



Quality Assurance and Compliance Monitoring

Adult Education
and
Career and Technical Education

Polk County School District

Final Report
June 3, 2010

FLORIDA DEPARTMENT OF EDUCATION



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June 3, 2010

Dr. Gail McKinzie, Superintendent
Polk County School District
1915 S. Floral Ave
Bartow, Florida 33830

Dear Dr. McKinzie:

We are pleased to provide you with the Final Report of Monitoring of the Adult Education programs from our visit on February 2-5, 2010. 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 you and your colleagues during the review process. If my staff can be of any assistance, 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,

A handwritten signature in cursive script that reads "Loretta Costin".

Loretta Costin

LBC/ela

Enclosure

Cc: John Small
Derrick Woodard
David Wiggs
Eileen Amy
Tashi Williams

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Florida Department of Education
Division of Career and Adult Education

**Polk County School District
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 2009-10 *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 provided to all agencies during December 2010. The draft 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/cte0910.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 Polk County School District was determined to be an onsite visit of its AE and CTE programs, with the main emphasis being Adult Education. Notification was sent to Dr. Gail McKinzie, Superintendent of Polk County School District, on October 9, 2009. The designated representative for the District was Mr. John Small, Senior Director for Workforce Education.

The onsite visit to the District was conducted February 2-4, 2010, by three representatives of the Quality Assurance Section of the Division and one AE representative: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Ms. Sheryl Walden, Mr. Tashi Williams, and Ms. Ila Waite-Burns (Division AE unit representative).

V. POLK COUNTY SCHOOL DISTRICT

The total student enrollment for 2008-09 is:

CTE Secondary	CTE Postsecondary	Adult General Education	Total
14,662	1,492	5,552	21,706

The provider was awarded the following grants for FY 2008-09 and 2009-10:

2008-2009 ADULT EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
AE	530-1919A-9CG01	\$ 738,487	\$ 71,633
EL/Civics	530-1939A-9CE01	\$ 81,423	\$ 9,168
Households	530-1919A-9CH02	\$ 100,000	\$ 6,432
Corrections	530-1919A-9CC03	\$ 100,000	\$ 9,227

2008-2009 CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Secondary	530-1619A-9CS01	\$ 1,061,600	\$ 10.84
Postsecondary	530-1619A-9CP01	\$ 217,702	\$ 619
Consortium	530-1619A-9CCP1	\$ 59,760	\$ 0
DJJ	530-1619A-9CJJ1	\$ 55,463	\$ 4,168

2009-2010 ADULT EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>
EL/Civics	530-1930A-0CE01	\$ 128,481
AGE	530-1910A-0CG01	\$ 728,335

2009-2010 CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>
Postsecondary	530-1610A-0CP01	\$ 151,995
Secondary	530-1610A-0CS01	\$ 1,024,520
DJJ	530-1610A-0CJJ1	\$ 19,064

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

<http://www.polk-fl.net/>

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- Polk County School District
- Central Florida Aviation Academy
- West Area Adult School
- Tenoroc Senior Power Academy
- Ridge Career Center
- East Area Adult School

Entrance Conference

The entrance conference for the Polk County School District was conducted on February 2, 2010 and included Mr. John Small, Senior Director of Workforce Education; Mr. Derrick Woodard, Sr., Transition Resource Specialist Trainer (TRST) Perkins; Mr. David Wiggs, TRST Perkins; Ms. Julie Hudson, Data Analyst; Mr. Nathan Whaley, Technical Support; Ms. Linda Robinson, Budget Analyst; Ms. Jane Ransom, Property Accounting Supervisor; Ms. Audra Curts-Whann, Finance Director; Ms. Lisa Hester, Interim Accounting Director; Ms. Cyndi Wolf, Director of System Applications; Mr. Clifton Kahler, Budget Coordinator; Ms. Eileen L. Amy, Ms. Sheryl Walden, Mr. Tashi Williams, and Ms. Ila Waite-Burns.

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff/program and students. Sixteen individual interviews, six group interviews (data, finance, students and teachers) and seventeen observations were conducted. 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

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.

Exit Conference

The exit conference for the Polk County School District was conducted by phone on March 9, 2010 and included Mr. John Small, Mr. Derrick Woodard, Mr. David Wiggs, Ms. Audra Curts-Whann, Mr. Clifton Kahler, Ms. Eileen Amy, Ms. Sheryl Walden and Mr. Tashi Williams.

VII. RESULTS

Polk County School District
February 1-4, 2010

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

- Director attends all training and observes teachers to ensure transfer of learning.
- Staff Development is done through the school district.
- Administrators attend ACE conference.
- Training has been provided on GED, CASAS and TABE for administrators and teachers.
- Managed enrollment for students
- Assessment:
 - TABE test before enrollment; paper test administered
 - CASAS for ESOL; E-testing

- Scheduled testing dates
- Off-site assessments located at the off-sites
- Testing coordinators and record keepers benefit programs and students.
- Assessments are used to assign study schedules
- Use of DOE assessment Technical Assistance Paper

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

No concerns or recommendations.

B. DATA 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.

- All incoming teachers and administration attend “Data Day” to be informed of data systems and their functions.
- Data for teachers; reports to teachers and the principal
- Data training is conducted by district data personnel; district website offers list of training activities.
- More than 20 sites keep data.
- Staff has received MISATFOR and WDIS training.
- Staff attends WEDDAC meetings at DOE.
- In the process of developing a comprehensive data system for K-20.
- Use of IDEAS and Genesis, the data warehouse system which gives access for K-12.
- NRS data is used effectively.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- Adult ABE, ABE, GED and ESOL classes are offered at some sites; students range from 16-87 years of age.
- Family Literacy programs offer a variety of services to students.
- Open entry/open exit for AE
- Transitional programs are in place for ESE students.
- Use of DOE curriculum frameworks was observed.
- Use of online learning is extensive among students.
- Some programs serve as models for the state of Florida.
- Certain programs offer certification programs in addition to the High School diploma.
- Innovative methods of instruction
- Use of Smart Boards in classrooms
- Use of cohort scheduling
- On-the-job training programs
- Effective marketing strategies
- Career specialists recruit students from various schools
- Use of CHOICES by teachers and students

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

1. Concern: An instructor expressed the concern that DOE curriculum standards do not match state standards for a particular CTE program.

Recommendation: Discuss with Division staff curriculum standards and state standards (CTE). See the Targeted Technical Assistance section of this report.

Agency Response: District will confer with Division staff regarding this issue.

2. Concern: Teachers may need additional training for the use of Smart boards

Recommendation: Provide additional training for teachers in the use of Smart Boards (AE).

Agency Response: Agency will identify additional training needs and provide further professional development for use of smart boards (CTE)

D. TECHNOLOGY/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.

- Inventory was available for all sites visited
- Inventory was properly tagged and identified.
- Monthly reports are run and generate bar-codes which are sent to the schools; district uses a scantron system to check bar-codes every year.
- Technology and equipment is up-to-date
- Technology is incorporated into classroom instruction
- Technology seems to be state-of-the-art

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

No concerns or recommendations.

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.

- Hands-on and visual learning is prevalent.
- Students motivate each other by taking the lead in class activities.
- Individualized instruction was observed.
- Students are goal oriented and seem passionate about learning.
- Teachers are dedicated to students' educational awareness.
- Most classrooms present a warm environment conducive to learning; some classes are brightly colored creating a fun atmosphere as well.
- Some students feel that classes are cohesive and family oriented.
- Student folders in some classes contain student work, individualized academic plan, study schedules and TABE results.
- Teachers were very enthusiastic in their approach to teaching.
- Some teachers provide report cards to their students.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

Concern: Some textbooks are out of date.

Recommendation: Evaluate textbooks to determine whether they are current (AE).

Agency Response: Administration will assist staff in inventory audit of textbooks and ensure all textbooks used are current.

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.

- Equity officer was identified on one school campus.
- Staff is conscious of district's non-discrimination policies and has received training.
- Non-discrimination notices were included in brochures, handouts and media.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

Concern: Students lack knowledge and are unaware of Equity Office/officer.

Recommendation: Assure that all students have access and are knowledgeable of Equity Office/officer (AE and CTE).

Agency Response: Equity office policies and Equity officer information will be posted in prominent locations easily visible to all students. Equity policies will be included in all printed materials from the district.

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

- District Advisory Committee information
- Brochures on training and programs
- Articulation Agreements
- Personnel Activity Reports
- Grant expenditure tracking
- Payables
- Programs of Study
- P-Card purchases for an administrator
- Equipment purchases
- Student records
- Financial records
- Career Pathway Report
- CTE Data Analysis Report
- Study schedules
- Property accounting records
- Career Academy information

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

No concerns or recommendations.

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.

- Sophisticated electronic system including reports
- Staff is able to access any information requested.
- Finance staff was very thorough and well respected.
- Check and balance process/structure is efficient and involves other staff.

- Have an impressive and clear handle on tracking purchases.
- Readily able to explain purchases using an electronic system.
- Require school recipients to submit mini-grants for funding.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

No concerns or recommendations.

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

- Local Workforce Board helps fund less profitable sites.
- An active Regional Training Council provides staff development training.
- Teachers receive training and choose a course of study through Tech Net.
- Technical assistance papers are used for work with teachers.
- Articulation agreements are in place with local college.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

No concerns or recommendations.

VIII. REQUIRED RESOLUTION ACTIVITIES

Adult Education and Career and Technical Education

Action Plan - The district must address the concerns noted in the focus areas: Learning Environment, Curriculum/Instruction and Access and Equity in Section VII of this report.

Note: The agency has responded and satisfied all concerns addressed in this report prior to final publishing. No further resolutions are required on the agency’s behalf.

IX. TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. There has been consultation with Division program staff regarding specific technical assistance needs.

For issues relating to DOE curriculum standards in Law, Safety and Public Service, contact Xenia Bailey at Xenia.Bailey@fldoe.org or 850/245-0663.

X. REMARKS

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits: The Polk County District has a strong focus on educational opportunities for students. It is evident that putting students first is a top priority. The leadership sets the example of striving for innovation and excellence. Congratulations to the Polk County School District on breaking ground for a new facility that will serve as a home for the Central Florida Aerospace Academy, an aviation affiliated high school career academy!

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. 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 Polk County School District onsite monitoring visit. Special appreciation is extended to Mr. John Small, Mr. Derrick Woodard, Sr. and Mr. David Wiggs for their participation and leadership in this process.

Appendix A
Polk 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 (2007-08)	\$ 2,000,001+	8	X 6	= 36 <i>(total points)</i>
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2007-08)	Per grant	2	X 6	= 48
Number of grants with 10% or more of unexpended funds (2007-08)	Per grant	5	X 4	= 60
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	X10	= 100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director	10	X 4	= 0
TOTAL Level of Risk Score				244

**Polk 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 (2007-08)	\$ 2,000,001+	8	X 6	= 36 <i>(total points)</i>
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2007-08)	Per grant	2	X 6	= 36
Number of grants with 10% or more of unexpended funds (2007-08)	Per grant	5	X 4	= 0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	X10	= 100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director	10	X 4	= 0
TOTAL Level of Risk Score				172