



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Volusia County School District

February 7-9, 2018

Final Report

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Florida Department of Education
Division of Career and Adult Education

**Volusia County School District
Career and Technical Education
Quality Assurance and Compliance 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 and Compliance (QAC) section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (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. 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 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 2017-2018 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 2017-18 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 Volusia County School District (VCSD) was determined to be an onsite visit. Notification was sent to Mr. James T. Russell, superintendent, on November 17, 2017. The designated representative for the agency was Ms. Kelly Amy, coordinator, Career and Technical Education.

The onsite visit to the agency was conducted February 7, 2018 through February 9, 2018. The two representatives of the division present during the visit were program specialists, Ms. Christine Walsh and Mr. Michael Swift.

V. VOLUSIA COUNTY SCHOOL DISTRICT

ENROLLMENT:

Fiscal Year (FY) 2015-16

CTE (possible duplication at program level) 35,301

The provider was awarded the following grants for FY’s 2015-16, 2016-17 and 2017-18:

FY 2015-16

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Secondary	640-1616A-6CS01	\$ 678,781.00	\$ 0.00
CTE Perkins Department of Juvenile Justice (DJJ)	640-1616A-6CJJ1	\$ 39,670.00	\$ 8,202.74

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Secondary	640-1617A-7CS01	\$ 691,482.00	\$ 46,405.11
CTE Perkins DJJ	640-1617A-7CJJ1	\$ 36,826.00	\$ 27,362.88

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Secondary	640-1618A-8CS01	\$ 663,482.00	\$ N/A

Additional information about the provider may be found at the following web address:
<http://myvolusiaschools.org>

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- VCSD Main Administration Office

Entrance and Exit Conferences

The entrance conference for the VCSD was conducted on February 7, 2018. The exit conference was conducted on February 9, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Kelly Amy	CTE Coordinator	X	X
Daniel Cox	Specialist	X	X
Michelle Housley	Budget Analyst	X	X
Lu-Anne Blankenship	Grants Project Manager	X	X
Vince Roeshink	Specialist	X	X
Debra Dumas	Resource Teacher	X	X
Shari Gallagher	Office Specialist	X	X
Elsa Hernandez	Office Specialist		X
Amy McAllister	CTE Specialist		X
FDOE Monitoring Team			
Christine Walsh	Program Specialist, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X

Interviews

Interviews were conducted with the administrative staff. All interviews 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 F. A minimum of 30 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.
- Professional development opportunities are offered to all staff within the district and participation in conferences are encouraged as funding allows.
 - The CTE coordinator is very knowledgeable about the districts programs and is forward thinking about program growth and sustainability.
 - The finance team is very knowledgeable about their district policies and the UGG.
 - The DJJ provider for FY 15-16 and FY 16-17 is no longer contracted with the district. A new provider and new district administrative team is in place at the G4S facility. During the agency

and district personnel changes records were not properly stored and retained. The box of records and materials from the program was unable to be located during the monitoring review. This is in direct violation of VCSD policy 516, the FDOE Green Book (Fiscal and Program Accountability – Retention and Access to Records, Section C), SBEAR 1B-24.003 and UGG §200.333.

- There were no instances of fraudulent activities reported or noticed during this monitoring review.

FINDINGS AND ACTION

- Finding A1: VCSD did not properly store and retain the records from the Hydroponics and Aquaculture program supported by projects 640-1616A-6CJJ1 and 640-1617A-7CJJ1 located at the G4S DJJ facility. The district is responsible for the grant oversight which includes records retention and storage. This is in direct violation of VCSD policy 516, SBEAR 1B-24.003 and UGG §200.333.
 - Corrective Action A1: Add to the VCSD's Grants Handbook, on page 11, to the fifth bullet, the reference UGG §200.333 for federal grants and write a response explaining the procedure or training the district will provide to prevent this from happening again.

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.

- VCSD utilizes the CrossPointe school software for the collection of student data as well as the Wazzle electronic gradebook.
- VCSD has a very complete data processing manual that is specific to their software system.
- CTE student data (including program completers and industry certifications) were verified during the course of the visit.
- Data staff and administration regularly attend the Florida Association of Management Information Systems Inc. (FAMIS) conference.
- CTE staff attend the districts guidance counselor's meetings several times a year to update the counselors about any changes concerning their role in the success of the CTE programs. The counselors are also updated on any data related changes pertaining to the counselors function.
- Data that is collected is used during the annual program review process to determine the health of the CTE programs. It is also shared with key stakeholders and program advisory boards so that program decisions can be made.
- Reporting errors are reviewed regularly during the Full Time Equivalent (FTE) survey submissions and during the end of year survey five submission.
- During the monitoring review, it was found that the district had adequate controls over its data reporting submission process to assure that data was reported timely, accurately and completely. However, an error was found in the verification of FY 2015-16 student data reported as it pertains to industry certifications.
 - In response to these types of errors, the district has a system in place where different individuals are responsible for verifying all CTE data, including Industry Certifications. CTE data is reviewed prior to state submission and then again after submission to correct any errors identified during the submission process.

FINDINGS AND ACTION

- Finding B1: Agency failed to accurately report student data in FY 2015-16 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements).

- Corrective Action B1: The district must coordinate with the division’s Research and Evaluation section in order to address data inconsistencies and complete payment process to FDOE if repayment for funding received for FY 2015-16 CAPE Industry Certification Funding is required.

C. **CURRICULUM AND INSTRUCTION:** refers to those elements that contribute to student learning and skill acquisition.

- VCS D is constantly working towards enhancing their current CTE programs and meeting community needs and student interest. They currently offer over 60 CTE programs.
- VCS D has an annual “High School Showcase.” This is a major event, every December, that allows the local high schools to promote/showcase their students and program areas. This showcase is a vehicle for program recruitment. This event is attended by incoming freshmen and their parents, business partners and the public.
- VCS D has two high schools currently using a “wall-to-wall” CTE model. In this model every student is enrolled in a career pathway. There is also another high school preparing to transition to a “wall-to-wall” model for the next school year.
- VCS D provides workshops and training for teachers and administrators annually to create new and enhanced integrated curriculum.
- Dual enrollment is offered for local high school students to Daytona State College, Embry Riddle University and Bethune-Cookman University.
- VCS D has several programs that provide real work experience for the students. These programs provide the students with other aspects of the industry besides food preparation or building construction skills. Examples of this include: catering services provided through the culinary program and the building and construction program contracted to build the table/chairs/booths for a local restaurant and have a contract with the county to build the lifeguard stands.
- The program advisory boards serve a pivotal role in the development and enhancement of the CTE programs. The information shared by the boards allow these programs to obtain equipment and materials that meet industry standards. However, during the visit the compliance team noted that sign in sheets, agendas or minutes were missing from the advisory board meeting packages.
- VCS D is a Ford Next Generation Learning Model-Track Community.
- The hydroponics and aquaculture program at the G4S facility has been discontinued.

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.

- Grant funds for FY15-16, FY16-17 were not used to purchase equipment. There hasn’t been a request to purchase equipment using grant funds for FY17-18.
- There has been one incidence of theft in the last 12 months. The incident was reported and a police report was filed.
- No inventory review was conducted.

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

F. 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 Financial Policies and Procedures
- Fraud Policy
- Conflict of Interest Policy
- Student Code of Conduct Handbook
- Data Collection Manual
- Program promotional material
- District Property/Equipment Manual (for fixed assets/inventory)
- Program Advisory Committee Guidelines, Meeting Agendas and Minutes
- Student Records
- Guide for Dual Enrollment
- Employee Handbook
- Financial Records (Travel, and Procurement)
- Verification of a sample of Student Industry Certifications
- Verification of a sample of OCP Attainment
- Supplemental Pay Contracts and Payment Records
- Employee Time and Effort Reports
- Data Reporting Procedures
- District Website

G. 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.

- Financial and inventory records are processed and maintained using a combination of Smart Stream, Citirx, and Works
- VCSD has established policies and procedures for cash management regarding grant funds that includes purchasing and procurement, allowability of costs, travel, conflict of interest and fraud disclosure that were reviewed during the visit.
- The grant manager reviews expenditure reports to ensure that grant funds are expended throughout the year in accordance to the CTE grant.
- The monitoring team reviewed requisition data, purchase orders and reimbursement request documents and found these documents to be in accordance with state policies.
- During the review, significant discrepancies were noted between the FY 2015-16 and FY 2016-17 approved grant budgets and the final DOE 399s. Subsequent amendments did not reflect the budget modifications that had been made between budget categories/object codes. The monitoring team also noted services had been secured, provided and paid for prior to an approved grant amendment.

FINDINGS AND ACTION

- Finding G1: The agency failed to receive FDOE approval for budget modifications made to the grant budgets for projects 640-1616A-6CJJ1, 640-1616A-6CS01 and 640-1617A-7CJJ1. For projects 640-1616A-6CJJ1 and 640-1616A6CS01 contracts were written (Object Code

310) and executed without prior approval. For project 640-1617A-7CJJ1 line items for Object Codes 640, 510, and 730 on the final Line Item Disbursement Report (DOE 399) did not receive prior approval. This is in violation of the FDOE Green Book (Project Amendments – Program and Budget Amendments Requiring DOE Forms, Section B) and UGG §200.201.

- Corrective Action G1: VCSD must submit an amendment for budget modifications and wait for FDOE approval prior to the encumbering or disbursement of funds. A training needs to be conducted for those handling federal grant funds with regards to the policies and procedures for amendments contained in the Green Book, Section B and the UGG §200.201. A copy of the training material and sign in sheets will be submitted to FDOE upon completion of the training. Sign in sheets will include the name of the workshop/training, date of the training, trainer name, participants name print, participant signature, position title and email address.

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

- VCSD 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:
 - CareerSource Flagler/Volusia
 - Volusia Manufacturing Association
 - Florida Hospital
 - Daytona Chamber of Commerce
 - Daytona International Speedway
 - Daytona State College
 - Embry Riddle Aeronautical University
 - Halifax Health
 - Launch Federal Credit Union
 - Lodging & Hospitality Association of Volusia County
 - Team Volusia
 - Volusia County
 - And other area businesses that serve as guest speakers, advisory board members and provide internship opportunities for students

I. 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 Perkins Performance Measures 2015-16

In 2015-16, the agency met or exceeded all secondary measures. Therefore, a PIP was not required.

J. PROGRAMS OF STUDY: As part of the new Division of Career and Adult Education (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 VCSD, Cathy Hammond and Bruce Harrington of the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with VCSD staff on February 7, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study: Culinary Arts

Program Identification and Assessment of Local Needs

- The Culinary Arts program was initiated by Daytona State and then collaboratively developed by college and district staff.
- This is not the typical way POS are identified and developed, however. Instead, the following means of identification are used:
 - Often POS originate with the program specialists and grow from popular programs.
 - Historically, there has also been input from local business and industry, starting with a business partnership group (Career Connection Cadre) developed for this purpose and now more through CareerSource, which has developed a Pathways sub-committee. Labor data and emerging trends are reviewed to make recommendations for new POS. The district has conversations with businesses about areas where they lack potential employees and also look at local and national need. They also get input from local government representatives. VCSD has worked to balance various perspectives, needs and desired directions when developing, expanding and/or closing programs of study.
 - The district also works with industry advisory boards. Among other considerations, they look for industry certifications that are recognized by industry, needed, and valued. District staff cited the example of a proposed EKG program. Consultation with the industry advisory board indicated that the industry need was actually for Patient Care Technicians, so the district went with Patient Care Technician.
- District staff noted that not many new programs have been developed since the recession, as there was no available funding for future planning.

Program Development

- In addition to the frameworks, the district utilizes curriculum mapping and Professional Learning Communities (PLC) time to develop program curriculum. They use Perkins funds to provide substitute teachers so the teachers can meet. Skills are embedded in the curriculum for industry certifications when appropriate.
- There is collaboration on curriculum with postsecondary. Previously there was not a lot of collaboration with the area state college but it is greatly improved. Now there are more frequent meetings, at least once or twice a month.
- Feedback from local business partners also helps to shape curriculum to better prepare students for skills needed in the labor force and can lead to changes in industry certifications offered.
- There is also integration of academics and CTE and a focus on project-based learning. Most of this integration is taking place at VCSD's career academies. Career academies (there are 41) each have teams of four to eight teachers, representing both academic and CTE, who meet over the summer to develop curriculum. The meetings are held right before pre-planning. These meetings have been instrumental in addressing scheduling issues that were impacting performance.

Program Outcomes

Performance on Industry Certification Exams

- District staff on the call acknowledged that there have been issues with passage rates on some certification exams, including the passage rates of students in the culinary program on the ServSafe certification exam. There is an advisory committee that is working to see what can be done to improve pass rates and ServeSafe is at the top of the list. Historically, there has been an emphasis on testing every student, due to CAPE funding, but there is a move to test only those students who are prepared for such a test. Staff need to be reminded that the testing is not mandatory but instead are intended for students who show proficiency. There is

a plan to implement pre-tests. The anticipated result is lower numbers of test takers, but higher pass rates.

- The district also noted changes to the ServSafe certification exam that led to reading level challenges for many of their students. Often it is not a case of the student lacking the skills, but of not understanding the question being asked.

Partnerships and Collaboration

Secondary and Postsecondary Collaboration and Articulation

- There was not a lot of collaboration initially with Daytona State College (DSC). In the past, it was also not clear that students were receiving the appropriate amount of college credits at DSC that they had earned in high school. VCSD and DSC are working more collaboratively now and VCSD staff on the call were excited about the new level of cooperation.
- Staff have found a number of benefits in the development of POS, such as the “aha moments” when faculty realize the possibilities to share content and build on content between the secondary and postsecondary levels. By collaboratively examining areas where there is shared content, secondary teachers can find ways to better prepare students for postsecondary instruction and college faculty can identify where changes could be made in college curriculum to more effectively build on secondary content.
- DSC has positive things to say about the district culinary students. Often the students are too prepared and are bored at first in the college program as the secondary and postsecondary programs use the same text book. In Construction, OSHA trained students are also bored because they have had safety training.
- There has been an increased focus on dual enrollment.
- DSC spearheaded a marketing publication, now a joint endeavor, that includes both college and district program information.

Advisory Councils

- The advisory councils are still in development. The previous Career Connection Cadre with representatives from local business and industry was volunteer and not formalized. Currently the district is working with team Volusia FUTURES Education Foundation, which has a business subcommittee, and CareerSource, to develop more of a working advisory committee. The committees also include postsecondary school administrators, and are cluster based.
- Some industry associations are very involved with related CTE programs. The Volusia Manufacturing Association is very active and represented on many related advisory committees, as is the Volusia Building Association. Culinary works with the Lodging Association in hospitality and tourism.
- Each of the district’s career academies are required to have their own advisory committees. Business partners, teachers, and postsecondary representatives serve on these committees and are very involved in all aspects of academy programs.
- VCSD really looks to advisory councils to recommend industry certifications needed.

Collaboration with Local Business/Industry

- Through project-based learning to help students build skills, students work on projects with various local businesses on-site and get to come up with ideas for how to accomplish the project or for new projects and have helped local businesses through this process while learning new skills and gaining valuable experience.
- The two large health care facilities in the region provide various types of support to schools.
- VCSD gets lots of feedback from students from internships and teachers overseeing students during internships visit employers and get feedback on how these students are doing. VCSD is doing a better job of offering real internships and getting feedback from businesses from these.

They are hearing from employers that students need better soft skills, such as showing up to work, being on time, and being properly dressed.

Placement of Students from POS

- VCSD staff on the call estimated that of their culinary program completers, there is an even split between those who continue into postsecondary training and those who move into the labor force. Some students may go on to DSC, others to Johnson and Wales.
- District staff indicated that they had no hard evidence, but some anecdotal evidence that students who are already employed and earn the ServSafe certification, often get a raise.
- Most of the culinary arts programs at the schools run full catering services, so the students get a great deal of experience, benefitting them as they search for employment.
- Culinary faculty are also excited about the new senior options for their students that help to set them up for better jobs after program completion.

Review of POS

- The district tries to review programs on a three-year cycle, but in practice programs are generally reviewed much more frequently. In fact, programs are practically under constant review. This is particularly the case with career academies, with the business partners, teachers, and postsecondary on their advisory councils constantly reviewing frameworks and discussing changes. The review process, however, is not currently formalized with a specific rubric.

Programs of Study Overall

- VCSD staff on the call pointed out that there are several local uses of the term “Program of Study,” which are different from the Perkins definition, such as the four-year graduation plan high schools use to outline coursework needed for a student to graduate.
- Perkins POS were defined by district staff as a full pathway for students so they can see the linkages from high school to postsecondary opportunities and future jobs and show them how to move forward along a career path. District staff expressed a desire to bring the pathways down to the elementary level.
- POS require partners and good collaboration and are a constant work in progress. They are never fully implemented, given the number of moving pieces to balance and the challenges these present.

Perceptions and Promotion of CTE Programs of Study

- District staff on the call indicated that they would like a full-time marketing person as they can’t seem to do enough to get the word out about CTE and POS. While CTE is highly regarded in the district, VCSD is constantly trying to improve the information available to the public about their programs and the many options available through CTE. Some CTE programs are accepted more than others and they are still working to promote CTE as a respected educational option.
- DSC is assisting with promotion of CTE programs with their new CTE marketing publication that includes both secondary and postsecondary CTE programs.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – The Volusia County School District is required to complete a CTE Corrective Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: <http://fldoe.org/academics/career-adult-edu/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the VCSD onsite monitoring visit. Special thanks are offered to Ms. Kelly Amy for her participation and leadership during this process.

APPENDIX A


Volusia County School District
 Career and Technical Education
 Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: VOLUSIA COUNTY DISTRICT SCHOOL BOARD					
Program type: CTE					
Target Year: 2015-2016					
Monitoring Year: 2017-2018					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
*Last Monitored	7 or More	7	7	<u>X 10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	7	<u>X8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	0	<u>X 8</u>	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					198

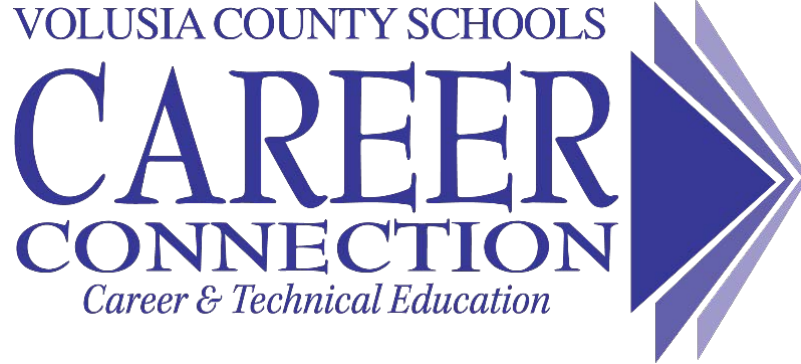
APPENDIX B

Volusia County School District Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
<p>Finding A1: Volusia CSD did not properly store and retain the records from the Hydroponics and Aquaculture program supported by projects 640-1616A-6CJJ1 and 640-1617A-7CJJ1 located at the G4S DJJ facility. The district is responsible for the grant oversight which includes records retention and storage. This is in direct violation of VCSD policy 516, SBEAR 1B-24.003 and UGG §200.333.</p>	<p>Corrective Action A1: Add to the VCSD's Grants Handbook, on page 11, to the fifth bullet, the reference UGG §200.333 for federal grants and write a response explaining the procedure the district will provide to prevent this from happening again.</p>	<p>The change was made to page 11 of the VSC Grants Handbook (attachment). All future grant awardees will receive enhanced training specific to the procedure for records storage. The Grants Project Manager will retain records in the event of a grant ending prior to the original end date.</p>	<p>LuAnne Blankenship, Grants Project Manager</p>	<p>March 19, 2018</p>
<p>Finding B1: Agency failed to accurately report student data in FY 2015-16 (UGG 2 CFR 200.328 Monitoring and Reporting Program Performance, F.S. 1008.43 Career program reporting requirements).</p>	<p>Corrective Action B1: The district must coordinate with the division's Research and Evaluation section in order to address data inconsistencies and complete payment process to FDOE if repayment for funding received for FY 2015-16 CAPE Industry Certification Funding is required.</p>	<p>An updated Data Protocol has been developed to address this reporting error (attachment). In addition, the addition of a new SIS in 2019-20 will also aid in the cross check process to ensure data is accurate.</p>	<p>Amy McAllister, Industry Certification Specialist</p>	<p>March 21, 2018</p>
<p>Finding G1: The agency failed to receive FDOE approval for budget modifications made to the grant budgets for projects 640-1616A-6CJJ1, 640-1616A-6CS01, and 640-1617A-7CJJ1. For projects 640-1616A-6CJJ1 and 640-1616A-6CS01 contracts were written (Object Code 310) and executed without prior approval. For project 640-1617A-7CJJ1 line items for Object Codes 640, 510, and 730 on the final Line Item Disbursement Report (DOE 399) did not receive prior approval. This is in violation of the FDOE Green Book</p>	<p>Corrective Action G1: VCSD should submit an amendment for budget modifications and wait for FDOE approval prior to the encumbering or disbursement of funds. A training needs to be conducted for those handling federal grant funds with regards to the policies and procedures for amendments contained in the Green Book and the UGG. A copy of the training material and sign in sheets will be submitted to FDOE upon completion of the training. Sign in sheets will include the name of the</p>	<p>A training (https://www2.ed.gov/fund/grant/about/training-management.html) was held to review the policies and procedures for submitting budget amendments. The sign-in sheet is attached. Emphasis was placed on the proper procedure to not expend the funds until amendment approval has occurred.</p>	<p>Kelly Amy, CTE Coordinator</p> <p>LuAnne Blankenship, Grants Project Manager</p> <p>Michelle Housley, Budget Analyst</p>	<p>March 19, 2018</p>

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
(Project Amendments – Program and Budget Amendments Requiring DOE Forms, Section B-2).	workshop/training, date of the training, trainer name, participants name print, participant signature, position title and email address.			
<p>Plan submitted by (name and title): Kelly L. Amy, CTE Coordinator Date: 3/22/18</p> <p>Plan accepted by: Christine Walsh, Program Specialist IV Date: 3/22/2018</p>				
<p>Status of Action Plan (to be completed by FDOE staff): The district has satisfied the terms of this resolution plan. Email with documentation satisfying the resolution was received March 22, 2018.</p> <p> RE Preliminary Report.msg</p>				
Date: March 23, 2018			Status of Plan Completion: Complete	

ATTACHMENT



Since 1992, there has been a consistent effort in Volusia County to raise the quality of Career and Technical Education programs, both by integrating academic content into CTE courses, and by ensuring that CTE programs are closely aligned to the needs of the workplace. This sustained emphasis on CTE program quality, particularly with the academic/CTE integration emphasis, brought CTE teachers and academic teachers into close contact to develop applied academic curricula. This sustained emphasis has built relationships among CTE teachers and academic teachers, and also increased respect of CTE instructors as masters of challenging and rigorous content. These relationships and sense of respect were the foundation needed to allow cross-collaboration so that CTE contextual applications were accepted by teachers of the core academic courses. CTE/FCAT Connection projects became a model across the state of Florida and across the country. In addition, Volusia held numerous CTE/FCAT project trainings, both in Volusia and around the state.

❖ The Volusia County School District, beginning with its earliest efforts to connect rigorous academic content with career relevance, has created a strong model of 60 high quality CTE programs with student enrollment of more than 23,000 students in grades 6-12. 41 career academies have been developed from a variety of CTE programs and those are distributed throughout the district's 10 high schools and serve over 5,000 students. The model provides options to students to pursue preparation for college and explore career options simultaneously. The district has made important progress in integrating academic and career content, supported its teachers for improved teaching and learning strategies, and implemented important quality control processes.

❖ Each career academy forms an advisory committee to provide advice on the content offered in the academy, and to provide a direct connection to work-based learning opportunities, externships for teachers, and expert presenters to come into the classroom. These career academy advisory committees ensure the quality and relevance of each career academy.

❖ The Career Connection Cadre involves about 60 organizations representing the perspective of employers throughout Volusia County. Firms and organizations that serve on the Cadre represent a wide range of career sectors such as, the regional circuit court, engineering, electrical contracting, electronics, financial planning services, fire and rescue services, information technologies, landscaping, machining and manufacturing, medical offices and hospitals, news and media, commercial printing, and public utilities. Employers are also represented through local chambers of commerce, hotel and hospitality associations, and regional departments of economic development. Local colleges and universities also participate in the Cadre, representing their dual roles as providers of education and training as well as being employers.

❖ While other programs and elements of high school reform have come and gone, the academy model has stood the test of time as a viable, robust, educational structure that maximizes the high school experience for students.

❖ Volusia's efforts to remain at the forefront of the career academy movement have been well documented over the years. Numerous articles and spotlights from local, to state, to national recognition have continued to shine light on this work.

2007 - Volusia County was recognized nationally as a Ford Next Generation Learning (NGL) Leadership Community for best practices and innovative leadership in the career academy model, and in 2013 Volusia was designated as a Model-Track Community by Ford NGL. Teachers and district staff attend conferences with Ford NGL communities from across the country to continue to grow and innovate.

2016 - Mainland High School was the first high school to move to an inclusive "wall-to-wall" academy model where every student in grades 9-12 is part of a career pathway. Mainland High was home to Volusia's first career academy, the Academy of Design and Manufacturing Technology, back in 1994. It was fitting that Mainland was also the first high school in the district to innovate once again with the "wall-to-wall" academy approach to teaching and learning.

2017 – Atlantic High School became the 2nd high school to move to the "wall-to-wall" academy structure. As the wall-to-wall model begins to spread to additional schools in the district, schools are encouraged to consider their school culture and stakeholders to build a model that is unique and customized.

2018 - Professional Development for teachers has been focused on providing Project Based Learning (PBL) training to build capacity for rigorous, relevant, and engaging real-world projects.

What's Next in Volusia?

CareerSource Flagler/Volusia will continue to take an active role in connecting business partners to CTE programs and academies. These connections directly enhance CTE programs through work-based learning at all levels. Sector labor market data from the State of Florida will be part of a multi-pronged approach to support programs and academies. Sector data will also drive decision making regarding what the next CTE program should be in Volusia.

In addition to labor market data, student career interest and additional stakeholder support will also be part of this process. District representatives will collaborate with members of business and industry to identify appropriate equipment and facilities for the new program.