



Quality Assurance and Compliance Monitoring

Career and Technical Education

St. Johns County School District

Final Report
April 12, 2012

FLORIDA DEPARTMENT OF EDUCATION



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April 12, 2012

Dr. Joseph G. Joyner, Superintendent
St. Johns County School District
40 Orange Street
St. Augustine, Florida 32084

Dear Superintendent Joyner:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education programs from our visit on March 5-8, 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: Paula Chaon
Rick Lockenbach

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Florida Department of Education
Division of Career and Adult Education

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

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

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

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

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the Quality Assurance System. The monitoring component of the system is risk-based.

Risk Assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the Florida Department of Education and the Division of Career and Adult Education. A Risk Matrix, identifying certain operational risk factors, is completed for each provider. The

Risk Matrix for each program monitored is located in Appendix A. The results of the Risk Assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for St. Johns County School District (SJCSD) was determined to be an onsite visit. Notification was sent to Dr. Joseph Joyner, Superintendent of SJCSD, on October 11, 2011. The designated representative(s) for the agency were Paula Chaon, SJCSD Director of Career and Technical Programs, and Chris Cothron, President of First Coast Technical College (FCTC).

The onsite visit to the agency was conducted March 5-8, 2012, by two representatives of the Quality Assurance Section of the Division: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialist, Ms. Sheryl Walden.

First Coast Technical College is a charter career center that also operates St. Augustine Technical High School (SATHS) as a District high school. District CTE students may attend the CTE programs at SATHS.

After consultation with the President of FCTC, it was determined that the review of the Adult Education programs would not take place at this time. The campus had recently experienced the deaths of its AE Director and an Administrative Assistant, both of whom had been with the program for many years. A new Director has been on the job less than a month.

V. ST. JOHNS COUNTY SCHOOL DISTRICT

The total student enrollment for Secondary Education in 2010-11 was 9,695:

CTE Secondary 6,564	CTE Postsecondary 1,295	Total 7,869
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The provider was awarded the following grants for FY2009-10 and FY2010-11:

2009-2010 CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
550-1610A-0CS01	Secondary	\$190,410	\$ 876.68
550-1610A-0CP01	Postsecondary	\$213,563	\$ 0
550-1610A-0CJJ2	DJJ	\$ 75,000	\$ 0

2010-2011 CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
550-1611A-1CS01	Secondary	\$194,452	\$ 338.87
550-1611A-1CP01	Postsecondary	\$207,532	\$ 0
550-1611A-1CJJ2	DJJ	\$75,000	\$ 0

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

<http://www.stjohns.k12.fl.us>.

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.

Onsite Visits

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

- St. Augustine High School (SAHS), St. Augustine
- Pedro Menendez High School (PMHS), St. Augustine
- St. Johns County Jail (Adult Education), St. Augustine
- First Coast Technical College North Campus, St. Augustine
- Ponte Vedra High School (PVHS), Ponte Vedra
- First Coast Technical College, St. Augustine
- FCTC Bargeport Center, Palatka

Entrance Conference

The entrance conference for the St. Johns County School District was conducted by telephone on March 5, 2012, and included:

- Dr. Joseph Joyner, Superintendent
- Dr. Christine Cothron, President, First Coast Technical College
- Paula Chaon, Director, Career and Technical Services
- Martha Mickler, Deputy Superintendent for Academic Services
- Kathy Mignerey, District Career Program Specialist
- Robin Lee, Executive Secretary
- Tim Forson, Deputy Superintendent for Operations
- Mike Degutis, Chief Financial Officer
- Tim Egnor, Senior Director, Curriculum Services
- Eileen Amy, Director, Quality Assurance and Compliance
- Sheryl Walden, Program Specialist, Quality Assurance and Compliance

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists and students. Eighteen interviews and ten observations were conducted. All interviews and observations were held during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in Section VIII, Section G. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

Exit Conference

The exit conference for the St. Johns County School District was conducted on March 8, 2012, and included:

- Dr. Joseph Joyner, Superintendent
- Paula Chaon, Director, Career and Technical Services
- Martha Mickler, Deputy Superintendent for Academic Services
- Tim Forson, Deputy Superintendent for Operations
- Kathy Mignerey, District Career Program Specialist
- Robin Lee, Executive Secretary
- Tim Egnor, Executive Director for Curriculum Services
- Eileen Amy, Director, Quality Assurance and Compliance
- Sheryl Walden, Program Specialist, Quality Assurance and Compliance

VII. RESULTS

St. Johns County School District
March 5-8, 2012

- A. ADMINISTRATION** refers to the management and/or supervision of programs, grant oversight, and other administrative areas.
- The District's Career and Technical Education program has strong support from the administrative staff.
 - A culture of high expectations was voiced and demonstrated throughout the visit.
 - SJCS D Career Academies are evaluated annually using the National Standards of Practice for Career Academies endorsed by the National Career Academy Coalition (NCAC).
 - Principals and school staff were extremely positive and forthcoming.
 - The District invests in Career Specialists in each high school, dedicated to the programs and needs of the students.
 - The Academies have strong community involvement and support.
 - St. Johns Career Academies are recognized for national best practices through the Ford Next Generation Learning (NGL) communities at the Leadership level. NGL communities share best practices with other high performing districts across the nation.
 - The District participates and receives support as a member of the Regional Career Academy Council with six surrounding regions, Chambers, WorkSource, and Postsecondary.
 - Academy Advisory Boards are a strong component of Academies.
 - The District engaged in strategic planning, resulting in increased support from businesses and the members of the Advisory Board.
 - District staff indicates that Advisory Boards are actively involved and stretch creativity.
 - Advisory Board members facilitate summer externships with businesses to enable teachers to "meet and work with the experts".
 - Career Academy students can apply to participate in student internships.
 - Companies make significant contributions, both financial and in-kind support, and many have been granted academy naming rights based on their leadership level of support.
 - The internal administrative staff for CTE is professional, organized, and committed to the continuous development of academies.
 - The relationship with First Coast Technical College (FCTC) is unique and significant.
 - FCTC's programs provide additional choices for students and prevent duplication of services within the District.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

- 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.
- Data reporting is consistent.
 - Staff uses data for decision-making and shares with Advisory Boards.
 - Staff demonstrates an understanding of data, including the demographics of the school District.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- The District follows the FDOE CTE Curriculum Frameworks.

- Project-Based Training is a core approach to learning; all teachers have been trained in the system.
- Academy teachers (CTE and academic) have common planning time.
- Teachers are experienced in the field and meet certification guidelines.
 - A number of the teachers interviewed have 10-15 years of experience in their field.
- Embry Riddle provides an instructor at the St. John County Aerospace Academy at SAHS, the only Aerospace Academy in the country with NCAC model accreditation.
- The involvement with business and industry keeps content current.
- Articulation agreements are in place.
 - Many academies provide up to 35 hours of college credit.
- At the St. Johns County Academy of Future Teachers at SAHS, students can earn an Associates of Art (AA) degree with an emphasis on teaching while earning a high school diploma.
- Certifications for CTE students are increasing as programs are developed.
- The District-wide Academy Showcase is an exemplary activity, providing information and demonstrations to the public, including students and families.
 - CTE students have a leading role in planning and implementing the Showcase, making decisions regarding organization and presentations.
 - Many current CTE students identified their field of interest by attending the showcase as eighth-graders.
 - Enabling students to make presentations was meaningful for families and business representatives.
- Student recruitment materials for career academies are informative and professionally done.
- High schools have their own academy/program showcase evenings.
- The District uses the highest national standards to monitor academies as endorsed by National Career Academy Coalition (NCAC) standards, and the St. Johns County Aerospace Academy at SAHS has been deemed to be a model academy.
- Teachers can participate in a business externship during the school day and during summer.
- Teachers show initiative in developing new programs such as the Electrocardiogram (EKG) and First Responder programs.
- Naviance is the Web-based system that assists students in making educational decisions.
 - Students log in, take a career aptitude test, and create a personal profile based on their career interests. High schools may also use FACTS.org and CHOICES. All Career Academy juniors are required to complete a 6-year career plan.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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.

- Technology and equipment was available in all classrooms; however, there were no Smart Boards observed. However, CTE administrators indicated that schools are moving away from SMART Boards and noted that none were featured at the Florida Educational Technology Convention this year.
- The District Refresh Plan provides teachers and school administrators new Windows computers every three years. After the refresh, existing computers at each school are reconfigured for student use.
- The team suggested that the District consider purchasing Mac Computers for such courses as Web and Digital Design, as Mac software may be more suited for design and animation programs.

- The District provided an inventory; a sample of equipment was located.
 - Purchases made with Perkins dollars are marked for Career Education to ensure appropriate usage of equipment.
- The threshold for District's tracking of inventory is \$1,000.00; individual schools are responsible for tracking items under \$1,000.00.
- Disposal of equipment follows the prescribed procedures.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

E. LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- A culture of high expectations and achievement was evident on all the high school campuses.
- Service Learning augments the curriculum in many CTE programs.
- Classrooms are large and open.
 - Rooms include space for instructions and hands-on activities.
 - Flexibility in room arrangement for large and small group activities is utilized.
- Students with disabilities often have student buddies.
- Accommodations are made for students as needed.
- Many students with disabilities are integrated into mainstream classes.
- The team extended positive recognition to the persons responsible for the grounds and physical plants within the District. All the locations were clean, in good repair, and welcoming.
- The District provides students preparatory sessions before and after school for FCAT and homework. Academic remediation is also provided during the school day.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

F. ACCESS AND EQUITY refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation, and completion of programs.

- The District's non-discrimination policy exceeds requirements.
- The policy is broadly posted throughout the campuses.
- At the next publishing of brochures, the District will ensure that the policy is included.
- Staff knows the steps to take should any issues arise regarding non-discrimination.
- All visitors have to sign in, provide identification, and wear badges while visiting the campuses.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

- 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.

The following records were reviewed:

- Financial policies and procedures
- Purchasing policies and procedures
- List of student certifications
- Comprehensive summary of all courses offered; summary includes; course name and number; academy and certification codes; academy name/occupational completion points (OCPs) earned; and, school(s) where course is offered.
- School profiles and brochures
- Programs of Study
- Roadmap to an AA Degree
- Career Academy Contract for Parents and Students

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

- H. FINANCIAL** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including a financial management system, a procurement system, and an inventory management system.

- Administrators are positive about the implementation and reporting capabilities of SunGard, their new financial reporting system.
- Staff track expenditures and know the balance of grants in real time.
- The records and systems reviewed are organized and easy to follow.
- Timely reports and awareness of current funding balances has contributed to a lack of unexpended funds.
 - This information is shared with career specialists at high schools who are involved in the expenditure of funds.
- Use of the Purchasing Card (Pcard) seems appropriate and follows policies.
- Approvals of purchasing are in place and being followed.
- The purchasing process is straightforward and clear.
- Once grant money is designated for staff development, transportation, supplies and substitutes, budgeted funds are sent to schools based on the relative percentage of CTE students.
- Encumbrance Details documents all payments made by the District.
- The District has no contracts with other entities with their Perkins funding.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- The District has active communication and collaborative activities with many organizations including, but not limited to:

- First Coast Technical College
- University of North Florida
- St. Johns River State College
- Florida State College at Jacksonville
- University of Florida
- Florida State School for the Deaf and the Blind
- Northrop Grumman
- Vystar Credit Union
- Flagler Hospital
- Florida Masonry Apprentice and Educational Foundation
- Academies are developed with input from a multi-county Regional Career Academies Council, including input on regional needs.
- WorkSource, the local workforce development board, is a major academy partner.
- The District compiles a value-added report that tracks business partner contributions.
- The instructor for The PVHS Academy of Biotechnology and Medical Research Academy also works part-time with Mayo Clinic.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

J. STUDENTS

- Academy students earned almost \$1,000,000 in scholarships in the 2010-11 school year.
- Student interviews were conducted at all of the visited high schools.
- Students were focused on high achievement and well-spoken in their responses.
- Involvement in the Career and Technical Student Organizations (CTSOs) was significant among the students interviewed.
- Frequent compliments were given to the Career Specialists in each school; students relied on them for information, guidance, and support.
- Students stated they had full access to teachers and support personnel.
- Those interviewed were enthusiastic about their Academies and could describe programs in detail.
- High schools designate certain Academy students as Key Communicators who
 - act as ambassadors for their academies;
 - make presentations;
 - meet monthly with the District career specialist; and,
 - produce blogs and reports on the activities of the Academies.
- The internship program earned high praise from the students for enabling them to participate in practical experiences in their field of choice.
- Field trips were offered to students to provide additional exposure to their chosen professions.
- Students had information regarding financial aid and other resources.
- Few students were able to identify what they did for “fun” outside of the school environment.
- Students complimented their peers on their accomplishments during the interviews.
- Several students conducted tours of their classes for the monitoring team members.

K. General Recommendations

- Continue activities to increase the participation of non-traditional students.
- Address succession planning.
- Track activities that support the CTE Improvement Plan.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – SJCS D is not required to complete a Corrective Action Plan.
2. Action Plan – The District is not required to provide an Action Plan.

IX. TARGETED TECHNICAL ASSISTANCE

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

X. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits. Monitoring staff noted the following innovative programs and strategies during the visit to SJCS D:

- Academy practices
 - The District publication, *A Guide to Regional Career Academies*, illustrates the breadth of efforts to make career academies succeed.
 - There is extensive parental support for CTE programs/academies.
 - The District conducts a Project Green/Project Innovate Competition in which all Academies can participate.
 - Projects must meet a community need, utilize green technology, and be sustainable.
 - Winning projects are recognized during the May Academy Awards.
 - Unique internship opportunities are available for Academy students.
 - St. Augustine Public Works Department (Stellar Academy of Engineering at NHS)
 - Guana Tolomato Matanzas National Estuarine Research Reserve (Academy of Coastal and Water Resources at SATHS)
 - Sea Star Lines/Spectrum Logistics (International Business and Marketing Academy at PVHS)
 - Castillo de San Marcos, the Spanish fort and national monument (Architectural and Building Sciences/Energy Academy at PMHS)
 - Students from the Academy of Medical and Health Careers at PMHS assist with the health screening of elementary and middle school students.
- A Career Specialist at each high school facilitates enrollment and retention of students in CTE programs at the high school and is actively involved with the expenditure of Perkins funds.
- The Welding and Heating, Ventilation, and Air Conditioning (HVAC) programs at the FCTC Bargeport Campus are located at the port in Palatka in close proximity to potential employers who often hire students who were enrolled in these programs. The instructors were highly experienced and masters in their fields.

XI. SUMMARY

Once the field work is completed, including receipt of requested information, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. The Bureau's site visit co-leader monitors and conducts follow-up activities to assure issues have been satisfactorily completed within the

stated timelines. Finally, the Bureau issues a Closure Notice to the Agency Head and designated contact person. This notice indicates all outstanding items have been completed.

We want to extend our appreciation to all participants in the District's onsite monitoring visit. Special thanks to Ms. Paula Chaon, Director of Career and Technical Programs, and Dr. Chris Cothron, President of First Coast Technical College, for their participation and leadership in this process. We also want to thank Dr. Joseph Joyner, District Superintendent, for his support of the programs and participation in the entrance and exit conferences.

Appendix A
St. Johns 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 (2009-10)	\$ 2,000,001+	8	X 6	= 30 (total points)
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Per grant (3)	(3) x 2	X 6	= 36
Number of grants with 10% or more of unexpended funds (2009-10)	Per grant (0)	(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 change within the last two (2) years	Director (1)	(1) x 10	X 4	= 40
TOTAL Level of Risk Score				206