



FLORIDA DEPARTMENT OF  
**EDUCATION**  
CAREER AND ADULT EDUCATION

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

**Washington County School District**

**September 17-18, 2018**

**Final Report**

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Florida Department of Education  
Division of Career and Adult Education

**Washington County School District  
Adult Education and 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 2018-2019 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 2018-19 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 Washington County School District (WCSD) was determined to be an onsite visit. Notification was sent to Mr. Joseph Taylor, superintendent, Washington County School District on August 3, 2018. The designated representative for the agency was Ms. Martha Compton, director of postsecondary and adult education, Florida Panhandle Technical College (FPTC).

The onsite visit to the agency was conducted September 17-18, 2018. The three representatives of the division present during the visit were director, Mr. Tashi Williams and program specialists, Mr. Michael Swift and Mrs. Christine Walsh of the Quality Assurance and Compliance section.

**V. WASHINGTON COUNTY SCHOOL DISTRICT**

**ENROLLMENT:**

Fiscal Year (FY) 2016-17

CTE (possible duplication at program level): Secondary – 1,177; Postsecondary – 2,554  
 AE: 187

The provider was awarded the following grants for FY’s 2016-17, 2017-18 and 2018-19:

**Finance**

**FY 2016-17**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	670-1917B-7CG01	\$ 67,572.00	\$ 2,711.70
Adult General Education - Holmes	670-1917B-7CG02	\$ 67,531.00	\$ 1,625.21
Adult Education - Corrections	670-1917B-7CC01	\$ 72,889.00	\$ 1,348.78
Perkins CTE Secondary	670-1617A-7CS01	\$ 40,220.00	\$ 4,926.51
Perkins CTE Postsecondary	670-1617A-7CP01	\$ 115,511.00	\$ 7,710.10
Perkins CTE Rural	670-1617A-7CR01	\$ 44,785.00	\$ 2,863.82
Perkins CTE Secondary DJJ	670-1617A-7CJJ1	\$ 64,400.00	\$ 12,654.77

**FY 2017-18\***

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	670-1918B-8CG01	\$ 71,200.00	\$ 9,184.81
Adult General Education - Holmes	670-1918B-8CG02	\$ 86,326.00	\$ 23,461.17
Adult Education - Corrections	670-1918B-8CC01	\$ 43,540.00	\$ 14,976.86
Perkins CTE Secondary	670-1618A-8CS01	\$ 47,581.00	\$ 1,505.25
Perkins CTE Postsecondary	670-1618A-8CP01	\$ 101,570.00	\$ 972.42
Perkins CTE Rural	670-1618A-8CR01	\$ 44,505.00	\$ 1,797.50

**FY 2018-19**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	670-1919B-9CG01	\$ 71,200.00	\$ N/A
Adult General Education - Holmes	670-1919B-9CG02	\$ 86,326.00	\$ N/A
Adult Education - Corrections	670-1919B-9CC01	\$ 43,540.00	\$ N/A
Adult Education - Corrections - Holmes	670-1919B-9CC02	\$ 34,476.00	\$ N/A
Perkins CTE Secondary	670-1619A-9CS01	\$ 45,565.00	\$ N/A
Perkins CTE Postsecondary	670-1619A-9CP01	\$ 102,243.00	\$ N/A
Perkins CTE Rural	670-1619A-9CR01	\$ 44,629.00	\$ N/A

\*FY 2017-18 final project disbursement reports not yet available at the time of this writing.

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

<http://www.wcsdschools.com/>

**VI. MONITORING ACTIVITIES**

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

Onsite Visits

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

- FPTC
- Chipley High School (CHS)
- Vernon High School (VHS)

Entrance and Exit Conferences

The entrance conference for WCSD was conducted on September 17, 2018. The exit conference was conducted on September 18, 2018. The participants are listed below:

<b>Name</b>	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
Troy Peoples	Director, ESE and Federal Programs	X	
Gail Riley	Director, Curriculum and Instruction	X	X
Martha Compton	Director, Postsecondary and Adult Education	X	X
Pedro Martinez	Student, FPTC	X	
Stephanie Hailey	Coordinator, Grants and Marketing (retired)	X	X
Kevin Smith	Coordinator, Grants and Marketing	X	X
Shirley Thompson	Manager, Student Affairs	X	X
Ernie Zorn	Business Manager	X	X
<b>FDOE Monitoring Team</b>			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X
Tashi Williams	Director, 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 60 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.
- WUSD Perkins grants are managed by the school district for the secondary programs and FPTC for the postsecondary programs.
  - In addition the district's Adult General Education (AGE) grants, administrators at FPTC also manage additional AGE grants to serve students in neighboring Holmes County. FPTC serves the Holmes County community through a local satellite site.
  - Despite the separation of duties among the Perkins secondary and postsecondary programs, the two have a well-run working relationship with each other. The secondary program is always made aware of all student opportunities at the secondary level, and the postsecondary level ensures that the local high schools are kept abreast of program offerings at FPTC.
  - The district has created a strong focus on career pathways. "We speak the language of Career Pathways" emphasizes the districts drive to transition students from high school to CTE postsecondary programs at FPTC.
  - CTE and AE administrators and instructors participate in FDOE sponsored training events as well as professional development trainings offered by the district.
- 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.
- District data operators, teachers and administrative staff follow a detailed Data Resource Manual that provides a streamlined process for the submission of student data to FDOE.
  - Student data sent to FDOE goes through a multi-tier review process prior to final submission to the state. A similar process is used for the reconciliation of any data errors reported from FDOE.
  - The district has administrative staff with specific duties and responsibilities for data collection, entry and verification. The district has internal controls that ensures an individual has access to only a particular part of the management information system (MIS). This creates a better check and balance system and produces a clear audit trail.
  - WUSD utilizes the Focus® system to input student grades.
- C. CURRICULUM AND INSTRUCTION:** refers to those elements that contribute to student learning and skill acquisition.
- WUSD offers 18 different career clusters and 81 pathways to students from over 20 counties throughout Florida.

- Due to a lack of interest in Culinary Arts at FPTC, the district high schools began offering the program for the 2017-18 school year. In just one year the program has grown from two to six classes and additional students are on a waiting list.
- The district is very active within the local community. Community leaders and businesses sit on advisory boards for all FPTC postsecondary programs. These advisory boards meet at least twice annually to discuss the CTE programs and how they fit in with the local workforce needs and industry trends.
- The district benefits from a good working relationship between guidance counselors from both the secondary and postsecondary CTE programs. This is beneficial to the secondary students as their counselors are able to keep them aware of all postsecondary program offerings at FPTC.

**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.

- The district has policies and procedures on new equipment acquisition, equipment safety/storage, disposal of old inventory, and lost/stolen equipment.
- The equipment found on-site was in good operating condition and ready and available for student use.
- Equipment is inventoried annually, and property valued at \$1,000 or greater receives a numbered, inventory identification tag. The district's inventory management system included all of the necessary information as required by federal law.

**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 (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 850-245-0511.

**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.

- Sample advisory committee minutes, agendas and sign-in sheets
- District procurement/purchasing records
- Employee travel records
- District policies and procedures for finance and procurement
- WCSD and FPTC data resource manual
- District technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Student data records
- Internal control policies
- Policies on online and remote education
- Policies on dual enrollment
- District infrastructure cost agreement with Career Source Chipola (CSC)

- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- District and program sponsored training and records – sign in sheets, agendas, etc.
- Inventory records for all grant funded equipment purchases

**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.

- WCSO has financial policies and procedures in place to ensure efficient cash management, budgeting, documentation and reporting of CTE and AE grants funds.
- Skyward is utilized for district accounting transactions and bookkeeping.
- The monitoring team reviewed T&E reports, purchase orders and travel records for all grant funded employees. These documents proved to be in accordance with district, state and federal policies.
- All purchases made with CTE and AE grant funds go through a multi-tiered approval process that begins with a request at the school level, and must pass several reviews prior to approval and a purchase order being issued.
- Both the CTE and AE program managers keep up to date records of all fiscal transactions toward their federal grant awards. Financial reports can be pulled at any time to provide a snapshot of their immediate financial standing.

**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.

- WCSO has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
  - CareerSource Chipola
  - Florida Vocational Rehabilitation Services
  - Early Learning Coalition
  - Jackson County School Board
  - Holmes County School Board
  - Calhoun County School Board
  - Consortium of Florida Education Foundations (CFEF)
  - FPTC Foundation
  - Early Learning Coalition
  - Tri-County Community Council
  - Chipola College
  - Holmes County Sheriff's Office
  - Washington County Sheriff's Office
  - Walton County Sheriff's Office
  - DaVita
  - Washington County Board of County Commissioners
  - Northwest Florida Community Hospital
  - Jackson Hospital
  - Washington County Nursing Home
  - Catalyst
  - Doctors Memorial Hospital
  - Signature Healthcare

- J & M Electric
- Brown International, Inc.
- GEO Corrections & Detention LLC
- Community South Credit Union
- Orange Hill Soil and Water Conservation
- West Point Home
- Region 3 DOT
- Rex Lumber

**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 Performance Indicators 2016-17**

In 2016-17 the agency met or exceeded all secondary measures except for the following; therefore a PIP was required:

- 1S1 Academic Attainment – Reading: Local Actual 79.17% vs. Local Agreed 90.70%
- 1S2 Academic Attainment – Math: Local Actual 79.17% vs. Local Agreed 98.50%
- 2S1 Secondary Technical Skills: Local Actual 71.15% vs. Local Agreed 88.00%

**Postsecondary Certificate Performance Indicators 2016-17**

In 2016-17 the agency met or exceeded all postsecondary measures; therefore a PIP was not required.

**J. PROGRAMS OF STUDY:**

**Implementation of Programs of Study**

As part of the DCAE assistance process, all agencies selected for a monitoring visit each project year will provide additional information 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 WCSD, 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 WCSD staff on September 17, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

**Program of Study: Pathways to Engineering and Drafting Program of Study**

**Program Structure**

- Linkages for math and science courses to the Pathways to Engineering POS were created by a leadership team that included teachers, counselors and others from both high schools. The program is based on the Project Lead the Way curriculum and one of the program’s teachers was the one that guided the selection of appropriate math and science courses.
- Other POS in the district do not integrate appropriate math and science courses to the same extent.
- Pathways to Engineering is a four-year secondary program and many students take academic dual enrollment in math in their senior year because they are pre-engineering and want to graduate with some college prerequisites already completed without charge. They dual enroll at Chipola College or FPTC and can dual enroll online if they do not have transportation.

## Program Outcomes

### *Certifications and Completions*

- In the secondary program, there were 10 completers out of 30 students passing certification exams district-wide. The large percentage of students dual enrolling in their senior year results in many students leaving the secondary CTE program before completion.
- WCSD reported a 30% certification exam passage rate for Drafting PSAV students in 2016-17. The agency reported that 2016-17 was the year that the Drafting program switched to Pearson Vue for testing. There were delays on getting it up and running, giving students little time to prepare for certification exams. This is now corrected and students are getting three to four certifications with an 86% passage rate.
- For the postsecondary program, the agency reported three full program completers and six derived completers. Derived completers are defined by the Workforce Education Data System (WEDS) as earners of a terminal occupational completion point (OCP) who have met or were exempt from the basic skills requirements. 2016-17 was not a typical year for completions. This is a 1,500 clock hour program and many students find jobs before they complete the program. In 2017-18, there were nine completers.

### *Placement*

- After completion of the secondary program or graduation, many students move on to Gulf Coast State College and with articulation, apply certifications to their AA degrees. Students get the most credits from articulation if they move from secondary to the technical college to the state college and then university.
- There is a 100% placement rate for their postsecondary program completers and earning industry certifications helps them get placed. Many students do not complete because they have already gotten jobs.

### Relevance of POS to Local Employers:

- Internship opportunities are not provided for Drafting students as they usually go on to full-time employment and therefore it is not a real necessity. FPTC can provide all the requirements for the students to obtain employment, including providing students with employability skills. The network of FPTC alumni help to connect businesses and students.
- Local businesses would rather hire students after they earn certifications and not wait until they complete a program.
- There are a number of certifications that students can earn during the Drafting program. Their program particularly focuses on drafting in the areas of manufacturing and civil engineering.

## Programs of Study Overall

### Secondary Technical Skills Attainment Measure

- WCSD has struggled to meet the Secondary Technical Skill Attainment measure. Problems in meeting this measure for 2015-16 and 2016-17 were believed to be mainly due to data entry problems and not to poor student performance.
- The district had to work with teachers and others on data entry to resolve these problems. Now there are monthly data training sessions and involvement of guidance counselors, resulting in better data reporting.

### Student Advising

- Through the AVID (Advancement Via Individual Determination) program in middle school, students learn how to plan for the future, starting in the 6th grade and develop a four-year education plan in the 8<sup>th</sup> grade. Before 8<sup>th</sup> grade registration, students and parents meet with

advisors to develop the plan. During the 8<sup>th</sup> grade year, CTE teachers promote their programs to 8th graders and their parents.

- In high school, there is an annual plan, rather than a four-year plan, that is reviewed each spring during a counseling meeting that involves both high school and FPTC counselors to assist in selecting the best courses for students for the coming academic year. There is a graduation checklist and transcript review so schools can chart student progress.

#### Secondary and Postsecondary Relationships:

- There are about one hundred dual enrollment students at FPTC each year, with 25 programs available to them. The only barriers are age restrictions, particularly in health and law enforcement programs. FPTC has articulation agreements with surrounding counties. There are industry certification opportunities, and some of the certifications can substitute for math or science high school credits.
- There is collaboration between high school and technical college teachers as well as local businesses to ensure that secondary students are prepared for further postsecondary training and employment.
- FPTC tries to offer programs that students are interested in and that build on what they completed in high school. For example, since secondary was offering the Administrative Office Specialist program, FPTC revised their clock hour Administrative Office Specialist program into a Medical Administrative Specialist program. Students completing the secondary program would already have completed a large portion of this program.

#### Definition of Program of Study

- Staff defined a program of study as a career pathway, moving from middle school, through secondary and progressing to postsecondary and transitioning on to a career. Career pathways in engineering, for example, require math and science backgrounds and may need certain skills and specializations, and clock hour programs and certifications in this pathway can provide opportunities for those.

#### Promotion of CTE

- All students in FPTC's service area have an opportunity to attend a half-day field trip to the campus, including a tour of 30 programs. Students can schedule tours any time and can shadow specific programs of interest. FPTC also offers a summer science, technology, engineering and math (STEM) program.
- In 2016-17, the new Superintendent required that all secondary teachers and counselors tour FPTC. It was a great move for FPTC in promoting their programs, where teachers and counselors saw the importance of these programs. For parents, in October a fall festival is held in lieu of a regular open house where students are encouraged to dress up like their chosen career. Each program has an activity that highlights the careers for that area.
- The district reports that they have little difficulty recruiting students to programs not traditional for their gender. They cite the reality of their rural culture, where both male and female students are involved in farming and other related tasks, making them more open to non-traditional careers. There are males in health programs and females in engineering and drafting programs. There is also a gender mix in both math and science courses. While there are only seven working large farms in the district, there are many families who maintain small scale practices so there are many students interested in agriculture.

#### Regional Perceptions of CTE

- Around 2013, many students did not want to go into "vo-tech". The name change of the technical college in 2013 helped to promote the idea that modern CTE is not the same as the

old “vo-tech.” Every student needs a marketable skill when they graduate. An example of the change in attitude is that now they have several high school valedictorians in the Phlebotomy program as they want to go into medicine and see this as a good start. More students are also taking advantage of FPTC’s Bridge programs.

- Promotion of CTE focuses on this idea that everyone needs a skill. Getting a certification does not preclude someone from moving on and can help them progress through a career pathway faster. They can work their way through school at a higher rate of pay to support themselves. And, certifications add credentials to a resume.

#### Final Comments

- District staff on the call noted that they see the importance of programs of study and hope to add more in the fall. They also noted that district CTE enrollment is up.

### **XIII. REQUIRED RESOLUTION ACTIVITIES**

#### **CAREER AND TECHNICAL EDUCATION**

1. Corrective Action Plan – WCSD is not required to complete a CTE Corrective Action Plan.

#### **ADULT EDUCATION**

1. Corrective Action Plan – WCSD is not required to complete an AE 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 WCSD onsite monitoring visit. Special thanks is offered to Ms. Martha Compton for her participation and leadership during this process.

**APPENDIX A**

Washington County School District  
 Career and Technical Education  
 Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants</b>					
Agency Name: <b>WASHINGTON COUNTY DISTRICT SCHOOL BOARD</b>					
Program type: <b>CTE</b>					
Target Year: <b>2016-2017</b>					
Monitoring Year: <b>2018-2019</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	7	<u>X 10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Perkins Grants Combined</b>	Upper Quartile	7	5	<u>X8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Perkins Grants</b>	4 or More	7	7	<u>X 8</u>	56
	3	5			
	2	3			
	1	1			
<b>3-year Perkins Improvement Plan (PIP) Index</b>	7.50 – 10.00	7	1	<u>X 6</u>	6
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	0	<u>X 6</u>	0
	No	0			
<b>Agency CTE Program Director Change from Previous Fiscal Year</b>	Yes	7	0	<u>X 6</u>	0
	No	0			
<b>Unexpended Funds from all Perkins Grants Combined</b>	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>220</b>

Data sources used for calculations: Prior to July 1, 2017

Washington County School District  
Adult Education  
Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants</b>					
Agency Name: <b>WASHINGTON COUNTY DISTRICT SCHOOL BOARD</b>					
Program type: <b>AE</b>					
Target Year: <b>2016-2017</b>					
Monitoring Year: <b>2018-2019</b>					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	7	<u>X10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Adult Education Grants Combined</b>	Upper Quartile	7	3	<u>X 8</u>	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Adult Education Grants</b>	4 or More	7	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	0	<u>X 6</u>	0
	No	0			
<b>Change in Adult Education Program Director from Previous Fiscal Year</b>	Yes	7	0	<u>X 6</u>	0
	No	0			
<b>Adult Education Performance Targets</b>	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Unexpended Funds from all Adult Education Grants Combined</b>	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Agency Risk Score</b>					<b>186</b>

Data sources used for calculations: Prior to July 1, 2017

## APPENDIX B



757 Hoyt Street, Chipley, FL 32428 | 850.638.1180

October 1, 2018

Florida Panhandle Technical College:

- Name Change in 2013 from Washington-Holmes Technical Center to Florida Panhandle Technical College
- Serve over 1200 students each year through AE, CTE, and CWE Programs
- Celebrated 40 years of Council of Occupation Education (COE) Accreditation in 2016
- Celebrated 50 years of CTE Training to serve surrounding communities in 2017
- Ranked as “One of the Best Colleges in Florida” in 2017
- Ranked as “One of the Top Nursing Colleges in Florida” in 2017
- First Postsecondary School in Florida to offer a Comprehensive Transition Program for students with unique abilities
- Huge Increase of Industry Certifications since 2009
- Earned \$139,974 in 2016-17 for performance funding for industry certifications
- Served over 500 students with STEM programs in the past 4 years
- Serve students from over 21 Florida Counties annually
- Partner in the Volunteer Income Tax Assistance Program
- SkillsUSA State and National Winners
- CDL Tested over 1236 people since June 2012
- In 2017-18, FPTC reported an 86% completion rate, a 94% placement rate and a 98% licensure rate for program completers.