



Quality Assurance and Compliance Monitoring

Adult Education and Family Literacy
Career and Technical Education

Pinellas County School District

Final Report
March 28, 2012

FLORIDA DEPARTMENT OF EDUCATION



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March 28, 2012

Dr. John Stewart, Superintendent
Pinellas County School District
301 4th Street Southwest
Largo, Florida 33770

Dear Superintendent Stewart:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education and Adult Education and Family Literacy programs from our visit on January 23-27, 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/ela

Enclosure

C: David Barnes
Tashi Williams

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Department of Education
Division of Career and Adult Education

**Pinellas County School District
Adult Education and Family Literacy and
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 (AE) 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 *Quality Assurance Policies, Procedures, and Protocols* (Manual) was revised in the 2011-12 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 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 and B. 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 Pinellas County School District was determined to be an onsite visit of its Adult Education and CTE programs. Notification was sent to Mr. John Stewart, Superintendent, on October 21, 2011. The designated representative for the Pinellas County School District was Mr. David Barnes, Director, Career and Technical and Adult Education (CTAE).

The onsite visit to the District was conducted on January 23-26, 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. PINELLAS COUNTY SCHOOL DISTRICT

Pinellas County has seventeen high schools/CTE sites.

- High Schools host magnet programs and career academies which offer a variety of programs.

There are nine Career and Technical and Adult Education sites.

The provider was awarded the following grants:

2009-2010

AE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
520-1910A-0CG01	AGE	\$ 992,431	\$ 19,093
520-1930A-0CE01	EL/Civics	\$ 226,162	\$ 123
520-1910A-0CC02	Corrections	\$ 100,000	\$ 2,022

CTE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
520-1610A-0CS01	Perkins Secondary	\$ 1,320,074	\$ 136,485*
520-1610A-0CP01	Perkins Postsecondary	\$ 631,253	\$ 81,590*

2010-2011

AE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended</u>
520-1911A-1CG01	AGE	\$ 992,431	\$ 17,198
520-1931A-1CE01	EL/Civics	\$ 226,162	\$ 3,939
520-1911A-1CC01	Corrections	\$ 100,000	\$ 2,794

CTE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
520-1611A-1CS01	Perkins Secondary	\$ 1,201,237	\$ 111,026
520-1611A-1CP01	Perkins Postsecondary	\$ 551,882	\$ 0

2011-2012

AE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>
520-1912A-2CG01	AGE	\$ 1,251,360
520-1932A-2CE01	EL/Civics	\$ 277,204
520-1912A-2CC01	Corrections	\$ 100,000
520-1911A-2CT01	Career Pathways	\$ 268,086

CTE

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>
520-1612A-2CS01	Perkins Secondary	\$ 949,116
520-1612A-2CP01	Perkins Postsecondary	\$ 557,680

*Denotes greater than ten percent in unexpended funds

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

<https://www.pcsb.org/>

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 an onsite visit to the following locations:

- Pinellas County School District office
- Arcturas (Citizenship, ESOL and GED)
- Dixie Hollins (ESOL and ABE)
- St. Petersburg College/GED Partnership
- Project Hope (GED)
- Pinellas County Jail (ABE/GED)
- Pinellas Park High School
- Clearwater High School
- Osceola High School
- Palm Harbor High School
- Tarpon Springs High School (Jacobson Culinary Art Academy)
- Stavros Institute
- Seminole Vocational Education Center
- Pinellas Technical Education Center at St. Petersburg Campus

Entrance and Exit Conference

The entrance and exit conference for the Pinellas County School District was attended by the following individuals:

<i>Name</i>	<i>Title</i>	<i>Entrance</i>	<i>Exit</i>
Amy, Eileen	Director of Quality Assurance and Compliance, FDOE	•	•
Barnes, David	Director, CTAE	•	•
Browsers, Kathy	Resource Teacher	•	•
Clay, Patricia	Supervisor	•	•
Corbin, Arlene	Director, PTEC St. Petersburg		•
Ericksen, Mark	Director, PTEC Clearwater		•
Goldman, Susan	Supervisor	•	•
Hawkins, Robert	Supervisor	•	•
Jauch, Dennis	Chief Operating Officer PTEC	•	
Jonas, Joni	Assistant Administrator	•	•
Long, John	Instructional Staff Development	•	•
Morgan, Anne	ABE/GED Coordinator	•	
Newton, Malinda	Clerk Specialist – Adult Education	•	
Packer, Jack	Assistant Director, PTEC	•	

Paynter, Margaret	Coordinator/Grant Manager		•
Robinson, Sherri	Operations Specialist	•	•
Sargent, Laura	Supervisor, Adult Education	•	•
Steiner, Michelle	Adult Secondary Coordinator		•
Thursby, Sandy	ESOL Coordinator	•	•
Vlach, Brenda	Administrator, Dixie Adult		•
Walden, Sheryl	Program Specialist, FDOE	•	•
Warner, Dawn	Resource Teacher	•	•
Williams, Tashi	Program Specialist, FDOE	•	•

Interviews/Observations

Interviews were conducted with the administration, instructional staff and students. All interviews and observations were held during the course of the visit.

Records Review

Administrative, financial, program and student records were reviewed. A complete list is provided in Section VIII, Section G. Some policies and procedures were reviewed on the district's website and discussed at various times during the onsite visit.

VII. RESULTS

PINELLAS COUNTY SCHOOL DISTRICT

January 23-26, 2012

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

- The administration is highly relied upon for curriculum and program development.
- The members of CTAE district staff are much admired by principals and are said to be:
 - "Very helpful and beneficial to students and staff"
 - "Receptive of ideas from faculty and staff"
- Strong networking takes place with external customers.
- The administrators encourage staff to attend conferences.
- Staff Development plans are implemented consistently.
 - Positive relationship with St. Petersburg College (SPC)
- Strong leadership was evident in the programs visited.
- Grant writers appear to be knowledgeable of programs.
- CTE programs have strong support from onsite administrators.
- Teachers are well-qualified, with many years of experience in content areas.
 - Teachers were student-centered and knowledgeable; they cared about students, recognized when negative life situations were happening and provided assistance and/or referrals.
 - One teacher expressed such a positive, "kid-savvy" attitude toward his students: "They don't care to know if they don't know you care". This attitude and approach to students was prevalent throughout the visit.
 - Faculty work together very well.
- The District should consider a plan for succession; few staff appear to be cross-trained.

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

- The *Destiny* software system is used for tracking data.
- The FDOE team observed data posted and used in one principal's office.

- Assessments are being used often (observed frequent TABE testing).
- Data management technicians are available in schools.
 - As an example, an athletic director requested Grade Point Average report for students to determine award eligibility.
- Data is used for evaluating, opening, and closing programs.
- Data is reviewed frequently.
- Adult Education placement is determined by the Test of Adult Basic Educations (TABE) pre-test results.
- Staff participate in FDOE Data Management Information Systems Advisory Taskforce (MISATFOR) and Workforce Education District Data Advisory Committee (WEDDAC) meetings.
- Data reports are accessible to all teachers.
 - One district-level staff is assigned for data reporting.
 - Input into the District's Management Information System is completed on a daily basis.
 - All persons who have access to the PORTAL system have the ability to run reports.
 - Occupation Completion Point/Literacy Completion Point reports are made available to staff on a regular basis.
 - Attendance reports are available to teachers.

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

- The FDOE Curriculum Frameworks are being followed.
- The textbooks are current and are accessible to all students.
- The students observed appeared to be focused; students know classroom routines.
- A significant variety of teaching methodology was observed, including but not limited to: text book, demonstration, small and large group discussions and lectures; use of technology, student demonstration, and faculty review.
- There are a large number of Career and Professional Education (CAPE) Academies and magnet schools; the District is working to establish more wall-to-wall schools or academies.
- Student outcomes are posted in most classrooms and are stated below:
 - What will I learn today?
 - How will I learn it?
 - How and where will I use it?
 - How will I know I learned it?
 - What difference will it make in my life?
- Rules and expectations are posted in classrooms.
 - The District may want to review how some rules are phrased and change them from negative to positive.
- Integration of academics and content areas was prevalent.

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.

- The District has a wealth of technology and uses it consistently and frequently.
- Smart Board usage was consistent from site to site.
 - The District requires those who want to use the Smart Board to attend training prior to receipt of the equipment to ensure that it will be used frequently and appropriately.
- Computers were available and current at all sites visited, both within the District and at community outreach sites.
- Outreach sites appeared to be well-equipped.
- Teachers seemed to be well-trained with technology.

- Technology was purchased based on class need; for example, IMacs were in Web design classes and personal computers in others.

E. INSTRUCTION AND 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.

- Some teachers use a “hands-on” approach to learning that is well-liked by students.
- The classrooms and labs observed appeared to be inviting, organized, and conducive to learning.
- The classrooms were supplied with posters, rules, and a variety of visual aids.
- Classroom content is full of rigor which seems to motivate students to work at their full potential.
- Positive teacher and student interaction was seen on a constant basis.
- Some classes utilize one-on-one and/or small groups learning practices to promote peer learning practices.
- The learning environment was unique to classes, instructors, and program.
 - Use of lighting in one classroom set the climate for learning;
 - stations in classrooms were well-equipped; and,
 - both instructional and functional work areas were well-planned.

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.

- All protected classes are covered in the District’s policy.
- All notices are broadly posted.
- Staff knew where and to whom to report issues.
- Accessibility of programs for persons with disabilities was evident at different sites.
 - Adaptive furniture was available for persons with physical disabilities.
 - Accommodations, including interpreters, were available to students.

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

The following records were reviewed:

- Data drives were provided by each program (Adult Education, Secondary and Postsecondary CTE) and contained a comprehensive group of policies, procedures, and resources.
- Policies and Procedures – Administrative
- Assessment Policy
- Data Procedures Manual
- Code of Student Conduct
- Accounting Procedures Guide
 - Purchasing – staff should ensure that the final and correct amount of a purchase can be tracked throughout the purchasing process.
 - Petty cash
 - Travel
 - Reimbursement
- Manual of Property, Equipment, Accounting and Controls

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.

- Samples of purchases, travel documentation and staff development transactions were reviewed.
- Staff were reminded to use appropriate actions to correct entries: one line strike-through, initial, and date. This will ensure that all information, including approvals, is current.
- Personnel Activity Reports (PARs) were reviewed.
- Financial policies and procedures are available on the Web; procedures were followed as demonstrated by the records reviewed.
- Unexpended funds were discussed with the Director as well as the Finance Officer.
 - More frequent and monthly reporting is currently implemented to minimize unexpended funds.
- Program and Finance representatives meet at least monthly.

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

- Communication exists between and among teachers at other schools and other districts.
- Advisory Committees are evident, active and representative of content and community.
 - Committee members assist in development of policy and curriculum, identify trends, participate in fundraisers, and volunteer for events.
- Articulation Agreements are available and in place.

J. STUDENT PERSPECTIVES refers to the views and opinions expressed by students who are enrolled in the agency's programs. These perspectives may be shared individually or during focus group interviews.

- Individual and group interviews were conducted with students.
- The students stated that they really love their faculty.
- Students rely on their faculty for guidance and help if problems at school or home arise.
- The students were knowledgeable about financial aid, scholarships, and the Free Application for Federal Student Financial Aid (FAFSA).
- The students receive information about where jobs are offered.
- The work in Academies did not negatively affect relationships with friends who are not in Academies.
- The students liked the internships that are available to them; internships helped in decision-making for careers.
- The schools, teachers, and programs were complimented frequently by students.
- The guidance counselors were described as thorough regarding any information requested.
- The students were grateful for transportation to specific programs.
- Career and Technical Student Organizations (CTSOs) were prevalent and active; CTSOs reflect strong participation and support.

UNIQUE PROGRAMS AND SERVICES

- Gus A. Stravros Institute
- Tarpon Springs High School - Jacobson Culinary
- Pinellas "Project" Hope Center for Homeless
- St. Petersburg College/GED Partnership
- Palm Harbor High School - Medical magnet
- Pinellas Park High School - Criminal Justice Academy and First Responder Academy
- Pinellas County Jail - Adult Education classes

VIII. REQUIRED RESOLUTION ACTIVITIES

The Pinellas County School District is not required to provide any Resolution Plans.

IX. TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement.

X. 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 acknowledge all of the participants in the Pinellas County School District onsite monitoring visit. Special appreciation is extended to Mr. David Barnes, for his participation and leadership in this process.

Appendix A
Pinellas County School District
Risk Matrix for Adult Education and Family Literacy

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2008-09)	\$ 2,000,001+	8	(6) x 6	36
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Number of grants (3)	(3) x 2	(6) x 6	36
Number of grants with 10% or more of unexpended funds (2008-09)	Number of grants (0)	(0) x 5	(0) x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency	16+ findings	10	(10) x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years	Director (0) Yes = 1 No = 0	(0) x 10	(0) x 4	0
TOTAL Level of Risk Score				172

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

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2008-09)	\$ 2,000,001+	8	(6) x 6	36
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Number of grants (2)	(2) x 2	(4) x 6	24
Number of grants with 10% or more of unexpended funds (2008-09)	Number of grants (2)	(2) x 5	(10) x 4	40
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency	16+ findings	10	(10) x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years	Director (0) Yes = 1 No = 0	(0) x 10	(0) x 4	0
TOTAL Level of Risk Score				200