



Quality Assurance and Compliance Monitoring

Career and Technical Education
Adult Education and Family Literacy

Washington County School District

Final Report
January 9, 2009

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

T. WILLARD FAIR, *Chairman*

Members

PETER BOULWARE

AKSHAY DESAI

ROBERTO MARTÍNEZ

PHOEBE RAULERSON

KATHLEEN SHANAHAN

LINDA K. TAYLOR

Eric J. Smith
Commissioner of Education

Lucy D. Hadi, Chancellor
Division of Workforce Education



January 9, 2009

Mr. Calvin Stevenson
Washington County Schools
Superintendent of Schools
652 Third Street
Chipley, Florida 32428-1442

Dear Superintendent Stevenson:

We are pleased to provide you with the Final Report of Monitoring of the Adult Education and Family Literacy and Career and Technical Education Programs in the Washington County School District. The report from our visit on September 15-16, 2008, includes a System Improvement Plan from the Dozier School for Boys due January 30, 2009, and the Corrective Action Plan previously submitted by Washington County School District. A summary of actions taken in regards to concerns noted is also required. The report will be placed on our Web site at <http://www.fldoe.org/workforce/compliance.asp>.

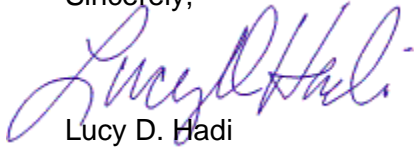
An update of related activities, as identified in your district's plan, must be submitted by June 30, 2009 and December 30, 2009, unless otherwise noted on the specific plan. Mr. Rick Lockenbach, Program Specialist, is the designated monitoring contact regarding the submitted plans.

We appreciate the leadership and professionalism demonstrated by Mr. Tommy Smith and Mr. Robert Maldon throughout the monitoring process. If my staff can be of any assistance as you continue to implement improvement activities, 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.

Mr. Calvin Stevenson
January 9, 2009
Page Two

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

Sincerely,



Lucy D. Hadi
Chancellor

LDH/ela

Enclosure

Cc: Tommy Smith
Robert Maldon

Table of Contents

I. Purpose.....	1
II. Authority.....	1
III. Quality Assurance Policies, Procedures, and Protocols.....	1
IV. State Plans.....	2
V. Provider Selection.....	2
VI. Washington County School District.....	3
VII. Monitoring Activities.....	4
VIII. Results – Arthur T. Dozier School For Boys	5
IX. Results – Career and Technical Education.....	5
X. Results – Adult Education.....	6
XI. Records Review.....	7
XII. Required Resolution Activities.....	7
XIII. Summary.....	8
XIV. Appendix A.....	9
XV. Appendix B.....	11
XVI. Appendix C.....	13

**Washington County School District
Quality Assurance Monitoring Report**

I. PURPOSE

The Florida Department of Education (FDOE), Division of Workforce 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 Career and Technical Education. 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 Workforce 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.)).

For the federal awards it makes, a pass-through entity shall monitor the activities of sub-recipients as necessary to ensure that federal awards are used for authorized purposes in compliance with laws, regulations, and the provisions of contracts or grant agreements and that performance goals are achieved (OMB Circular, A-133§__.400).

Each state agency and the judicial branch as defined in §216.011, F.S., shall establish and maintain management systems and controls that promote and encourage compliance; economic, efficient, and effective operations; reliability of records and reports; and safeguarding of assets. Accounting systems and procedures shall be designed to fulfill the requirements of generally accepted accounting principles (§215.86, (F.S.)).

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols (Monitoring Manual) were provided to all agencies during the summer of 2008. The Monitoring 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 Monitoring Manual in this document.

IV. STATE PLANS

The State Plan required by the Carl D. Perkins Act of 2006 (Perkins IV), provides assurances that the eligible agency will comply with the requirements of Perkins IV and the provisions of the Florida State Plan.

The State Plan for Adult Education and Family Literacy programs is an agreement between the State of Florida and the federal government to assure that the administration of such programs is consistent with the state’s goals, policies and objectives, and with federal laws and regulations. As stated in the Plan, the Compliance Monitoring Team (Quality Assurance Team) has the responsibility of monitoring and conducting program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

V. 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 Process- Career and Technical Education

The Risk Assessment process is applied to all providers to determine appropriate monitoring strategies. Providers are ranked on performance indicators first; operational risk factors are then assessed by using the Risk Matrix. The results of the Risk Assessment Process are used to determine the appropriate monitoring strategy(ies) to be implemented.

In the initial selection process, eleven providers were ranked in the lowest quartile of performance in career and technical education and, therefore, were identified as targeted providers. The Risk Matrix was completed on providers, ranked high to low, and some of the providers with the highest total Risk Assessment score were designated to receive an onsite monitoring visit. Appendix A provides a consolidated explanation of the Risk Assessment Process and is also contained in the Quality Assurance Policies, Procedures, and Protocols, Section E.

It was determined that Washington County Special District Arthur Dozier School for Boys (Dozier School) would receive an onsite visit. Washington County Special District, a Florida Department of Juvenile Justice program operated by Washington County School District (WCSD), was in Tier 4 of career and technical education (CTE) providers based on 2006-07 student performance data for the number of secondary CTE concentrators who scored level three or above on FCAT Reading and left secondary education. The Special District’s Risk Assessment score was 196.

Washington Special District was in the fourth quartile (Tier 4) for performance on the indicator. The Quality Assurance team proceeded to complete the Risk Assessment Process:

Dozier School Risk Assessment Score	Points
Performance Score –Tier 4	20
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>176</u>
TOTAL Dozier School Risk Assessment Score	196

Once a Risk Assessment is completed for a targeted provider, additional programs operated by the provider may be reviewed. In order to utilize resources effectively, the Career and Technical Education and the Adult Education and Family Literacy programs and grants implemented by the District were also monitored.

WCSD Career and Technical Education Risk Assessment Score	Points
Performance Score – Tier 1	5
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>220</u>
TOTAL Career and Technical Education Risk Assessment Score	225

WCSD Adult Education Risk Assessment Score	
Performance Score – Tier 1	5
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>240</u>
TOTAL Adult Education Risk Assessment Score	225

VI. WASHINGTON COUNTY SCHOOL DISTRICT (WCSD)

The Washington County School District administers the educational program for Arthur Dozier School for Boys in Marianna as the Washington Special District. Dozier School is a state operated high-risk residential commitment facility for male youth 13-21 years of age who have been committed by the court. Dozier's High Risk component has 60 beds and Dozier's Sex Offender Program has 75 beds. The Web site for Dozier School is http://www.djj.state.fl.us/Residential/Facilities/north_facilities/Dozier_School_for_Boys.html.

This comprehensive program includes:

- An education program that includes academics, life skills training, and CTE programs in Automotive Services Technology, Masonry, and Horticulture Science and Services, and Home Builders Institute training in carpentry, plumbing, and facility maintenance; and,
- Health care, including mental health services.

The WCSD is located in the county seat of Chipley, Florida. Approximately 3,400 K-12 students are enrolled in two elementary, two middle, and two high schools. The District also serves approximately 600 post secondary students in one technical center, which serves as a location for the district Adult Education program. The district operates Adult Education programs at the County jail and Washington-Holmes Technical Center (WHTC) and a separate program for Holmes County residents at the Holmes County Public Library and County Work Camp. The district Web site is at <http://www.paec.org/wcsb>.

The Washington County School District was awarded the following federal CTE and Adult Education grants for 2006-07 and 2007-08:

Career and Technical Education 2006-07

1517A-7CA04 Perkins Secondary-adversely affected (Dozier School)	\$25,000
1517A-7CR01 Perkins Rural	\$59,103
1517A-7CP02 Perkins Post secondary	\$139,201
1517A-7CS03 Perkins Secondary	\$46,662

Career and Technical Education 2007-08

1517A-7CA04 Perkins Secondary- adversely affected (Dozier School)	\$25,000
1517A-8CR01 Perkins Rural	\$61,496
1517A-8CP01 Perkins Post secondary	\$132,839
1517A-8CS01 Perkins Secondary	\$47,613

Adult Education 2006-07

1915A-7CC03 Adult Education Corrections	\$125,000
1917A-7CG02 Adult Education Geographic (Washington County)	\$40,121
1917A-7CG01 Adult Education Geographic (Holmes County)	\$38,267

Adult Education 2007-08

1915A-8CC03	Adult Education Corrections	\$85,991
1917A-8CG02	Adult Education Geographic (Holmes County)	\$60,934
1917A-8CG01	Adult Education Geographic (Washington County)	\$62,165

Washington County School District total student enrollment 2007-08:

CTE Secondary	CTE Postsecondary	Adult General Education	Total
437	1,341	675	2,453

Dozier School (Washington County Special) total student enrollment for 2007-08:

CTE Secondary	CTE Postsecondary	Adult General Education	Total
441	24	0	465

VII. MONITORING ACTIVITIES

Notification

The monitoring strategy for Dozier School for Boys was determined to be an onsite visit. In order to utilize resources effectively, the Career and Technical Education and the Adult Education and Family Literacy programs and grants implemented by the district were also monitored.

Notifications were sent to Billy Baxter, Supervising Principal of Arthur Dozier School for Boys (Dozier School) and Tommy Smith, Washington-Holmes Technical Center (WHTC) Director, on August 14, 2008. The designated representatives for the district were Robert Maldon for Dozier School and Tommy Smith for the district. The on-site visit to the agency was conducted September 15-16, 2008, by three Bureau staff members, Eileen L. Amy, Director of Quality Assurance and Compliance, and Program Specialists, Rick Lockenbach and Sheryl Walden.

Monitoring Activities

The monitoring activities included pre-visit planning conference calls, entrance conference, interviews with teachers, administrative, and professional staff, observations, records reviews, and an exit conference.

Onsite Visits

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

- Arthur Dozier School for Boys in Marianna – CTE programs: Automotive Service Technology and Horticulture
- Washington-Holmes Technical Center – Adult Education and CTE programs: Applied Welding Technology, Cosmetology and Practical Nursing
- Holmes County Public Library (conference call) - Adult Education

Entrance Conference

The entrance conference for the Washington County School District was conducted on September 15, 2008, and included the three members of the Quality Assurance Team, and three members of the Washington County Administration, including Tommy Smith, Center Director; Ernie Zorn, Business Manager; and Stephanie Halley, Marketing and Grants Coordinator. The entrance conference for Dozier school was held on September 16, 2009, with Mr. Billy Baxter, Supervising Principal and Mr. Robert Muldon, Principal.

Interviews and Observations

Dozier School

In Marianna, the Principal and Supervising Principal of the Dozier School were interviewed.

Washington County School District

In Chipley, six administrative interviews were conducted, including the Center Director, Business Manager, Director of Adult Education, Marketing and Grants Coordinator, Student Services Director, and a guidance counselor. Four instructors and an instructional paraprofessional were interviewed in the course of the visit. All staff was very forthcoming and helpful during the review.

VIII. RESULTS – ARTHUR T. DOZIER SCHOOL FOR BOYS

INTERVIEWS AND OBSERVATIONS

The following items reflect only some of the results of the interviews and observations:

- Staff indicated a desire to continually improve their CTE program for their students, and especially to work on enhanced placement opportunities.
- There is the need to improve the greenhouse for the horticulture program, and Dozier School is seeking additional funding for this purpose.
- Both administrators and teaching staff bring impressive experience and commitment to their jobs.
- Administrators expressed interest in locating additional CTE programs where their students can reach an occupational completion point (OCP) before they leave Dozier.
- Automotive Services Technology (AST) was organized, used current textbooks, and had ample classroom space; students observed servicing an automobile; instruction was individualized.
- The school has designated a staff as grants writer and coordinator.
- The Dozier School Automotive Service Technology Program is certified by the National Automotive Technician Education Foundation (NATEF).
- CTE instructors at Dozier are all ESE certified.

FINDINGS

There were no findings.

CONCERNS AND RECOMMENDATIONS

In the Automotive Services Technology Program, there was a sign indicating students were required to wear safety glasses, but students working on automobiles were not wearing safety glasses.

Recommendation: The staff must ensure that applicable safety requirements are met.

IX. RESULTS – CAREER AND TECHNICAL EDUCATION

INTERVIEWS AND OBSERVATIONS

The following items reflect only some of the results of the interviews and observations:

- Some instructors and other staff are graduates of the Center and bring a wealth of experience and enthusiasm to the classroom.
- Some CTE programs articulate to community college programs.
- When a local plant closed a shift, WHTC worked with business to recruit students into programs at the Center.
- Teachers must make at least two industry visits a year for professional development
- The district has received a State Farm Youth Advisory Board funding to grow and conduct experiments on different plants for conversion to biodiesel fuel for use in school vehicles, as well as to conduct a marketing campaign on renewable fuels.

Applied Welding Technologies: Students were engaged individually and in teams. Equipment purchased with the grant was observed, including a hydraulic press break.

Practical Nursing: According to the instructors, many of the students work full-time jobs and come to class for the five hour classes each evening. The instructors were engaged with the students and equipment necessary for the curriculum was observed.

Cosmetology: The reception area posted the services and prices; the stations were set up and students were working.

FINDINGS

There were no findings.

CONCERNS AND RECOMMENDATIONS

None

X. RESULTS – ADULT EDUCATION

INTERVIEWS AND OBSERVATIONS

The following items reflect only some of the results of the interviews and observations:

- Adult education and paraprofessional staff indicated enthusiasm and commitment for serving students. Several staff had more than 20 years of Adult Education experience.
- The student services office administers the TABE pre-test, and then students are placed into Adult Education instruction based on test results.
- A wide range of instructional materials are used.
- The jail program provided academic instruction, as well as life management skills by bringing in speakers from other agencies.
- At WHTC, students were studying at their own pace, with three instructors available to assist students within their subject areas of expertise and two paraprofessionals assisting with instructional materials, student attendance, and other student support. Much of the instruction was computer based. The large classroom, which is contiguous to the media center, was almost full.
- Students may check out materials for work at home.
- Adult education has a broad-based advisory committee.
- WHTC provides transportation by school bus for those who do not have their own transportation.
- Literacy volunteers assist students with limited English proficiency.
- More than half the students in the Adult Education Program in the Holmes County Library are Adult Basic Education (ABE) students, and there are 10 or more students in class most days.

FINDINGS

Adult Education Module I, Non-Discrimination

Statutory Authority: Title VI of the Civil Rights Act of 1964 [P.L. 88-352]: (Title VI of the Civil Rights Act of 1964 [P.L. 88-352]. Title IX of the Education [20 U.S.C. 1681-1683 and 1685-1686], Section 504 of the Rehabilitative Act of 1973, as amended [29 U.S.C. 794 [42 U.S.C. 6101-6107]

The provider's non-discrimination notices did not indicate that all protected classes were covered as required by federal non-discrimination laws cited above. The notice in the student handbook did not indicate that all protected classes were included; notices observed onsite did not indicate all eight protected classes.

The student handbook and posted notices must be revised to cover the following protected classes: race, color, sex, religion, national origin, marital status, age or disability. Suggested language has been provided to Tommy Smith by e-mail.

CONCERNS AND RECOMMENDATIONS

There is the need for staff development and curriculum resources to serve students who lack proficiency in the English language (English Language students).

Recommendation: provide additional staff development and instructional resources in order to serve all students with limited English proficiency.

XI. RECORDS REVIEW

The following records were reviewed while visiting the Washington School District and Washington Special District:

- District Policies and Procedures
- Brochures
- Non-discrimination policy
- Financial Policies and Procedures
- Equipment and inventory lists
- Employee Time Sheet
- Employee Time and Effort Log
- Student and employee handbooks
- Programs of study
- Advisory committee information
- Student performance data
- Contracts
- Travel documentation

FINANCIAL

At WCSD, procurement practices and equipment purchases were verified by a review of the written policy, interviews with appropriate financial staff and a review of documentation that included purchase orders, verification of receipt of the items, invoices and approval signature. Monitoring staff completed a physical inspection of the items purchased. However, there were invoices for services provided to students in jail that included students' names. This presents a confidentiality issue for those students, and the practice should be modified by using other coded means to complete billing. No other discrepancies were found. The records were organized, comprehensive and complete. The finance manager was able to recall specific purchases and the processes utilized; he was forthcoming in his responses, producing all required evidence promptly. For the Perkins grant for Dozier, the PAR (Personnel Activity Report) form and payroll were examined for a staff person paid in part with Perkins grant funds.

XII. REQUIRED RESOLUTION ACTIVITIES

Dozier School for Boys

1. *The Dozier School for Boys is required to complete a System Improvement Plan to address the Carl Perkins core indicator 1S1. See Appendix B.*

Washington County School District

1. *A Corrective Action Plan is required for WCSD to address the finding identified in Section VIII of this report. See Appendix C.*

2. *A summary of actions taken, if any, in regards to the concerns noted in this report must be submitted.*

Quality Assurance staff shall work in concert with other Division staff to ensure consistency with the requirements, review, and approval of the resolution activities. Failure to develop or implement approved resolution plans may be addressed through enforcement activities.

TARGETED TECHNICAL ASSISTANCE

As areas of non-compliance are identified, targeted technical assistance may be provided to support full compliance and systemic change for program improvement.

Phil Anderson at philip.anderson@fldoe.org or 850/ 245-9450 is the Division's contact for English Language Programs if additional resources are needed. Florida TechNet at <http://www.floridatechnet.org/lib-esol.asp> provides a listing of ESOL (English for Speakers of Other Languages) resources, as well as the Florida Adult ESOL Practitioner's Task Force site at <http://www.floridaadultesol.org/>. The U.S. Department of Education has created a free website at www.USALearns.org to help immigrants learn English.

Dozier School may want to explore shorter CTE programs in which students can reach an occupational completion point (OCP) within a shorter period of time, including pursuing a Florida Department of Education Perkins DJJ (Department of Juvenile Justice) grant to fund this program (if our division issues a Request for Proposals that could fund this enhancement). Curriculum frameworks are available at <http://www.fldoe.org/workforce/dwdframe> by occupational cluster. For more information, contact Jane Silveria, Special Needs, at 850/ 245-9022.

Dozier School aspires to train students to rehabilitate buildings at Dozier. To locate funding opportunities, staff can subscribe to the Florida Department of Education "Funding Opportunities" newsletter and locate other grant resources at <http://www.fldoe.org/grants/gtd/gsrp.asp>. One possible opportunity for funding is federal Youthbuild funding administered by the US Department of Labor. Proposals are due January 19, 2008. Additional information is available at <http://edocket.access.gpo.gov/2008/E8-23684.htm>.

XIII. Summary

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the District 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 team 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 will indicate all outstanding items have been completed.

APPENDIX A

Florida Department of Education
Division of Workforce Education
Consolidated Risk Assessment Process
Career and Technical Education

Purpose: To identify the process used by the Quality Assurance Team to select Workforce Education providers for specific monitoring strategies.

A Risk Assessment process is used to determine appropriate monitoring strategies. In the initial selection process, providers ranked in the fourth quartile of performance in Career and Technical Education, were identified as targeted providers. The targeted providers with the highest risk assessment scores may be subject to onsite monitoring.

Performance Score

Given the performance data available, providers' performance was divided into four quartiles and assigned tiers and points. The scale based on quartile of performance (from highest to lowest performance) for career and technical education:

First quartile	Tier 1 = 5 points (highest performance)
Second quartile	Tier 2 = 10 points
Third quartile	Tier 3 = 15 points
Fourth quartile	Tier 4 = 20 points (lowest performance)

Performance data utilized for Career and Technical Education: 2006-07 performance data.

Operational Risk Factors Score

The following operational risk factors are used:

- Total amount of agency funding for 2006-07 (or current year)
- Number of grants for 2006-07 (or current year)
- Number of grants with 10% or more of unexpended funds for 2006-07 (or current year)
- Audit and/or monitoring findings relevant to internal control weaknesses during three (3) previous years for provider
- Change in director within the past two (2) years

A value is assigned for each of these operational risk factors

The value is multiplied by the risk factor weight, resulting in a total number of points for the specific operational risk factor

The risk factors are added for an Operational Risk Factors Score

Total Risk Assessment Score - totals the following factors for targeted providers to provide separate scores for Career and Technical Education:

$$\begin{array}{r} \text{Performance Score} + \\ \text{Operational Risk Factors Score} = \\ \hline \text{TOTAL Risk Assessment Score} \end{array}$$

Example: Provider A is a targeted provider because this agency was in the lowest quartile (Tier 4) for career and technical education performance. The Quality Assurance team proceeds to complete the risk assessment process:

Career and Technical Education Risk Assessment Score

Points

Performance Score (highest quartile Tier 4)	20
<u>Operational Risk Factors Score (Risk Matrix) +</u>	<u>100</u>
TOTAL Career and Technical Education Risk Assessment Score	120

Provider Selection Calculation

The monitoring strategies to be applied to targeted providers are determined by calculating a total of the Level of Performance Score and the Risk Matrix Score. Provider totals will be ranked and divided into tiers. Each tier will be assigned appropriate monitoring strategy(ies). Onsite monitoring visits may be implemented for agencies at the greatest level of risk.

Once a risk assessment is completed for a targeted provider, additional programs operated by the provider may be reviewed. Additional grants or contracts in the geographical area may also be reviewed during an onsite monitoring visit to use resources effectively.

APPENDIX B

Florida Department of Education
Division of Workforce Education
**System Improvement Plan
Career and Technical Education**

Grant Name and #: Perkins Adversely Affected 670-1517A-7CA04	Provider: Washington County Special District / Arthur Dozier School for Boys	DOE Team Leader: Ms. Eileen Amy
Date(s) of Monitoring: September 15-16, 2008	Provider Contact Name, Telephone, E-mail: Mr. Robert Maldon, 850/ 526-4196, maldon2001@yahoo.com	Date of Submission:

Indicator / Current Data	Improvement Strategies	Person Responsible	Evidence of Change	Projected Date of Completion
1S1 measure- 31.77% of CTE concentrators scored 3 or above in FCAT Reading and left secondary education				
Technical Assistance Needed and/or Provided:				
Status Reports / Completed / Pending:				Date:

APPENDIX C

Florida Department of Education
Division of Workforce Education
Corrective Action Plan
Adult Education

Grant Type: Adult Education and Family Literacy	Provider: Washington County School District	DOE Team Leader: Eileen L. Amy
Date(s) of Monitoring: September 15-16, 2008	Provider Contact Name, Telephone, E-mail: Mr. Tommy Smith, 850/ 638-6177, tommys@whtc.us	Date of Submission:

Citation/Finding	Corrective Action Strategies	Person Responsible	Projected Date of Completion	Evidence of Change
<p><i>The provider's non-discrimination notices did not indicate that all protected classes were covered as required by federal non-discrimination laws</i></p> <p><u>Statutory Authority:</u> Title VI of the Civil Rights Act of 1964 [P.L. 88-352]: (Title VI of the Civil Rights Act of 1964 [P.L. 88-352]. Title IX of the Education [20 U.S.C. 1681-1683 and 1685-1686], Section 504 of the Rehabilitative Act of 1973, as amended [29 U.S.C. 794 [42 U.S.C. 6101-6107]</p>				<ul style="list-style-type: none"> - revised student handbook - approved board policy -revised notices posted; and locations reported to DOE

Technical Assistance Needed and/or Provided:	
Status of Action Completed / Pending:	Date: