

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

The School District of Palm Beach County

**March 13-16, 2017**

Final Report



**State Board of Education**

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May 19, 2017

Dr. Robert Avossa, Superintendent  
School District of Palm Beach County  
3300 Forest Hill Boulevard, C-316  
West Palm Beach, Florida 33406-5869

Dear Dr. Avossa:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at the School District of Palm Beach County. The final report will also be placed on the Quality Assurance and Compliance website at <http://fldoe.org/academics/career-adult-edu/compliance>.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi D. Williams, director of Quality Assurance and Compliance, at 850-245-9033 or [Tashi.Williams@fldoe.org](mailto:Tashi.Williams@fldoe.org).

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

Sincerely,

Rod Duckworth

RD/ls

Enclosure

cc: Dr. Peter Licata, director, Choice and Career Programs  
Guarn Sims, director, Adult & Community Education  
Marcus Caver, manager, Department of Educational Alternatives  
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance  
Tashi D. Williams, director, Quality Assurance and Compliance  
LaStacia Spencer, program specialist, Quality Assurance and Compliance  
Michael Swift, program specialist, Quality Assurance and Compliance

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**The School District of Palm Beach County  
Adult Education and Career and Technical Education  
Quality Assurance and Compliance Monitoring Report**

**I. INTRODUCTION**

The Florida Department of Education (FLDOE), 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 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 FLDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FLDOE awards sub-grants to eligible providers to administer local programs. FLDOE 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 pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2016-2017 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

**III. QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS**

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2016-17 program year. The manual is 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://fldoe.org/academics/career-adult-edu/compliance>.

**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 department and the division. 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 Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider’s risk matrix score.

The monitoring strategy for the School District of Palm Beach County (SDPBC) was determined to be an onsite visit. Notification was sent to Dr. Robert Avossa, superintendent, on November 21, 2016. The designated representatives for the agency were Dr. Peter Licata, director, Choice and Career Programs and Mr. Guarn Sims, director, Adult & Community Education (ACE).

The onsite visit to the agency was conducted March 13, 2017 through March 16, 2017. The two representatives of the division present during the visit were Ms. LaStacia Spencer and Mr. Michael Swift, program specialists in the Quality Assurance and Compliance section.

**V. THE SCHOOL DISTRICT OF PALM BEACH COUNTY**

**ENROLLMENT:**

Fiscal Year (FY) 2014-15

Adult Education	CTE (possible duplication at program level)
15,407	53,730

The provider was awarded the following grants for FY’s 2014-15, 2015-16 and 2016-17:

**FY 2014-15**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	500-1915A-5CG01	\$ 1,894,526.00	\$ 63,509.30
English Literacy and Civics	500-1935A-5CE01	\$ 478,980.00	\$ 16,048.42
Perkins CTE Secondary	500-1615A-5CS01	\$ 1,740,189.00	\$ 38,875.17

**FY 2015-16**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	500-1916B-6CG01	\$ 1,894,526.00	\$ 73,305.96
English Literacy and Civics	500-1936B-6CE01	\$ 478,980.00	\$ 17,797.92
Perkins CTE Secondary	500-1616A-6CS01	\$ 1,859,332.00	\$ 24,388.56
Perkins CTE – DJJ	500-1616A-6CJJ1	\$ 62,753.00	\$ 22,552.74

**FY 2016-17**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	500-1917B-7CG01	\$ 1,894,526.00	N/A
English Literacy and Civics	500-1937B-7CE01	\$ 478,980.00	N/A
Perkins CTE Secondary	500-1617A-7CS01	\$ 1,750,598.00	N/A
Perkins CTE – DJJ	500-1617A-7CJJ1	\$ 62,700.00	N/A

Additional information about the provider may be found at the following web address:  
<https://www.palmbeachschools.org>

## VI. MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning, an entrance and exit conference, classroom observations, records review, inventory review and interviews with administrators, instructors and students.

### Onsite Visits

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

- Palm Beach County Schools District Office
- Adult Education Center
- Delray Full Service Center
- John I. Leonard High School
- South Tech Academy
- Congress Middle School
- Palm Beach Juvenile Correctional Facility (PBJC)

### Entrance and Exit Conferences

The entrance conference for the SDPBC was conducted on March 13, 2017. The exit conference was conducted on March 16, 2017. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Peter Licata	Director, Choice and Career Programs	X	
Guarn Sims	Director, ACE	X	
Dr. Jeraline Johnson	CTE Specialist	X	X
Anthony Ascì	CTE Specialist	X	X
Dr. David Atwell	CTE Specialist	X	X
Dr. Miguel Benavente	CTE Specialist	X	X
Jim Politis	CTE Specialist	X	X
Junnell Hughes	CTE Specialist		X
Marcus Caver	Manager, Department of Educational Alternatives	X	X
Dr. Christopher Ginton	Manager, Curriculum/Special Projects, ACE	X	X
Jane Kim	Manager, Training & Development/Special Projects, ACE	X	X
Brooke Engelhaupt	Senior Accounting Technician, ACE	X	X
<b>FLDOE Monitoring Team</b>			
LaStacia Spencer	Program Specialist, FLDOE	X	X
Michael Swift	Program Specialist, FLDOE	X	X

### Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program assessment specialists and students. A minimum of four interviews and/or observations were completed at each site. All interviews and observations were held during the course of the visit.

### Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item G. A minimum of 50 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

## **VII. RESULTS**

- A. ADMINISTRATION:** refers to the management and/or supervision of programs, structure of programs and services, grant oversight and other administrative areas.
- The district superintendent has a concise vision for CTE and AE programs and is supportive of the work that is being done within the programs.
  - Administration offers ongoing professional development opportunities to all staff within the district and schools are encouraged to hold additional training for staff as needed.
  - There is a strong partnership with CareerSource Palm Beach County with both the CTE and AE programs and assists in providing integrated services to students to ensure that students are gaining appropriate skills to enter into the workforce.
  - Surveys are sent out to instructors, students and parents in order to ensure that program offerings meet expectations and improvements can be made if necessary.
- B. DATA AND ASSESSMENT:** refers to all the components of the data and assessment system, including test administration, test security, data collection and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.
- SDPBC is currently in the process of transitioning from TERMS to the FOCUS Student Information System for the collection of student data. Both systems are being run concurrently to ensure accuracy of the data quality.
  - Regular meetings are held with administration and data staff to ensure the accuracy and completion of data.
  - AE and CTE student data (including program completers and industry certifications) was verified during the course of the visit.
  - SDPBC has written policies and procedures for data collection and reporting in place, which were reviewed during the visit.
  - In order to maintain open lines of communication between the schools and the district office, each school has a Career Academy Coordinator that works with the CTE Specialists and data staff to address any reported data errors.
  - Data staff attends the Workforce Education and District Data Advisory Council (WEDDAC) meetings held by FLDOE.
- C. CURRICULUM AND INSTRUCTION:** refers to those elements that contribute to student learning and skill acquisition. It also addresses student and instructor observations.
- The FLDOE curriculum standards and frameworks are being followed in the classrooms.
  - SDPBC is currently under a Program Improvement Plan for National Automotive Technician's Education Foundation (NATEF) Certification. The monitoring team received

verification that accreditation for Seminole Ridge High School and Riviera Beach Preparatory and Achievement Academy has been attained.

- Staff at the PBJC is focused on reducing recidivism for students by exposing students to opportunities they can pursue once released from the correctional facility.
- The majority of students are enrolled in the English for Speakers of Other Language (ESOL) program and speak Haitian Creole, which is atypical in most areas of the state.
- There has been a significant increase in the number of students enrolled in AE programs. However, there are concerns of a decrease in student attendance due to the recent changes in immigration policies.
- The availability of a career center, such as the one at the Adult Education Center, offers students the ability to enhance career development and other skills that will aid in the attainment of a job.

**D. TECHNOLOGY AND EQUIPMENT:** refers to a review of the technology and equipment used by students and instructors in the classroom; addresses access, availability, innovation, use and condition.

- Inventory is done on an annual basis.
- Equipment purchased with 2014-15, 2015-16 and 2016-17 grant funds were verified during the course of the visit and followed EDGAR standards.
- All equipment purchased over the \$1,000 threshold is appropriately tagged with a district identification number.
- The agency has an established protocol for disposing of old equipment.
- The equipment and teaching materials used in the classrooms are current and adequate for the number of students.

**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.

- Accommodations are readily available for students with self-declared disabilities.
- Classrooms, shops and labs are inviting and have adequate space, up to date equipment and follow safety guidelines.
- Teachers and students acknowledged the increase in technology and new instructional materials that have been made available districtwide.

**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 Office of Equal Educational Opportunity (OEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9556.

**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.

- District Administrative Policies and Procedures
- AE Student Registration and Enrollment Forms



- District Student & Family Handbook
- Data Collection Instructions
- Promotional Program Material
- AE Test Administrator Certifications
- District Inventory Procedures
- District Inventory Forms
- Program Advisory Committee Guidelines, Meeting Agendas and Minutes
- Student Records
- Financial Records (Travel, Purchasing and Procurement)
- Verification of a sample of Student Industry Certifications
- Verification of a sample of Occupational Completion Points (OCP)
- Verification of a sample of AGE Completers
- Employee Personnel Activity Reports (PAR)/Timesheets
- District Website

**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.

- SDPBC has established policies and procedures for accounting practices including purchasing and procurement, travel, inventory and equipment disposal that is available on the website.
- FLDOE monitoring staff verified that the proper procedures were taking place in approving and funding grant funded staff travel
- The monitoring team also reviewed requisition data, purchase orders and reimbursement request documents and found these documents to be in accordance with district and state policies.
- It was brought to the attention of district staff the best practice of expending all federal funds. It is encouraged that amendments be submitted to FLDOE if additional programs needs can be achieved with remaining funding.
- Certification of time and effort is conducted electronically through the District's bi-weekly payroll approval process. Staff that is not working solely from a single grant source must complete a PAR each pay period.

#### FINDINGS AND CORRECTIVE ACTION

- Finding H1: At the time of records review, employee personnel activity reports/semi-annual certifications were not received for AE grant funded employees. UGG (2 CFR 200.336 Access to records), FLDOE Green Book (Fiscal and Program Accountability – Project Records, Section C-1)
  - Corrective Action H1: Retain supporting documentation on-site in accordance with the terms of the contract to avoid any disallowance or revoking of funds.
    - Corrective Action Plan Update: On March 30, 2017, SDPBC provided timesheets for AE grant funded employees via email. No further action is required.

**I. COLLABORATION:** refers to the collaborative agreements, partnerships or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- SDPBC has strong partnerships with area business and industry organizations and corporations in order to address labor market need and enhance the student learning experience, including:

- Education Foundation of Palm Beach County
  - CareerSource Palm Beach County
  - Habitat for Humanity
  - Palm Beach County’s Business Development Board
  - University of Florida
  - Youth Empowerment Center
  - Department of Children and Families
  - Palm Beach Health Department
  - Local churches, community centers and nonprofit organizations
- SDPBC has articulation agreements with Palm Beach State College (PBSC), Keiser University, Art Institute of Fort Lauderdale, Lincoln College of Technology and Digital Media Arts College.
  - SDPBC is unique in the number of advisory boards that are established at the district and school level. Each school, including AE, has its own advisory board that meets regularly.

**J. PERKINS LOCAL PROGRAM IMPROVEMENT PLAN:** A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

**Secondary Measures:**

- In 2014-15, the agency met or exceeded all secondary measures. Therefore, a PIP was not required.

**K. STUDENT PERSPECTIVE:** The team met with groups of students; their perspective is presented as a portion of this report.

- CTE students were proud of the reputation of their instructional programs and expressed interest in obtaining industry certification and continuing their education at a four-year program or entering into the workforce.
- AE students recognize the importance of the completion of the ESOL program and are aware of the various services that are available to help them meet their education and career goals.
- Students spoke very highly of their teachers, advisors and their programs and appreciated the ability to begin career exploration at the middle school level.

**L. PROGRAMS OF STUDY:** As part of the new DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to SDPBC, Cathy Hammond, Bruce Harrington and Erin Sampson from the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with SDPBC staff and major partners on Monday, March 13, 2017. A summary of the conference call discussion compiled by the FSI team appears below.

**Criminal Justice Operations Program of Study**  
**Program Basics**

- Criminal Justice (CJ) Academies were described as being similar to fraternities, where there is a “team” feel and this helps motivate students to perform well. It was emphasized during the call that the Criminal Justice curriculum is very challenging and that it needs to be to get

students prepared to continue in this field and to provide a good foundation for students going on into other areas.

- The SDPBC Lead Education Specialist stated that Reading Specialists/Teachers and Math Specialists/Teachers partner with the CTE teachers to assist in development of lesson plans and projects. The collaboration between the teachers helps to ensure that the same terminology is used interchangeably in both academic and CJ courses for student comprehension. As they cover content, Criminal Justice teachers can make connections to core academic curriculum terms and strategies. For example, when analyzing crime statistics, students look at graphs and statistics, math aspects are emphasized and the same terms are used in discussing these statistics as is used in academic math courses.
- Time for collaboration among academic and CTE teachers has been reduced, given the increase in requirements for testing. However, there are still opportunities for them to collaborate through Learning Team Meetings, which are held once a month. CTE teachers can collaborate through Professional Learning Communities.
- The CJ Academies provide additional benefits by providing the opportunity for students to develop leadership and soft skills. Local CJ academies are designed to reflect the organizational structure of police departments, including its hierarchy, dress code and physical fitness requirements to allow students to become familiar with law enforcement environments.
- The various pathways possible from these programs are promoted. Students need to keep performing well to stay in these academies. Staff felt that they have had a lot of success with these programs.

#### Student Performance and Available Certifications

- SDPBC did not meet the local target (92.24%) in measure 2S1 (Secondary Technical Skills) for this Program of Study. Out of 108 concentrators, 53 met 2S1, which was 49%. The SDPBC Lead Career Education Specialist explained that, although the CTE program had been in place for a while, it was a relatively new complete Program of Study and the district was just beginning to have students take certifications exams.
- SDPBC does not have entry criteria for the CJ Academies. Many students are entering with low skills from Title I schools or are students who earned low proficiency scores on the standardized assessments (Level 1 or Level 2).
- SDPBC staff explained that in regards to criminal justice knowledge and criminology terms, students often enter the program with street lingo or other language barriers (ELLs), which require teachers during the district curriculum reviews in the summer to look at ways to break down terminology for student comprehension.
- SDPBC staff reported that the CJ Academies place a greater emphasis on the Public Service aspect of Criminal Justice and the majority of students select the Public Service Aide track. This focus, however, does not prepare students for the only currently available Criminal Justice certification for their students, the Accredited Legal Professional certification. SDPBC staff reported that 30 students took the Accredited Legal Professional exam with only one student passing. The SDPBC Lead Education Specialist explained that even though the framework of the program has been reworked to get students more prepared for the exam, it is still a very difficult exam.
- The school district has solicited letters of support from partner agencies in their three-year quest to get approval from CareerSource Florida to add the Public Service Aide certification to CAPE, which the district feels is more aligned with the program's focus. However, the requests have been denied by CareerSource.

- To provide more opportunities for students in CJ Academies to earn a certification and articulation credits from PBSC, SDPBC added the Digital Information Technology course as an elective option. The Microsoft Office Specialist Bundle certification that can be earned through this course will add three additional credits to the nine credits students who complete the OCP for Criminal Justice will earn, totaling 12 articulated credits. Students are encouraged to take the course in 9th grade.
- The Digital Information Technology course is not under the Criminal Justice program and student enrollment and outcomes for this course are not being reported under the Criminal Justice program.

#### Secondary and Postsecondary Relationships

- The district meets with postsecondary representatives once per year to get feedback on strengths and weaknesses of students entering their programs. Based on the feedback, the district makes adjustments to lessons to align with the skills needed for postsecondary education/training. The textbook the district adopted is considered “high level” and it is vetted through the college for rigor.
- The representative from PBSC felt that students from SDPBC enter ready with a B grade point average. The PBSC Department Chair reviews the students’ transcripts to sign off on articulations.
- SDPBC staff estimated that 20-25% of students go to the state college. The district feels the numbers are low because most students are so well prepared that they go on to University (SDPBC credited Florida State University for granting college credits to students in the program).
- SDPBC staff explained that another factor that may be contributing to students not entering the program at the postsecondary level is that certain career paths within CJ Academies require degrees from different programs in conjunction with Criminal Justice (i.e., a forensic pharmacist requires Criminal Justice and Pharmacy).
- PBSC also runs the Police Academy, but students must be 19 to enter the academy. Students often begin in the PBSC degree program and then move into the Police Academy. SDPBC estimated about 20-25% of the students are going into the Police Academy.
- In regards to increasing SDPBC student enrollment at the state college, PBSC reported that they are working on new initiatives and marketing. They are working with University of Central Florida (UCF) to have an online program that articulates into UCF.

#### Internships, Explorers Program and CJ Partnerships

- The Criminal Justice program has internship opportunities at the State Attorney’s Office, local police agencies, SDPBC School police and local attorney offices. The process used for on-the-job training (OJT) is also implemented for internships to help structure the experience and for documentation purposes.
- There is an annual job shadowing opportunity in February with the County Criminal Justice Department, Clerk Comptroller and Mayor’s Office.
- The Explorers program is an additional option utilized after hours and on the weekends for the CJ Academies with community police and the Delray Beach Police Department (DBPD). Students are able to assist with event patrol and traffic control. One police officer participating in the call explained that through the challenging Explorers program:
  - The students are afforded the opportunity to learn and experience practical application of what they have learned in the district’s CJ Academies.

- Students get as much experience through this program as officers who have 30 years of experience.
- Students are often hired straight out of high school as a school police aide.
- The Sheriff's Office provides instructors for various high schools, because they understand that they will get a return on the investment and it is a beneficial partnership for the community and school. DBPD has hired six (6) students from one high school.
- There is a Constitution Day every year, in which a panel of judges from the area goes to high schools and does projects and exercises with students.

#### Advisory Committee

- The advisory committee consists of workforce board representatives, police departments, trial advocate groups, CareerSource and local attorneys.
- CareerSource acts as a convener to help students with a seamless transition. The CareerSource representative stated that it is ideal for Palm Beach students to get positions in the district, especially from Criminal Justice programs, because of their familiarity with the local area culture. CareerSource and local law enforcement have a large financial investment in these students and are committed to keeping them in their community as much as possible.
- The SDPBC Lead Education Specialist and some district teachers are also a part of the advisory board for Keiser and they meet quarterly to learn about open positions and needs.

#### Program of Study Review Process

- The first day of the review is dedicated to the advisory committee hearing from each of the schools about their strengths, field trips, successes and challenges.
- Business partners also discuss things they need from the program, such as more involvement from the students. Postsecondary partners also provide input.
- Outcome data is reviewed and instructors are asked prior to the meeting to give agenda items that need to be discussed/reviewed. If issues are found during the review, the amount of time for adjustments to be made is dependent on the issue. The SDPBC Lead Education Specialist meets with teachers four times a year to stay abreast of potential issues or changes.
- Partnerships with CareerSource and local law enforcement help to ensure the relevancy of CJ Academies and graduates to meet local needs and help students transition from high school into employment or further training with the necessary soft and technical skills to be successful. Partnerships between high school academies and local police departments are seen as win-win. It helps advertise the programs to students and the community, prepares students for law enforcement/criminal justice careers and lets local officers get to know students.

### **Programs of Study Overall**

#### Definition of Program of Study

- The SDPBC Lead Education Specialist defined a Program of Study as a system where students can matriculate through a program and know the different paths they can go. They follow Department of Labor and OCTAE guidelines and incorporate the eight state POS elements. In middle school, there are Pre-Law Academies to help students transition seamlessly into the high school program and on into college or other training after graduation. The state template is a guide of what students need academically and can be used as a counseling tool for parents and students to understand the benefits of the program and help to emphasize that this is a true career pathway. Counselors can use the template for career planning.

## **VIII. REQUIRED RESOLUTION ACTIVITIES**

### **ADULT EDUCATION**

1. Corrective Action Plan – The School District of Palm Beach County is required to complete an AE Corrective Action Plan.
2. Action Plan – The School District of Palm Beach County is not required to complete an AE Action Plan.

### **CAREER AND TECHNICAL EDUCATION**

1. Corrective Action Plan – The School District of Palm Beach County is not required to complete a CTE Corrective Action Plan.
2. Action Plan – The School District of Palm Beach County is not required to complete a CTE Action Plan.

## **IX. SUMMARY**

Once the fieldwork 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, forwarded to the agency head with a copy to the appropriate parties and posted on the department's website at the following address: <http://fldoe.org/academics/career-adult-du/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding resolution items have been completed.

On behalf of the department, the monitoring team extends our appreciation to all participants in the SDPBC onsite monitoring visit. Special thanks are offered to Dr. Jeraline Johnson, Ms. Jane Kim and Mr. Marcus Caver for their participation and leadership during this process.

**APPENDIX A**

The School District of Palm Beach County  
 Adult Education and Family Literacy  
 Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants</b>					
Agency Name: <b>Palm Beach County District School Board</b>					
Program type: <b>ADULT EDUCATION</b>					
Target Year: <b>2014-2015</b>					
Monitoring Year: <b>2016-2017</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Total AE Budget Allocated Value</b>	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b># AE Grants Value</b>	4+	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
<b>AE Director Change Value</b>	Yes	7	7	<u>X 6</u>	42
	No	0			
<b>AE Funds Remaining Point Value</b>	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>OAG Findings Value</b>	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>192</b>

\*Compliance monitoring last visit: AE, Fall 2013

\*Data sources used for calculations: Prior to July 1, 2015

The School District of Palm Beach County  
 Career and Technical Education  
 Risk Matrix

**Risk Scores Matrix for Districts Receiving Career and Technical Education  
 (CTE) Carl D. Perkins Grants**

Agency Name: **PALM BEACH COUNTY DISTRICT SCHOOL BOARD**

Program type: **CAREER AND TECHNICAL EDUCATION**

Target Year: **2014-2015**

Monitoring Year: **2016-2017**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
<b>Total Perkins Budget Allocated Value</b>	Upper Quartile	7	<b>7</b>	<b>X 10</b>	<b>70</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b># Perkins Grants Value</b>	4+	7	<b>1</b>	<b>X 8</b>	<b>8</b>
	3	5			
	2	3			
	1	1			
<b>Perkins PIP Index Value</b>	7.50 – 10.00	7	<b>0</b>	<b>X 8</b>	<b>0</b>
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
<b>Perkins Director Change Value</b>	Yes	7	<b>0</b>	<b>X 6</b>	<b>0</b>
	No	0			
<b>Perkins Funds Remaining Point Value</b>	Upper Quartile	7	<b>7</b>	<b>X 4</b>	<b>28</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>OAG Findings Value</b>	Upper Quartile	7	<b>7</b>	<b>X 4</b>	<b>28</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>134</b>



\*Compliance monitoring last visit: CTE, Fall 2012

\*Data sources used for calculations: Prior to July 1, 2015



**APPENDIX B**

The School District of Palm Beach County  
Resolution Action Plan

Findings and/or Concerns	Corrective Action(s) And/or Action(s)	Agency Response	Person Responsible	Projected Date of Completion
Finding H1: At the time of records review, employee personnel activity reports/semi-annual certifications were not received for AE grant funded employees. UGG (2 CFR 200.336 Access to records), FLDOE Green Book (Fiscal and Program Accountability – Project Records, Section C-1)	Retain supporting documentation on-site in accordance with the terms of the contract to avoid any disallowance or revoking of funds.	Records were submitted to Ms. Spencer on March 30 <sup>th</sup> by our Budget Director, Heather Knust	Jane Kim	March 30, 2017
<b>Plan submitted by (name and title):</b> Guarn Sims - Director 			<b>Date:</b> 5/3/2017	
<b>Plan accepted by:</b> LaStacia Spencer, Program Specialist IV			<b>Date:</b> 5/4/2017	
<b>Status of Action Plan (to be completed by FLDOE staff):</b> On March 30, 2017, SDPBC provided timesheets for AE grant funded employees via email. No further action is required.				
 Fwd Payroll for Adult Ed and slightly update				
<b>Date:</b> 5/4/2017			<b>Status of Plan Completion:</b> COMPLETE	