



**Quality Assurance and Compliance
Onsite Monitoring Visit
for
Career and Technical Education**

Okeechobee County School District
September 10-11, 2012

Final Report
November 9, 2012

FLORIDA DEPARTMENT OF EDUCATION



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November 9, 2012

Mr. Ken Kenworthy, Superintendent
Okeechobee County School District
700 SW 2nd Avenue
Okeechobee, Florida 34974-5117

Dear Superintendent Kenworthy:

We are pleased to provide you with the Final Report of the onsite monitoring of the Career and Technical Education programs from our visit on September 10-11, 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.

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".

Rod Duckworth

RD/pr

Enclosure

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Florida Department of Education
Division of Career and Adult Education

**Okeechobee County School District
Career and Technical Education
Quality Assurance Monitoring Report**

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (Division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of Federal and state funding. The Quality Assurance section of the Division 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 FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006. FDOE awards sub grants to eligible providers to administer local programs. The FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE. Each state shall have procedures for reviewing and approving applications for sub grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of district school boards in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes.)

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2012-2013 *Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The *Quality Assurance Policies, Procedures, and Protocols* (Manual) was revised in the 2012-13 program year. The Manual was provided to each provider prior to the monitoring visit. The Manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the Manual in this document; it is located on the Division's website at <http://www.fldoe.org/workforce/compliance.asp>.

IV. PROVIDER SELECTION

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 FDOE and the Division. 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 strategies to be implemented.

The monitoring strategy for Okeechobee County School District (OCSD) was determined to be an onsite visit. Notification was sent to Superintendent Ken Kenworthy on July 18, 2012. The designated representatives for the agency were Ms. Leslie Lundy, Director of Grants and Special Programs and Ms. Lonnie Steiert, Career and Technical Education.

The onsite visit to the agency was conducted September 10-11, 2012, by three representatives of the Quality Assurance section of the Division: Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists Tashi Williams and Sheryl Walden.

V. OKEECHOBEE COUNTY SCHOOL DISTRICT

2011-12

<u>CTE Secondary Enrollment</u>	<u>Total Enrollment</u>
3,167	3,167

The provider was awarded the following Career and Technical Education grants including Secondary Department of Juvenile Justice (DJJ), Rural and Sparsely Populated (Rural), and Secondary:

2010-11

<u>Program</u>	<u>Total</u>	<u>Unexpended Funds</u>
DJJ	\$ 75,000.00	\$ 951.64
Rural	\$ 76,247.00	\$ 182.64
Secondary	\$ 94,506.00	\$ 166.95

2011-12

<u>Program</u>	<u>Total</u>
DJJ	\$ 23,889.00
Rural	\$ 70,479.00
Secondary	\$ 86,702.00

2012-13

<u>Program</u>	<u>Total</u>
DJJ1	\$ 40,645.00
DJJ2	\$ 70,000.00
Rural	\$ 77,533.00
Secondary	\$ 78,128.00

**Unexpended funds \geq 10% was not an issue.*

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

www.okee.k12.fl.us/

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- Okeechobee High School
- Okeechobee Freshman Campus

- Cypress Juvenile Residential Facility
- Okeechobee Intensive Halfway House

Entrance and Exit Conferences

The entrance conference for the OCSD was conducted on September 10, 2012; the exit conference was conducted on the following day, September 11, 2012. The participants are listed below:

	Title	Entrance Conference	Exit Conference
Agency Participants			
Heather Gillis	Career Specialist	X	
Mr. Ken Kenworthy	Superintendent	X	
Ms. Leslie Lundy	Director of Grants and Special Programs	X	X
John M. Radebaugh	Principal, Former CTE Director	X	X
Ms. Lonnie Steiert	Federal Programs Resource Teacher	X	X
FDOE Monitoring Team			
Eileen L. Amy	Director of Compliance	X	X
Tashi Williams, Co-leader	Program Specialist	X	X
Sheryl Walden	Program Specialist	X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. 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 VII, Section G. A minimum of five student records were reviewed. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

VII. RESULTS

Okeechobee County School District
September 10-11, 2012

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

- New administrators are informed and enthusiastic about new roles and responsibilities.
- Administrators appear to have a wealth of experience.
- Teachers are equipped with backgrounds that match their specific area of instruction.
- The Superintendent was involved in the monitoring process (wrote grant) and has Career and Technical Education (CTE) knowledge and experience.
- Administrators, including principals, and students are involved in the community and are known by the community.
- Support of the community and businesses was clearly evident in activities, fundraising, and events.
- Advisory Councils are in place for many of the CTE programs.
- The new director will develop a District-wide Advisory Council for CTE programs.
- The Okeechobee School Board frequently and regularly recognizes programs, students and instructors.

- The Strategic Plan was very comprehensive, including data with accomplishments and goal areas.

B. DATA refers to all the components of the data system, including data collection, entry, and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- Administration uses data to evaluate programs and in program decision-making.
- FCAT testing scores are being used to guide instruction and identify student needs.
- All assessments (TABE/CASAS) are done by Indian River State College (IRSC).
- The new Management Information System (MIS) is Skyward; various levels of use and training were noted by staff.
- Teachers liked having access to student data through Skyward.
- Industry Certifications earned in 2011-12 were verified (using list provided by data staff at FDOE).

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 is following the appropriate FDOE frameworks.
- The development of classes and coursework enable completers (3 courses) that lead to industry certification.
- Use of varied methods of instruction, use of learning materials and technology was present.
- All classes appeared to be full; small and large group work was observed.
- Classroom management appeared to be positive.
- Advancement via Student Determination (AVID) was incorporated into curriculum and instruction.
 - Trained 30 teachers at the summer institute
- Community-based learning opportunities are visible; accounting (banks and appraisers), health services (hospitals and nursing homes) and ranch etc.
- Positive Behavior Support (PBS) was utilized throughout programs.
- Various grades may dictate specific rewards (2.5 to college trips, 3.0 Super Play and 4.0 trips to Universities)
- Certifications are extensive and were verified in student records. Certifications currently offered:
 - Adobe Photoshop, ACA
 - Adobe Flash, ACA
 - Adobe Dreamweaver, ACA
 - AutoCAD Certified Associate
 - Certified Nursing Assistant
 - Microsoft Office
 - National Center for Construction Education and Research (NCCER)
- Automotive programs were all NATEF/ASE certified.

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 areas appear to be using current technology.
- Projectors and the use of Prometheus (new version of smart board) are available to teachers.
- Computers and laptops are plentiful, in good condition, and available for students.
- Equipment is tracked on a constant basis, and administrators know the processes.
- Policies pertaining to inventory, tracking and disposal of equipment were complete.

- 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.
- For all the sites visited, the grounds were beautiful, clean and well-kept; kudos to the persons responsible for the school campuses.
 - Classrooms and buildings appear to be well-maintained and provide comfortable learning spaces.
 - Buildings of historical nature were utilized for classrooms.
 - Furniture was realistic for student population and classes.
 - Large classes were observed during the visit.
 - Students appeared to be focused and task-oriented.
- 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.
- Teachers knew how to report any issues related to access and equity.
 - Many staff could identify the District's Equity Officer.
 - No issues were noted in any interviews; policies and procedures are in place to address this area.
 - Non-discrimination policies were posted throughout the campuses.
 - Students with disabilities were included in all programs.
- G. RECORDS REVIEW** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of the financial and programmatic records were reviewed.
- AVID News, September 2012
 - Career and Technical Education Booklet
 - Cooperative Employment Manual
 - Freshman Campus Teacher Handbook 2010-11
 - Individual Teacher In-service Records
 - Non-discrimination Notices
 - Okeechobee County School Information Guide, 2012-13
 - Okeechobee High School Local Scholarship Student Packet, 2011-12
 - School Board Agendas for March, April, and May of 2012
 - Senior Newsletter, September 2012
 - Strategic Plan, 2012-13
- H. FINANCIAL** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management, and allowable costs.
- Financial policies were made available to FDOE monitoring staff.
 - All purchase orders were reviewed for expenditures for 2011-12; no concerns were noted.
 - Financial reports are reviewed regularly by program staff.
 - Personnel Activity Reports (PARs) were reviewed for sample staff; PARs are completed monthly.
 - Travel was reviewed for sample staff; no issues were noted.
 - No contracts are paid out of Perkins funds.
 - Staff has the ability to pull financial reports by facility or grant.
 - Purchase orders come to the District office for review and processing.
 - A Bookkeeper starts the purchasing process; information is readily accessible to program leaders and administrative staff.
 - The Program manager approves all expenditures; expenditures greater than \$5,000 must be approved by the Superintendent.

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

- Articulation Agreements exist with the following:
 - Indian River State College
 - Keiser College
 - Waste-Water Management, Inc.
 - New England Tech
 - University of Northwestern Ohio
- Business Associate Agreement with Raulerson Hospital

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

- Involvement in Career and Technical Student Organizations (CTSOs) and student accomplishments were extensive throughout the programs visited.
- Students stated that most students will likely leave Okeechobee because there are only agricultural related opportunities available.
- Students like hands-on classes as opposed to sitting in class as listening and watching someone do something.
- Students stated that there are no strangers in Okeechobee because everyone knows everyone.

VIII. PROGRAM IMPROVEMENT PLAN

A Program Improvement Plan (PIP) was required for the performance levels that did not meet at least 90% of each agreed-upon target and is included in the grant. The purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

Secondary Performance Measures

- The agency met or exceeded all secondary measures except for:
 - *1S1 – Academic Attainment (Reading): 39% local actual performance vs. 65% local agreed-upon target
 - 3S1 – Secondary School Completion: 87% local actual performance vs. 89% local agreed-upon target
 - 4S1 – Student Graduation Rate: 84% local actual performance vs. 89% local agreed-upon target
 - *5S1 – Secondary Placement: 73% local actual performance vs. 87% local agree-upon target
 - *6S1 – Non-Traditional Enrollment: 11% local actual performance vs. 17% local agreed-upon target
- A Program Improvement Plan was reviewed with administrators:
 - Measureable activities were listed.
 - Verification of strategies was completed.
 - Three measures (academic attainment-reading; secondary placement; non-traditional student enrollment) were addressed.

A Program Improvement Plan (PIP) was required for the *performance levels that did not meet at least 90% of each agreed-upon target (three) and is included in the grant. PIP's were reviewed during the visit.

Discussion took place among the monitoring team and the provider's representatives. The provider was encouraged to include in the plan all activities the agency conducted to support the performance measures.

IX. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

No resolution plan is required of the District; there were neither findings nor concerns noted during the visit.

X. REMARKS or POSITIVE PRACTICES

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

- The Okeechobee Educational Foundation, Inc. hosts “scholarship night,” a time devoted to awarding deserving students from varied backgrounds, income levels, and need a scholarship to assist with the cost of attending a postsecondary school.
 - A CTE silver honor cord is awarded to students who complete the maximum number of courses possible at Okeechobee High School; students must be enrolled in a program with a 3.5 vocational GPA and a 3.0 GPA overall, while maintaining a good attendance record.
- Students Taking Action and Responsibility (STAR) meet 5 days a week at 40 minutes per day.
- “Zeroes Aren’t Permitted” (ZAP) is a well-established program that recognizes student needs such as homework, follow-up on assignments; free time, enrichment, computer labs, and study hall.

XI. SUMMARY

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. Finally, the Division 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 OCSD onsite monitoring visit. Special thanks to Ms. Leslie Lundy and Ms. Lonnie Steiert for their participation and leadership in this process. We also wish to thank Superintendent Kenworthy for attending the entrance conference and spending time with the monitoring team during the visit.

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

Risk Factor	Criteria Scale	Value (V)	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2010-11)	\$ 2,000,001+	8	x 6	24
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants (3)	x 2	x 6	36
Number of grants with 10% or more of unexpended funds (2010-11)	Number of grants (0)	x 5	x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational Director change within the last two (2) fiscal years.	Yes = 1 No = 0	x 10	x 4	40
TOTAL Level of Risk				200
Score				