each high school was successful.
  - Administrative overview of programs
  - Student focus groups
  - Class observations

#### FINDINGS

No findings of non-compliance were noted at this time.

#### CONCERNS AND RECOMMENDATIONS

None

**B. DATA AND ASSESSMENT** refers to all the components of the assessment and data systems, including test administration, test security, data collection, data entry, and reporting. The use of data in program decision-making is also explored and commented upon.

- Assessment Policy is in place for the District.
  - Guidelines are being followed for pre- and post-testing.
  - Teacher input into testing is considered after the required hours of instruction are met.
- The District uses the TABE and CASAS.
  - The oral screening is used for CASAS.
  - The locator is used for the TABE.
- Staff has access to reports, including student test scores.
- Staff is trained in use of data.
- Data is used in decision-making.
- Data is used in all school brochures.
- Teachers and administrators were well-versed in their data.

#### FINDINGS

No findings of non-compliance were noted at this time.

#### CONCERNS AND RECOMMENDATIONS

None

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

- The District has 24 Career Academies representing 28% of high school enrollment.
- The DOE frameworks are followed.
- Real-life context is incorporated into classes.
- Capstone Projects and Portfolios are tools for students admitted into postsecondary programs and employment situations.
- Programs of Study were available for review.
- The District uses the National Standards of Practice for CTE.
- Implementation of Career Pathways is evident; students receive assistance to navigate the system

#### FINDINGS

No findings of non-compliance were noted at this time.

#### CONCERNS AND RECOMMENDATIONS

None

**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.

- All items listed on the inventory were in place and tagged.
- Technology seemed plentiful and was being used.
- Textbooks and other resources appeared to be current. However, students thought there should be more recent editions available.

**FINDINGS**

No findings of non-compliance were noted at this time.

**CONCERNS AND RECOMMENDATIONS**

None

**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.

- Teachers received training in Positive Behavioral Support; techniques were implemented across all classrooms.
- Positive Peer Pressure was utilized to create a positive learning and caring environment.
- Guidance staff is involved with all students.
- Culture of campuses was pervasive, demonstrated by:
  - Focus on students
  - Respect is evident: Students for staff and staff for students
  - Student dress code was implemented.
- Classrooms were large spaces with room for instruction and practical learning activities.
- The buildings and grounds were beautiful and well cared-for by custodial and maintenance staff.
- Saturday Adult Education classes were available morning to night throughout the community.
- Facilities and locations of Adult Ed programs were community-wide with Family Literacy programs available at each site.
- Security at high schools was in place with a required check-in process, including distribution of badges.
- Teacher passion and experience was evident throughout the visit.

**FINDINGS**

No findings of non-compliance were noted at this time.

**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 non-discrimination policy includes required protected classes, but was not listed consistently throughout publications.
- Instructors and administrators are aware of the process for addressing complaints regarding discrimination.

**FINDINGS**

No findings of non-compliance were noted at this time.



## CONCERNS AND RECOMMENDATIONS

**Concern:** Inclusion of the District's non-discrimination policy was inconsistent among policies and procedures, manuals, postings, and brochures.

**Recommendation:** Review all declarations of the District's policies to ensure consistency. When developing new brochures or at new publishing, include the required statement.

**Agency Response:** Prior to the team's leaving the District, contact had been made with the Risk Management Office; the review and implementation of appropriate changes had already begun. No further action is required.

**G. RECORDS REVIEW** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of both financial and programmatic records are reviewed.

- Financial policies and procedures
- Purchasing policies and procedures
- Payroll records
- P-Card records
- Inventory
- Travel records
- Student records
- Marketing materials - school profiles, brochures and flyers
- Programs of Study
- Non-discrimination statements, posted and in printed materials

## FINDINGS

No findings of non-compliance were noted at this time.

## 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.

- Financial and purchasing policies and procedures are available online.
- A shadow system for tracking expenditures is maintained by the AE and CTE office in addition to the District's use of TERMS.
- Staff is able to access information independently.
- Spreadsheets allow real-time information.
- There are at least three levels of approvals for all transactions.
- Various approval levels address reasonableness.
- The monthly ledger was available for review.
- Unexpended funds are no longer an issue given the timely review of expenditures.

## FINDINGS

No findings of non-compliance were noted at this time.

## CONCERNS AND RECOMMENDATIONS

None

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

- The District's Advisory Council was very active, meeting often to support the Career Academies.
- There were strong relationships with business partners in the community.
- One of their business partners chairs the subcommittee for the Strategic Plan.
- The relationship with Indian River State College is very strong.
- Relationships seem positive between schools.
  - Schools share information.
  - Collaboration between and among schools was demonstrated often.

## FINDINGS

No findings of non-compliance were noted at this time.

## CONCERNS AND RECOMMENDATIONS

None

**J. STUDENTS** – The team meets with groups of students; their perspective is presented as a portion of this report.

- Career and Technical Student Organizations (CTSOs) were prevalent throughout the District.
- Students are involved in CTSOs at all levels.
- According to students, the teachers don't instill information and knowledge, but cultivate what is already there.
- Teachers recognize the strength of the individual.
- Students in Exceptional Student Education programs are not treated differently from other students. Focus is on the student's educational needs.
- Students wanted the District to review the age of the textbooks.
- Some students find it difficult to get hours in for their internships or community service hours.
- Students demonstrate a high level of involvement in school, clubs, and athletics.
- In one school, the focus was on "Making Students Better People".
  - School focus was on the 21<sup>st</sup> Century Student including: rigorous academics, technical know-how, employability, adaptability, and entrepreneurship.
- The District has a proactive program to address bullying and gang-related activities.
- "Schools help students demonstrate their talents."

## **K. ADULT EDUCATION**

Although observations of the adult education program were included in the other focus areas, the team determined that the program deserved a separate focus area as well. The team visited four locations where Adult Education and Family Literacy services were provided. The team saw students at only three of the sites visited. At two of those, only one or two students were present; there were no students at one site. Essentially, the team observed many empty classrooms. The classrooms were spacious and equipped with technology and learning materials. Teachers were experienced and prepared to teach. The locations are well-located in the surrounding communities. Lack of attendance may be attributed to the proof of residency requirements recently required for enrollment.

Because the strategic planning process has benefitted the CTE programs, the District might consider engaging in strategic planning for the Adult Education programs as well. The District's Adult Education staff should take steps to follow-up on those who have left the program and recruit new students. When recruiting students, it is important to distinguish between the instate residency requirements and the legal residency requirements in the United States. The District might consider using the teachers' time and input to recruit students. The Adult Education area might collaborate with the CTE classes to develop marketing materials.

For some locations, it was difficult to locate the program and classrooms. Additional or better signage would facilitate increased access to the programs; this would also reduce student stress or frustration when considering enrollment.

## **VIII. REQUIRED RESOLUTION ACTIVITIES**

### **ADULT EDUCATION AND CAREER AND TECHNICAL EDUCATION**

1. Corrective Action Plan - none required
2. Action Plan - none required

## **IX. TARGETED TECHNICAL ASSISTANCE**

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

## **X. REMARKS or POSITIVE PRACTICES**

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visit. Monitoring staff noted the following innovative programs and strategies during the visit to Martin County Public Schools:

- Use of various data in marketing materials and presentations, by program and/or school: number of student enrollments; number of industry certifications; grade point averages; absences; test scores/student performance; National Merit Program statistics; number of college admissions; drop-out rates; number of disciplinary actions; participation in accelerated courses
- District-wide initiatives
  - Bring It 180 – Campaign to encourage parents to ensure that students attend school
  - Bullying – high school students present anti-bullying programs for middle and elementary school students
  - Positive Behavior Intervention Support – rewards good behavior exhibited by students with SOAR cards
  - A Student Mentoring Program is implemented where students are grouped as:
    - Green = good to go, on track for graduation
    - Yellow = FCAT scores might prevent graduation
    - Red = possible credit deficiency might prevent graduation
    - Staff members, including administrative and support staff, mentor low-performing students.
    - Focus of mentoring is on improving attendance and behavior via phone calls, emails, texts, and during meetings with students
  - Campus book clubs are in place – Choice of books is made from recommendations; students and staff read and discuss the chosen book.

## **XI. SUMMARY**

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

We want to extend our appreciation to all participants in the Martin County School District's onsite monitoring visit. Special thanks are extended to Dr. Lori Romano, Director of Adult, CTE, Secondary, and Virtual Education for her leadership and participation in this process.

**Appendix A**  
**Martin County School District**  
**Risk Matrix for Adult Education**

<b>Risk Factor</b>	<b>Criteria Scale</b>	<b>Value</b>	<b>Risk Factor Weight</b>	<b>Total Points</b>
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	X 6	= 24  <i>(total points)</i>
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Per grant (1)	2	X 6	= 12
Number of grants with <b>10%</b> or more of unexpended funds (2009-10)	Per grant (0)	5	X 4	= 0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency	16+ findings	10	X 10	= 80
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years	Director (1)	10	X 4	= 40
<b>TOTAL Level of Risk Score</b>				<b>156</b>

**Appendix B**  
**Martin County School District**  
**Risk Matrix for Career and Technical Education**

<b>Risk Factor</b>	<b>Criteria Scale</b>	<b>Value</b>	<b>Risk Factor Weight</b>	<b>Total Points</b>
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	X 6	<b>= 24</b>  <b>(total points)</b>
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Per grant (3)	2	X 6	<b>= 36</b>
Number of grants with <b>10%</b> or more of unexpended funds (2009-10)	Per grant (1)	5	X 4	<b>= 20</b>
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency	16+ findings	10	X 10	<b>= 80</b>
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years	Director (1)	10	X 4	<b>= 40</b>
<b>TOTAL Level of Risk Score</b>				<b>200</b>