



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

**Santa Rosa County School District
March 3-7, 2014**

Final Report

FLORIDA DEPARTMENT OF EDUCATION



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May 13, 2014

Tim Wyrosdick, Superintendent
Santa Rosa County School District
5086 Canal Street
Milton, FL 32570-6726

Dear Mr. Wyrosdick:

We are pleased to provide you with the final monitoring report for the career and adult education programs of the Santa Rosa County School District. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

Jakita Jones will be in touch with you for follow-up regarding any resolution activities that may be indicated in the report. We appreciate the leadership and professionalism demonstrated by you and your staff during our visit. If we can be of any assistance, please contact Ellen McCarron, director of Quality Assurance and Compliance, at 850-245-9033 or via electronic mail at Ellen.McCarron@fldoe.org.

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

Sincerely,

A handwritten signature in dark ink, appearing to read "Rod Duckworth".

Rod Duckworth

RD/jj

Enclosure

cc: Charlin Knight, director, Workforce Education and Adult Education
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
Ellen McCarron, director, Quality Assurance and Compliance
Jakita Jones, program specialist, Quality Assurance and Compliance

ROD DUCKWORTH, CHANCELLOR

325 W. GAINES STREET • TALLAHASSEE, FL 32399-0400 • 850-245-0446 • www.fldoe.org

TABLE OF CONTENTS

I.	Introduction.....	1
II.	Authority.....	1
III.	Quality Assurance Policies, Procedures, and Protocols.....	1
IV.	Provider Selection.....	1
V.	Grants Fiscal Summary.....	2
VI.	Monitoring Activities.....	3
VII.	Results By Focus Area.....	4
VIII.	Required Resolution Activities.....	10
IX.	Remarks or Positive Practices.....	10
X.	Summary.....	10
	Appendix A	12
	Appendix B	13
	Appendix C	14

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education, 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 and Compliance section 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 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 subgrants 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 subgrants 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 citations noting authority to monitor and pertinent laws and regulations are located in the 2013-2014 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 provides a summary of each facet of the division's monitoring program. The manual, located on the division's website at <http://www.fldoe.org/workforce/compliance.asp>, was made available to the provider prior to the monitoring visit. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document.

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.

The monitoring strategy for the Santa Rosa County School District (district) was determined to be an onsite visit. Notification was sent to Mr. Tim Wyrosdick, superintendent, Santa Rosa County School District, on December 10, 2013. The designated representative for the agency was Charlin Knight, director, workforce education.

The onsite visit to the agency was conducted March 3-7, 2014, by three representatives of the division's Quality Assurance and Compliance section: Ellen McCarron, director, Quality Assurance and Compliance; program specialists, Jakita Jones and Dr. Shahrokh Massoudi and one representative of the

division's Federal and State Initiatives section: Dr. Amy Albee-Levine, director, Federal and State Initiatives.

V. SANTA ROSA COUNTY SCHOOL DISTRICT

Enrollment: Fiscal Year 2011-12

<u>CTE Secondary</u>	<u>Adult General Education</u>
5,721	949

The provider was awarded the following grants for FYs 2011-12, 2012-13 and 2013-14:

2011-2012

ADULT EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$156,134.00	\$7,117.20
Corrections	\$ 50,000.00	\$3,587.38
EL/Civics	\$ 26,631.00	\$6,589.34*

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Secondary	\$196,011.00	\$8,174.41

2012-2013

ADULT EDUCATION GRANT

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$156,134.00	\$3,246.74
Corrections	\$ 50,000.00	\$1,902.95
EL/Civics	\$ 26,631.00	\$1,669.17

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Secondary	\$191,944.00	\$4,731.71

2013-2014

ADULT EDUCATION GRANT

<u>Type</u>	<u>Total</u>
Adult General Education	\$183,227.00
Corrections	\$ 58,676.00
EL/Civics	\$ 26,631.00

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>
Secondary	\$167,748.00

* Unexpended funds greater than 10%

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

<http://www.santarosa.k12.fl.us/workforceeducation/>

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:

- Milton High School
- Pace High School
- Gulf Breeze High School
- Navarre High School
- Central High School
- Santa Rosa Adult School (on the Locklin Technical campus)
- Adult Learning Center at the Berryhill Administrative Complex
- Navarre High School Adult Education class
- Santa Rosa County Correctional Institution
- E-Learning @ the Santa Rosa Adult School

Entrance and Exit Conferences

The entrance conference for the district was conducted on March 3, 2014. The exit conference was conducted on March 7, 2014.

The participants are listed below:

	Title	Entrance Conference	Exit Conference
Agency Participants			
Tim Wyrosdick	Superintendent	X	
Lewis Lynn	Assistant Superintendent-Human Resources	X	
Lynn Rogers	Account Analyst	X	X
Susan McCole	Assistant Superintendent - Finance	X	X
William S. Emerson	Assistant Superintendent – Curriculum and Instruction	X	X
Charlin Knight	Director, Workforce Education and Adult Education	X	X
Donald Ellis	Data Processing	X	
Malcolm Steele	Data Processing	X	
Tom Turman	Data Processing	X	
Lawrence He ringer	Guidance Counselor & Dean Santa Rosa Adult School and Santa Rosa High School	X	X
Lisa Turner	Adult Education Facilitator, Santa Rosa Adult School and Santa Rosa High School	X	X
Donna Christopher	Principal, Santa Rosa Adult School and Santa Rosa High	X	X

	School		
FDOE Monitoring Team			
Jakita Jones	Team Leader- Program Specialist	X	X
Dr. Shahrokh Massoudi	Team Member- Program Specialist	X	X
Ellen McCarron	Team Member- Senior Educational Program Director	X	X
Dr. Amy Albee-Levine	Team Member- Senior Educational Program Director	X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. There were 45 interviews and 14 observations 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

Program, financial and administrative records were reviewed. A complete list is provided in Section VII item G. A minimum of 10 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

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

- Administration appeared to be involved and supportive of adult and CTE programs.
- Administrators were experienced and knowledgeable about adult and CTE program offerings, cooperative and welcoming during the visit.
- The workforce education director is new, well-organized and prepared for the visit.
- Adult and CTE programs are advertised in the Chamber of Commerce monthly newsletter.
- The workforce education director has a five-year plan for the CTE program with an emphasis on high wage, high skill jobs in the region.
- The workforce education director reviews CTE program enrollment and eliminates programs with low enrollment.
- The district has many well qualified, experienced and passionate teachers in the adult and CTE programs.
- Teachers who are new to adult and CTE were enthusiastic and innovative.
- The district has dual enrollment in CTE programs and co-enrolled programs with the adult school.
- The district offers several CTE academies such as Aviation, Biotechnology, Health and Medical Professions, Agribusiness and others.
- Students appeared to be engaged and are provided with real-life experiences.
- Staff is committed to the success of students.
- There are limited career and technical student organizations in the CTE program.
- The advisory committees for adult and CTE programs appear to be active and have appropriate membership.
- The teacher in the English as a Second Language (ESOL) program expressed an interest for additional staff development related to the ESOL curriculum.

- The district staff development plan has the flexibility to be customized for CTE and adult education programs.
- The district teachers attend the Florida Association of Career and Technical Education (FACTE) and Adult and Community Education (ACE) conferences annually.
- The workforce education director has nominated three teachers for an academic alignment workshop offered by the Division of Career and Adult Education.

CONCERNS AND RECOMMENDATIONS

Concern: Due to the six-period school day schedule, time is not reserved for common planning among teachers for integrating academic and CTE program components.

Agency Response: There is a 50-minute planning period prior to the start of the first period daily. The workforce education director expressed interest in a monthly joint planning meeting between academic and career and technical education teachers after school.

Recommendation: Schedule common planning time between academic and CTE teachers to discuss academic alignment. Consider use of the current 50-minute period prior to the first period and/or a monthly session after school for this purpose.

Concern: There is a lack of staff development opportunities in the district's ESOL program.

Agency Response: The ESOL teacher was scheduled to attend ESOL curriculum training but was unable to attend due to a snow day.

Recommendation: The district needs to create a staff development plan for ESOL teachers.

- 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.

- The district has policies and procedures for data collection.
- The district rotates staff to participate in the Workforce Education District Data Advisory Committee (WEDDAC) workshops.
- The adult education administrator uses data as part of the program evaluation process.
- TERMS software is used for data collection.
- National reporting system data for the district's adult education program was reviewed with Ms. Donna Christopher principal, Santa Rosa Adult School and Santa Rosa High. Ms. Christopher indicated the marketing of the ESOL program has been an issue due to requirements of the federal immigration and naturalization program.
- The CTE program for the district has met all expectations for Perkins performance measures.

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

- Regarding the Central High School campus:
 - The agriscience teacher has started an animal science program.
 - Integration of academics with the agriscience program are in the planning and development phase.
 - The hydroponics program is innovative and popular among students.
- Regarding the Pace High School campus:

- The biotechnology program had a ribbon cutting ceremony.
 - The digital design class was popular and in demand with students.
- Regarding the Gulf Breeze High School campus:
 - The high school offers a certified nursing assistant (CNA) certification.
 - Certifications are limited to the CNA in the health science program.
 - A teacher expressed concern about only having the CNA certification available to students in the health science program. She indicated there is a great potential for expansion of certifications for students. Specifically, she mentioned current student volunteer activities and the potential for eventual employment in the local health community in areas such as pharmacology, physical therapy and medical technology.
- Regarding the Milton High School Campus:
 - Non-traditional students were not observed in the aviation program.
- The adult education department offers programs in several locations in Santa Rosa County.
- The adult education department offers online courses that are popular with students.
- The FDOE curriculum standards and frameworks are followed.
- Textbooks appeared to be current and relevant to instruction.
- Students appeared to be receptive of information being shared among instructors and peers.
- A variety of learning strategies by teachers was observed in the classrooms.

CONCERNS AND RECOMMENDATIONS

Concern: The district did not hire a teacher for the business technology program in a timely manner.

Recommendation: The district needs to develop a succession plan for teachers in the CTE program.

Concern: Safety rules were not posted in culinary art classrooms at the Locklin Technical Center and the biotechnology class at Pace High School.

Recommendation: Safety rules should be posted in the culinary arts classroom at the Locklin Technical Center and the biotechnology classroom at Pace High School.

Concern: Limited CTE certifications are offered by the district.

Recommendation: The district needs to consider expansion of certifications in the CTE program where appropriate.

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 does not have a technology replacement plan.
- All equipment in the adult education program purchased with adult education grants was tagged with an identification number. The equipment list was in compliance with Education Department General Administrative Regulations (EDGAR) requirements.
- Teacher expressed desire to have a district-wide policy of technology, equipment and software version updates.
- A teacher in the adult education program expressed an appreciation for the flexibility and individualized instruction of the Khan Academy.

FINDINGS

Finding: The inventory did not have all of the required elements according to EDGAR 34 CFR 80.32(d)(1) and state inventory rules, specifically sections 69I-73.005 and 691-73.006(c)(d), Florida Administrative Code.

- The monitoring team could not locate a large percentage of the equipment purchased with the grant funds.
- There was a lack of internal controls for inventory documentation and tracking.

CONCERNS AND RECOMMENDATIONS

Concern: The district does not have a technology replacement plan to address aging and otherwise outdated equipment.

Recommendation: The district needs to develop and implement a technology replacement plan for the CTE and adult education programs.

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.

- Classrooms were inviting, filled with color and themes.
- The culinary arts program at the Locklin Technical Center has a state of the art facility.
- Adult education students were satisfied with the location of classes.
- Students appeared to be receiving individual attention in the adult and CTE classrooms.
- A graphics design teacher expressed that her classroom size at Navarre High School is too large, i.e., 36 workstations in a classroom.
- All schools observed were clean and well-maintained.

CONCERNS AND RECOMMENDATIONS

Concern: The kitchen in the culinary arts program at Central High School has insufficient space for student hands-on activities such as cooking and observation of cooking instruction in the classroom.

Recommendation: The district is encouraged to conduct a needs assessment of the physical learning environment in the culinary arts program kitchen at Central High School.

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.

- Non-discrimination notices were broadly posted in common areas throughout the district in the adult and CTE programs.
- Genetic identity has been incorporated as a protected class in the district's non-discrimination policy in the adult education program's printed materials.
- While most of the interviewed district faculty and staff were aware of policies relating to the district's non-discrimination policy, one of the teachers interviewed was not aware of genetic identity as a protected class.
- Faculty and staff were aware of whom to contact with issues pertaining to access, equity, discrimination and harassment.

CONCERNS AND RECOMMENDATIONS

Concern: Printed materials in the CTE program did not uniformly contain non-discrimination notices. Additionally, the district's student code of conduct publication did not include genetic identity as a protected class under the Genetic Identification Nondiscrimination Act (GINA).

Recommendation: The district must include genetic identity as a protected class under GINA when publications are reprinted.

Concern: Staff interviewed indicated that they would like additional training and workshop(s) to increase knowledge about the GINA provisions.

Recommendation: The district should consider integrating a specialized staff training component on the GINA provisions for the anti-discrimination training that is a part of the district's annual access and equity training.

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, including the following:

- Travel
- Equipment inventory
- Agency website
- Personnel activity reports (PARs) and certifications
- Purchasing and other finance policies and procedures
- Access and equity contact information
- Student records for adult education
- Non-discrimination policy
- Employee handbook
- Financial policy manual
- 2013-2014 student handbook

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.

- TERMS software is being used for financial reporting.
- The district's purchasing process was reviewed, as well as a sample of purchases.
- A sample of travel and the district processes were reviewed.
- Travel expenditures were reviewed.
- The reviewed agency personnel time records were in order.
- The reviewed agency personnel certifications were in order.
- The district's website includes financial policies and procedures.
- Travel expenditures were reviewed.
- The workforce education director has daily access to the grant budget balance and cut off dates for purchasing.
- Approval processes are in place and were documented for a sample of grant purchases.
- A sample of representative equipment purchases were tracked from the purchase requisition phase through to tagging and inventory.

- The district annual membership fee to the Chamber of Commerce promotes marketing of the Santa Rosa County workforce development programs.

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.

- Collaborations exist with the following:
 - Pensacola State College
 - Embry-Riddle University
 - University of West Florida
 - Escambia County
 - Institute of Food and Agricultural Sciences (University of Florida)
 - Local hospital neo-natal intensive care unit
- The health science program at Gulf Breeze High School benefits from a diverse advisory committee that is actively involved in student academic achievement.
- Articulation agreements exist with the following entities:
 - Pensacola State College
 - University of West Florida
 - Embry-Riddle University
- The workforce education director attends the Chamber of Commerce board meeting and has a strong partnership with the Economic Development Council.

J. PERKINS PROGRAM IMPROVEMENT PLAN – A Perkins program improvement plan (PIP) is required when an agency does not meet 90 percent of its agreed-upon goals for individual performance measures.

- Santa Rosa County School District met and exceeded 90 percent of each agreed-upon target for 2011-12; therefore a PIP is not required for the 2013-2014 fiscal grant year.

K. STUDENT PERSPECTIVE - The team meets with groups of students. Their perspective is presented as a portion of this report.

- Students are happy with internship opportunities provided through the district's CTE programs in health science, graphic design, biotechnology, culinary arts, and business technology.
- Students are learning employability skills at Milton and Central High Schools by attending annual workshops conducted by Pensacola State College. Students are very appreciative of this opportunity.
- Students were very satisfied with their programs of instruction.
- Students were complimentary of their teachers and administration.
- Students in the agriscience and biotechnology programs reported high satisfaction with their teacher.
- Culinary art students at Central High School participated in a cooking contest and won a \$500 award for their program. Students were very enthusiastic about their participation in this contest as well as being proud of their achievement.
- Students are familiar with the Florida CHOICES program offered in all high schools and at the Locklin Technical Center.
- Students in the ESOL class expressed interest in more information about the program offering at the Locklin Technical Center.

CONCERNS AND RECOMMENDATIONS

Concern: Students interviewed in the culinary arts program at Central High School expressed the following concerns with their program:

- the kitchen equipment is not representative of current market standards,
- the kitchen equipment is not sufficient for the number of students in the classroom, and
- the light over the only stove in the classroom was reported to be broken.

Recommendation: The district is encouraged to conduct a needs assessment of the sufficiency and condition of existing equipment in the culinary arts program at Central High School.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

- Action Plan – The agency must provide an action plan (Appendix B) to address the concern noted in focus area A in section VII of this report.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – The district is required to complete a corrective action plan (Appendix B) to address the finding noted in the focus area D in section VII.
2. Action Plan - The agency must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas A, C, D, E, F and K in Section VII of this report.

Once the corrective action and action plans are submitted, reviewed, and approved, the leader of the onsite visit is responsible for the regular follow-up with the agency's designated representative to ensure that resolution is complete.

IX. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the quality assurance team in regard to the monitoring visits:

- Both the superintendent and school administrators interviewed during the visit demonstrated a high level of support and commitment to career and technical education and adult general education programs.
- The monitoring team appreciated lunch prepared by culinary arts students at Locklin Technical Center.

X. SUMMARY

Once the field work is completed, including receipt of requested information, a draft monitoring report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed then forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: <http://www.fldoe.org/workforce/reports.asp>.

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 the district's onsite monitoring visit. Special thanks are offered to Charlin Knight, Workforce Education Director, for her participation and leadership in this process.

Appendix A
Santa Rosa County Risk Matrix
Adult Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2011-12)	\$ 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 (2011-12)	Number of grants (3)	x 2	x 6	36
Number of grants with 10% or more of unexpended funds (2011-12)	Number of grants (1)	x 5 =	x 4	20
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		
Change in director within the last two (2) fiscal years.	Yes = 1	x 10	x 4	0
	No = 0			
TOTAL Level of Risk Score				180

Appendix B
Santa Rosa County Risk Matrix
Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2011-12)	\$ 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 (2011-12)	Number of grants (1)	x 2	x 6	12
Number of grants with 10% or more of unexpended funds (2011-12)	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	x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in director within the last two (2) fiscal years.	Yes = 1 No = 0	x 10	x 4	0
TOTAL Level of Risk Score				136

Appendix C
Santa Rosa County
Career and Technical Education and Adult Education
Resolution Plan

Corrective Action or Action(s)	Action or Strategy to Address Finding or Concern	Person Responsible	Projected Date of Completion
Corrective Action Plan Finding: The inventory did not have all of the required elements according to EDGAR 34 CFR 80.32(d)(1) and state inventory rules, specifically 69I-73.005 and 69I-73.006(c)(d) of the Florida Administrative Code.	<i>Agency Response:</i> Work with property control to ensure that each CTE and Adult program area has an annual updated inventory with required elements according to EDGAR 34 CFR 80.32(d)(1) and state inventory rules, specifically 69I-73.005 and 69I-73.006(c)(d) of the Florida Administrative Code.	<i>Agency Response</i> Charlin Knight, Director of Workforce Education and Cindy Lambeth, Purchasing Agent/Property Control	<i>Agency Response</i> July 1, 2014
Action Plan Concern(s): 1. Due to the six period school day schedule, time is not reserved for common planning among teachers for integrating academic and CTE program components. 2. There is a lack of staff development opportunities in the district's ESOL program. 3. The district did not hire a teacher at Gulf Breeze High School for the business technology program in a timely manner.	<i>Agency Response:</i> 1.Coordinate planning sessions among academic and CTE teachers during common planning time prior to start of school day. 2.Staff will attend train the trainer staff development to be able to continue to provide opportunities for ESOL training. 3.District Director of Workforce Education will consult with principals to ensure CTE staff are replaced in a timely manner.	<i>Agency Response</i> Charlin Knight, Director of Workforce Education CTE and Academy Instructors Donna Christopher, Santa Rosa Adult School Principal Charlin Knight, Director of Workforce Education High School Principals	<i>Agency Response</i> August 2014 May 2014 TBD

4. Safety rules were not posted in culinary art classrooms at the Locklin Technical Center and the biotechnology class at Pace High School.	4.Safety rules have been posted in the Culinary classroom at Locklin Tech and the Biotech Academy at Pace High.	Maria Ladouceur, Locklin Tech Principal Greg Gill, Biotech Instructor, Pace High	March 24, 2014
5. Limited CTE certifications are offered by the district.	5.Explore additional industry certifications to be added to existing CTE programs.	Charlin Knight Director of Workforce Education	August 2014
6. The district does not have a technology replacement plan to address aging and otherwise outdated equipment.	6. A technology replacement plan to address outdated equipment will be developed.	Charlin Knight Director of Workforce Education	July 2014
7. The kitchen in the culinary arts program at Central High School has insufficient space for student hands-on activities such as cooking and observation of cooking instruction in the classroom.	7.Central High will explore ways to upgrade the facilities available to the Culinary Arts program to enhance hands-on experiences for those students.	Charlin Knight Director of Workforce Education Sean Twitty, Central Principal Jessica Mathews, Culinary Teacher	August 2014
8. Printed materials in the CTE program did not uniformly contain non-discrimination notices. Additionally, the district's student code of conduct publication did not include genetic identity as a protected class under the Genetic Identification Nondiscrimination Act (GINA).	8.Require that all printed materials include non-discrimination notices. Incorporate GINA into the SRCSD Student Code of Conduct.	Charlin Knight Director of Workforce Education High School Principals/Guidance	July 2014
9. Staff interviewed indicated that they would like additional training and workshop(s) to increase knowledge about the	9.District preplanning training will specifically address GINA and increase knowledge about GINA provisions.	Lewis Lynn, Asst Supt. of HR	August 2014

<p>GINA provisions.</p> <p>10. Students interviewed in the culinary arts program at Central High School expressed the following concerns with their program:</p> <ul style="list-style-type: none"> the kitchen equipment is not representative of current market standards, the kitchen equipment is not sufficient for the number of students in the classroom, and the light over the only stove in the classroom was reported to be broken. 	<p>10. Central High will explore methods and funding sources to upgrade facilities and add additional equipment and supplies to the Culinary Arts program to enhance hands-on experiences for those students. A work order has been submitted to replace inadequate lighting.</p>	<p>Charlin Knight Director of Workforce Education Sean Twitty, Central Principal Jessica Mathews, Culinary Teacher</p>	<p>August 2014</p>
<p>Plan submitted by (name and title): Charlin Knight, Director of Workforce Education Date: <u>April 8, 2014</u></p>			
<p>Plan accepted by: <u>Ellen McCarron Director, Quality Assurance and Compliance</u> Date: <u>May 5</u>, 2014</p>			
<p>Status of Resolution Plan (to be completed by DOE staff)</p>			
<p>Date</p>	<p>Status of Plan Completion</p>		